



The Board of Education of  
School District No. 5 (Southeast Kootenay)  
AGENDA – REGULAR PUBLIC MEETING  
Tuesday, September 10, 2013  
5:00 p.m.  
Board Office

Page

**1. COMMENCEMENT OF MEETING**

**1.1. Call to Order**

**1.2. Consideration and Approval of Agenda**

(a) Acceptance of Agenda

**1.3. Approval of Minutes**

(a) Public Meeting of June 11, 2013

**1.4. Receipt of Records of Closed Meetings**

(a) In-camera Meeting of June 11, 2013

**1.5. Business Arising from Previous Minutes**

(a) Needs Budget

(b) AFG Projects Update

**1.6. Receiving of Delegations/Presentations**

(a) Annette Rogers - Sound Connections

**2. COMMITTEE REPORTS / TRUSTEE REPRESENTATIVE REPORTS**

**2.1. Communications/Media Committee**

*M/S to accept the report of the Communications/Media Committee.*

**2.2. Trustee Reports**

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**3. SUPERINTENDENT'S REPORT TO THE BOARD**

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**3.1. Superintendent's Report**

*M/S that the Superintendent's Report to the Board of Education be accepted as presented.*

**4. NEW BUSINESS**

**4.1. Business Arising from Delegations**

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**4.2. Five Year Capital Plan Bylaw**

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**4.3. Amended Capital Project Bylaw No. 126614 - AFG**

**4.4. BCSTA / BCPSEA Issues**

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**4.5. Capital Project Bylaw - Project No. 126556 - Carbon Neutral Capital Program**

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**4.6. 2013/2014 Student Achievement Contract**

**5. TRUSTEE BOUQUETS**

**5.1. September 10, 2013**

**6. ITEMS FOR INFORMATION/CORRESPONDENCE**

**7. QUESTION PERIOD**

**8. ADJOURNMENT**

**9. LATE ITEMS**



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
MINUTES - REGULAR PUBLIC MEETING  
June 11, 2013, 5:00 p.m.  
Board Office**

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**Present:** Chairperson Lento  
Trustee Ayling  
Trustee Bellina  
Trustee Besanger  
Trustee Brown  
Trustee Damström  
Trustee Helgesen  
Trustee Johns  
Trustee Whalen  
B. Miller, Superintendent of Schools  
R. Norum, Secretary Treasurer  
B. Reimer, Director of Instruction/Human Resources  
D. Casault, Director of Instruction/Student Learning  
D. McPhee, Director of Instruction/Aboriginal Education/Safety Officer  
J. Skerik, Executive Assistant (Recorder)

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Chairperson Lento called the June 11, 2013 public meeting of the Board of Education to order at 5:05 p.m.

Chairperson Lento acknowledged the June graduates and presented flowers of appreciation to Shelley Balfour, CFTA co-chair. Kate Noakes, CFTA co-chair, Susan Krause, CUPE President and Deb Therrien, DPAC Chair had received flowers on committee meeting day.

**1.2 Consideration and Approval of Agenda**

(a) *Acceptance of Agenda*

Additions:

Item 4.8 International Education Provincial Levy

Item 6.1 Summer Sounds

**MOTION R - 13 - 81**

**M/S that the agenda for the Public Meeting of the Board of Education of June 11, 2013 be approved as amended.**

**CARRIED**

## AGENDA ITEM # (a)

### 1.3 Approval of Minutes

(a) *Public Meeting of May 14, 2013*

#### **MOTION R - 13 - 82**

**M/S that the minutes of the regular public meeting of the Board of Education of May 14, 2013 be approved as circulated.**

**CARRIED**

### 1.4 Receipt of Records of Closed Meetings

(a) *In-camera Meeting of May 14, 2013*

#### **MOTION R - 13 - 83**

**M/S to accept the closed records of the in-camera meeting of the Board of Education of May 14, 2013**

**CARRIED**

### 1.5 Business Arising from Previous Minutes

Nil

### 1.6 Receiving of Delegations/Presentations

(a) *Good Ol' Goats*

Chairperson Lento thanked the Good Ol' Goats for their presentation prior to the Board meeting and paid tribute to the music programs throughout the District.

(b) *MBSS Robotics - Landon Harvey, Derek Johnson, Edmund Yoo R2Z2*

Superintendent Miller welcomed Paul Knipe, teacher from MBSS, and noted that one of his students, Simon Eaton, won a silver medal in drafting at the Skills BC competition.

Superintendent Miller welcomed Jason Tichauer, Principal of MBSS, teacher Bill Walker and three students Landon Harvey, Derek Johnson, Edmund Yoo.

In April 2013 at the Skills BC Competition in Abbotsford the students won a gold medal for robotics. As a result they were invited to represent BC at the national level of Skills Canada competition in Vancouver June 5-8, 2013 where they won the bronze medal in the National Robotics challenge and a \$10,000 Stanley/Dewalt tool grant for MBSS.

Mrs. Miller noted that this presentation would also be the student's presentation for the District Dogwood Scholarship.

The students shared a video presentation from their attendance at the Skills Canada competition at BC Place and provided a demonstration with their robot, R2Z2.

Chairperson Lento thanked the students for their special talents. Superintendent Miller thanked Mr. Walker for his incredible support and inspiration.

# AGENDA ITEM # (a)

(c) *Self Regulation - Carol Johns (HES), Sandra Wales (HES), Barb Belisle (PES)*

Ms. Johns and Ms. Belisle reviewed the Self Regulation program teachers from Highlands, Pinewood and Steeples have implemented and shared some of the resources they have used including student self-evaluations, posters and books. Chairperson Lento thanked Ms. Johns, Ms. Belisle and Ms. Wales for sharing the information with the Board.

## 2. COMMITTEE REPORTS / TRUSTEE REPRESENTATIVE REPORTS

### 2.1. *Advocacy Committee*

Co-chair Trustee Whalen reviewed the minutes of the May 27, 2013 meeting of the Advocacy Committee.

#### **MOTION R - 13 - 84**

**M/S that the Board of Education write a letter to the BCSTA and to the Ministry of Education outlining our concerns with the situation in Cowichan.**

Trustee Ayling distributed copies of draft letter.

**CARRIED**

#### **MOTION R - 13 - 85**

**M/S that the Superintendent, on behalf of the Board of Education, write a letter of support for the Cranbrook Archives, Museum and Landmark Foundation regarding their application to the Provincial Government for a Community Gaming Grant in support for the Museum History Program.**

*(This letter was done immediately as the deadline for the letter of support was May 31, 2013.)*

**CARRIED**

#### **MOTION R - 13 - 86**

**M/S that the Board accept the report of the Advocacy/Education Committee.**

**CARRIED**

### 2.2. *Policy Committee*

Co-chair Trustee Brown reviewed the minutes of the May 27, 2013 meeting of the Policy Committee.

#### **MOTION R - 13 - 87**

**M/S that the discussion on revised Policy 2.13 Alcohol - Grounds, Buildings, Functions and Fundraising be tabled until the June Board meeting in order to obtain legal advice from the BCSTA and from School's Protection Program which will be provided prior to the meeting be referred to the September 2013 Policy Committee meeting for further discussion.**

**CARRIED**

#### **MOTION R - 13 - 88**

**M/S to accept the report of the Policy Committee.**

**CARRIED**

## AGENDA ITEM # (a)

### 2.3. *Finance/Operations/Personnel Committee*

Co-chair Trustee Johns reviewed the minutes of the May 27, 2013 meeting of the Finance/Operations/Personnel Committee.

#### **MOTION R - 13 - 89**

**M/S that the Manager of Operations, Joe Tank, invite proposals for schools and transportation to use the carbon offset funds as seed money for an energy efficient initiative.**

**CARRIED**

#### **MOTION R - 13 - 90**

**M/S that the WiFi information package, inclusive of the BCCPAC Resolution, be referred to Doug McPhee, Technology Coordinator, for comment and a report back to the September 2013 public Finance Operations Personnel committee meeting.**

**CARRIED**

#### **MOTION R - 13 - 91**

**M/S to accept the report of the Finance/Operations/Personnel Committee.**

**CARRIED**

### 2.4. *Special Education Student Services Committee*

Co-chair Trustee Besanger reviewed the minutes of the May 27, 2013 meeting of the Special Education Student Services Committee.

#### **MOTION R - 13 - 92**

**M/S that Darcy Verbeurgt send a letter to MCFD and all early childhood stakeholders to meet regarding collaborate service planning.**

**CARRIED**

#### **MOTION R - 13 - 93**

**M/S to accept the report of the Special Education Student Services Committee.**

**CARRIED**

### 2.5. *Communications/Media Committee*

Trustee Ayling reviewed her report. The Carbon Offsets Reserve Fund release was far reaching, including the United Kingdom. Trustee Ayling will attach a copy of the Cowichan letter with the summary of motions from meeting that is distributed to the press.

#### **MOTION R - 13 - 94**

**M/S to accept the report of the Communications/Media Committee.**

**CARRIED**

## AGENDA ITEM # (a)

### 2.6. *Mt. Baker Secondary School Building Replacement Committee*

Trustee Johns met with the architect and theatre consultant on May 16, 2013 and noted that they intend to have the PIR by the end of the month.

