

**SCHOOL COUNCIL MINUTES**

Robert Service School Council Meeting Minutes  
 Wednesday, February 12, 2020

**Present:**

Carrie Brenneman, Council Member  
 Ashley Bower-Bramadat  
 Suzanne Crocker, Council Member  
 Kate Crocker, Student Council  
 Lisa Favron, Council Member  
 Brian Lewthwaite, Principal

Rian Lougheed-Smith, Secretary

Helen McCullough, VP

Allie Winton, Council Member,

**Regrets:**

Cecile Fage, Georgette McLeod, Simon Nagano,

Agenda	Recommended Action
<b>1. Call to order at 6:35 pm</b>	
<b>2. Acceptance of Agenda</b> With amendments: 6.1 Substance Use Policy 6.2 Positive Behaviour Policy -Cell phone policy to be tabled for next meeting.	
<b>3. Correspondence</b> None.	
<b>4. Delegations/Presentations</b> None.	
<b>5. Review and Acceptance Minutes</b> S. Crocker moves to approve, L. Favron 2nd.	
<b>6. Business Arising from Minutes</b>	

**6.1 Substance Use Policy**

B.L.: Policies try to be consistent in tone- this policy was examined for terms that could be applicable to different categories (relevant to vaping etc.) (i.e. use/position.). Since start of year operations have been consistent with the way policies are stated. We understand that policy can be an imposition on students and staff, we need to find ground we can work on. If there was a decision by council that was inconsistent with policy it could be difficult for staff/students. The existing policy has been reviewed by staff and students. Staff have had talks with all classes as per policy issues, varying in content by grade. B.L.:In discussions with students key thing that came up was the idea of "property", how do we deal with the word property (Policy 19-02#4.) But in asking students can you stand on the street and smoke, its a complex case. There needs to be a respectful conversation about that. Students have been talked with about not smoking in conflict with other people/school.

What are the courses of action? For example in a vaping incident it became clear that the parents of the 2 offenders weren't aware that their children were vaping. Students arrived in the office with a red incident form, their parents were called and told about the possession of the vape, we told the parents that the policy is that the student be removed from class/school- needed to have a conversation with parents and student, and have an action plan put in place. The vape was only released to the parent. We don't believe in curriculum removal, we told the parents the students need to be in counselling with someone re: the risk of vaping, then a follow up with parents, This is an example of a course of action that includes consequences, but also education.

L.F: Has education been done for the whole school re: vaping?

B.L.: the wellness committee is evaluating hat a progressive health curriculum looks like.

S.C: someone from outside did a session.

L.F.: Would be better to have someone local.

B.L.:Someone from YG dropping in has no long term benefits- we need an educative process.

*Comments re: the policy:*

S.C.:The parts discussed at the last meeting (being explicit that counselling recommended and "property" issues have been addressed adequately.

B.L.: Comments from students and staff have been included in this policy. Schools need to make sure a consequence is clearly associated with the behaviour. For example with aggression- removal from contact with those associated with that behaviour. So with substance abuse we need to think about that- but removal from sports teams is tangential.

S.C.: Wonder about the benefit of counselling parents re: vaping effects as well to reinforce what students are learning.

**Call to vote to approve Policy 19-20 Substance Use Policy (With corrected typos): 4 in favour- policy passed**

-Policy will be shared on the Facebook page and policy section of school website.  
C.B. will email Paulette re: posting.  
(Doc to be posted as a pdf.)

## 6.2 Positive Behaviour Policy

B.L.: The school shares Tr'ëhudè as often as they can. We are fortunate, there are few schools in the YT that have a policy grounded in the local worldview. Our students are not familiar with the three colour system. The key is what we do in case of a critical red incident. If it happened there will be conversation about that ASAP, wishing in 24 hours. In the case of a serious incident (ie. physical violence) contact is almost immediate. This policy is overall consistent with the substance use policy, but more general. In some cases it could escalate to police contact. Contacting student support services has happened about 5 times. If there is an act of violence, or threat of violence, we escalate immediately with a violence and threat risk assessment. I find there is little stress man my work as a principal due to the support, and usually the acts of aggression in the school are young kids just learning how to behave in playgrounds.

