



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - STUDENT SERVICES MEETING**

**November 23, 2020, 10:30 a.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Damstrom

Co-Chair McPhee via Zoom
Trustee Johns via Zoom
Trustee Kitt

Board/District Staff in Attendance:

Chairperson Lento
Trustee Ayling via Zoom
Trustee Bellina via Zoom
Trustee Turner
Trustee Whalen via Zoom
Superintendent, S. Yardley via Zoom
Secretary Treasurer, A. Rice
Director of Student Learning/Innovation, D. Casault via Zoom
District Principal/Student Services, D. Verbeurgt via Zoom
District Principal/Transformative Learning, J. Roberts via Zoom
Executive Assistant, L. Giesbrecht (Recorder)

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Special Education Student Services meeting of Nov. 23, 2020 was called to order at 10:43 by Co-Chair McPhee.

1.2 Approval of the Agenda

M/S that the agenda for the Special Education Student Services Meeting of Nov. 23, 2020 be approved as circulated

1.3 Approval of the Minutes

M/S that the minutes of the Special Education Student Services meeting of Oct. 26, 2020 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Full Audit Report

Secretary Treasurer, Alan Rice can confirm that the full audit report still has not been posted. He anticipates that due to the new government that the link will be available shortly. This will stay on the agenda for follow up at the January Student Services Committee meeting.

2.2 Inclusive Education Working Group

Superintendent, Silke Yardley deferred to Director of Student Learning and Innovation, Diane Casault and District Principal of Student Services, Darcy Verbeurgt. Director Casault & District Principal Verbeurgt will take the lead, as Superintendent Yardley's attention needs to shift to the Framework for Enhancing Student Learning. Review of previous meetings minutes will occur over the next few weeks and further meetings will be planned. A slight decrease in representation may be considered as replacement TTOCs are still a concern. We will talk with representation from the various groups to ensure we are not taxing groups. Discussions of allocation of resources begins as early as February. Mr. Verbeurgt will continue to work with Mr. Rice and school teams in late February and early March for budgeting purposes. Co-Chair McPhee asked if we would be continuing to review the Student Services Teacher role. Mr. Verbeurgt replied that terms were considered vague so were updated in hopes to make clear their roles and responsibilities. We have extended the same conditions to Student Services Teachers as we have to Counsellors where the can begin school planning prior to the school year and in compensation release days will be granted during the school year. Shelly Balfour verified that the student services job description was updated and has been signed off. Work load issues of Student Services Teachers is still a concern and review on how we can support them will be ongoing.

2.3 Speech Language Pathologist (SLP) Data

Data was collected for the period of Sept – Oct.2020. The full dataset collected was provided in the In-Camera meeting agenda. Mr. Verbeurgt will speak to it if requested. Mr. Verbeurgt provided a summary of what the SLP's work.

Section 1) Demographics

- Data was submitted by the 7 SLP's and 5 Speech Language Assistant's (SLA). Laurel Giesbrecht pulled the data into one sheet.
- Data had to be cleansed to be consistent. This allows us to view the data in a more meaningful way.
- all aboriginal ancestry data and special needs designations were added or corrected.
- Future data collected will include a glossary so that data is tighter than in first data catch.

Over 1,600 individual student data references were submitted, as well as, 170 class or group data references and 114 anecdotal notes. We were able to pull together trends.

- Most students served were in Kindergarten and Grades 1 & 2. Early intervention is important, as is support when they need it. In the upper grades communication is more of a focus than anything else.
- 15% of students working with an SLP are of aboriginal ancestry
- almost 30% of students have a special needs designations (definition of designation letter is attached as Appendix A).

Section 2) Working with Individual Students

This includes direct and indirect service time. Some schools show more direct hours of service than others. A total of 1,086 hours were invested in directly working with students.

Co-Chair McPhee asked how that would inform practice and what changes we could anticipate with this better look? Mr. Verbeurgt hasn't analyzed it yet from that perspective as we were asked to provide data on where they were spending their time. He was not sure this data will inform us in how to change practice.

Mr. Verbeurgt reviewed first of year priorities of assessing students and planning for the school year. He also shared the wide variety of skillsets the SLP's - speech, language, fluency, etc. One of the requirements of the SLP profession is that they remain current in their training. They take professional development courses, provide services to other staff, attend meetings and research strategies. They regularly share their learning with other SLPs and support staff.

Trustee Bellina commented that it is good to reflect on the data and learn from each other.