#### **MOTION R - 13 - 95**

**M/S to accept the report of the Mt. Baker Secondary School Building Replacement Committee.**

**CARRIED**

### 2.7. *Trustee Reports*

- Trustee Besanger distributed copies of her Board activity report.
- Trustee Brown noted the outstanding year-end music presentation at MBSS, and Trustee Whalen noted the open house celebration at KES.
- Trustee Lento requested a summary of the University of Victoria presentations on humanities and the arts from the National Post be shared with District educators.

### 3. **SUPERINTENDENT'S REPORT TO THE BOARD**

Superintendent Miller's report of June 11, 2013 included:

- Superintendent's Activities
- Finance/Operations Updates
- Update from Director of Instruction/Student Learning
- Changing Results for Young Readers (CR4YR)
- Early Childhood Education
- National Peace Day September 21, 2013
- PVP Mentoring/Training
- Counseling Support
- Graduation Ceremonies
- Update from Director of Instruction/Safety
- Summer School
- Update from Director of Instruction/Human Resources

Mrs. Miller thanked trustees and her colleagues for an amazing year with SD5.

Mr. McPhee provided a verbal technology update

- Finishing server support in Board Office
- Working on Scholantis, inservice for Doug McPhee, Gail Rousseau and Jean Skerik in July
- LMS will be first trial school in October
- Information will be posted on FirstClass

Discussion included:

- One page report for trustees at Finance/Operations/Personnel Committee meeting in September
- District Technology Committee
- Community access to technology plan

Chairperson Lento thanked Mrs. Miller for her incredible contributions during her year with School District No.5.

# AGENDA ITEM # (a)

## MOTION R - 13 - 96

**M/S that the Superintendent's Report to the Board of Education be accepted as presented.**

**CARRIED**

## **4. NEW BUSINESS**

4.1. *Business Arising from Delegations*  
Nil

4.2. *Presentation to Trustee Bellina*  
Chairperson Lento presented the BCSTA's long-service certificate to Bev Bellina and thanked her for the compassion and caring for students she brings to meetings.

4.3. *Third and Final Reading - Annual Budget Bylaw*  
Mr. Norum noted the total budget bylaw amount of \$58,914,002 included the operating budget of \$51,539,008, expenses in special purpose funds and capital funds, amortization of assets and purchases from local capital.

## MOTION R - 13 – 97 (Annual Budget Bylaw)

**M/S Read a third time, finally passed and adopted June 11, 2013.**

**CARRIED**

## MOTION R - 13 - 98

**M/S that in addition to our balanced budget the Board of Education also submit a needs budget to the Ministry of Education.**

**CARRIED**

4.4. *Capital Project Bylaw - Annual Facilities Grant*  
Secretary Treasurer Norum noted that this is the \$855,045 Capital Allocation of the Annual Facilities Grant that the Board is able to access following the adoption of a Capital Project bylaw.

## MOTION R - 13 - 99

**M/S to allow three readings of the Capital Project Bylaw - Project No. 126614.**

**CARRIED UNANIMOUSLY**

## MOTION R - 13 – 100 (Capital Project Bylaw, Project No. 126614)

**M/S Read a first time June 11, 2013.**

**CARRIED**

## MOTION R - 13 – 101 (Capital Project Bylaw, Project No. 126614)

**M/S Read a second time June 11, 2013.**

**CARRIED**

## AGENDA ITEM # (a)

**MOTION R - 13 – 102 (Capital Project Bylaw, Project No. 126614)**

**M/S Read a third time, finally passed and adopted June 11, 2013.**

**CARRIED**

4.5. *City of Cranbrook - Senior Summer Games*

**MOTION R - 13 - 103**

**M/S that the Board of Education send a letter of support in principle to Chris New, Director of Leisure Services, for the City of Cranbrook's application to host the 2015 or 2016 Senior Games.**

**CARRIED**

4.6. *School Fees Report*

Superintendent Miller reviewed the 2013-2014 School Fees Report.

**MOTION R - 13 - 104**

**M/S to accept the Superintendent's 2013-2014 School Fees Report.**

**CARRIED**

4.7. *BCPSEA Symposium 2013, October 24 & 25, 2013*

**MOTION R - 13 - 105**

**M/S to approve Trustee Bellina's attendance at the BCPSEA Symposium 2013, October 24 & 25, 2013 in Vancouver.**

**CARRIED**

4.8. *International Provincial Levy*

Discussion included implications for SD5 and the province, lack of feedback for attendees.

**MOTION R - 13 - 106**

**M/S that the Board of Education send a letter of support for the letter from the Metro Boards of Education regarding potential reforms to Onshore International Education Programs and request that the President of the BCSTA, Teresa Rezansoff, respond to the concerns raised in the Metro letter.**

**CARRIED**

**5. TRUSTEE BOUQUETS**

All Trustees sent bouquets to Superintendent Bendina Miller for the fantastic year she has shared with the Board.

*Trustee Damstrom* - to the Good Ol' Goats and the robotics team

*Trustee Helgesen* - to the PAC groups at RMES and ESS

*Trustee Whalen* - to executive assistants who take minutes, to Debbie Therrien for her DPAC work, to Shelley Balfour as CFTA co-chair, to administration for their hard work

## AGENDA ITEM # (a)

*Trustee Ayling and Trustee Johns* - to fellow trustees, students, teachers, management and support staff

*Trustee Brown* - to the trustees for becoming a wonderful team

*Trustee Besanger* - distributed a copy of her June bouquets

### 6. ITEMS FOR INFORMATION/CORRESPONDENCE

#### 6.1. *Summer Sounds*

Trustee Ayling will distribute information regarding a free, family oriented summer concert series designed to engage students in music during the summer.

### 7. QUESTION PERIOD

- New board room setup
- Sale of water bottles by MBSS students
- Thanks to bargaining team for a very respectful bargaining session
- Best wishes to all for a great summer

### 8. ADJOURNMENT

#### **MOTION R - 13 - 107**

**M/S that the public meeting of the Board of Education adjourn at 6:51 p.m.**

### 9. LATE ITEMS

- i. Brochure – PES – Self Regulation
- ii. Teacher Inquiry Project – Overview and Reflection
- iii. Draft Letter to Minister of Education re SD79 Cowichan Board of Education
- iv. Trustee Besanger – Trustee Report
- v. Superintendent's Report of June 11, 2013, including 2013-2014 School Fees Report
- vi. Trustee Besanger – Trustee Bouquets



**1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS**

**In-camera Meeting  
June 11, 2013**

- Finance/Operations/Personnel Committee - in-camera meeting of May 27, 2013
- BCPSEA Representative Report
- Superintendent's Report – personnel issues
- Chairperson's Report – Policy 2.13 – Consumption of Alcoholic Beverages
- Pacific Carbon Trust
- Budget Update
- Legal Issues
- Bargaining Update
- Question Period

  
\_\_\_\_\_  
Rob Norum  
Secretary Treasurer

# AGENDA ITEM # (a)



## SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

OFFICE OF THE SECRETARY TREASURER

September 4, 2013

The Honourable Peter Fassbender, Minister of Education  
PO Box 9045, Stn Prov Govt,  
Victoria, BC V8W 9E2

Dear Minister Fassbender,

Re: Budget Needs 2013/2014

At the regular public meeting of the Board of Education of School District No. 5 (Southeast Kootenay) held on June 11, 2013, the following motion was approved:

*"Motion R-13-098*

*M/S that in addition to our balanced budget the Board of Education also submit a needs budget to the Ministry of Education."*

The Board, as part of its budget process, requested input from the public, parents, staff and Unions of the education community it serves. The Board received numerous suggestions for additional programming and ideas on how to deal with its projected shortfall.

These requests have once again reminded us that the responsibility of our Board to provide educational opportunities is broad, diverse and in need of additional funding.

Our Board is committed to providing salary and wage increases to staff at a cost of \$415,500 for every 1% increase. The compounding effect of every year and every percentage increase is staggering when compared to our budget. The District has allocated \$277,965 to the 2013/14 school year to balance the budget after a cost cutting exercise that reduced approximately ten teaching positions. In addition we will continue to absorb annual inflation and other costs that impact most school districts.

We respectfully request that the Minister consider the needs of our District and consider providing an inflation adjustment to annual funding announcements and redirecting funding protection and transition grants to the per student allocation.

Yours truly,

Frank Lento  
Chairperson

Cc: Trustees  
L. Hauptman, CEO/Superintendent  
R. Norum, Secretary Treasurer  
B. Bennett, MLA

Board of Education of School District No. 5 (Southeast Kootenay)  
Chair - Frank Lento  
Trustees - Trina Ayling, Bev Bellina, Olivia Besanger, Gail Brown, Shaun Damström,  
Curtis Helgesen, Chris Johns, Patricia Whalen

## **Report on Completed Summer AFG Projects**

Listed below are the AFG projects that will have been completed by school start.

All schools had the new Toshiba copiers installed and the Xerox copiers removed. This included updating the drivers on all the computers that were in the school being to the Toshiba driver.

We had a risk assessment done on all the playgrounds throughout the District. We should receive a risk assessment report by the end of September. It will also include an assessment report for the Science and IE shops that were done at the same time in the Elk Valley.

All Library 4 Systems are now on a central server and will be accessed via the Web.

