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Directions Newsletter

Regular Meeting of the Board – June 2016

Student Services Report

Presented by Bob Vavra, Superintendent of Learning at June 10, 2016 Board Meeting

Student Services supports students that need more than what the average classroom can provide. Most of these students have an Inclusion and Intervention Plan (IIP) that helps guide their learning. The IIP is developed in May or June for the next year, and is created by support teams made up of school and division personnel, including student services teachers, teachers, coordinators, psychologists, speech language pathologists and occupational therapists.

Chinook School Division meets and in some cases exceeds the Ministry guidelines for professional resources in the area of staffing for: speech language pathologists, psychologists, occupational therapists, student service counselors, career counselors, and youth workers.

Chinook School Division had 148 students with IIPs in 2015-16, indicating a 27% reduction over last two years as successful students move out of IIPs and progress to Individual Learner Profiles or classroom interventions. 65% of students successfully met goals in their IIP, which is a 14% improvement over the last two years.

The top areas requiring support by school counselors include anxiety/stress, family issues and academics. Youth Worker top areas of support are friendships, behaviour, and family issues.

The Student Services Teacher Committee, formed last year, provided recommendations to support literacy and math in the schools, including a process for supporting the needs of all students, clarification on tiers of intervention for Chinook, training in tier 3 literacy and math (Chinook Early Years Team) and a focus on Early Years Literacy 2016-17.

Division Support Teams were created in the areas of anxiety, autism and behaviour. Coordinators led planning groups to create teams to support schools in a nimble and effective manner. Teacher Assistance Teams (TAT's) have continued this year, with coordinators and specialists in schools once a month to support teachers.

Violence Threat Risk Assessment (VTRA) training was provided to all counselors and school administrators. VTRA is a process that walks schools/teams through the appropriate response and supports in a violent and/or threatening situation. Our Student Services coordinators and a superintendent are now certified to provide training to our staff internally as well as others in southwest Saskatchewan, with the Train the Trainer program in place.

Communications Report

Presented by Joanne Booth, Communications Coordinator

The goal of communications is to inspire confidence in the school division. We need to make all external and internal stakeholders aware of what we are doing in terms of educational programming, accountability practices and legislative compliance, staffing and resource decisions, and achievement and success. The priority focus, at present, is on the ESSP (Education Sector Strategic Plan) and Division Strategic Plan with the learning priorities of Math Momentum, Saskatchewan Reads and Literacy, internal communications, public and community relations, SCC support, school/division websites and staff portal, social media and branding initiatives.

Key Messages for communications:

- Chinook is a great place to go to school and work
- Chinook has quality programming for students
- Chinook has quality teaching staff delivering programming
- Chinook is fiscally responsible and uses conservative spending practices

Chinook has a very clear plan for how it will provide a high quality of educational service to students and families and how it will maximize resources on behalf of ratepayers. Our programming and results are something to be proud of and we are provincial leaders in areas such as student achievement and assessment. We also have a strong morale division-wide and staff members are great ambassadors for our system initiatives. Chinook School Division will continue to find effective ways to promote the great things we are doing as a system and in our schools.

2016-2017 Chinook Budget Approval

Chinook School Division has finalized a budget for the 2016-2017 school year. The planned expenditures will allow Chinook to continue to focus on their key priorities of math and literacy in alignment with the Division and Education Sector strategic plans.

There will be a \$3.7M operational deficit in addition to the \$3M non-cash/capital deficit. During the budget process \$1M in operational savings was found through administrative efficiencies, which will result in a total deficit of \$5.7M with those savings.

Chinook will complete various capital projects in 2016-2017, including the \$1.5M expenditure on the École Centennial School classroom addition, a \$1.1M cost for extensive work on the Swift Current Comprehensive High School roof, a new boiler upgrade for Herbert School, Frontier School roof-top heating/cooling units and a courtyard and paving stone project at Maple Creek Composite School. Other expenses will include \$330K to continue the technology upgrade plan as well.

The total School Division Operational Expenditures are approximately \$93.24M, and the revenues from grant taxes and other will be \$87.52M. In order to achieve a balanced budget with the reduction in provincial funding, the Board will be drawing on reserves to cover the remaining shortfall after the \$1M in found savings. Any staffing changes would be due to regular occurrences, such as student population shifts or natural staff attrition. Chinook will remain focused on programming and student needs, and will continue to support students in their continued growth and development.

Ashley Park Transfer of Title

Ashley Park School site is now ready to turn over, and the Land Title was approved by the Board to be transferred to the City of Swift Current for community development purposes.

SCC Financial Requests for Board Grant

Vanguard School accessed the \$500 Board grant for their Bicycle Safety Rodeo, and the Ponteix SCC was also awarded the \$500 grant for their REFLEX Math Program.