

Spring 2016 School Councils' Conference

Q & A Session re: Committee and Working Group Updates

Presenters:

Judy Arnold — Deputy Minister, Education
 Nicole Morgan — Learning Support Services
 Mike Woods — ADM Public Schools
 Janet McDonald — First Nations Programs and Partnerships
 Gloria Coxford — Student Support Services
 Richard Provan — Policy, Planning and Evaluation, Education
 Simon Blakesley — Student Information and Assessment

Nicole	<p>Assessment Committee:</p> <ul style="list-style-type: none"> • Currently creating handbook for teachers to assist in reporting to parents on student progress <p>New Vision Committee:</p> <ul style="list-style-type: none"> • New BC curriculum started and committee to finish work and report on New Vision developments <p>Tech Committee:</p> <ul style="list-style-type: none"> • Has active meeting every spring with representatives from schools, school councils, ICT (Information Communications Technology) and Northwestel • Working with ICT and Northwestel on bandwidth issues in rural schools • ICT working with communities on satellite and intranet use in schools • Preparing a digital literacy framework draft for feedback. It is essential to facilitate critical knowledge for students on the efficient use of technology <p>French Second Language Working Group:</p> <ul style="list-style-type: none"> • Completed parent survey and focus group sessions resulting in three subgroups working on offering more choices as well as clarifying outcomes for parents
Mike	<p>Staffing Allocation Committee:</p> <ul style="list-style-type: none"> • Enrollment has increased above projections • How does the department keep resources at same level given the changes? • There are emerging issues in Beaver Creek and Kluane due to enrollment exceeding projections which means increased need for educational supports
Judy	<p>Comments on staffing:</p> <ul style="list-style-type: none"> • Other jurisdictions use staffing methods different from Yukon and a discussion would be helpful as to whether or not to maintain current method or look to change it • The department makes every effort to meet unexpected needs as they arise and, if necessary, reallocate funding
Gloria	<p>Student Support Services Unit</p> <ul style="list-style-type: none"> • Responsible for the social, emotional and behavioural needs of students. Comprised of educational assistants, learning assistants, teachers, counsellors and shared resource rooms • Education assistant application process has been streamlined

	<ul style="list-style-type: none"> Schools are given a base allotment and apply for any staffing beyond base allotment <p>Diversity Committee:</p> <ul style="list-style-type: none"> PBIS Pilot program in 14 schools out of 28. Will be moving into second phase of program in same schools and will evaluate before expanding program into other schools Early intervention pilot project in seven kindergarten classes in four schools with additional support of an educational assistant in each class. The educational assistants will move with children into grades 1 and 2 at which time an assessment will be made as to the results. So far the feedback has been positive <p>Code of Conduct Sub-Committee is just beginning its work</p>
Richard	<ul style="list-style-type: none"> Legislation is being drafted in department regarding changes to student financial assistance and will be tabled in the Legislature upon completion Changes to the Education Appeal Tribunal appeals process were introduced and passed last fall An amendment clarifying that guaranteed First Nations representatives on school councils are not counted in the total number of council members Moveable soccer goal safety regulations will be in place by the beginning of May <p>Policy Advisory Committee:</p> <ul style="list-style-type: none"> Video Surveillance policy and Home School policy should be in draft form within eight weeks French second language instruction policy will be finalized for 2016-17 New Vision will generate new policies out of discussions Consultations will be done with AYSCBC on policy priorities for coming year
Simon	<p>Assessment Committee:</p> <ul style="list-style-type: none"> Reviews school growth handbook First Nation inclusion and involvement changed to “expected” not implied as in the past School reviews are done in three-year cycle Promising practices are important outcome of reviews
Jeff Hunston	<p>Question:</p> <p>What schools are in review process in 2016-17?</p>
Simon	<p>Answer:</p> <ul style="list-style-type: none"> Information is not available now Department trying to juggle outstanding reviews that were not done last year
Janet	<p>Joint Education Action Plan (JEAP)</p> <ul style="list-style-type: none"> Tripartite Memorandum of Understanding with federal government, Yukon government and First Nations on implementation of education action plan CYFN, federal government and department working on joint initiatives regarding cultural awareness training for teachers and staff Yukon College involvement being discussed Need to include cultural awareness as mandatory training for all new hires