### **Elkford Secondary:**

Fence and graveling for new bus compound

### **Sparwood Secondary:**

Commissioned school HVAC system

### **Mountain View Elementary:**

New roof

### **FJ Mitchell Elementary:**

5 furnaces installed

Paving for addition parking on south end of school

### **Isabella Dicken Elementary:**

New portable installed

Paving to connect the roads

### **Fernie Secondary:**

New roof over the Traynor Hall, science wing and mechanical rooms

### **Old Fernie District Office:**

New roof

### **Jaffray Elementary Secondary:**

Paving around the back of the school entrance

New pumps put into septic system

New shale on the ball diamond, running track and new jump pit

### **Steeles Elementary:**

Grading and paving around the school

New fence on front of school yard

### **Highlands Elementary:**

New fence around lower playground

## **AGENDA ITEM # (b)**

### **Kootenay Orchard Elementary:**

Field drainage system installed

Carpeted music room floor

### **Gordon Terrace Elementary:**

New irrigation system

Spot paving on back of school

Repaired sound system in gym

### **TM Roberts Elementary:**

Old swing set removed and new swing set installed

### **Amy Woodland Elementary:**

2 furnaces installed

### **Laurie Middle:**

Painted stair wells

Installed guards on lathes and holders on drills

Upgraded Delta controls from V2 to V3

### **Mt. Baker Secondary:**

Installed new flooring in Library and Student Services room

Painted north side of school

Varnished music room floor

Put in new volleyball standards

### **Annex:**

Irrigation system installed

### **Future and ongoing AFG Projects for this year**

The AFG projects that we will be working on for the rest of this year include:

Moving to a web based heating control system this fall. This will allow us to use the web or handheld devices to adjust and control all the school heating systems.

We are in the process of having all of the back flow preventers checked and repaired if required.

### **Gordon Terrace Elementary:**

Upgrading Delta system from V2 to V3

### **Fernie Secondary:**

Changing sprinkler Glycol system to a dry system

Chiller repaired

### **Mt. Baker Secondary:**

40 more lockers to be replaced

## AGENDA ITEM # 2.2.



**Board of Education  
School District No. 5 (Southeast Kootenay)  
Trustee Reports – September 2013**

**Trustee Bellina**

June 13th - Retirement Dinner at St. Eugene's

June 17th - Presentation of Honour Awards, Sparwood Secondary School

June 19th - Meeting with Frank Lento, Rob Norum, Terry Melcer, Mayor Halko re: Mountain View Elementary School

- Barbeque to welcome new Superintendent, Fernie Board Office Maintenance Shop

June 20th - Early Childhood Development Meeting (emergency calls coming in - town flooding -evacuations – road closures - buckets under leaking library roof - but we MET)

July 11/12th - Golf Tournament fundraiser for Kootenay Children's Centre (sponsored by Children First - supported by ECD)

July 18th - Interviews for Principal at FJ Mitchell - 11:30-4:45

July 24th - Chair and Trustee meeting in Fernie

July 31st - Conference call with Trustees (Selection of T.M. Robert's Principal)

August 1st - KBB Conference call with Government/BCSTA consultation with trustees - our roles in future bargaining (Province fired BCPSEA Board yesterday before our conference call)

August 15th - Coffee with Mike Kelly, building new relationships

August 16th - Conference calls - BCPSEA/BCSTA/Govt Appointee - attended both sessions today

August 18th - Conference call - attended the final one (3 of 4) to hear trustee reactions provincially.

August 26th - Meeting with Board - CBO

August 28th - Meeting with Board and Superintendent Hauptman - CBO

September 4th - Greeting Lt. Governor Judith Guichon

11:45 - Senior's Centre - lunch with officials

1:30 - FJ Mitchell School - Meet with students

September 5th - BCSTA/Government Meeting in Vancouver - Provincial Chairs and Branch President Chairs

## Trustee Whalen Report for September 2013



### **June**

- ❖ Tennis Court Grand Opening
- ❖ School Board Meeting
- ❖ School District Retirement Dinner
- ❖ Farewell to Bendina BBQ at Board Office
- ❖ Year End Celebration at Steeples
- ❖ Adapted Technology Workskills Class Celebration
- ❖ Meeting at Board Office
- ❖ Laurie Middle School Awards Assembly
- ❖ Steeples Year End Assembly
- ❖ Conference Call – Principal Ratification
- ❖ Safe Communities Cranbrook Meeting

### **July**

- ❖ CSBA Conference in Vancouver – Diversity Matters
- ❖ Conference Call – Principal Ratification

### **August**

- ❖ Parkland VP Interviews
- ❖ Meeting at Board Office
- ❖ Bendina Farewell Dinner

### **September**

- ❖ Safe Communities Cranbrook Meeting
- ❖ Lieutenant Governor Visit to Laurie School
- ❖ School Board Meeting
- ❖ School Board Committee Meetings

## AGENDA ITEM # 3.1.



### School District No. 5 From the Office of the Superintendent

To: Trustees  
From: Lynn Hauptman  
Date: September 10, 2013  
Re: Monthly Report to the Board

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#### Purpose of this Report:

As the Board's Chief Executive Officer, the Superintendent of Schools is accountable for the day-to-day operations of the school district and for ensuring that the Board is aware of how the school district is doing in all areas of its operations.

*Enrolment report – funded enrolment report will be provided at October Board Meeting*

#### **Superintendent's Activities**

I would like to begin my first report by thanking the Board of SD 5 (Southeast Kootenay) for allowing me the opportunity to have some transition time in June and July. This allowed me to get a great "head start" as the Superintendent.

I have been to every school in every community and met with administrators, support staff, teachers, students and even visiting parents. From everyone, it was evident that there is tremendous pride in their schools and with the work they are doing to make it even stronger. It was obvious that students' success was at the heart of each school.

Meeting with the transportation and operations staffs in both Fernie and Cranbrook was also wonderful and it will be obvious later in the report that our Operations Staff have once again done a tremendous job with both Annual Facilities Funding (AFG) and Maintenance budgets to ensure our facilities meet the needs of our students and employees. When you walk down our hallways, you will also note the pride that was taken by our custodial staff to ready the schools for the arrival of the students last week.

Our District Management team and Board Office Staff have also been very generous with their time, allowing me to ask a myriad of questions to ensure I have the necessary background, history and past procedures in their different portfolios.

In August, I had the privilege of spending two jam-packed days with the Principals and Vice-Principals and District Management Team where we focused primarily on ensuring our students have the best possible education through a series of activities and educational

## **AGENDA ITEM # 3.1.**

leadership practices. Information necessary for a successful school start was also a part of the agenda. Thank you to Chair Frank Lento for welcoming all of us back for another school year.

I have also had the opportunity to meet various partners including DPAC and the CFTA Presidents at our monthly Summit meetings. I attended the Youth Initiative "The Cranbrook Project" with various other community partners including representatives from the Columbia Basin Alliance for Literacy, Canadian Mental Health, City of Cranbrook, Big Brothers, Big Sisters, United Way and the St. Mary's Band. I was also fortunate to be able to attend the official opening of the Immigrant Welcome Centre.

During the first week of school, I helped to officially welcome the Lieutenant-Governor Judith Guichon to our schools in Elkford and Sparwood. Director of Instruction, Doug McPhee, welcomed her at Laurie Middle School. What a wonderful opportunity for those students to hear first-hand about this role of governance in our political system.

Last week I also attended a meeting with the Chair and President of the BCPSEA Kootenay region in Richmond with the Minister of Education.

Thank you to everyone in School District 5 for extending such a warm welcome to me and working with me to ensure our year ahead is a very positive one where together we can continue to focus on our students' increased success. I am very much looking forward to the year ahead.

### **Space Camp Attendee**

Rebecca White, a grade 12 student from Mt. Baker Secondary School will be attending Space Camp for Interested Blind and Visually Impaired Students (SCIVIS). This will be her second year at SCIVIS. She received a \$350 US scholarship for SCIVIS and the rest of the funding will come from Aroga and Human Ware Technologies. Cheryl Knipe will accompany Rebecca to the US Space and Rocket Center in Huntsville, Alabama from September 19-27, 2013.

### **Opportunity for Columbia Basin Trust's "Know Your Watershed" Presentation**

Columbia Basin Trust will be offering the delivery of this regionally-based water stewardship education program for grade 8 science students at Elkford Secondary, Fernie Secondary, Sparwood Secondary, Laurie Middle and Parkland Middle Schools in the upcoming school year. This presentation supplements the Grade 8 science curriculum and the program will be delivered by experienced, local environmental educators. CBT funds the delivery of the program, subsidizes bussing and teacher on call costs for the field trip component of the program.

## **AGENDA ITEM # 3.1.**

### **Finance/Operations Updates:**

- Finalize Audited Financial Statements
- School budgets
- Enrolment review
- Bell Schedule
- Telephone contract
- Kootenay Boundary Branch Agenda Preparation

### **Update from the Director of Instruction/Student Learning**

The 2013/2014 Student Achievement Contract has been submitted to the Ministry (July 2013). We are preparing a stakeholder review as we are in the third year of implementation. Participation from various other stakeholder groups will be initiated once school has begun.

SD 5 is continuing with the Ministry initiative of Changing Results for Young Readers and is extremely excited to be running two parallel groups this year. Changing Results for Adolescents, facilitated by D. Kennedy, and Changing Results for Primary, facilitated by C. Johns, have already confirmed dates with our Ministry facilitator, Sharon Jeroski. Five SD 5 staff attended the Symposium in Vancouver on August 26 & 27, 2013 to refresh us all on the learning intention of the project, which is to further and deepen professional learning in six key areas of literacy: quality reading instruction, inclusion, social-emotional learning, Indigenous principles of learning, self-regulated learning, and the Spiral of Inquiry.

