



**The Board of Education of
School District No. 5 (Southeast Kootenay)**

MINUTES – STUDENT SERVICES MEETING

October 26, 2020, 10:30 a.m.
Kootenay Learning Campus – Fernie

Committee Members in Attendance:

Co-Chair Trustee McPhee
Co-Chair Damstrom (by Zoom)
Trustee Johns (by Zoom)
Trustee Kitt

Board/District Staff in Attendance:

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

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Student Services meeting of October 26, 2020 was called to order at 10:42am by Co-Chair McPhee

1.2. Approval of the Agenda

M/S that the agenda for the Student Services Committee Meeting of October 26, 2020 be approved as amended.

1.3. Approval of the Minutes

M/S that the minutes for the Student Services Committee Meeting of September 28, 2020 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1. Full Audit Report

Secretary Treasurer Rice to present full audit report as released by Ministry of Education (not yet available)

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/compliance-program/2019-20>

Concern was over COVID and funding and how this would affect our students. Secretary Treasurer, Alan Rice reached out to the ministry in regards to the finance report. Unfortunately, he was told it probably won't be released until after the election. The link provided will take you directly to the report. Alan will follow up and let the trustees know when it's available.

2.2. Social Emotional Learning Centre

2.2.1. Program evaluation criteria

Student Director of Learning and Innovation, Diane Casault and District Principal of Student Services, Darcy Verbeurgt, went through the program evaluation criteria for 2020/21. They looked at the student referrals as part of the criteria that helped to determine the fine tuning of the program. Much of data collected on the SELC program was qualitative. Quantitative is being incorporated moving forward. This will further be presented as data is collected.

Trustee Kitt asked if there was parental or caregiver support as it would be preferred. How do we make this long term for these kids? How are we tracking the kids that were in the program last year? Mrs. Casault likes the idea of continuous tracking after they've left the program. Currently, parents are quite involved in the program, which includes parent information nights. Parents are involved to the point where we even have grandparents commenting. We did not include a parental evaluation in the handout. Parental involvement and feedback is exceptional. Mr. Verbeurgt said that parental involvement could be minimal at times, often resulting in a students' referral to this program. Parents have been invited to evening sessions and communication between parents and teacher happens at least once per week and there is ongoing communication with parents.

Trustee Damstrom asked about the program evaluation criteria in regards to students' goals. What are the ages of the children in the

SELC program, how are they able to identify their own personal strengths and abilities? Mr. Verbeurgt replied that personal value linked to personal esteem and the student should identify this on their own. The goals provided by the student and their parent/caregiver are long term goals, not necessarily incoming goals. This program builds emotional wealth and stability as well as self- esteem and self-worth. Mrs. Casault stated that it ties in to the core competencies. The SELC program provides support at the Gr. 1, 2 and 3 levels. Trustee Turner stated that a child's self-esteem is linked to their personal skill building, can be qualitatively combined. Trustee Damstrom suggested that given how this is written, it would be nice to add the blurb, "How do these skills add to the child's toolkit?"

2.2.2. Proposal for current academic year (2020-2021)

As a result of COVID, we've had to change the mix of things. For example, how to deliver instruction, how to get kids in and support their cohorts. The first cohort started at HES. At the beginning of Nov. we'll have our second group identified for the next term. Student Services Coordinator, the Behaviour Support Teacher, Principals and Vice Principals along with Darcy Verbeurgt and Itinerants will assist in identifying students and selecting the next school. Once the school has been selected, there will be a week to go over, summarize and prepare for the next session. The group running the SELC is very intuitive and able to shift as things change. Trustee Kitt inquired as to the room currently being used at HES. Do other schools have a room to use for the SELC program? Currently, there will be no bussing kids between schools. SELC does have an exterior door. Keeping in mind that we can't mix cohorts, what is the potential of having the next SELC group access this room if there is no room at the next school? We don't want to limit the school when they don't have space to use. SELC Teacher, Tanya Meijer, is working on strategies and taking measure of that. For example, GTES who has no room, could still benefit from the program.

2.2.3. Evaluation of qualitative data from cohort (2019-2020)

Trustee Johns likes the way the report is being presented. In our vision were thinking about the budget coming up and wants to continue with this dedicated program. These kids can get lost in the throes of the regular school setting. Here, we have opportunity to make significant improvements. Given the circumstances, he feels it's an unmitigated success. The SELC staff have had to change things mid-stream, but they are a quality addition to our schools. In reference to the Social Emotional Learning Centre Summary, the comments were found to be very illuminating. We don't want to see this work get lost as this is a valuable service to our kids. This year there will be more quantitative data in addition to the qualitative data.

