

October 7, 2013

3:00 – 5:00

Room 1

STUDENT SUPPORT SERVICES ADVISORY COMMITTEE MINUTES

Meeting called by: Trish Smillie

Facilitator: Trish Smillie **Note taker:** Katherine Tiede

**Committee
Members:**

Albert Trask, ADM Public Schools
Andrea Zimmerman, School/Community Liaison Consultant
Anne Marie DaSilva, Program Coordinator, Child Development Centre
Brad Bell, Manager, Early Childhood & Healthy Families
Carol Coote, Executive Director, Association of Yukon School Councils
Cavell Burley, Student Support Services Consultant
Colette Acheson, Executive Director, Yukon Association for Community Living
Dan Leonard, Behaviour Support Teacher
Donna Jones, Prevention and Education Coordinator, FASSY
Karen Campbell, Behaviour Support Teacher
Katherine Mackwood, President, YTA
Kim Winnicky, Executive Director, Autism Yukon
Lina Radziunas, Vice Principal, Holy Family School
Lisa Rawlings Bird, Executive Director, Yukon Council on Disability
Lori Choquette, A/School Council Liaison
Mark Muckler, Principal, Ecole Emilie Tremblay
Morgan Douglas-Alexander, Principal, Tantalus School
Nancy Duesener, Manager, Children's Assessment & Treatment Services
Penny Prysnuik, Superintendent
Peter Giangrande, Learning Assistance Teacher, Porter Creek Secondary
Sandra Orban, Parent
Sharon Shadow, Cultural Consultant
Stacey Burnard, Social/Emotional Consultant
Stephanie Hammond, Executive Director, Learning Disabilities Association Yukon
Sue Ann Stokes-Nash, Parent
Trish Smillie, Director, Student Support Services

Regrets: Albert Trask, Carol Coote, Cavell Burley, Katherine Mackwood, Lisa Rawlings Bird, Lori Choquette, Mark Muckler, Penny Prysnuik

**Observers/
Guests:**

Topic

1.0 Review of Previous Minutes/Business Arising from the Minutes

Minutes from May 27, 2013 approved; no changes or business arising from minutes.

2.0 Welcome and Introduction of Committee Members

Trish Smillie welcomed new members, and then members briefly introduced themselves.

3.0 Review of Terms of Reference

Terms of reference (TOR) were circulated. Trish outlined the purpose of the Student Support Services Advisory Committee and encouraged members to provide feedback on what has been done and what is being done in Student Support Services. The current Terms of Reference are based on the previous terms of reference, but the committee chair is no longer the Assistant Deputy Minister but the Director of Student Support Services. Members are appointed for one year terms and recommendations are forwarded to the Senior Leadership Team for review.

4.0 Student Support Services Planning

4.1 Student Support Services Unit Plan and Projects Overview

Trish Smillie provided an overview of the work to date:

- The past year has seen the development of the Student Support Services procedures manual, the parent handbook, and four brochures for parents. These materials are available in digital and hard copy and have been provided to Student Support Services partners. Training for school staff on the new Student Support Services procedures is underway.
- Several new FTEs are now in place in Student Support Services: Stacey Burnard (Social Emotional Learning/Health Coordinator); Trevor Mead-Robbins (Special Education Assistive Technology Teacher); Andrea Zimmerman (School Community Liaison), Dan Leonard (Behaviour Support Teacher). Two educational psychologists (one in Watson Lake and one in Dawson) provide rural support.
- Much work has been done on Autism Spectrum Disorder. Student Support Services has partnered with Health Canada to investigate Individual Education Plan criteria.
- The effectiveness of Individual Education Plans continues to be a focus. Student Support Services is examining how to make use of school Individual Education Plan data in planning and deploying resources in schools. Trish Smillie circulated the Individual Education Plan Criteria and took the committee

through the various elements of the criteria draft document. Trish encouraged the committee to provide feedback on this draft document.

- Student Support Services has partnered with the Classroom Diversity Committee, which is examining classroom composition issues. A systemic survey on Student Support Services is planned.

4.2 Reports:

Student Support Services Model and Learning Plans (Trish Smillie for Cavell Burley)

- Student Support Services is working to ensure consistent communication on the Student Support Services model across the board: on internal and external government websites, YESNet, and First Class.
- Cavell Burley has been developing policies related to learning plans as well as developing training modules (LAT Moodle modules), a form of in-house certification. The goal is to create and deliver similar training modules for Educational Assistants and school counselors.

Student Support Services Safety Processes (Karen Campbell/Dan Leonard)

- The new Student Support Services procedures manual has much information on student safety. Karen and Dan have been providing non-violent crisis intervention training for staff. Approximately 100 staff were trained last year and this year they will continue to provide this training for schools (on school professional days) and in response to any crisis/incident.