The cases of refusal to comply comes out with electronics. For example a laptop in the classroom, the teacher said laptops away, when the student wouldn't put the laptop away the staff said you're making choice, and then phoned the office. We communicate that there's a phone call home right now if you don't comply- they complied. There have been some incidents of refusal to comply like this- they are still flagged as a red incident.

K.C.: Wondering about the statement on the decode page of the policy, "Staff will typically inform a student this incident form is being lodged, but this cannot be guaranteed in all situations." There are students who have been unaware an incident form has been filed. Why couldn't they be informed?

H.M.: Practically difficult with yellow incident form, in some cases the student may be gone for the day, with a red incident form there is a followup. Sometimes the incident/event needs to be evaluated after the fact, observation will be needed. A yellow incident form is not always lodged right away, or written right away.

S.C.: Don't students have a right to know?

H.M.: It may it always happen. Hello are for data, sometimes the impracticality of it may make it impossible.

B.L.: we are looking for pattered sixth yellow. The challenge with a policy is that was soon as we say "always" we will breach it.

H.M.: For example in the case of non-compliance, people leaving, and then gone for ten days. So after the fact, 3 days later, you may not tell them the yellow was issued. Things are sometimes written up after the fact and you may not always be able to followup.

K.C.: Can we change the wording to "staff will be advised to inform..."?

S.C.: Are there cases where students have been unaware they're being monitored?

K.C.: We've heard at student council of incident where students had had yellow forms but they were unaware of them.

S.C.: knowing they have a yellow incident form could help teach kids? If I get a yellow maybe I should change my behaviour?

B.L.: Could have a meeting re: communication re: writing up of forms, and make strong encouragement that students be aware this is being recorded.

## 6.2 Positive Behaviour Policy Continued....

H.M.: It makes sense, most of the time the action listed on the form is "discussion with student"

B.L.: Wording could be changed to "Staff are strongly encouraged to tell student a form is being filed?"

L.F.: Do students know how many forms they've had? i.e.. is this my 3rd yellow? How often are they reviewed?

B.L.: Possibly within the lower grades but in the higher grades where students have multiple teachers a teacher may not know how many other forms the student has. We review the forms every week. We have phenomenal supports, if we see repeated incidents, who know we need to work with our supports and chat with the students.

A.W.: Is it a clean slate each school year?

B.L.: yes, in the old system we have some remaining files though.

H.M.: We are also aware that an incident in October and an incident in February are not a pattern.

B.L.: Forms are reviewed every month and we keep a spreadsheet of incidents. The key is to ID students of concern and what proactive measures can be taken, are we maximizing our proactive action with students? We have teams now, that are collectively ID'ing behaviours and teaching behaviours for success by year three. Lets work on those. By the time kids leave grade 3 we need to ensure aggressive behaviours are gone before they head upstairs in grade 4. We should monitor and address behaviour as much as literacy etc.

C.B.: Is there a difference in the way violence is treated in K vs grade 12?

B.L.: All violence/aggression is a red incident, but the action following is very different depending on the age/intent. It is a red form because it is important to communicate it is very serious.

S.C.: I have a question act the working in the policy, page 3, number 8. "Within one to two days of the incident occurring a meeting of the student and parent(s)/caregivers) will be held...." This seems like a soft recommendation?

B.L.: With TH traditional Territory, our combined policy is being worked on, but we don't have jurisdiction within the final agreement to institute policy unilaterally, so we may need to have the TH Social Services involved, the usually allows for time/space as a provision for that instance.

S.C.: Maybe we can go back to student council to review the wording on page two?

