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

April 27, 2021, 10:30 a.m.
Meeting via Zoom

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The Board of Education of

School District No.5 (Southeast Kootenay)

MINUTES - STUDENT SERVICES MEETING

February 22, 2021, 10:30 a.m.
Meeting via Zoom

Committee Members in Attendance:	Co-Chair Trustee Damstrom
	Co-Chair McPhee
	Trustee Johns
	Trustee Kitt
Board/District Staff in Attendance:	Chairperson Lento
	Trustee Ayling
	Trustee Bellina
	Trustee Turner
	Trustee Whalen
	Superintendent, S. Yardley
	Secretary Treasurer, A. Rice
	Director of Student Learning/Aboriginal Education, J. Tichauer
	Director of Student Learning/Innovation, D. Casault
	District Principal/Student Services, D. Verbeurgt
	L. Giesbrecht (recorder)

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Special Education Student Services meeting of February 22, 2021 was called to order at 10:47am by Co-Chair Trustee McPhee.

1.2 Approval of the Agenda

M/S that the agenda for the Special Education Student Services Meeting of February 22, 2021 be approved as circulated.

1.3 Approval of the Minutes

M/S that the minutes of the Special Education Student Services meeting of January 25, 2021 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Inclusive Education Working Group (IEWG) (Diane/Darcy)

IEWG met on January 27, 2021. Minutes attached. Jason Tichauer attended as a special guest to discuss alternate education. Darcy summarized the pro-d allocations and how teachers, ABED workers and EAs would access those funds.

Budget discussion included the reallocation of existing funds and not necessarily access to a new pot of money.

- Mental health of students and teachers was discussed as well as the potential supports that may be necessary. We discussed the potential of counselling services, in supporting the mental health, in particular for students with an H designation.
- Student services support and Learning Assistants funding hasn't changed only allocation, how do we make Student Services work manageable?
- We will continue to support EA's by making certain that pro-d is out there to support those EA's.

We will look at a 3 year road map at the next meeting.

We've shared the Teacher's Handbook with the IEWG. As a group, we reviewed the parking lot questions and had them prioritize those remaining. We're currently working on the development of the Inclusive Education handbook. Next meeting on Wed. Feb. 24th.

Extra funding was available for Youth Care Workers (YCW) this year due to COVID. This also made a significant difference in the work load of the SSTs. Budget is looking at how to allocate resources and keep these YCWs in place going forward.

We are already looking internally for supports. Externally, Employee and Family Assistance Program (FSEAP) is available for our employees. We need to ensure that staff are taking the time to use these.

Learning Assistants/Student Services Teachers – Could these roles be separated? In the past, there was a clear distinction between learning assistant teachers and the student services teachers. Part of the burnout is from putting those roles together and then at the school level expecting things to be sorted out as far as staffing. District has done a great job of adding to the funding. This is a large area that needs further discussion, as well as a conversation with Alan and Darcy. If there is a need for a distinction, we need to look at that SS allocations level. When budgeting, we need to look at keeping this role as a priority.

2.2 Social Emotional Learning Centre (SELC) (Diane/Darcy)

SELC team is wrapping up at Steeples Elementary School (SES) this week. The SELC team met to go over the next group. A lengthy discussion was had over where to go next. T.M. Roberts Elementary School (TMRES) and Pinewood Elementary School (PES) were both discussed. Some translational work would have to be done with the French Immersion class at TMRES. Carissa Hart will be involved to work on this. We've opted to go with PES this round. There will be a lot of carry over as far as language, etc. at PES as 4 of their staff will be involved. This session will start just before spring break and will wrap up in June.

Mental health and social emotional health is becoming a priority now more than ever. We need something for every school in the district that aligns with our secondary career/life programming. There must be a tie in with the grad program around social emotional learning and the expectations that we as a system have around this.

We have active school district representation on the Foundry. Still working on site acquisition. Program would be available for high school to age 24. It is hoped that there will be a report in 2 to 3 months. We are not using the online services locally as of yet. Major delays have been COVID related. Funding has been in place for over a year.

