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

May 27, 2019, 10:30 a.m.
Cranbrook Board Office

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1. COMMENCEMENT OF MEETING

1.1 Call to Order

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2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Special Education Tracking Summary

2.2 Support for Laurie Middle School

Monitor and update situation at Laurie Middle School

3. CORRESPONDENCE AND/OR NEW ITEMS

4. INFORMATION ITEMS

5. ADJOURNMENT

"What have we done at this meeting to help our students become more interested in school and to support them in their personal learning journey?"

The Board of Education of

School District No.5 (Southeast Kootenay)

MINUTES - STUDENT SERVICES MEETING

April 29, 2019, 10:30 a.m.
Cranbrook Board Office

Committee Members in Attendance:	**Co-Chair Trustee McPhee** Co-Chair Trustee Damstrom Trustee Johns Trustee Kitt
Board/District Staff in Attendance:	Chairperson Lento Trustee Turner Trustee Whalen (departed 11:35 a.m.) L. Hauptman, Superintendent of Schools D. Casault, Director of Student Learning and Innovation J. Tichauer, Director of Student Learning and Aboriginal Education D. Verbeurgt, District Principal/Student Services J. Roberts, District Principal of Transformative Learning J. Paetz, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Student Services meeting of April 29, 2019 was called to order at 10:25 a.m. by Co-Chair McPhee.

1.2 Approval of the Agenda

M/S that the agenda for the Student Services Meeting of April 29, 2019 be approved as circulated.

1.3. Approval of the Minutes

M/S that the minutes of the Student Services Committee meeting of February 25, 2019 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Presentation by Speech Language Pathologists

The Speech Language Pathologists provided an in-depth, interactive presentation on what their roles/responsibilities cover.

Discussion included:

- May is Speech/Hearing/Vision month
- role has changed significantly in recent years
- many more demands on roles and time so trying to develop resources to assist (i.e. SLP EAs, classroom teachers and EAs, outside agencies, consulting with school staff)
- many more complex students on caseloads compared to twenty years ago
- early literacy and social communication are requested more now
- expectations and range of skills required in school district are much wider than those required in a clinic environment (more general than specialized)
- 45 hrs pro-d required in 3 year span
- our five SLP EAs are extremely valuable
- support each other by coming together to share each person's expertise
- SLP's work touches on almost all of the new core competencies
- many medical diagnosis affect student's ability to communicate so SLPs are asked to advise
- can provide observational data to paediatrician's (work closely with and can be part of the team's diagnosis group)
- How can we improve the service in our district? One SLP at each school (to be part of the school team) and each SLP to have a SLP EA to work with, need more fine motor delays support (more OT/PT support)
- no services at the middle/secondary, good service K-3, intermediate get very little
- Recommendations for recruiting?
    - Mr. Verbeurgt makes sure the universities are aware of postings for new graduates
    - Posting for 1.0 FTE to get people to our area
    - HR sends postings to approx. 30 locations for recruiting
    - program expansion in more universities
    - also a deficit of professors to provide the program
    - need to be quick in the hiring process so as not to miss out on applicants
- AAC (Augmented and Alternate Communication)
- have received praise from SETBC on the work that is done by SLPs in our district.

2.2 Social Emotional Learning Centre

This item is in the budget binders for consideration for the 2019/2010 school year.

2.3 Special Education Tracking Summary

Mrs. Casault provided handouts and reviewed some of the data pieces and the review that is being done.

Discussion included:

- some of the things we look at are school needs, allocations, patterns, are certain schools only submitting certain referrals and why that is
- currently reviewing the referral forms/process so more in-depth information will be provided by schools
- being able to see the % of total student population on the data charts would be helpful
- can be a variety of reasons why the data looks the way it does
- turn over of staff and the impact that has on referrals
- Category H is high (mental health seems to be climbing above behaviour issues)
- interested to see cohort of Category H as they go through high school
- additional supports are requested through budget process i.e. counsellors, SLPs, etc.
- Category H requires contact with an outside agency (connecting kids with outside agencies works well, both directly and via parent permission when required)
- strong focus on services in the early years to support students' needs sooner
- share this data/information with DPAC/parents so they can see what services we do provide.

2.4 Alternate Program at Laurie Middle School

Discussion included:

- not clear on what reinstating the alternate program means as it was created/modelled for students in the school at that time
- supports/services are in place, it just looks different from the previous program
- the school's philosophy is ensuring students have academic support, but also SEL support i.e. WIN room (whatever is necessary)
- the school would like district support to connect with other schools to develop supports for students
- data clearly shows there is a need at Laurie Middle School
- have heard from student service teachers that insufficient structure in the new model is impacting students who just need extra help to complete assignments
- need to give the new model/processes time to develop at the school level – it will be tweaked as time goes on to work out any kinks – extra supports have been provided due to its unique challenges
- administrators are given the latitude to run their own schools
- How do we better support as we've seen burnout from staff (have added counsellor time, extra SST – ratio doesn't warrant it but the population

certainly does). Administrators are very aware of the needs and the need for ongoing consultation/support.

- concerns at LMS are keeping the CFTA very busy – is there any information the Board is missing? Board is great supporting students – teachers are also traumatized and in crisis. It is not just about the suicides. CFTA is working with the administration and teachers on plans to help/support the staff.
- keep item on agenda so we can get updates and monitor situation (to be renamed 'Support for Laurie Middle School'
- Mrs. Casault will connect with Mrs. Balfour for further discussion.

3. CORRESPONDENCE AND/OR NEW ITEMS

Nil

4. INFORMATION ITEMS

Nil

5. ADJOURNMENT

The meeting adjourned at 12:04 p.m.