The Summer Reading project was implemented again this past July and August. Books were mailed three times throughout the summer for a class of primary students from AWES as well as IDES.

Four Strong Start Centers continue to operate in SD 5. FJMES, IDES, SES and AWES. We are currently piloting an outreach center at JESS on the Green Fridays with the Coordinator from IDES.

The Learning Through The Arts block was supported again this year at PMS. It has provided great cross-curricular projects as well as transition support for our elementary students into the middle school. Ms. Deibert will be showcasing the project at the next BCSSA conference in November.

The 2012-2013 District Literacy Plan has been submitted (July 2013) and we look forward to working with our partner groups again this year.

## **AGENDA ITEM # 3.1.**

### **Update from Director of Instruction/Safety**

#### **Aboriginal Education**

- Working to complete the Enhancement Report for the Ministry of Education
- This is a yearly expectation and outlines the cultural opportunities provided for students and the educational progress of Aboriginal students
- The Enhancement Contract Working Group met last year to add further refinements to the agreement. The agreement will be vetting back through the working group and shared with community and schools when the changes have been accepted
- Doug is working on a data collection program which will allow the Aboriginal Education Support Workers (AESW) the ability to track and record the support that is provided in individual schools for individual Aboriginal students
- The AESW's will be working with schools during the month of September to determine the activities and services to provide students.

#### **Technology**

- A full report of the progress of the Technology Plan will be presented to the Board at the Policy Committee at the end of the month.

### **Update from the District Principal/Student Services**

The first week of school produced a smooth and successful start-up in all locations. We have several new students with unique needs arriving at our schools, but are unsure at the time of writing if we have had students with unique needs who have moved away. The reconciliation of our numbers will come along with the enrolment tidying. We will adjust staffing support as needed.

Due to a number of retirements, staff moving out of the district and two staff returning to the classroom, new Student Services Teachers have started in the following schools: FJ Mitchell, Fernie Secondary, Kootenay Orchards, Gordon Terrace, TM Roberts, Amy Woodland (GAUGE), Laurie Middle, Parkland Middle Academic Transitions, and Kootenay Education Services. Maggie, Nadine and Darcy have a 5 day orientation process for the ten new staff – scheduled for in-session Fridays from the first week of school to mid-December.

We have expended 85% of our Learning improvement Funds on Spring staffing (2.7 FTE teachers and 6 EAs). The remaining 15% (\$93,600) will be allocated in late September or early November.

## **AGENDA ITEM # 3.1.**

We have a new type of staff member at FJ Mitchell – Cookie – a service dog for a young boy who is diagnosed as being on the autism spectrum. Cookie was introduced at the first school assembly.

### **Update from the Director of Instruction/Human Resources**

- A new Executive Assistant, Heather Hockley, was hired for the HR department who began June 17<sup>th</sup>. Welcome to the District Heather!
- A new payroll clerk, Patti Pocha, was hired in Finance who will begin Sept 23<sup>rd</sup>. Welcome to the District Patti!
- 167 teacher postings have been posted and filled since the first round of postings began the first week of May
- CUPE postings (EAs) continue to be ongoing based on school needs; 71 postings filled since June to date
- All elementary EAs within the District have had their day extended 15 minutes as a result of SSEAC (Support Staff Education and Adjustment Committee). The money to support this increase has been provided through the Learning Improvement Fund
- Local Bargaining concluded on June 4<sup>th</sup> with the CFTA with 9 articles agreed to for amendment; Bargaining was positive and successful on many fronts

### **Important Dates for Trustees:**

BCSTA AGM – September 20-22  
Committee Meetings – September 23

Lynn Hauptman  
Superintendent



CP2 - Five Year Capital Plan Summary

25 JUL 2014 08:07:44  
rob.nor... (PRD01)  
Version: rden0320.05

Capital Plan Year: 2013/2014

School District: 05 Southeast Kootenay

Capital Plan Submission Date: Unsubmitted

Existing Project Priority No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
1	115190	C1 REPLACE - MOUNT BAKER SECONDARY REPLACE EXISTING 950 CAPACITY SECONDARY WITH NEW 950 CAPACITY SECONDARY	\$0	\$0	\$47,036,612	\$0	\$0	\$47,036,612
2	115774	F1 REPLACE - ISABELLA DICKEN ELEMENTARY REPLACE EXISTING 40K/275 ELEMENTARY WITH NEW 60K/400 ELEMENTARY	\$0	\$0	\$10,741,741	\$0	\$0	\$10,741,741
3	115771	S1 REPLACE - FRANK J MITCHELL ELEMENTARY REPLACE EXISTING 40K/325 ELEMENTARY SCHOOL WITH NEW 60K/400 ELEMENTARY	\$0	\$0	\$0	\$10,279,386	\$0	\$10,279,386
4	115749	C2 REPLACE - AMY WOODLAND ELEMENTARY REPLACE EXISTING 40K/300 ELEMENTARY WITH NEW 40K/350 ELEMENTARY	\$0	\$0	\$0	\$9,997,378	\$0	\$9,997,378
5	115879	13 BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUS# 2057 2058 2059 (3-84 PASS)	\$405,000	\$0	\$0	\$0	\$0	\$405,000
6	116017	14 BUSREP - REPLACEMENT SCHOOL BUS REPLACE - 84 PASS BUS 3050, 3059	\$0	\$270,000	\$0	\$0	\$0	\$270,000
7	116063	15 BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUS 4063 4054 & 6051 (2-84 & 22 PASS W/C)	\$0	\$0	\$337,000	\$0	\$0	\$337,000
8	116415	16 BUSREP - REPLACEMENT SCHOOL BUS REPLACE 2 84 PASSENGER BUSES 5050 5056	\$0	\$0	\$0	\$270,000	\$0	\$270,000



**CP2 - Five Year Capital Plan Summary**

25 JUL 2014 08:07:44  
rob.norval@prd01  
Version: rder0320.05

Capital Plan Submission Date: Unsubmitted

Capital Plan Year: 2013/2014

School District: 05 Southeast Kootenay

Existing Project Priority	Project No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
9	N/A	17	BUSREP - REPLACEMENT SCHOOL BUS REPLACE 2 - 84 PASS BUS #6054 AND #6058	\$0	\$0	\$0	\$0	\$270,000	\$270,000
<b>Total:</b>				\$405,000	\$270,000	\$58,115,353	\$20,546,764	\$270,000	\$79,607,117

**AGENDA ITEM # 4.3.**

**CAPITAL PROJECT BYLAW NO. 126614-02  
ANNUAL FACILITY GRANT**

A BYLAW by the Board of Education of School District No. 5 (Southeast Kootenay) (hereinafter called the "Board") to adopt a Capital Project.

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved a capital plan of the Board.

NOW THEREFORE the Board agrees to the following:

- (a) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the Project substantially in accordance with the Project Agreement (where required);
- (b) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- (c) maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The capital project of the Board approved by the Minister and specifying a maximum expenditure of \$1,038,268 for Project No. 126614-02 is hereby adopted.
2. This Bylaw may be cited as "School District No. 5 (Southeast Kootenay) Capital Project Bylaw No. 126614-02".

READ A FIRST TIME the 10<sup>th</sup> day of September, 2013.

READ A SECOND TIME the \_\_\_\_\_ day of \_\_\_\_\_, 2013.

Read a third time, passed and adopted the \_\_\_\_\_ day of \_\_\_\_\_, 2013.

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 5 (Southeast Kootenay) Capital Project Bylaw No. 126614-02 adopted by the Board the \_\_\_\_\_ day of \_\_\_\_\_, 2013.

\_\_\_\_\_  
Secretary Treasurer

**AGENDA ITEM # 4.5.**

**CAPITAL PROJECT BYLAW – PROJECT NO. 126556  
CARBON NEUTRAL CAPITAL PROGRAM**

A BYLAW by the Board of Education of School District No. 5 (Southeast Kootenay) (hereinafter called the "Board") to adopt a Capital Project.

WHEREAS in accordance with provisions of the *School Act*, the Minister of Education (hereinafter called the "Minister") has approved a capital plan of the Board.

NOW THEREFORE the Board agrees to the following:

- a) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the project substantially in accordance with the Project Agreement (where required);
- b) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- c) maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The capital project of the Board approved by the Minister and specifying a maximum expenditure of \$9,765 for Project No.126556 is hereby adopted.
- 2. This bylaw may be cited as "School District No. 5 (Southeast Kootenay) Capital Project Bylaw 126556".

READ A FIRST TIME the \_\_\_\_\_ day of September, 2013.

READ A SECOND TIME the \_\_\_\_\_ day of \_\_\_\_\_, 2013.

READ A THIRD TIME, PASSED and ADOPTED the \_\_\_\_\_ day of \_\_\_\_\_, 2013.

\_\_\_\_\_  
Chairperson of the Board

Corporate Seal

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be true and original School District No. 5 (Southeast Kootenay) Capital Project Bylaw 126556, adopted by the Board the \_\_\_\_\_ day of \_\_\_\_\_, 2013.

\_\_\_\_\_  
Secretary Treasurer



**SCHOOL DISTRICT 5  
2013/2014  
STUDENT ACHIEVEMENT CONTRACT**

**“Working and Learning Together  
Supporting all Students to Achieve a Successful Future”**



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## AGENDA ITEM # 4.6.

### INTRODUCTION

The District's Vision statement embodies what we believe is attainable for all students. Our focus is how best to maximize and enhance the learning opportunities for our students.

