



**The Board of Education of
School District No.5 (Southeast Kootenay)
Minutes – Student Services Committee**

**September 25, 2017, 10:30 a.m.
Board Office**

**Committee Members
In Attendance:**

**Co-Chair Trustee McPhee (Chair)
Co-Chair Trustee Johns
Trustee Ayling
Trustee Bellina**

Regrets:

**Board/District Staff in
Attendance:**

**Trustee Blumhagen
Trustee Brown
Chairperson Lento
Trustee Whalen
Lynn Hauptman, Superintendent
Diane Casault, Director of Student Learning/Innovation
Jason Tichauer, Director of Student Learning/Aboriginal Educ.
Darcy Verbeurgt, District Principal of Student Services
Janice Paetz, Executive Assistant (Recorder)**

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Student Services Committee meeting of September 25, 2017 was called to order at 11:00 a.m. by Co-Chair Trustee McPhee. This meeting is being held on the traditional lands of the Ktunaxa People.

1.2. Approval of the Agenda

SS-2017-08

M/S that the agenda for the Student Services Committee meeting of September 25, 2017 be approved as circulated.

1.3. Approval of the Minutes

SS-2017-09

M/S that the minutes of the Student Services Committee meeting of May 29, 2017 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MEETING

2.1 Student Service Coordinators – Presentation on Spring IEPs

Student Service Coordinators (Julie Russchen (Cranbrook) and Stacy Short (Elk Valley) did a presentation in response to the following motion put forth in March 2017, and as a review of the letter they sent to Trustees in response to this motion:

MOTION-R-17-48

M/S that 2017 students with existing IEP's have their IEP for the 2017/2018 term be reviewed and/or revised following the long weekend in May and completed by the end of June, and that the necessary supports, resources and release time be provided for in the 2017/2018 budget. CARRIED

Presentation/discussion included:

- Both SSCs have an extensive background in Student Services area.
- Strive for best practices for SD5, while meeting all Ministry requirements as outlined in the School Act.
- Ministry provides us with a checklist of requirements, which includes dates for when IEPs must be in place.
- If IEPs were done in June, the teacher and/or EA of current school year would not be part of the IEP planning - other supports (SLP, YCW, Case Manager, etc.) may also not be included.
- We have approx. 800 IEP's in the district.
- In June of each year, there is a year end form that summarizes the school year/IEP, recommendations for next year – there is also a mid year review. The same document starts out the next year with the most updated information (mastery of goals, etc.).
- Who is involved in the June review? How are we communicating with parents?
 - IEP progress would be reported on the student's report cards and would refer back to the IEP document or indicate mastery of goals (doesn't necessarily look the same at each school).
 - Some schools have year end mtgs. with parents, if parent requests one. Funding plays a role in these meetings as it is needed to release staff.
 - If schools have any concerns with a student, they would definitely call in the parents to discuss at year end.
 - Formal mtgs. are not common practice.
 - If it is a transition year (i.e. elementary to middle, etc.), there are formal meetings at the receiving school.
 - More complex cases are more likely to have mtgs.
 - There are also emails and phone calls with parents throughout the school year
 - Case Managers oversee all of this.
- What is the typical timeline to have things in place?
 - Generally, most happen in October, although the entry of a working document for new students into the MyEd system, holding the necessary meetings, etc. can take some time.
- When looking at provincial services – do you have any recommendations on how to address any concerns in the system?
 - Hiring EA's is challenging (in the valley)
 - when students have medical needs (i.e. diabetes, toileting needs, etc.), the Nurse Support Services Coordinator can't train staff until the current year, and needs to train only those who are consistently with student. Late hiring of EA's

this year has caused issues in this regard - parents have had to come in to help address these issues. Other staff that has been trained are now moving, which requires additional training. The NSSC has had to come several times for training, which is not a good use of her time.