Bullying and Violence Prevention (Andrea Zimmerman)

- Since September, Student Support Services has been compiling the *Yukon Education Conditions for Learning and Comprehensive School Health*, a resource database on best practices for learning and school health. It is now a 27 page draft document of such resources.
- The Premier's Task Force/Steering Committee on Anti-Bullying has been meeting and is looking closely at several resources in developing a Yukon approach to anti-bullying.

Self-Regulation and Health (Stacey Burnard)

Stacey Burnard reported on several Student Support Services initiatives:

- Student Support Services has three-year partnership with Canadian Self-Regulation Initiation.
- a 45-minute PowerPoint presentation and pamphlet which summarizes the Stuart Shanker self-regulation approach has been developed and is being made available to schools.
- A self-regulation book club will be starting Nov 6th and run for six months.

Stacey Burnard will co-facilitate this book club with a consultant who has run a similar book club in B.C.

- a monthly Wellness Newsletter has been created and sent to all administrators and Yukon Education. The newsletter addresses several Student Support Services initiatives: the building of a school health framework in collaboration with Health and Social Services, teacher wellness, parenting information, and Student Support Services updates. The newsletter is posted on First Class and is sent to all administrators via monthly email.
- the Mindup survey, launched 1 1/2 years ago, was reviewed with the committee.

Discussion from the group involved the importance of the partnership between First Nations Programs & Partnerships and Student Support Services projects, and the importance of restorative approaches.

5.0 Working Session

5.1 Small group inquiry: Where to go from here? Sharing

Members split into groups of three and four to brainstorm/discuss any burning questions and determine where to go from here. Members then shared their discussions. Topics of importance were:

1. The effects of residential schools on parents and students. Training for students and staff on residential schools was provided during the Summer Academy, but there is a need to continue this training.
2. Student Support Services Communication on YESNet: there are many folders which makes it difficult and time-consuming to find information.
3. Need to develop a collaborative approach across government departments (Justice, Health and Social Services) how to meet the needs of complex students who are involved in various agencies.
4. Safety training protocol.
5. Consent for observation from outside agencies. How to manage outside agencies when they come into schools.
6. Targeted training for Educational Assistants, especially because they are often employed to work with complex children.
7. Technology: access and training for teachers and students. Universal support for assistive technology.
8. Effective behavior support and positive behavior interventions.
9. More targeted resources to support Autism and ADHD.
10. Mental health support for teachers and students, especially counseling in middle and high schools.
11. Comprehensive calendar for all administrative and school staff for all departments visiting schools.

Other questions and thoughts discussed:

- Clarification on Educational Assistant guidelines for paraprofessionals and Learning Assistance Teacher Modules?
- Differences between urban and rural schools: what reading levels are children at, what are their levels of preparedness for high school
- Attendance in schools support
- Transitioning to adulthood
- Clarity around the School Leaving Certificate
- Make the comprehensive database searchable.
- Status of Whole Child Program? Is it still operational and where is it happening?
- How does Educational Assistant placement occur? Who determines placement?
- How are Student Support Services changes being translated into daily school practice?
- Ken Robinson every child's element: schools need to focus on what kids are good at and help them to see it.

Burning Questions to Address

- EA guidelines for paraprofessionals
 - ↳ Criteria/eligibility for accessing EA
 - ↳ Parameters for work
- LAT modules
- What is happening with Wilson Reading
- Differences between rural and urban schools
- Attendance – what are we doing to support
- Parent pamphlets online
- Parent handbook is wordy – language level may be too high
- CSH database – make it searchable
- Whole Child Program – is it operational? Where?
- Effects of residential school on communities and parents
- What kind of training for teacher and school staff is available about residential school history, healing, understanding, etc.
- Communication re training, new procedures
 - ↳ Non-standardized – seems like finding out second hand or after training is done
- More collaborative approach to working/communicating with other government agencies
 - ↳ Justice
 - ↳ Health & Social Services
 - ↳ Mental Health
 - More partnerships?
- Safety protocols – threat assessment training – what is going on with it
- Consent for observations from other agencies – where is it? Written consent

- Assistive technology for students beyond what the department can provide at the moment?
- How are changes being translated into practice

Trish Smillie collected the brainstorming sheets and explained that this feedback/information would be used inform Student Support Services planning for this year.

7.0 Next Meeting: May 12, 2014

8.0 Wrap up

Trish Smillie encouraged members to review minutes and to provide Student Support Services with feedback as well as add to the working session.