The 2013/2014 District Achievement Contract focuses on our efforts to enable all students to graduate. The enhancement and continued growth of School Professional Learning Communities (Learning Rounds) to improve instructional practice is designed to support professional learning as the core of school business. This includes an embedded culture of reflective practice and a healthy inquiry focus during professional conversations amongst teachers.

This Achievement Contract reflects individual school commitment and desire to make connections beyond the school to include other professionals and is clearly focused on supporting and improving instructional practices within a site-based educational management in order to improve student achievement. The development of the Achievement Contract continues to rely upon many well-respected researchers.

Our District's best practices and beliefs about teaching and learning, our Appreciative Inquiry process, our ongoing collection and analysis of data, and feedback from partner groups directly influences our strategies to improve our Graduation Rate and our Grade 3 Reading Goal.

### DISTRICT CONTEXT

We strive to offer a quality education to meet the diverse needs of our students and communities within the funding that is allocated. We have worked hard to ensure success for all of our students and we acknowledge the need to continue to set goals and direction for continual improvement.

School District No. 5 is located in the East Kootenay and serves the educational needs of approximately 5249 students in the communities of Cranbrook, Jaffray/South Country, Fernie, Sparwood and Elkford. We face the challenges of distance, rural elementary schools near capacity, fluctuating enrolment, declining resources, a continued difficult political climate, competing private, independent and Franco-phone schools, and an economy that is resource and tourism based.

We anticipate that our enrolment will be similar to last year, however our student population is shifting from secondary to primary. We are utilizing the services of Matrix Planning Consultants and we have a license agreement with Baragar Systems to continue to examine enrolment trends in student population. The school district supports the concept of schools of choice provided moving students from one catchment area to another doesn't negatively impact the availability of student programs in all schools.

Our four StrongStart Centers continue to thrive as evidenced by the increased attendance. This coming September, our Fernie Center will act as a partial outreach center in order to provide services to the South Country communities. The District has also partnered with both the Columbia Basin Alliance for Literacy (CBAL) and the College of the Rockies (COTR) to provide the Young Parents Education Program (YPEP) to support single parent students who had dropped out of school. It has proven to be successful seeing two graduates as well as nine individuals attaining course credit.



## AGENDA ITEM # 4.6.

The District actively supports the community (Elk Valley and Cranbrook) pre-school forums which encourage parents to be involved in the early learning opportunities for their pre-school children. As well, through our active involvement with our Community Literacy partners and our District Literacy Plan, a partnership between CBAL, the COTR and School District 5 continues to flourish developing literacy programs and activities from pre-school to our senior citizens and our small but growing ESL community. We are very proud of the work that has been accomplished with our Community Literacy partners.

Similarly, we have successfully partnered with the COTR, Teck Coal and the Industry Training Authority to create the position of Transitions Coordinator for providing opportunities for secondary schools in SD5. The function of this position is to create opportunities for students to explore post-secondary trades and transition to post-secondary institutions. From our collaborative work such opportunities as Wild-About Hair, Project Heavy Duty, Yes-2-It, Girls in Mining and a number of other trades-training opportunities have been created. A new "Educational Partnership Agreement" between the College of the Rockies, SD5, SD6 and SD8 to improve and collaborate in the design and delivery of educational programs in the East Kootenay area is currently in a draft form.

Due to scheduling conflicts, a visit by a Superintendent of Achievement did not occur. We continue to work on the following recommendations for growth:

- Promote the collection, disaggregation, analysis, and tracking of classroom and school evidence about student learning as the initial steps in setting school goals which address the areas of highest need. To assist schools in this regard we will concentrate on fewer indicators. We are also committed to working with the Ministry in EARS as well as with a custom developed database established for both SD5 and SD6 which allows us to easily monitor student performance at any given time;
- Ensure all schools disaggregate evidence for our Aboriginal students in order to gain a complete understanding of results and to align strategies and structures that will support their achievement within the framework of the Enhancement Agreement. With assistance from our Director of Instruction/Aboriginal Education and our school-based Aboriginal Education Support Workers, a more appropriate and relevant data collection tool is being utilized in all schools;
- Encourage and support Professional Learning Communities (PLCs) in all schools. PLCs have expanded beyond the walls of individual schools and evolved into district learning communities. Continued support should see this growth extend beyond to include work with other districts.

### GOALS AND EXPECTATIONS

**Goal 1:** *To enable all students to graduate with purpose and options.*

**Goal 2:** *To enable all Primary students to read at a Grade 3 level by the end of Grade 3.*

The District will continue to work with Principals, School Based Teams and PACs in their efforts to enhance their school based Professional Learning Communities. The ongoing analysis of school based data will guide these teams to improved instructional practice.



## AGENDA ITEM # 4.6.

Our second Aboriginal Education Enhancement Agreement was signed on May 26, 2011. Focus groups have been held throughout the district with administrators, teaching staffs, aboriginal community members, parents and students attending. The goals and targets selected are those which support cultural, emotional and educational growth for Aboriginal students and cultural awareness and growth for all students. It is our belief that we have set goals that are achievable and will focus and align our district's resources and energies on improving Aboriginal student success in School District No. 5. The Aboriginal community representatives felt that the needs of Aboriginal students were being met and supported by the inclusion of the Aboriginal Education Enhancement Agreement within the Achievement Contract.

### Achievement of Performance Targets

- We feel strongly that although our school completion rates both for all students and Aboriginal students for the past 5 years have been among the highest in the province we are still losing too many students who do not graduate and/or complete Grade 12. Our 2011/2012 Six Year Completion Rates have decreased slightly. This is a major concern for us.
- Transitioning from elementary school (Grade 6) to middle school (Grade 7) as well as from middle school (Grade 9) to secondary school (Grade 10) continues to present challenges. Several initiatives aimed at developing teamwork and focused professional learning have already proven to have a positive impact on our students' success.
- We will continue to examine our provincial exam results with particular interest in the Math courses at the Grade 10 level as they are now in their third year of implementation. We seem to be on par with the provincial average in most subject areas but would like to improve the overall percent of students achieving a C+ or better.
- Our District Numeracy Assessment is under review and a more accurate/useful Assessment is being investigated. As a result of numerous discussions with the Numeracy Working Group our Numeracy Assessment is changing focus to be delivered at the Grade 5 and Grade 8 level to allow for further support from the current school prior to a school transition.
- Our Grade 3 reading report card results as well as our Grade 3 District Reading Assessment results have decreased with fewer students at the meeting or exceeding level. We would have hoped that by participating in the "Changing Results for Young Readers" ministry initiative, we would have seen an improvement in the overall results. A closer comparison of pre and post assessments is needed as well as an investigation of results solely for these schools (and Grades) that participated in the project.
- Our Kindergarten Sound Connections results indicate steady improvement for our K students. The Sound Connections Program continues to be a strong focus throughout our District K and Grade 1 classes. When comparing the five-year data, the trend appears to be a solid shift towards more children displaying stronger skills. This trend is also supported by the EDI data available, which indicates the District's lowest level of vulnerability is on the Language and Cognitive Development Scale (6%). We will continue to support the Sound Connections Program to address the significant needs of students entering our Kindergarten classes with clearly identified vulnerabilities.



## AGENDA ITEM # 4.6.

### ENGAGE AND ACT

It is our belief that the focus for change and improvement is at the school level and it is here that the greatest impact on improving student achievement takes place. A key component in the development of this year's Achievement Contract has placed significant emphasis on fostering Professional Learning Communities in individual schools as well as between schools.

School Growth Plans have been developed by the schools and are based on dialogue, analysis of available data and a review of the progress the schools have had in achieving the previous year's goals.

The remodeling of the District's 2013/2014 Student Achievement Contract has been developed primarily as a result of conversations with our learning leaders as well as various partner groups. The feedback from all school staffs, based on a review of current research and district, school and classroom data was used to identify priorities. As always, we involved our Aboriginal Community Partners via the new Aboriginal Enhancement Agreement and the bi-monthly District Student Advisory Council (DSAC) members to shape our contract. As a result of these meetings, our Achievement Contract has been adjusted to focus more specifically on areas of greatest need.

To achieve our goals we have designed four major strategies:

#### 1. Develop Professional Learning Communities in all Schools

All schools will be funded to support Professional Learning Communities with a focus on an Appreciative Inquiry based approach to learning that focuses on "professional learning, application of evidence informed strategies as well as with the development of new and innovative approaches to learners and learning" (Halbert & Kaser).

Budget: \$125,000

#### 2. Implement High Impact Instructional Strategies (Key Support and Interventions)

- a) Classroom Demonstration Lessons (to support Appreciative Inquiry, UDL, AFL)
  - i. Reading Power (Adrienne Gear) (small group/PLC discussions)
  - ii. Writing Power (Adrienne Gear)
  - iii. Leyton Schnellert (Action-oriented inquiry, self and co-regulation)

Budget: \$10,000

- b) Anti-Bullying Programs/Roots of Empathy/ERASE Training

Budget: \$15,000

- c) Workshops/Presentations

- i. Summit III "When Vulnerable Readers Thrive"



## AGENDA ITEM # 4.6.

- ii. POPARD Workshop
- iii. French Immersion Language (Miriam Le May)
- iv. Self-Regulation

Budget: \$5,000

### **3. Participate in the Ministry initiative “Changing Results for Young Readers” (support of two parallel groups, Primary Group and Adolescent Group)**

Budget: \$103,258

### **4. Improve student transitions from:**

- i. Pre-school to Kindergarten
- ii. Primary to Intermediate
- iii. Intermediate to Middle School
- iv. Middle School to Secondary School

Budget: \$5,000

### **ASSESSMENT AND EVALUATION**

According to Schmoker and Guskey: "Exquisitely formatted planning documents are worse than a waste of time. They are in fact inversely related to student achievement. If educators and leaders are to achieve their goals of excellence and equity, then the keys are monitoring, evaluation, values, beliefs, and implementation – not one more stack of beautifully bound documents."

