

Support Staff Meetings Plan 2024–2025 School Year

Day/Time: 3rd Thursday of each month, 2:45 pm, after dismissal

Location: [REDACTED] Elementary, staff room. (Ashley's room when staffroom unavailable)

Participants: All support staff: Social Work Technicians, Special Education Technicians, Student Attendants and Classroom Assistants (attendance is voluntary. Approval from Admin to timesheet hours)

Facilitators/Supports: Ashley to organize meetings. [REDACTED] will provide union support. All are welcome to present challenges and ideas to the team.

Topics of Discussion: Participants in need of support will bring situation to group for assistance finding a solution or requesting support. If possible, share the challenge or request in e-mail thread so others can prepare their ideas or how they may have experienced success with particular student or situation in the past.

Other: [REDACTED] will forward information to Daycare Educators who could not attend meeting and collect their questions and concerns before meetings to speak on their behalf.

November 21st 2024

Theme: Support Systems

- Welcome and introductions – purpose of the meetings (5 min)
- **Discussion Points:**
 - Identified students: sharing challenges and successes.
 - Creating a support system between staff members to prevent further burnout.
 - Materials needed and how to obtain them?
- **Action Items:**
 - Brainstorm system for staff-to-staff support
 - Create a running list of needed materials and how to request them.
 - Ask [REDACTED] for access to school credit card or amazon account?
- **Identified Students and challenges:**
 - [REDACTED] – Recent stabbing attempt, incident report follow up?

- [REDACTED] – continuous running away from class, different teachers telling us to respond in different ways. Can we call a RTM?

January 16th 2025

Theme: Classroom Management & Administrative Support

- **Discussion Points:**

- Classroom management: how can we get support from administration when teachers expect or demand that support staff manage classroom?
- Ongoing challenges with [REDACTED] piling too much on support staff / not respecting roles
- Ideas and strategies to implement boundaries and ensure roles are respected.
- Follow-ups on previous incidents and reports.

- **Action Items:**

- Draft email for administration to clarify staff roles in classroom management.
- Request meeting with [REDACTED] union president, to provide support in ensuring that our roles are respected. [REDACTED] will reach out to [REDACTED] first and CC all of us in email.
- Discussion with administration regarding support staff being excluded from RTM and being moved around without their input. (union – schedule changes after October 1st allowed??)

- **Identified Students:**

- [REDACTED] – continued issues. [REDACTED] giving him iPad in office, aggressive behaviours increasing. Parents refused shortened days.
- [REDACTED] – teacher sending her to NEST multiple times per day. Situation must be addressed to admin with support of union
- [REDACTED] – not attending school. Doing what he wants when he does come, teacher sending him to NEST for the duration of his day. IEP not being followed. Support from [REDACTED]?

February 21st 2025

Theme: Crisis intervention and support

- **Discussion Points:**

- Crises are getting bigger – lack of support
- Ideas for support
- Follow-ups on previous incidents and reports.

- **Action Items:**

- Another email to [REDACTED] regarding ongoing situations, unclear who is allowed to intervene and who isn't with new rules
- Request for ALL support staff to participate in CPI training
- Continued challenges with RTM and roles not being respected. Grievance?

- **Identified Students:**

- [REDACTED] – crises are escalating. [REDACTED] feeling burnt out. Continued lack of structure and support, will he be attending the day program at the Douglas Hospital?
- [REDACTED] – teacher still sending her to NEST multiple times per day. Admin not responding to requests for support. [REDACTED] will schedule a meeting as delegate.

March 21st 2025

Theme: Support for plans and reporting

- **Discussion Points:**

- IEP and intervention plans still not being followed / being changed.
- Support on signalling to DYP (**Ashley will provide guidance**).
- Support on incident reports, complaints, contracts not being followed / being changed (**[REDACTED] will support as union delegate**).

- **Action Items:**

- Document challenges with IEP/interventions to bring to administration.
- Review collective agreements as well as expectations and code of ethics on sharepoint – highlight pieces not being respected. Bring to [REDACTED] and union.
- Try again to organize a meeting with union president. (All of us send emails individually?)

- **Identified Students:**

- [REDACTED] – mom attempted to corner a staff member into agreeing with her plan instead of a plan creating by the team. Speak to admin with support of [REDACTED] regarding him having a conversation with mom about the inappropriateness of that situation
- [REDACTED] – ongoing DYP investigation. Please document everything concerning that he does/ or says. Bring info to Ashley to pass on to [REDACTED] (Social Worker)
- [REDACTED] – unaware of mom's pregnancy, refrain from speaking about it – foster parents plan to inform them. *confidentiality*!!!
- [REDACTED] – removed from foster home and placed in a unit [REDACTED] unit in Valleyfield). She may need more NEST time or sessions with Ashley. She may also want extra time to speak with [REDACTED] Ashley will create passes for her to use as needed. Please ensure that these passes are respected until she is more settled.

April 25th 2025

Theme: Ongoing situations

- **Discussion Points:**

- Investigation regarding [REDACTED] and [REDACTED] – what to do / not to do
- Follow-ups on previous incidents and reports.

- **Action Items:**

- Email to all staff regarding confidentiality and appropriate way to provide support. Request that admin send email.
- Request training for support staff regarding suicide assessment and sexual assault, like in High Schools. Ashley will speak to [REDACTED] about providing these trainings in upcoming years.
- Ashley to briefly coach staff on how to respond when students discuss current investigation.
- Ashley to refresh staff on DYP signalling.
- Important note to all staff- Do not discuss current situation. Ashley and [REDACTED] working with law enforcement. Ashley is the contact between officer [REDACTED] and the school. If you find out any more information – report to authorities immediately. Ashley can provide support if need be. Do not ask for information or share information with others.

- **Identified Students:**

- [REDACTED] – Lots of anxiety regarding recent situation of sexual assault. Ashley working with DYP and law enforcement and providing support to family.
- [REDACTED] still harassing [REDACTED]. Requests to have them separated denied until an order from a judge granted. Has lost lunch privileges in NEST. Continued disrespect and defiance toward staff. [REDACTED] needs to intervene with him!

Note- Ashley and [REDACTED] have opened NEST during lunch and recess to the grade 6 girls to provide them with a safe space due to current situation. Ashley is organizing a group intervention for the grade 6 girls on how to protect themselves and put up boundaries.

May 23rd 2025

Theme: Overview

- **Discussion Points:**

- Review of specific students: updates on progress and ongoing challenges, support for next year?

- Successes from the year – what made a difference?
- Burnouts and staff wellbeing going into summer – too many support staff went on burnout this year. Lack of admin support NEEDS to be properly addressed for next year.
- Final follow-ups on reports/incidents.

- **Action Items:**
 - Recommendations for the 2025–2026 school year, present to administration
 - Finalize list of staff needs (materials, admin support, role clarity) for the upcoming year
- **Identified Students:**
 - [REDACTED] – end of year anxiety. Running away from class to NEST multiple times per day. Can the support staff in her class check in with her in the beginning and end of each period?
 - [REDACTED] – still no word on whether he will be attending the day program at the Douglas Hospital. Prepare for next year. [REDACTED] will not be returning to work with him. Prepare to set firm boundaries with administration
 - [REDACTED] – will not be returning to Heritage next year. Request to be admitted to REECH accepted.
 - [REDACTED] – Ashley will forward information to [REDACTED] High School Social Work Technicians for next year along with other grade 6 students. If there are any other grade 6 students who haven't been identified and could benefit from SWT support, please list them in email.