2.3. Inclusive Education Working Group

2.3.1. Role of Student Services Teacher

Report back on meeting held in October with CFTA regarding role of Student Services Teacher in School District 5

Superintendent Silke Yardley reported that they aren't quite there yet. Mrs. Yardley and Brent Reimer, Director of Instruction/Human Resources recently worked on 2 job descriptions. The package for this job description was just rolled out. Mrs. Yardley and Mr. Reimer are making good progress on this. They hope to have this ready for next meeting. Mr. Reimer is actively working on recruiting TTOCs to the valley.

2.4. Speech Language Pathologist Allocation Update

2.4.1. Review of SLP allocations

Factors used to determine allocation of SLP time in schools

We could use a precise explanation that we could use going forward. Mrs. Casault included the FTE allocation of all SLP, schools, etc. A chart was used to determine those placements. This chart used school population from previous year as well as current years' enrollment. SLPs have focused primarily on Kindergarten to Grade-3 in the past. A lot of screening is involved. Assessment is done at a Kindergarten level. We then look at the number of students with IEPs, # of students that are physically dependent and use the vulnerability index. All Kindergarten classrooms in the district have participated in the EDI. This was well received when we look at those indexes. We look at the CHEQ questionnaire as well. What kids had access in their development. There was conversation with SLPs in allocating schools. We also looked at who was assigned to that school in the previous year as they can speak to nuances in those schools in previous years.

2.4.2. Speech Language Pathologist Data

Chairperson Lento liked the spreadsheet, very rewarding and informational. This information must be kept internally. He would like to see this data for all the schools in the district. We need more of a consistent answer from the SLPs. Mrs. Casault

requested feedback on what the board would like to see as collecting the data without understanding what is being looking for is difficult. Not all SLPs narrow down their work load to the same level. For example, we get more specific data from some vs.others. Do we want total numbers or change that happens from one year to another? Chairperson Lento asked what exactly their role encompasses. He likes the SLA listed in the report and feels more comfortable seeing the data. If we give the SLPs the chart, they can select the answer themselves for each of the questions we are asking.

Trustee Kitt inquired as to SLP, Carolyn Norton? Even though Carolyn lives in Fernie, Cranbrook is her work base. She accepted a job posting in Cranbrook when she started with the district. Her largest job is at SES, 3 days per week, then JESS one day/week.and middle/secondary schools in the Elk Valley for the remainder. She was originally full time in Cranbrook, as there weren't enough SLPs when she started. Lesley Runzer only works with preschool aged children. She helped out one year at RMES while we were filling the role. Co-Chair McPhee requested addition information through FINOPS at the in camera meeting. Mrs. Casault feels we could get a template of the data that will be requested for the November meeting with a summary for early next year. Chairperson Lento would like to get list to discuss what's on it. Co-Chair McPhee feels it could be opportunity to celebrate the success.

2.5. Behaviour Resource Teacher Update

Mr. Verbeurgt reported that the district still has a posting out for a 0.5 in the Elk Valley. We've had one applicant since we've posted across Canada. We continue to post and he monitors the responses. We had one candidate interested, but she took a position as a full time counsellor with our district instead. Our other Behaviour Resource Teacher (BRT), who is currently full time, will be moving to Grade 2 position at TMRES that she acquired over the summer. She's continuing in the BRT role until the end of the 2020/21 school year. In the meantime, we will post for the 0.5 in the Elk Valley and will post for the FTE 1.0 in January for a September 2020 start.

3. DELEGATIONS/PRESENTATIONS

No delegations or presentations

4. REPORTS

No reports

5. NEW BUSINESS

5.1. Shelley Moore Series Summary

Feedback included – we tried to collect, unfortunately not a lot of response to our feedback questionnaire. We've included what we received. In discussion with district staff and without the ability to pull teachers, EAs and Principals from schools this year, we've cancelled the Shelley Moore series. We will look at the series going forward. With any type of in service, we are hindered by amount of staff we can release at one time. Trustee Kitt asked if there could be an opportunity of pro-d with Shelley Moore. Mr. Verbeurgt replied that Shelley Moore books a year or more in advance. We did check dates with her and she's not available for any of our pro-d dates this year. Schools start to work on their own plans for professional development days early in the year. We'd have to plan over a year out for something district wide like this.

6. RECOMMENDED ACTIONS - APPENDIX A

6.1. Updates on Social Emotional Learning Centre

6.2. Prevalence Model Discussions

6.3. Inclusive Education Working Group Updates

6.4. SLP data

7. CORRESPONDENCE

8. ADJOURNMENT

The meeting was adjourned at 11:28 am