Success is more likely if data is monitored and adjusted on a frequent basis. This monitoring should go beyond the analysis of student results and begin to examine professional practices. Professional Learning Communities, School Based Teams monitoring at-risk students, Numeracy Focus team and the “Changing Results for Young Readers team, to name a few, will have the added responsibility of implementing their initiatives, reviewing the data and following through with mid-course corrections. It is the ongoing cycle of “implementation – evaluation – adjustments” that should result in the greatest impact for improving student achievement as well as professional practice.

### **K – 12 Data Collection Cycle**

<u>Grade</u>	<u>Goal Post/Benchmark</u>
K	Grade One Readiness (Sound Connections Phonological Program and EDI)
3	District Read and Write
4	FSA
5	Basic Math Facts Proficiency
6	District Read and Write
7	FSA
8	District Numeracy Assessment



## AGENDA ITEM # 4.6.

9	District Read/Write
10	Provincial Exams (English, Math, Science)
11	Provincial Exams (Social Studies & BC First Nations 12)
12	Provincial Exams (English 12 & English 12 First Peoples & Communications 12)
12	Dogwood or Evergreen Certificate

### RESPOND AND ADJUST

An Achievement Contract Review Committee will be established in September to support implementation, monitoring and planning of this year's goals. The strategies being implemented this year will attempt to address the following:

- There continues to be a discrepancy in achievement between the male and female student population. Male students are not performing as well in Reading, Writing and Math at all grade levels. Schools are continuing to implement suggestions from our time with Barry MacDonald and the strategies suggested in Boy Smarts. Individual Schools have established Professional Learning Communities to investigate the possible reasons for this discrepancy and attempt to re-engage our young male learners.
- Our District Read and Write data suggests a trend of fewer students in the “not yet meeting” expectations and an increased trend in our “exceeding” expectations. Although we have seen a significant improvement in our Aboriginal student population results, the percent of Males and Aboriginal students (at all grade levels) remains low.
- The Sound Connections data (Kindergarten) recorded for the last few years shows very similar results with data collected through the Early Development Instrument(EDI). The District's lowest level of vulnerability is found on the Language and Cognitive Development Scale (6%) whereas the highest level of vulnerability is found on the social and emotional scales (13% and 12% respectively). Further discussion and planning is needed with our early education partners to attempt to address this social emotional shortfall.
- The comparison of data from one year to the next is often not the most relevant or useful data in informing educational practice. The tracking of results of a cohort group (or better yet, individual students) often proves to be useful data in guiding practice and developing strategies. Our cohort data shows a modest improvement in the areas of English/Math as our students transition from Grade 3 to Grade 6. Could it be the result of social and emotional vulnerability? A further examination of the trend is certainly warranted.

Our Numeracy Assessment process is undergoing a review. We hope to create a more accurate reflection of our students' abilities in the area of Mathematics by developing a common assessment at the Grade 5 and 8 level. Allowing schools to make adjustments and begin professional dialog in regards to math prior to school transition seems to be where the interest lies.



## **AGENDA ITEM # 4.6.**

### **STUDENT ACHIEVEMENT CONTRACT REPORTING**

- The Student Achievement Contract will be posted on our School District webpage. Student Achievement results can be found on our School District Webpage as well as the Ministry site.
- Student Achievement Contract will be reviewed with Principals, itinerant support teachers and the Board of Education.
- School Growth Plans will be posted on our School District Webpage as well as individual school websites.
- School Growth Plans will be reviewed with representatives of the Board of Education.
- The District Leadership Team, DPAC and DSAC (District Student Advisory Council) will meet on a regular basis.
- Participation in the Ministry project “Changing Results for Young Readers” will foster ongoing discussion in regards to our Primary reading results.
- Goals and results will be discussed at staff meetings. They will also be presented to the Board of Education through the Superintendent at regular public meetings.
- Goals are an important factor in our budget development process and the district will make every effort to ensure that appropriate resources are allocated to the achievement of our district goals and objectives.

### **SCHOOL DISTRICT NO. 5 STUDENT ACHIEVEMENT CONTRACT**

**Goal 1:**      *To enable all students to graduate with purpose and options.*

#### **Performance Indicators/Evidence**

- Dogwood Completion Rate
- Provincial Exam Marks (Grade 10 – 12)
- Grade 6 District Read and Write Assessment
- Grade 9 District Read and Write Assessment
- Grade 5 & 8 Numeracy Assessment
- Report Card Data Grade 6 and 9
- Grade 4 and 7 FSA Assessments
- Grade to Grade Transitions



## **AGENDA ITEM # 4.6.**

### **Structures and Strategies**

#### **Strategy:**

#### **1. Continue to build staff capacity in self-regulation and effective Assessment for Learning practices across the curriculum in the Middle and Secondary Schools.**

#### **Structure(s):**

Professional Development activities to include: Personalized Learning and 21<sup>st</sup> Century Skills

- Leyton Schnellert Self and Co-Regulation as well as Differentiated Instruction (to facilitate regular education/special education synthesis)
- Adrienne Gear (Reading Power, Writing Power)
- Achievement Grant Projects: School Learning Rounds expectation to expand Professional Learning Communities with a focus on analyzing and improving literacy instructional practices along with developing an appreciative inquiry approach to teaching and learning.

#### **Persons Responsible:**

- Director of Instruction/Student Learning
- Principals and Vice-Principals
- District Literacy Teacher
- Professional Development Committee Chairs

#### **2. Maintain the District Reading and Writing Assessments for Grades 6 and 9.**

#### **Structure(s):**

- Two District Reading and Writing Assessments (fall and spring) in Grades 6 and 9 will be implemented. Schools will be encouraged and supported in developing school-wide assessment for the purpose of guiding instruction.
- For the fall session, a written response (Assessment for Learning strategy) will be prepared with a plan to guide instructional practices for the school year.
- Numerical data will be collected in the spring for the purpose of evaluating student progress and achievement.

#### **Persons Responsible:**

- Director of Instruction/Student Learning
- Principals and Vice-Principals
- District Literacy Teacher
- Grade 6 and 9 Classroom Teachers

#### **3. Identify and monitor at-risk students by individual school-based teams and follow-up with intervention strategies and support to increase the likelihood of success and graduation for all students.**



## **AGENDA ITEM # 4.6.**

### **Structures:**

- Individual School Focus groups to convene in the fall
- District Leadership Team to review data and support recommendations
- District counseling group to convene in the fall

### **Persons Responsible:**

- Director of Instruction/Student Learning
- Director of Instruction/Health and Safety
- District Principal of Student Services
- Principals and Vice-Principals
- Counselors
- Student Service Teachers
- Youth Care Workers
- Aboriginal Education Support Workers

#### **4. Complete a comprehensive review of all Alternate Programs to develop a cohesive district vision and philosophy to support our Alternate Learners.**

### **Structures:**

- Focus Group to convene in October to commence a comprehensive review of all Alternate Programs
- Focus Group to present recommendations to Board of Education (April/May)

### **Persons Responsible:**

- Alternate Review Team
- School Principals and Vice-Principals
- District Principal of Student Services
- Director of Instruction/Student Learning
- Alternate Program Teachers
- Middle/Secondary School Counselors
- Middle/Secondary School Aboriginal Education Support Workers
- Alternate Youth Care Workers

#### **5. Continue collaboration between Cranbrook middle schools and Mt. Baker to ensure successful transitions for all students. In the Elk Valley, continue with transition meetings for those elementary students (grade 6) transitioning to their respective secondary schools.**

### **Structure(s):**

- Transition PLC (Mt. Baker Secondary, Laurie Middle , Parkland Middle)
- Transition meetings to begin in early spring between feeder schools



## **AGENDA ITEM # 4.6.**

- Wild Transitions program to be implemented this fall for students transitioning to Mt. Baker and who have not yet completed the grade 9 program
- Gradual transition opportunities for identified students requiring a more intensive introduction
- Alternate Transition PLC – Kootenay Education, Mt. Baker, Junior Alternate Programs (Laurie Middle, Parkland Middle) and Gauge Program (Amy Woodland Elementary)
- Learning Through the Arts (Parkland Middle and feeder Elementary Schools)

### **Persons Responsible:**

- Director of Instruction/Student Learning
- District Principal of Student Services
- Principals
- Student Service Coordinators
- Student Service Teachers
- Classroom Teacher Representatives
- Counselors
- Alternate Program Teachers
- Department Heads
- Youth Care Workers
- Aboriginal Education Support Workers

