

Minutes

Robert Service School Council Meeting

Tuesday, January 15, 2019

START TIME – 6:30 p.m.

Robert Service School Community Library

Present: Joanne Sherrard, Suzanne Crocker, Pat Berrel, Melissa Flynn, Carrie Breneman, Cara MacAdam, Helen McCullough and Coralee Rudachyk

Regrets: Lisa Favron, Cecille Fage and Simon Nagano

Notetaker: Carrie Breneman

1. Call to order: 6:34
2. Acceptance of Agenda: Moved: Joanne Sherrard; Seconded: Carrie Breneman
3. Delegations/Presentations

3.1 Elise McCormick-Cortes

Elise spoke about her concerns about the support for learning challenges at RSS and had several recommendations.

Her concerns are:

- IEP meetings only happen at regular intervals if parent requests them. If no parent request IEP meetings do not happen at all or are scheduled so late in the semester they become inconsequential. For example, the first IEP review of the year did not occur until mid-Nov and the updated IEP was not made available by the LAT until mid-Jan.
- She has never seen a document specifying what specific learning techniques work best for child despite requesting in May 2016 that RSS make note of what specific instructional tools worked best her child
- In 3.5 years, her child has been seen by an OT 2x years ago, never by the SLP and has had 1 observation by Ed Psychologist in early December resulted in a more than 6 week delay in sharing recommendations. This delay is preventing her child from being put on the list for any educational assessments.
- Children with learning difficulties do not always have dedicated EA. Her request for specifics in how much EA support her child gets are met with broad wishy washy responses and claims that the supports are variable and depend on EA funding that often is not provided.
- Children with a lack of behavioural disruptions in the classroom mean her child's cognitive and/or communicative challenges are ignored.

- There is a lack of accountability in program delivery and the support of children with specific learning challenges. Their cases are handled with too little urgency.

Her needs are:

- Improvements need to be made in how often IEP meetings are scheduled, LATs should take the initiative to schedule the meetings, a standard time limit should be set for how long the LAT has to update and distribute the IEP to everyone involved.
- More transparency needs to happen during meetings, clear commitments need to be made about what supports the child will receive.
- The LAT and/or teacher should regularly check in with the parent to confirm supports are being delivered as promised and update progress.
- If changes in supports are made, parents need to be notified asap.
- Greater transparency from teachers and LATs regarding whether my son is being referred to School based therapists, when they are expected to attend and what the observations and recommendations are. I expect this to happen without years of delays.
- Her child is experiencing sufficient reading/writing and Language delays to require a full time EA. If the LAT and/or school administrators do not support this she want to be informed in writing.
- If the EA is requested but funding is not obtained, I need to be told immediately so I can coordinate my advocacy efforts accordingly.
- She wants School Council support in coordinating group efforts to address this issue with parents who face similar challenges
- She wants the support of school Council and school Admin in making specific plans for the improvement of IEP program delivery. By April, she would like to know what specific commitments School Admin is prepared to put forward.

Elise noted that she will be sending a letter to the MLA regarding her concerns.

Pat agreed to address Elise's list of concerns (where the concerns were applicable to RSS Administration) and present a response to School Council at the next School Council meeting.

4.2 Reading for Meaning – Professional Development

Pat Berrel provided a professional development session on reading for meaning and on how children understand grammar.

4. Review and Acceptance of Minutes:

November 14, 2018: Suzanne asked that a sentence be added to the minutes to include that the Graduation Policy will be reviewed with Helen McCullough and any additional changes will be brought back to council. Carrie will make changes and bring it to the next meeting.

5. Business arising from Minutes

6.1. Funding for tutoring – Status update – Helen provided some information on tutoring. RSS received the financials but no tutoring is currently happening. Money is typically received in December, which is too late. Question to ask the Department of Education – request that schools apply for funding in April and receive money in September.

6. New Business:

7.1 Kindergarten class next year

Next years kindergarten enrollment is at 25 students and the cap for kindergarten is 18 students. RSS is contemplating split grades to accommodate this large group of students. The current breakdown is Kindergarten will have 18 students, Kindergarten-Grade 1 split will have 7 Kindergarten students and 9 Grade 1 students, Grade 1-2 will 14 Grade 1 and 9 Grade 2 students and Grade 2-3 will have 7 Grade 2 students and 13 Grade 3 students.

7.2 Dental Program

School Council asked Administration if the Dental program had visited RSS. Administration confirmed that the Yukon Dental Program had come to the school and had visited the High School students but it was unconfirmed if they seen elementary students. Carrie will follow-up with the Yukon Dental Program.

7. Correspondence: None

8. Reports

8.1 Principal's Report:

- Guided reading is being introduced at Grade 2 and 3.
- Strategies are being employed to help deal with the Grade 5s.
- Aurora Knutson is the new CELC for secondary starting on January 21.
- Patti Grabowski is taking over for Sandra Salt.
- Polar Games are taking place in Whitehorse on January 30.
- Pat providing School Council with information on assessments.

Grade 4 – 15 students completed the Foundational Skills Assessment test.

- For reading, the student scores were:
 - Below 59% – 19%
 - 60-79 – 60%
 - 80-89% - 20%

For writing, student scores were:

- Under 50% - 33%
- 50-59% - 53%
- 70-79%- 13%

For math, student scores were:

- Below 50% - 20%
- 50-59% - 27%
- 60-69% - 27%
- 70-79% - 13%
- 80-89% - 13%

Grade 7 – 17 students completed the Foundational Skills Assessment test.

For reading the student scores were:

- Less than 50% - 35%
- 50-59% - 27%
- 60-69% - 33%
- 70-79% - 12%

For writing scores:

- Less than 50% - 12%
- 50-59% - 41%
- 70-79% - 35%
- 90-100% - 12%

For math scores:

- Less than 50% - 76%
- 50-59% - 12%
- 70-79% - 6%
- 90-100%- 6%

26 Grade 11 and 12 Students took the numeracy test this year – 13 out of 26 students were in Grade 11.

Scores	RSS	Yukon	BC
Emerging	23%	26%	31%
Developing	57%	37%	41%
Proficient	19%	29%	24%
Extending	0	6%	3%

There was a discussion that this was the first year students wrote this test and it is very different than other standardized tests.

Someone raised that the FSAs have been ongoing since 2013 and it would be interesting to see how RSS has performed over time. School Council would have to ask Greg Storey, the Superintendent for that information.

7.2 TH Report: None

7.3. Chair's Report:
Christmas Break

7.4 Student Council:

- Continue to do intramurals at lunch.
- Have made a board to update what is going on with Student Council.
- Are raising money for the school's foster child.
- The yearbook club has grown tremendously and there might be credits attached
- New water fountains are on their way

8. Community Concerns:

Busing – standard busline is down to one bus and kids often waiting outside for the bus. Spoke to standard busline and you can go online and create an account to get an email alert when the bus is late.

9. Next Meeting Time and Place: February 12, 2019, 6:30 Dawson Library

10. Adjournment: 8:55