
Directions Newsletter Regular Meeting of the Board – June 2015

Student Services Report

Presented by Bob Vavra, Superintendent of Learning

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 has 262 students with IIPs in 2014-15, indicating a 27% reduction over last two years as successful students move out of IIPs. 65% of students successfully met goals in their IIP, which is a 14% improvement over the last two years.

Teacher Assistance Teams (TATs) have been a major focus for Student Services in 2014-15. TATs help us provide division supports to schools in a timely manner to help teachers in dealing with students that need more.

- Specialists were scheduled into schools twice a month.
- Allowed for more access to specialists for teachers.
- Reduced wait time in accessing supports/assessments.
- Very positive Feedback.
- TATs will continue for 2015/16 once a month (minimum) in every school.

This year, the Learning department went through restructuring and worked on new culture of working together between the Student Services and Curriculum, Instruction & Assessment areas. They reviewed procedures for various operations and supports, as well as students not working at grade level.

An Early Years Team, consisting of classroom teachers and Student Services Teachers (SSTs), was brought in to work on best practices in Literacy and Math along with appropriate interventions. Support Teams were also formed to deal with specific areas, including behaviour, autism and anxiety.

All principals, Student Service Coordinators and Counsellors were trained through the Violence Threat Risk Assessment Training (VTRA). VTRA is a process that walks schools/teams through the appropriate response and supports in a violent and/or threatening situation.

As we move into the 2015-16 school year, the SST Committee will be taking the work of the Early Years Committee and working with SST's to provide structures and training for interventions in schools. The Support Teams will also wrap up and make recommendations for

resources and supports for schools, with the purpose of making better use of current staff and resources.

We will continue to work with our specialists to ensure consistent and aligned practices, including mentorship of new staff. As well there will be monthly meetings of Cluster Support Teams to discuss students that need assistance, many of the meetings will be using online conferencing through Adobe Connect.

Student Services, Balanced Literacy and Guided Math will be aligned through doing more work with dashboards tracking individual students. This will also ensure students are getting supports when they are needed.

Communications Monitoring 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, Math Momentum, Balanced 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 has quality programming for students
- Chinook has quality teaching staff delivering programming
- Chinook is a great place to go to school and work
- Chinook is fiscally responsible and uses conservative spending practices
- Chinook Learning Priorities are
 - Math Momentum (Numeracy)
 - Balanced Literacy

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 contacted regularly by media and government because of our leadership 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.

Financial Report September 2014 – May 2015

Presented by Sharie Sloman, Controller and Rod Quintin, CFO

Overall for 2014-2015, all revenues and expenditures are in line with trends from prior years. The Revenue is \$59,171,299, which is 69% of Budget (in 2014, 71% of Budget); and Expenses are \$73,157,318, which is 82% of budget (in 2014, 81% of Budget).