### **6. Review Grade 5 & 8 Numeracy instruction and assessment practices.**

#### **Structure(s):**

- Numeracy Working Group

#### **Persons Responsible:**

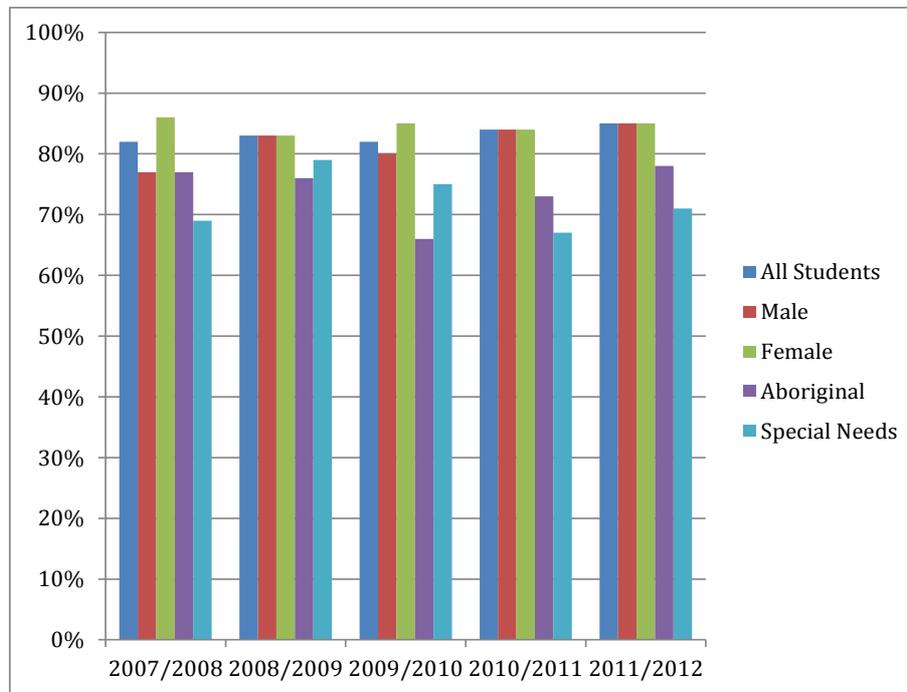
- Director of Instruction/Student Learning
- Middle/Secondary Principals and Vice-Principals
- Middle/Secondary Numeracy classroom teacher representatives
- District Principal of Student Services



# AGENDA ITEM # 4.6.

## DOGWOOD COMPLETION RATES (First-Time Grade 12 Graduation Rate)

	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
All Students	82%	83%	82%	84%	85%
Male	77%	83%	80%	84%	85%
Female	86%	83%	85%	84%	85%
Aboriginal	77%	76%	66%	73%	78%
Special Needs	69%	79%	75%	67%	71%



The Ministry uses an estimate to calculate the effect of migration. Using the coded data the schools supplied, a correction can be made to the completion data that takes into consideration the actual migration and the students who graduated, but were not recorded.

Our "First-Time Grade 12 Graduation Rates" continue to be above that of the provincial average. Our efforts will need to be on those students in the "six-year completion" category.



# AGENDA ITEM # 4.6.

## Provincial Exam Data

### English 10 (% of students achieving)

	Year	Province C- (exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	08/09	92	65	93	53	63
	09/10	91	62	90	54	60
	10/11	90	62	90	58	64
	11/12	91	65	93	55	60
<b>Female</b>	08/09	95	70	94	58	75
	09/10	94	68	95	61	69
	10/11	93	70	95	65	75
	11/12	94	71	95	66	72
<b>Male</b>	08/09	90	60	91	48	50
	09/10	89	56	85	46	50
	10/11	87	55	85	51	54
	11/12	89	59	91	45	47
<b>Aboriginal</b>	08/09	82	44	86	39	39
	09/10	81	40	81	41	56
	10/11	80	43	86	38	48
	11/12	82	47	89	45	36

### Math 10, Foundations of and Pre-calculus (% of students achieving)

	Year	Province C- (exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	10/11	85	58	87	49	57
	11/12	84	58	79	47	55
<b>Female</b>	10/11	85	58	86	45	53
	11/12	84	58	80	48	56
<b>Male</b>	10/11	86	58	88	54	60
	11/12	85	59	78	46	52
<b>Aboriginal</b>	10/11	70	34	71	35	47
	11/12	69	32	69	34	31



# AGENDA ITEM # 4.6.

## Provincial Exam Data

### Math 10, Apprenticeship and Workplace (% of students achieving)

	Year	Province C-(exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	10/11	73	16	84	22	25
	11/12	72	17	80	24	37
<b>Female</b>	10/11	67	11	76	10	22
	11/12	67	13	72	12	24
<b>Male</b>	10/11	77	19	88	29	27
	11/12	76	19	84	30	43
<b>Aboriginal</b>	10/11	70	12	84	16	23
	11/12	67	13	76	4	20

### Science 10 (% of students achieving)

	Year	Province C-(exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	08/09	94	60	92	61	47
	09/10	95	57	93	51	45
	10/11	90	55	88	49	55
	11/12	91	56	92	55	55
<b>Female</b>	08/09	94	58	91	59	51
	09/10	95	56	93	46	45
	10/11	90	54	86	48	59
	11/12	91	57	89	57	60
<b>Male</b>	08/09	95	62	94	62	44
	09/10	96	59	93	56	44
	10/11	91	56	89	50	52
	11/12	91	55	95	52	49
<b>Aboriginal</b>	08/09	86	35	74	41	31
	09/10	88	31	83	34	29
	10/11	78	30	75	25	24
	11/12	78	28	87	33	31



# AGENDA ITEM # 4.6.

## Provincial Exam Data

### Social Studies 11 (% of students achieving)

	Year	Province C-(exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	08/09	92	55	93	49	63
	09/10	94	62	93	53	55
	10/11	91	56	91	53	62
	11/12	92	59	96	56	65
<b>Female</b>	08/09	91	54	91	46	69
	09/10	93	60	93	53	60
	10/11	90	55	89	47	64
	11/12	92	59	94	58	72
<b>Male</b>	08/09	93	56	94	51	56
	09/10	94	63	94	54	50
	10/11	92	58	93	58	60
	11/12	93	60	97	55	60
<b>Aboriginal</b>	08/09	84	35	90	39	43
	09/10	86	42	89	48	43
	10/11	81	36	83	35	45
	11/12	86	40	91	34	40

### BC First Nations 12 (% of students achieving)

	Year	Province C-(exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	08/09	91	34	94	26	68
	09/10	90	40	97	46	68
	10/11	90	42	94	21	70
	11/12	88	41	93	35	55
<b>Female</b>	08/09	93	38	94	24	88
	09/10	90	42	94	44	86
	10/11	90	44	92	25	73
	11/12	89	43	95	33	69
<b>Male</b>	08/09	89	30	93	27	57
	09/10	91	38	100	49	49
	10/11	90	41	100	11	63
	11/12	87	39	90	38	34
<b>Aboriginal</b>	08/09	89	30	92	17	67
	09/10	87	33	94	31	56
	10/11	86	36	100	28	67
	11/12	85	33	92	21	46



# AGENDA ITEM # 4.6.

## Provincial Exam Data

### English 12 (% of students achieving)

	Year	Province C-(exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	08/09	90	52	96	55	72
	09/10	91	58	95	58	68
	10/11	93	60	96	59	69
	11/12	91	60	96	60	69
<b>Female</b>	08/09	92	58	97	62	77
	09/10	93	64	97	61	76
	10/11	94	65	98	67	81
	11/12	93	65	98	65	75
<b>Male</b>	08/09	87	46	94	47	66
	09/10	89	52	93	54	58
	10/11	91	55	94	49	56
	11/12	90	54	93	55	63
<b>Aboriginal</b>	08/09	87	37	96	64	60
	09/10	88	47	89	59	67
	10/11	88	43	96	44	52
	11/12	88	48	98	51	71

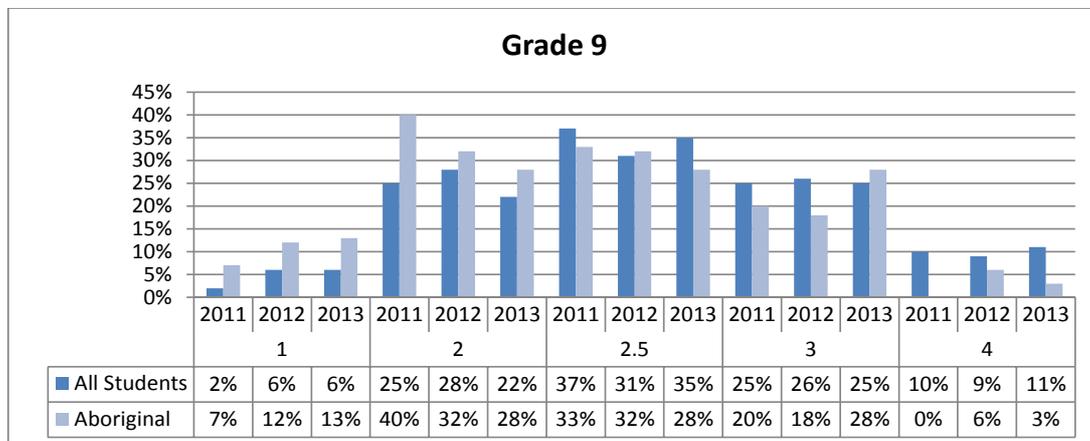
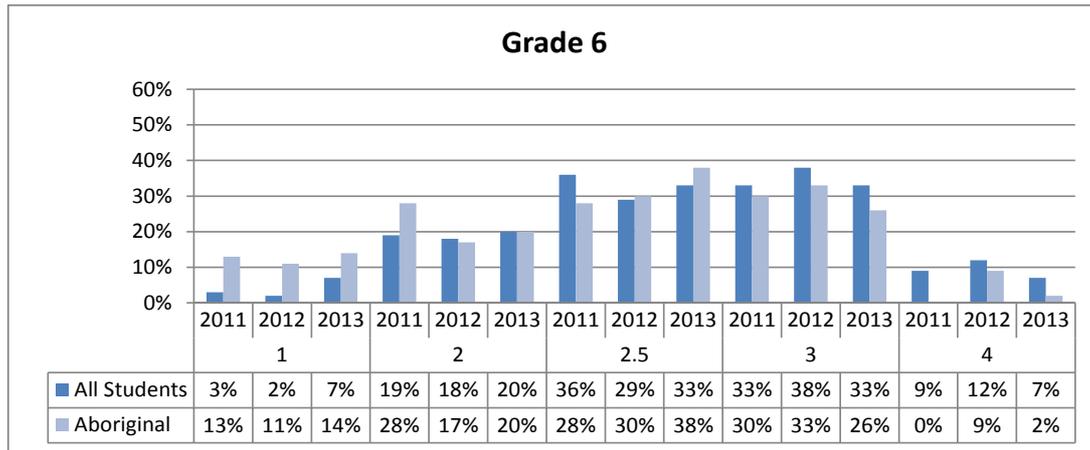
### Communications 12 (% of students achieving)