In looking to the Framework for Enhancing Student Learning, there is a recognition that there should be a focus on mental health.

The student learning survey, in the area of human and social development, does tie into mental health and into the curriculum. A summary report on this area will be presented at the next committee meeting in April.

2.3 Behaviour Resource Teacher update (Diane/Darcy)

1.0 continuing BRT in Cranbrook to start in September posted last week.

0.5 position has been posted 17 times. With no applicants to date. One of the reasons that we are struggling with filling this position is the 0.5. A 1.0 position may be easier to fill. We need to look into the cost of making this a 1.0 position and having them travel to the different areas. District staff will be presenting this in the budget meetings.

Could we redistribute these funds and put towards the SSTs? Are there other options that we could look at? We need to look at the people we already have.

3. DELEGATIONS/PRESENTATIONS

4. REPORTS

5. NEW BUSINESS

6. RECOMMENDED ACTIONS - APPENDIX A

6.1 Prevalence Model Discussions

6.2 Inclusive Education Handbook

7. CORRESPONDENCE

8. ADJOURNMENT

The meeting was adjourned at 11:32.

DRAFT

School District No 5 (East Kootenay)
Inclusive Education Working Group

MINUTES
April 14, 2021

Ki?su?k kyukyit! We are honoured to live, work and play on the homelands of the Ktunaxa people.

In Attendance: Diane Casault, Darcy Verbeurgt, Kim McKeown, Julie Russchen, Connie White, Irene Bischler, Lois Ehman, Connie Merz, Scott Holt, Chris Kielpinski, Donna Cameron, Kim Sparks. With regrets, Adrienne Demers

1:00 - Acknowledgement of Homelands of the Ktunaxa people - Diane

1:00-1:05 - Welcome back – Darcy

Deliverables were shared again with the group. Darcy recently received a DRAFT of the new Inclusive Education Policy from the MOE. Once it's been reviewed and approved, it will be shared with our stakeholders.

Recommendations were shared from the CFTA that were presented to the Board on March 9, 2021. Darcy summarized the recommendations with the group.

FESL – Darcy presented an overview of the Framework for Enhancing Student Learning. MOE asked for us to look for 4 distinct outcomes in creating our enhancement for student learning. All senior district staff have been reviewing the data in regards to students with aboriginal ancestry, children and youth in care as well as students with diverse abilities and disabilities. Draft goals have been created and presented to the board. Next steps involve further public engagement on the draft plan as well as a presentation to the PVP group.

1:05-1:45 - Parking Lot Questions answered - Darcy

Results from our priorities survey of February 2021

1. **Are we addressing all vulnerable students? How are we supporting vulnerable students who are not graduating?**
   - *We will be tracking performance on these students*

2. **How do we support our schools using the BASIC allocation? Is there flexibility?**
   - *Basic allocation is the allotment of funding that comes to the SD. Full amount pays for everything from custodial supplies, student supports, district salaries, etc. There is a small amount of flexibility always. Different groups have present to the Board of Trustees about priorities for consideration.*

3. **How do we get EVERYONE on the same page regarding inclusion? Could be an area we need to look at and change over three years. Where do we want to be with this?**
   - *Trying to include kids in an intentional way, actively engaging with their peers in a meaningful way. We engaged Shelley Moore is the past on what meaningful engagement looks like. MOE outlines Inclusive Education in their policy. Through dialogue and discussion we can build a platform for inclusion discussion and to articulate it properly. Effort to align the Incl. Ed. Handbook with the MOE's policy.*

- *Potential Action Item; Shelley Moore in the Middle/Secondary Schools? Board approval would be required first. The elementary Shelley Moore series was a good environment for school teams to come together and then to go back and filter this new information down to the other staff. Having someone from each level of the school involved, really helped with the buy-in. Inclusion happens when we develop a common mindset and work towards it.*