K.C.: I believe I can speak to this, we'd be fine with changing the wording in section 8 to "should be" ("Within one or two days of the incident occurring, a meeting of the student and parent(s)/caregiver(s) should be held with a member of the administrative team, and....")

A.B.: with yellow forms, when does it become a repeated incident?

B.L.: We wouldn't want to quantify that, we do it case by case, it is our duty of care to respond when we find patterns. With staff it has been made clear that if they see something emerging and they feel we are not responding with this formalized process they need to tell us.

A.B.: The office could remind the teacher that there are yellow forms, the primary contact should be the teacher?

<p><b>6.2 Positive Behaviour Policy Continued....</b></p> <p>C.B.: With the small changes discussed, are we ready to vote to approve this policy?</p> <p><b>Call to vote to approve Policy 19-01 Positive Behaviour Policy: Living in a Good Way (With discussed changes): 4 in favour- policy passed</b></p>	<p>-B.L. will makes changes as discussed.</p> <p>-Policy will be shared on the Facebook page and policy section of school website. -</p> <p>C.B. will email Paulette re: posting.</p> <p>(Doc to be posted as a pdf.)</p>
<p><b>6.3 Update on Student Assessment and Reporting</b></p> <p>H.M.: The discussion at our last meeting was what do the terms in the new assessment method relate/translate to percentage grades. There are two documents for teachers from YG, we've looked at the, spoken to staff about what they mean so that we are all consistent. In the end the teachers have the final say using the conversion chart. I thought they'd been posted online (on the RSS site) but they weren't, they've no been sent to Barb Hinton and Paulette and they will be posted.</p> <p>L.F.: I was confused the first time I read it- and after rereading it, if parents have questions/concerns can I come in and get clarification?</p> <p>H.M.: For sure, what is on report from each teacher may vary- proficient may be %87 or 95%- the teacher knows why. The teach is always your first got to. The charts vary by grade- one is for k-9 and 10-12 is another.</p> <p>S.C.: What is the schools ability to decide in what grade you could know your percentage grade?</p> <p>H.M.: That is dictated from above. The teacher could say you have an A , around here %wise, but we aren't supposed to say its a 74%. 10, 11 and 12 get percentages on report cards along with the word. Grade 9s can have discussions with teacher. Some teachers may not use percentages at all, they may only be using proficiencies.</p>	

<p><b>6.4 IEPs</b></p> <p>B.L.: At the last meeting we discussed concerns around when IEPs are formulated, October/November. Frustration was raised around those plans not being implemented sooner. But what may not be clear is that the old IEP states in effects until the next IEP is created. The EA is to ensure that the IEP is continued with student through the fall of the next year.</p> <p>A.B.: If there is a significant change in the fall, with a new teacher, they want to get to know students. They look at the old IEP, implement strategies from last year, have the been completed? An then review and change.</p> <p>S.C.: Are those IEPs communicated to teachers int he fall? Ie. these are your new students, these are their IEPs?</p> <p>H.M.: Staff are encouraged to review files.</p> <p>S.C.: Some families are concerned the, parents would like a meeting with the teacher at the beginning of the semester to discuss students needs instead of waiting two months. Is there a validity in having an initial meeting by the end of September?</p> <p>B.L.: The department states when those meetings need to happen. The anxiety could have been dispelled if the teacher had informed the parent that the IEP was carrying on from the previous year.</p> <p>H.M: In "Student Suport Services Manual" says that "results shared with parents/guardians by October 15." With Student/staff changeover it doesn't always happen.</p> <p>S.C.: Can we clarify the timelines associated with IEPs? Especially the initial parent conversation?</p>	<p>-Clarify the timelines associated with IEPs (B.L./H.M.)</p>
<p><b>6.5 School Facility Working Group- Update</b></p> <p>B.L.: We have reached a consensus as a working gorp around what we're working towards. I told the superintendent that this community needs communication- I don't feel confident to say what the future holds for this school, there is very little confidence in the process.</p> <p>L.F.: we had a telephone meeting, and it has gone back to the department. They told us we could have a two room portable- we said, "no. We need 3-4 classrooms with bathrooms and flex space" and they said they'd need to go back to the drawing board. Two rooms does not solve the problem. They say then that will take longer. But, we need a solution, not a bandaid. The images shared did not indicate a commitment- there were no details.</p> <p>B.L.: For me and staff the real frustration is that the premier and entourage came to the school but knowing they had already done a cost estimate to replace the portables, with no communication to us. Our communication was strong, but respectful. Our space is pressed. It comes out in behaviour. We have student complexity and no way to accommodate that.</p>	
<p><b>7. New Business</b> None.</p>	