<p>Jennifer Wykes — CYFN Education <i>(from the floor as delegate Invited to expand on JEAP)</i></p>	<ul style="list-style-type: none"> • Looking to increase capacity for FN • FNEC brought in four times a year to give direction and help department on JEAP • Request has been made for federal funding for Yukon-wide plan with assistance of Yukon Literacy to initiate ideas around parent engagement • Will provide support to each community on planning • Look at possibility of First Nation school and will bring ideas to the table to help set stage for curriculum changes for First Nation students • Host annual JEAP summit in March
<p>Jeff Hunston</p>	<p>Question: Can Department of Education indicate where we are going with Truth and Reconciliation Commission report?</p>
<p>Judy</p>	<p>Answer:</p> <ul style="list-style-type: none"> • TRC is one of the drivers in the new vision process • View historic documents for themes, not every TRC recommendation • Goal is to meet standards for success everywhere — learning in Yukon; thriving in life • How do we build mental health supports? • Hands-on training in trades going well in Watson Lake • Working documents are action oriented, curriculum related in every context and continually changing • All communities need opportunity to develop their own curriculum • Need to build in standards and decide how to get there • Focus needs to shift to how kids learn, including outside of the classroom • Implementation of action plan by June • K-9 curriculum now moving across country — Ontario, Quebec, Alberta and British Columbia at forefront of implementation • Work must be done to develop BC curriculum to suit Yukon students • Some Yukon College upgrading programs are changing so that students can do courses they need as opposed to full years • How do we support kids who need to upgrade? • Publicly funded education in Yukon ends at age 21. There is online or Independent Learning Centre support available after 21 with written application to deputy minister requesting support • At high school level, it is important for students to have assistance on closing credits needed for graduation • Educator evaluation policy changes are coming with representation from YTA and school councils. • Looking at areas consistent with vision and school growth • Superintendents providing support to staff and students • Issues have to be on the table or they cannot be dealt with
<p>Janet</p>	<p>Answer re TRC question:</p> <ul style="list-style-type: none"> • Will be responding to all recommendations, particularly education with mandatory aboriginal education in curriculum • Canada-wide curriculum on residential schools

	<ul style="list-style-type: none"> • Yukon will likely have more local than Canada-wide (grade 10) and looking at grade 6 • Collaborating with First Nations • Grant Hartwick (Selkirk Elementary School) using dance and music with students in teaching about residential schools
Judy	<p>Answer re TRC question — continued:</p> <ul style="list-style-type: none"> • New competency and skills training for women throughout on theme of reconciliation
Carol Coote	<p>Question:</p> <p>Some rural students cannot use shops in schools. How can they use qualified people living in the communities?</p>
Nicole	<p>Answer:</p> <ul style="list-style-type: none"> • Trades consultant Gerry Quarton is currently working with communities • He travels to communities to deliver trades programs in the schools • Up to two weeks at a time in communities that are farther from Whitehorse • Daily commute from Whitehorse to schools closer to Whitehorse • Will work with tradespersons in communities for training • Doing safety audits • Training other teachers to deliver basic projects in trades
James Kawchuk (from Carcross)	<p>Question:</p> <p>How do we get community members certified to teach shop classes in Carcross?</p>
Nicole	<p>Answer:</p> <ul style="list-style-type: none"> • Currently a requirement for a bachelor's degree to be certified • Some teachers have trades certification and a degree • There are jurisdictions that are looking at tradesperson training programs to qualify for teaching trades in schools
Judy	<p>Answer:</p> <ul style="list-style-type: none"> • Ontario has a two-year course for tradespersons to get certification. This certificate is not accepted in Yukon • Work needed on this as there is someone from Ontario living here who has this certification but cannot be paid as a teacher