4. **Can we add Behaviour Resource Teacher time for all schools? – Would like to know whether we need to add time to SST in each building or do we allocate a BHT to the Elk Valley.**
   - *We've been attempting to fill this position for many internal and external rounds now. Board approval was ½ BRT and ½ time counsellor. Only the Counsellor position was filled. Working with Megan to provide this service across the district. BRT, Social-Emotional learning is a priority to Human and Social development. Hope to build additional services in this area in years to come. Through FESL, we may be able to build in some of these pieces.*
   - *Significant increase of students in Cat. H, we've been able to hire additional YCWs. Budget presentation is for 20 YCWs, currently we're at 14. Also an increase in SST over last year.*
   - *YCW role? – Seems that they have a different role in each building. We need consistency. Darcy will be working on the scope of what there job entails. In the past, Cat. H was looked at as an area to get more help into the building. It is a school based decision on where funding is spent for support.*

5. **How do we communicate about students with disruptive behaviour?**
   - *They're becoming more frequent as kids are having a hard time handling the situations coming up in class and with what's happening in our society. Our classrooms need to be designed to be as anti-disruptive as possible. Disruptive behavior is often the biggest challenge in the classroom. Joint Health and Safety committee has reviewed violence and threatening behaviour protocols.*

6. **Can we create general roles and responsibilities for teachers, principals, vice principals, education assistants, etc.? Or do they need to be more specific to better serve our students?**
   - *Diane and Darcy have been working on this aspect of training PVP.*

7. **Do we need a formula for support?**
   - *Already have a formula for support. Based on complexity with several areas examined. We need to look at needs based approaches of which was partially complete and will follow up in the coming years*

1:45-2:45 - DRAFT 3-year timeline - Darcy

- prioritized long term (financially supported)
- prioritized short term (practice change and low cost)

See attached roadmap. The Now section is wider as it has more articulated details as to the plan. The other two sections; Next and Later, are more ideas at this stage. Calendar years were chosen because we wanted to be able to identify the budget recommendations by December so that we can make budget allocations for the following year. It takes approx. 7 months to plan and make these changes for the next school year.

We want to make sure we build the capacity between teacher and student to the best level that we can. The classroom teacher is their constant.

Roles & responsibilities of school based teams need to be reviewed and updated. YCWs and AbEd support workers need to understand their roles better. Their jobs need to be rearticulated. EA's should not be the main support system of kids with behavioural issues.

If the 2021-22 budget recommendations are approved, the staffing increases will better align to meet the needs of complex behavioural students as well as students with mental health concerns. We will look at capacity building and the efficiency of those staff. We need to look at universal supports for all kids and align processes so that everyone is doing the same things by making sure the right structures are in place. We need to challenge the thinking of how we're supporting schools and have a better knowledge of where kids are not improving.

We will be reorganizing the Inclusive Education Handbook and the portal. Inclusivity needs to expand to include ethnicity, gender, Special Education and other aspects of diversity.

Reduce paperwork for what is expected to be collected. Look at ways to better support kids needs vs, better ways to identifying kids needs to get more funding.

The Inclusive Education Working Group has been asked to review the DRAFT Inclusive Education Improvement Roadmap to see if anything is in the wrong column or missing? As we look into the 2022 level, we will build teacher capacity through structural changes. In that same year, we will also look at Social Emotional Learning and Behavioural Learning. These kids need specific, direct instruction.

It was asked if Mandt training should be a part of this process. The more people who have the information in these chapters will have a better foundation for the Social Emotional learning and behavioural learning. Classroom teachers, who need this so much, are a big miss for this training, but we're not sure how we would be able to support those folks getting these important concepts.

Inclusive Education handbook will be gigantic. The hope is to have a condensed version (no more than 30 pages) as well referring to the full document if further information is required.

CFTA document – Please review and comment as to your thoughts and suggestions here as well. Anything big, cost wise, would have to be moved to the following year. Smaller, resource type suggestions, could potentially be done in the coming year.

