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## Directions Newsletter Regular Meeting of the Board – December 2015

### Literacy Status Report

*Presented by Kathy Robson, Level 1 Coordinator*

Balanced Literacy goal identified by the Board for 2013-2017: *"By June 2017, 90% of students in Chinook School Division will be meeting or exceeding expectations in reading, based on selected school division-wide assessments."*

Last year, Chinook was part of a provincial team involved in developing a document called "Saskatchewan Reads", which is in place to support divisions in meeting the provincial reading Hoshin developed from the Educational Sector Strategic Plan (ESSP). Director Liam Choo-Foo has been leading the committee with Kathy Robson coordinating the provincial *Saskatchewan Reads* project with the other divisions. *Saskatchewan Reads* is already having a positive impact on the Chinook Balanced Literacy plan with the current research on independent reading and guided reading, as well as increasing teacher awareness of the importance of the learning environment.

Under the *Saskatchewan Reads* Hoshin, Chinook has been focusing on Professional Development (PD) for all teachers; with literacy coaching targeted for new teachers as well as grade 3 and 6 teachers. The areas of focus in Chinook schools include: learning and classroom environment, Fountas and Pinnell assessments in grade 6, guided reading lesson – running record assessment/prompting, independent reading, and professional learning for principals, along with the current development of *Saskatchewan Reads for Administrators* that Chinook is involved in.

The award-winning Levelled Literacy Intervention program remains a priority for the Division. LLI training has been delivered for Grades 1-5 in all schools and there is an LLI Intervention Coach. The Board's LLI program received the Premier's Award for Innovation and Excellence at the Saskatchewan School Boards Association's Fall General Assembly in 2013.

In Early Years Literacy (K-1), an Early Learning Team was piloted in five schools in the Division, and includes an educational psychologist, speech and language pathologist and occupational therapist. The purpose of the team is to develop a process to respond to the Early Years Evaluation (EYE) results.

Celebrations include:

- Successful initial implementation of Fountas & Pinnell assessments in Grade 6. Teachers are excited about the information they have gained about their students.
- Implementation of LLI in the colony schools.
- Intervening with our vulnerable readers in Kindergarten and Grade 1.
- Using *Saskatchewan Reads* to renew our focus on Balanced Literacy this year.
- Evidence of change within the Learning Environments.

- Teachers feeling knowledgeable in changing their practice.
- Chinook's involvement in *Saskatchewan Reads for Administrators* provincially
- Focused Professional Learning for our administrators in Chinook

Going forward, Chinook will continue to expand LLI in our colony schools, improve literacy skills and provide coaching and resources for Early Years, collect information as a Division on the EYE and F & P results, and will focus on best practice in literacy and intervention with coaching provided in Middle Years.

## **Math Status Report**

*Presented by Ed Varjassy, Curriculum Coordinator*

Chinook has established a K-2 and grade 6-9 math intervention with teacher training, schedules and students participating in every school. There is a focus on Professional Development (PD) for the teachers as well as principals, and the two full-time math coaches play a major role in ongoing support and training for the intervention teachers, new teachers in guided math, and general math support for teachers in all schools. The two colony coaches provide support to colonies in math intervention along with literacy and student services.

All Chinook schools have established intervention teachers, scheduled time for intervention and started working with students in need of support. Teachers have attended training and have all received coaching in their school. The math coaches are very knowledgeable and thus well received in the school while they work to ensure consistent delivery of intervention supports across the Division.

Chinook has collected a large amount of data and schools are becoming much more sophisticated in their use of data to provide supports where needed. There has also been very positive feedback from participants for the math intervention training days.

Upcoming activities:

- Additional Professional Development in the form of math intervention training and coach support.
- Additional Guided Math training (March 21) and coach support for new teachers.
- One day of PD (Jan 18) for teachers that have not had First Steps in Math training.
- Further training for Administrators at cluster meetings.
- The Chinook Coordinators Group (CCG – superintendents and coordinators) will continue to monitor the Math Intervention Hoshin.

## **2016-2017 School Calendar**

[The 2016-2017 school calendar](#) was approved by the Chinook Board of Education on December 14, 2015 and will be submitted to the Ministry of Education for review. The Ministry proceeds with their approval process after May 1, as per the regulations in the Education Act.

The Chinook Calendar Committee developed two calendar options for the 2016-2017 school year. Through an online vote during a two-week period in November, several Chinook employees and parent stakeholders chose their preferred calendar for the 2016-2017 school year.

Our division practice has always been for a committee to create calendar options for our staff to consider. Typically, we try to set our division calendar early so that families plan in a proactive manner.

### Key Points

- With a late Labour Day legislative changes were made permitting students to start prior to Labour Day. The calendar was developed with the change in mind.
- As in the past, schools will have the opportunity to work with their local school communities to determine specific student conference times and formats

### Defined Requirements

- **The Saskatchewan Education Act requires the following:**
  - A minimum of 950 hours of instructional time per year;
  - Six weeks of summer vacation;
  - Traditionally a post Labour Day student start time;
  - A Christmas break that begins no later than December 23 and ends not sooner than January 2; and
  - A Spring break with no more than 5 consecutive days.
- Ministry of Education Provincial Examinations – January 24 – January 27
- Chinook Board of Education requires (3 professional learning community days; 2 student conference days; 3 professional development days; 3 admin days; and one convention day)

### Highlights of Calendar

197 days including non-instructional days; 186 instructional days including conferences

- This option is a traditional school calendar
  - September 1 student start
  - Two week Christmas break (December 22 – January 3)
  - February break (February 20-24)
  - Easter break (April 14 – 21)
- There will be 310 minutes of instruction per day (or 5.176 hours per day)

### Survey Results

A total of 774 people voted in the online survey

- 331 staff participated in the vote
- 379 families participated in the vote (20 more than last year)
- 17 community members participated in the vote
- **76.87% of all people surveyed chose the “El Nino” calendar**

[Click here to view the 2016-2017 calendar submitted to the Ministry of Education.](#)