In attendance

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| Yukon Teachers Association | Ethan Emery |
| Dave Hobbis |
| Jill Mason |
| Association of Yukon School Administrators | Silke Wissner (by phone) |
| Lorrie Peterson |
| Peter Giangrande |
| School Councils | Sue Stokes-Nash (by phone) |
| Simon Nagano |
| Debbie Janzen |
| Leona Kains |
| Carol Coote |
| FNEC | Ashley Doiron |
| Yukon Education | Gloria Coxford |
| Karen Campbell |
| Greg Storey |
| Lorraine Taillefer |
| Lake Apted |
| Lori Choquette |
| Consultant | Dick Chambers |

Not in Attendance

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| LDAY | Stephanie Hammond |
| Yukon Education | Mike Woods |

1. The meeting commenced at 9:10 a.m. Participants were welcomed and introduced themselves.
2. Terms of Reference were reviewed.

* The Committee is to consider both Education Assistants and Remedial Tutors in their recommendations.
* Although any recommendations must comply with the Collective Agreement this is not a labour relations committee or focus.
* It is anticipate there will be approximately six meetings between now and the end of February.
* Communication regarding the progress of the work: Committee members are welcome to report back to their groups the progress of the committee. It was suggested by the consultant that reporting on the issues rather than outcomes over the course of the mandate might be more proactive as issues are commonly revisited and outcomes modified.

1. Present Method of Allocation of Education Assistants and Remedial Tutors

* Karen Campbell, Manager of Student Support Services explained how the Department presently determines the allocation of Education Assistants.
  + It is a needs-based approach based on the ‘Pyramid of Intervention’ concept.
  + There are three levels of support
    - Classroom-based, school-wide
    - Targeted – individual and/or small group
    - Intensive individual
  + One of the challenges is to be clear about what the discriminators are between the three levels.
  + Also raised was the process required when a student moves between schools – particularly in the Whitehorse area.
  + It was noted that the Child Development Centre also provides input.
* At this time approximately 211 EA/RT’s are allocated. This is more than has been allocated previously.
* Issues were raised about the laboriousness of the present system – the amount of paperwork that is required. A balance needs to be found between responsiveness and accountability.

1. Approach of Other Jurisdictions

* B.C. uses a Categorical approach and a Supplement for Vulnerable students which is a combination of:
  + Economic conditions
  + Demographic vulnerability
  + Social Conditions
  + Educational attainment
* Alberta uses a Categorical approach and a
  + Socioeconomic Status factor, and a
  + Differential modifiers allocation composed of:
    - Socio-economic
    - Diagnostic and
    - Geographic factor
* NWT uses a needs-based approach
* Saskatchewan uses a needs-based approach clarified at the ‘Intensive’ level by recognition of categories and supplemented by a
  + Vulnerability factor
    - Low income,
    - Transiency
    - Children in Foster Care
    - Student refugees
    - Lone Parent Families

1. Principles to Guide Allocations – (suggestions)

* Responsiveness
* Transparency while reflecting privacy
* ‘Streamlined’

1. Items for next meeting

* What philosophy should Yukon take - more categorical, stay with needs based,
  + What about community recognition (socio economic) consideration as a part of the approach
* What should the characteristics of the system be?
* Present EA/RT
  + One to one
  + Elementary – Secondary
  + Rural –Urban
  + Physical – Intellectual - Behavioural

1. Dates of Next meetings:

* Thursday, November 19th 4 p.m. to 6 p.m. Room 1 Yukon Education
* Wednesday, December 2nd 9 a.m. to 11 p.m.

1. Adjournment at 11:15 a.m.