Kids with medical issues is another aspect of services that we will continue to work on. At the end of 2021, we may look at this and decide to shift some of our priorities or we'll see that something is potentially missing.

2:45-3:00 - Wrap-up – Diane and Darcy

We really need everyone's help on this. Please make sure to read through this information and talk with Darcy about any suggestions or comments that you have. If you see practice changes that need to happen now, please send these to Darcy as well.
Between now and the 14th of May, share and review documents, write notes, scan and email it back to Darcy. Get teacher feedback on this as well. Identify areas that need to be more intentional. Chris and Irene to share with their members as well for feedback.
Our plan is over a 3 year span. Your time reviewing this plan will be appreciated at the committee meetings.

This is not just about Special Education inclusion, but more about inclusion and diversity of all.

Next Meeting: May 18, 2021 (1:00 –3:30)

Students Served on referral	Indigenous Students Served	New Students Served	Direct Hours – SLP Individual Students	Direct Hours – SLP Group	Direct Hours – SLA Individual Students	Direct Hours – SLA Group	Total Hours
Number of students actively receiving direct services this month that have been referred for SL services.	Number of students actively receiving direct services this month who are identified as Indigenous.	Number of students deemed eligible and actively receiving direct services for the first time this month.	Number of hours this month that the SLP provided **direct individual services**, reported to the nearest half hour interval.	Number of hours this month that staff have provided group services, reported to the nearest half hour interval.	Number of hours this month that the SLA provided **direct individual services**, reported to the nearest half hour interval.	Number of hours this month that staff have provided group services, reported to the nearest half hour interval.	All 'speech-language-related' service delivery hours provided during the month including:
		Includes students who have received services before but who have returned to address a new or changed situation.	This includes time spend directly with a student, either in person or on the phone or technology.**The student must be present.**	Providing Pro-D or in service to staff.	This includes time spend directly with a student, either in person or on the phone or technology.**The student must be present**.	This includes time spend directly with a student, group of students or classroom, either in person or on the phone or technology.	Direct hours, plus telephone/e-mails, case consultation, supervision, or management meetings, material prep, and other such duties.
			Report writing Parent training	This includes time spend directly with a student, group of students or, whole classroom either in person or on the phone or technology.			Excludes: leaves, professional development activities,or agency related meetings not related to services delivery. (i.e., WIMMIS, BMO PCard training)

	Students Served on referral	Indigenous Students Served	New Students Served	Direct Hours – SLP Individual Students	Direct Hours – SLP Group	Direct Hours – SLA Individual Students	Direct Hours – SLA Group	# of days @ this SLP	# of days @ this school SLA	All Direct Hours	Total Hours Worked
ASD	11	2	1	109	3	0	0	22	0	112	146
AWES	43	10	56	89	4	104	27	12	12	223	353
ESS	4	2	1	6	3	0	0	2	0	15	20
FJMES	70	9	30	102	53	44	111	30	30	310	479
FSS	4	1	3	9	1	0	0	3	0	10	22
GTES	45	7	16	85	11	38	12	20	21	146	361
HES	33	5	12	69	11	37	0	20	18	117	312
IDES	72	9	30	76	69	54	67	30	29	266	433
JEJSS	33	9	5	29	5	35	22	8	20	90	122
KOES	27	4	16	39	5	60	26	12	18	129	226
LMS	9	2	6	23	2	0	0	10	0	25	45
MBSS	4	0	1	13	0	0	0	6	0	13	26
PES	20	5	6	36	8	26	5	11	11	74	164
PMS	5	0	4	18	0	0	0	5	0	18	31
RMES	62	25	26	78	16	54	66	19	28	213	341
SES	45	18	14	112	38	59	38	30	16	245	234
SSS	2	1	1	5	3	0	0	4	0	8	14
TMRES	52	11	18	45	30	49	52	22	29	175	364
JAN-MAR TOTALS	541	118	246	940	259	558	424	262	232	2187	3689