Mrs. Casault spoke to SLPs having conversation around when they did their screening and their report writing. We also found through the data that our SLPs are sometimes in 2-3 different schools. The different practices in different schools are a result of the schools needs. So much depends on the School Based Team (SBT) and their consultation. If the Student Services Teacher is new, there is lots of initial training.

Trustee Johns wondered how when working with individual student, in some cases, there are hours of support with few to no hours spent report writing. Mr. Verbeurgt reminded that the data was for the months of September and October. December is often reserved for report writing when students are not available due to other school activities.

We have to be careful not to compare middle/secondary to elementary schools as this is the first year where we have dedicated SLP time to the middle/secondary schools, rather than work off of individual referrals.

Section 3) SLP services hours per school by type of service

The time spent on the types of services varies at each school building, but it is important to look at the overall numbers to see where they spend their time overall.

Trustee Turner appreciated getting the data and expressed thanks, but wanted clarification on the waiting list and the service timeframe.

Mr. Verbeurgt explained student come on to a caseload waitlist through referral - the waitlist is a referred list. Some schools produce referrals in first week of September – others complete the referrals at the IEP meetings in October or November. Students do not stay on wait list for any period of time. Service is always provided in a reasonable timeframe.

Trustee Johns asked how we could advocate for more resources. Mr. Verbeurgt stated we have more SLP's in relation to our number of students in our district than other districts. Yet, we're only approaching a mildly adequate level. We currently have 7 SLP's working 6.1 FTE. Not all SLP's work full time by their own choosing. We also have 5 SLA's whose purpose is to carry out the work assigned by SLP's.

Trustee Johns referenced the EDI material, wait list for services, adequacy of response and needs, indicating the Board needs to advocate for the training of SLPs to adequately meet the need. He also wishes that the provincial government provide more funding rather than paying for SLP and SLA support out of regular funding. Mr. Verbeurgt stated there are available SLPs as Alberta has recently laid off about 400. Trustee Johns will obtain data and needs from district staff for his presentation to the select standing committee.

Section 4) How are SLAs interacting? - Their interaction is different in each school, but consistently invest time working with kids or groups in an individual aspect. SLA's are 6.5 hour employees that work beyond the regular school day to include some preparation time occurs not while kids are in session. Screening does take place while in class sessions. In Kindergarten, there are a fair amount of whole class group time with Sound Connections programming that heavily introduces the sound-to-letter to the younger age students as a precursor to reading.

Trustee Johns thanked Mr. Verbeurgt and Mrs. Casault for the presentation of this data.

3. DELEGATIONS/PRESENTATIONS

4. REPORTS

5. NEW BUSINESS

5.1 Proposal for Post Social Emotional Learning Centre (SELC) Program Tracking

A question was brought forward in terms of how former SELC students are doing & the possibility of keeping track of their progress after leaving the program. The intention is to review the mid-term reports in January of last year's SELC program students. The review will focus primarily on the anecdotal comments provided on how they are currently engaging in their learning. We did find that in conversation with the SELC teacher, Tanya Meijer, both parents and students are still connecting with Mrs. Meijer or Mrs. Stasuik.

Megan Stasuik, Tanya Meijer and Julie Russchen participated in determining where the next SELC session should be held. They unanimously decided not only on the school, Steeples Elementary, but also the class and students that could benefit from the program. A survey is planned for the participating teachers at Highlands for this last session. We hope that the survey will highlight what was successful and what was challenging. Looking at effective strategies is important moving forward.

The Highlands Elementary school session will end this week on Nov. 26. There will be one week break in between programs for planning and then the SELC program will start at Steeples.

6. RECOMMENDED ACTIONS - APPENDIX A

6.1 Updates on the Social Emotional Learning Centre

6.2 Prevalence Model Discussions

6.3 Inclusive Education Working Group Updates

6.4 Behaviour Resource Teacher update

7. CORRESPONDENCE

8. ADJOURNMENT

The meeting was adjourned at 11:45am.

Appendix A

Ministry Designations

Category Code	Name of Category	Level 1,2,3
A	Physically Dependent- Multiple Needs	1
B	Deafblind	1
C	Moderate to Profound Intellectual Disabilities	2
D	Physical Disability/ Chronic Health	2
E	Visual Impairments	2
F	Deaf or Hard of Hearing	2
G	Autism Spectrum Disorder	2
H	Students requiring intensive behaviour intervention or students with serious mental illness	3
K	Mild Intellectual Disabilities	-
P	Gifted	-
Q	Learning Disabilities	-
R	Students requiring behaviour support or students with mental illness	-