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Directions Newsletter Regular Meeting of the Board – April 2014

Human Resources Monitoring Report

Presented by Kyle McIntyre, Deputy Director and Rod Siemens, Human Resources Coordinator

The Department of Human Resources helps provide for the continuous replenishment of talented people within the school division; defines and manages the contract obligations, compensation, benefits, and working conditions of all employees; represents the school division in the collective bargaining process for employee groups represented or professional associations; and is primarily responsible for staff recruitment and works closely with supervisors in matters related to employee supervision, employee discipline, discharge and performance evaluation.

Currently Chinook employs just over 475 (FTE STF) full and part-time teachers and 482 support staff. The HR Department bargains and manages four employee agreements, including CUPE, Non Union Support Staff, SEIU-West, and Teacher LINC (Local Interest Negotiating Committee). The department has developed positive relationships with the STF, CUPE and SEIU-West and their representatives.

A few highlights of the Human Resources activities:

- In Fall 2014, 8 interns from the University of Regina were placed in our schools. We have another 10 teachers presently committed to supporting a teacher intern for the fall of 2015.
- Our Employee Satisfaction and Engagement Committee has been active with initiatives throughout the past year.

This year there have been 18 teacher retirements effective June 2015. In addition, there are 12 transitioning who will retire by June 2016.

Long service award recognition has been received very well by our employees. We added the categories of 35 years and 40 years last year and we are awarding several long service awards:

Total 10 years....48	Total 20 years....12	Total 25 years.....15
Total 30 years.....5	Total 35 years.....2	

Curriculum and Instruction Status Report

Presented by Bob Vavra, Superintendent of Learning and Kathy Robson, Curriculum Coordinator

The Math Momentum initiative, implemented from Kindergarten to grade 12, is now in its last few months and the focus for 2014-15 has been on the components of Guided Math. Overall the initiative has been a great success, with growth over the three years resulting in 29% more students meeting or exceeding expectations. Chinook will be aiming for 80% meeting or exceeding by June 2015. A maintenance plan has been developed for next year, which will feature two coaches and a focus on intervention.

A Balanced Literacy maintenance plan was put in place in the fall of 2011 and that continued in 2014-15 with a focus on intervention and mentorship. Professional Development for new teachers was provided within four days (three instructional days) over the course of the year. In order to reduce the loss of instructional time there will be one PD day in August, two half-days within the Teacher Mentorship Model, and two days connected to on-line modules. A new plan with a focus on renewal and Middle Years (Saskatchewan Reads) will be put into place in the fall of 2015.

In order to support the development of best practices in supporting both literacy and math, an Early Years Committee has been formed with teachers and student services personnel.

New High School Science Pathways were implemented in some schools, including Ponteix, Fox Valley, Gull Lake and SCCHS. Curriculum Coordinator, Ed Varjassy, connected with each high school and mapped out implementation plans with most schools deciding to wait until 2015-2016 to implement. Some pilot schools and schools with alternating schedules decided to go ahead.

A big piece moving forward will be the careers section of the new courses. We will be looking at tools such as "My Blueprint" to assist teachers with this component. In addition to this, the Chinook Cyber School is offering courses to assist schools with the new pathways: Computer Science 20, Physical Science 20, and Health Science 20.

Three Professional Development (PD) Days were provided for teachers to continue to develop effective teaching practices to improve student learning. Two days are school-based this year, and this has been received well by schools. There were small group sessions that included: grades PreK-9 Focus on Math Momentum, Components of Guided Math, and Subject Areas Teams for grades 6-12. According to surveys completed by participants in the subject area team sessions in November and March, an overwhelming majority (nearly 100%) agreed that the structure of the day was good with small group sessions in various locations. Participants felt that it was important to have time to connect with other teachers.

First Nations & Métis Education (FNME) continues to be infused into curriculum. Elder Mike Pinay continues his regular visits to Maple Creek Composite School and Sidney Street School. Chinook Dashboards are being used to monitor achievement and growth in Reading, Math, Marks and Attendance.

In the area of Assessment, High School Report Card Pilots are now implemented across the division, with an emphasis on reporting consistency as well as student citizenship and work habits. Work will now focus on Individual Learner Profiles.

The Ministry brought in Early Years Evaluation (EYE) to help divisions identify and plan for early intervention for students, and this was implemented across the Division in fall 2014. The EYE

assesses five domains of early learning closely associated with children's readiness to learn at school: Awareness of Self and Environment; Social Skills and Approaches to Learning; Cognitive Skills; Language and Communication; and Physical Development.

The Ministry also introduced "Tell Them From Me" to replace the "Opportunity to Learn" section of the old Assessment For Learning. This generates perceptual data to target school culture and wellness for Grades 4-12 and assesses perceptual data from students, staff and parents. The focus is on quick wins in connecting with students as school and division benchmarks are developed.

The Foundations of Learning initiative, in response to the Continuous Improvement Framework, has been a focus of Curriculum and Instruction over the past seven years and will continue into the future as part of the Education Sector Strategic Plan (ESSP).

In 2014-2015 Chinook utilized three Curriculum Days. Two of these days were school-based. Grade K-8 focused on Math, Grades 6-12 focused on Math and Curriculum Renewal. Results and feedback from the days has been very positive and has saved over \$250,000 per year in costs over the traditional model. The turn-around day was again used to deliver School-Based PD with approval from Superintendents of Schools. For 2015-16 options will be considered to reduce travel and costs, such as online modules or webinars.

The Curriculum and Student Service Departments will continue to be blended, in order to develop solid processes for meeting the learning needs of all students. Work will also continue with Student Services teachers to create structures and training to support students with intensive needs, as well as literacy and math intervention.

Personnel will also continue to work closely with the Ministry to design and implement the new strategic plan in a manner that improves learning for Chinook students.

Financial Status Report

Presented by Rod Quintin, Chief Financial Officer and Sharie Sloman, Controller

Chinook School Division revenues are on target for the 2014-2015 year, with the total revenues at 54% of budget to date. Total expenditures are at 53% of budget to date. All revenues and expenditures are in line with trends from previous years and on track with the plan.