- Release time to complete paperwork – there is a variety of perceptions as to what a school day is – if you are running all day dealing with students, paperwork completion then has to happen outside of normal hours – people are putting in a lot of time.
- There are some very large case loads, lots of running – sometimes high flyers are not even funded but are taking up a lot of time. We have 800 IEPS but there are also other students requiring other supports/plans, which are not always considered when looking at the workload.
- Student Service Teachers, by nature, want to work directly with students to help them, especially in crisis moments, and this means sometimes paperwork is left.
- The extra days given for paperwork from the Priority Measures Fund this winter/spring were greatly appreciated across the district.
- Elementary teams are sometimes easier than a secondary as they have so many more teachers (can't afford the release to relieve all of these teachers, creates a scramble to try and coordinate all members of that student's team).
- Are there ways to work smarter and not harder?
 - Last year we focussed on data – what should be collected?
 - We did training on Category H and looked at the process/documents instead of copious notes (trying to standardize the paperwork).
 - We talk about objective data vs subjective (looking at language that we use).
 - It is not only the Student Service Teacher's job to collect data – this is also the responsibility of the classroom teacher and Education Assistants.
 - We must meet audit requirements (paperwork must be complete to support file – can't just be verbal requests).
 - Red Binders (with pre-established tabs) – are helping with the organization of student information.
- Do documents only support the category or are there other reasons for documentation?
 - Documents may include information that is relative to the student, not necessarily just the Ministry requirements.
- There has been some frustration that for some students it was December/January before supports were in place. Is there a way to be more organized/ahead of the game? This is why Trustees were looking at an earlier date.
 - IEP is a living document – doesn't drop off and is recreated – it is updated and forwarded from year to year – programs from June would continue on in September until meetings can be done – student is not unsupported until meetings happen.
 - Pre-K students – we start in January before they even start to have meetings with school staff, parents, community agencies, students tour schools in late spring (unless student is new to the district and they just show up in September).
- Would like to get our names out there so that parents know if they are struggling they can contact us.
- New Student Service Teachers need a lot of support as it can be very overwhelming.
- Already plans in place for the newest Student Service Teachers (added additional time due to court ruling) to get the support they need.

- Waiting to hear of an special education audit as we are the only district in our region that has not been audited in recent years. We have supported each other regionally by doing audits for each other – lots of learning has happened by this collaborative approach.
- Board wants to provide time and resources for services to parents/students. Would like to revisit letter/recommendations from Bill Standeven to see if any of these would be helpful to implement in SD5.
- Is it common to have parents who do not want an IEP? (feel their child is labelled)
 - Sometime it's hard to get parents to come in for mtgs.
 - Some advocate for certain programs (not fully understanding the diagnosis/supports available)
- It is not the place of the SSCs to deal with Student Service Teachers not doing their job as they are also teachers (any issues must be dealt with by admin).
- What are we experiencing with Student Service Teachers and EA turnover?
 - 3 Student Service Teachers out of 29 left this year so not a huge turnover. Have found teachers want other experiences (Student Service Teachers sometimes want classroom experience in order to do a better job in Student Services).
 - EAs – we staff to a very lean level in the spring as students move buildings so staff also have to move – staffing continues in to Sept once students show up and we know where they are.
 - Contractually EA's are allowed to move up until the end of September.
- Mr. Verbeurgt and Mrs. Casault continue to be involved in the Simplified IEP Data Input group since last September. Hope to do some testing on November for a roll out in December. It will make it easier for Student Service Teachers to get information into MyEd, which will then be accessible by teachers and other support staff.
- A competency IEP being developed in the province – aligning curricula goals for students with the new curriculum. Mr. Verbeurgt and Mrs. Casault are also involved with this provincial project.
- We are moving towards a paperless system where all information will be in MyEd.
- Ms. Short and Ms. Russchen were thanked by the committee for their presentation and all the work they do.

3. CORRESPONDENCE AND/OR NEW ITEMS

Nil

4. INFORMATION ITEMS

4.1 Universal Supports

Discussion included:

- Adaptations that a student receives once they reach their final exams in Gr.12 use to be controlled by the Ministry. Students have had extra time and separate setting in exams.
- This year speech to text, text to speech, human scribe, and human reader are available for all students who need these adaptations to access education and demonstrate their potential.
- Excellent step forwarded to providing supports to students to express their knowledge/skills.
- Don't have to have a diagnoses to access these supports.
- Has to be a decision by the school based team.

- We will require them to be articulated in a coordinated plan (such as an IEP) so it is documented.
- Already discussions with MBSS staff as they will be greatly impacted by these changes.

5. ADJOURNMENT

The meeting adjourned at 11:57 a.m.