<b>8. Reports</b>	
<p><b>8.1 Principal's Report</b></p> <p>B.L.: We don't do a good job of communicating how PD days are spent, which needs to be clarified within an awareness of context of the self governing agreement.</p> <p>January 24th was working on curriculum development math gives voice to TH perspectives. Should always be a priority. The upcoming PD day will be with a K-3 reading specialist working on phonetics etc. PD days need to be differentiated, need to be communicated in the newsletter.</p> <p>French Assessment:</p> <p>S.C.: Can we access the report from Pascal's Assessment?</p> <p>B.L.: he needs to come back to his information and how he looks at continuity of students. 6-12. The council could suggest that they need a report from the assessment?</p> <p>S.C.: would be interesting to know the results over the years.</p> <p>S.C.: (question re: printed report) What is ELL?</p> <p>H.M. English Language Learner. We're the highest percentage of ELL in the territory. Students are only considered ELL for the first 5 years, so they get 5 years of support.</p>	<p>- Council requests that B.L. request report from French education assessments, there is likely a desire in the community for this information.</p>

**8.2 TH Report**

A.B.: Announcing funding for a new nutrition program. TH has received funding through Jordan's Principal for a nutrition program. The focus of the program is to provide hot breakfast and lunch to students 0-18 years. The school fits the age range, and the focus will be breakfast and lunch. Space makes this logistically difficult. 0-5 is also a focus, and the funding will also support meals at the youth centre, and Tr'inke Zho. The meals at school will start soon, they are in the process of hiring cooks. Space will try to have breakfast for high school in the lobby at a table, elementary meals would be a tray dropped off to classrooms. Will be providing healthy, not processed food. Planning lunch for high school in the lobby, elementary in their classes. We will do our best to provide meals with as little waste as possible, planning to use compostable dishes/cutlery. Reusable is hard without a cafeteria, but we'll do our best.

We need to spend the funding before the end of the school year, because the amount spent this year determines next year's funding.

The funding is for a FN focus, but because there is so much fudging we will be feeding the whole school- all students.

We are hoping to start very soon and continue for the next three years.

We will be sending information to parents. The head cook will be cooking at TH hall and transporting it to the school. We will have a trial period to see who accesses the program, and how much food we need to make to avoid waste. There is a plan to reuse/save food.

S.C.: Will there be a negative impact on the castle cafe and learning in that space?

H.M.: No, food safe training will still happen, we will still do catering etc. In the long run the instructor will have more time to fulfill class outcomes.

S.C.: has there been discussion of sourcing from local farmers?

A.B.: yes.

**8.3 Chair's Report**

C.B.: Rian Loughheed-Smith has been hired as secretary.

**8.4 Student Council Report**

K.C.: Since Christmas the council has been focussing a balance between fun/obligations. Have decided to spend the 1st Wednesday of every month devoted to policies. The council has organized intramural ta lunch which have been popular. Have planned some fun valentines activities, including mathematics for the grades 9-12, the grad class. Will be organizing a spring dance in the future.

B.L.: Efforts are appreciated, the response to intramural has been positive.

**9. Community Concerns**

None.

**10. Financial Report**



<b>11. Adjournment</b>	
<b>Next Meeting Date and Place:</b>	Wednesday, March 11, Dawson City Community Library