	Year	Province C-(exam)	Province C+(exam)	District C-( exam)	District C+ (exam)	District C+ (blended)
<b>All Students</b>	08/09	92	59	89	48	56
	09/10	89	52	93	46	56
	10/11	89	51	92	54	62
	11/12	87	45	92	45	56
<b>Female</b>	08/09	93	62	92	57	71
	09/10	90	52	92	43	62
	10/11	90	54	93	60	73
	11/12	88	47	96	48	74
<b>Male</b>	08/09	91	57	87	43	47
	09/10	89	52	93	47	53
	10/11	88	54	92	50	55
	11/12	86	44	90	44	48
<b>Aboriginal</b>	08/09	90	57	72	33	39
	09/10	88	52	90	25	35
	10/11	86	49	100	74	74
	11/12	85	43	95	33	38



# AGENDA ITEM # 4.6.

## School District 5 (Southeast Kootenay) DISTRICT WRITING ASSESSMENT GRADE 6 & 9 Spring Data (2011 - 2013)

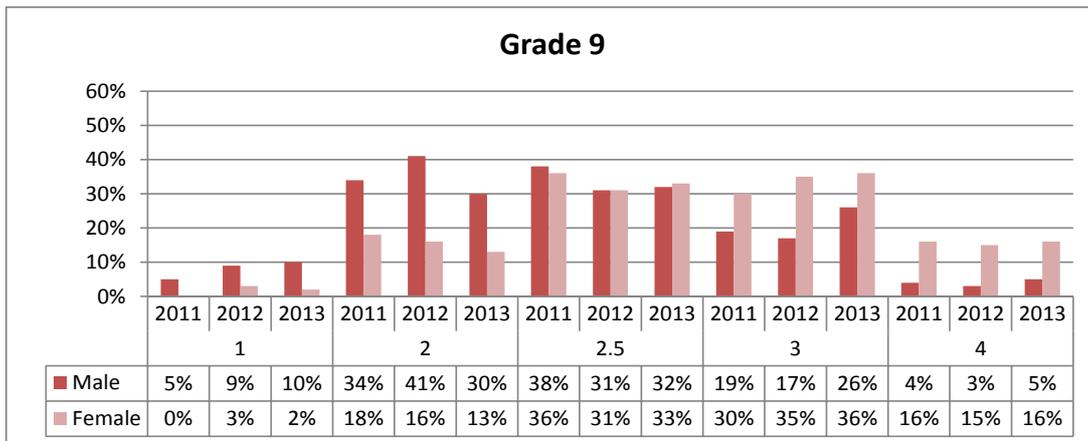
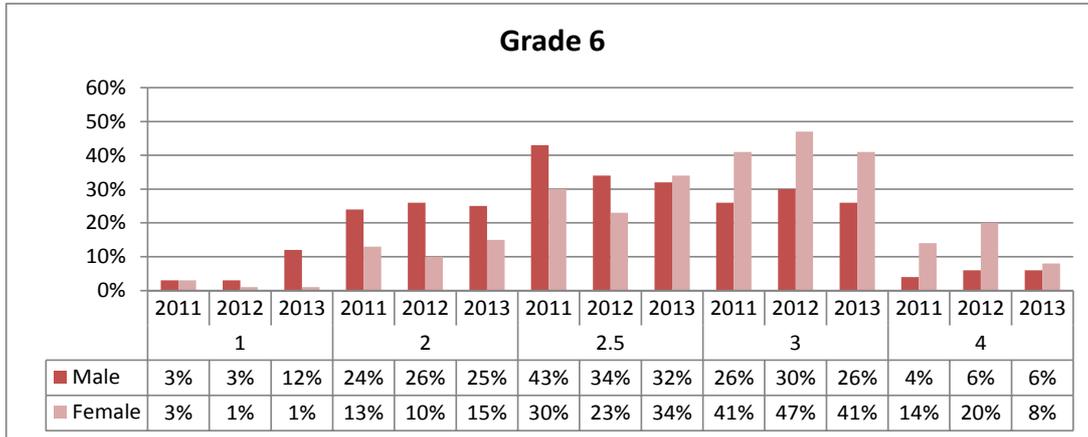


1 – Not Yet Within Expectations    2 – Meeting Expectations with Support or Minimal Support  
 2.5 – Satisfactorily Meeting Expectations  
 3 – Fully Meeting Expectations    4 – Exceeding Expectations



# AGENDA ITEM # 4.6.

## School District 5 (Southeast Kootenay) DISTRICT WRITING ASSESSMENT GRADE 6 & 9 Spring Data (2011 - 2013)

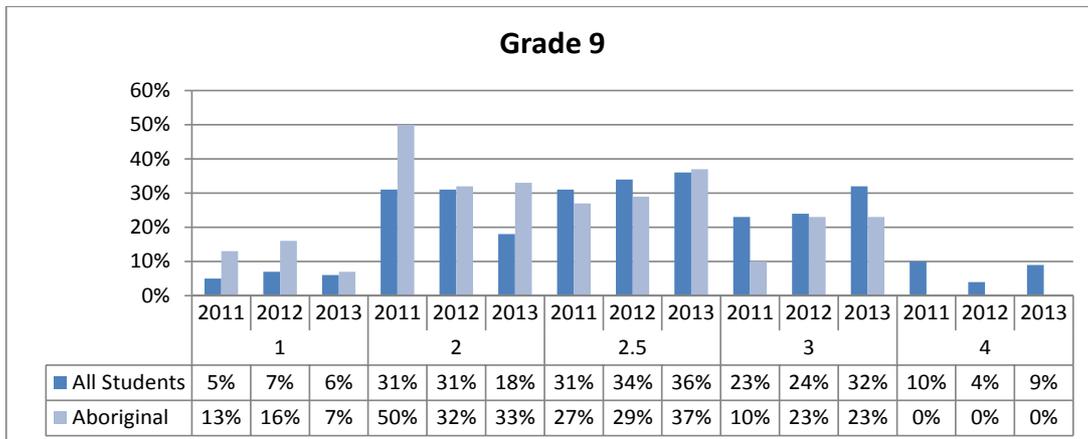
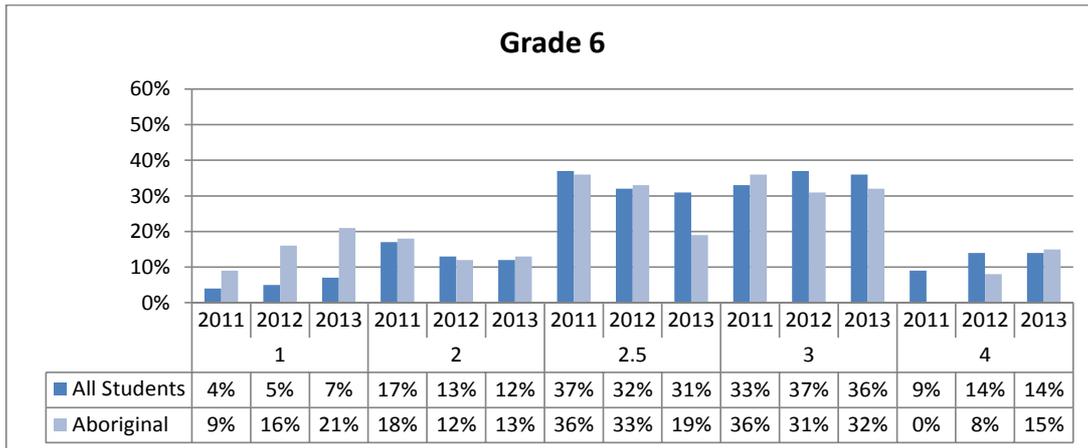


**1 – Not Yet Within Expectations    2 – Meeting Expectations with Support or Minimal Support**  
**2.5 – Satisfactorily Meeting Expectations**  
**3 – Fully Meeting Expectations    4 – Exceeding Expectations**



# AGENDA ITEM # 4.6.

## School District 5 (Southeast Kootenay) DISTRICT READING ASSESSMENT GRADE 6 & 9 Spring Data (2011 - 2013)

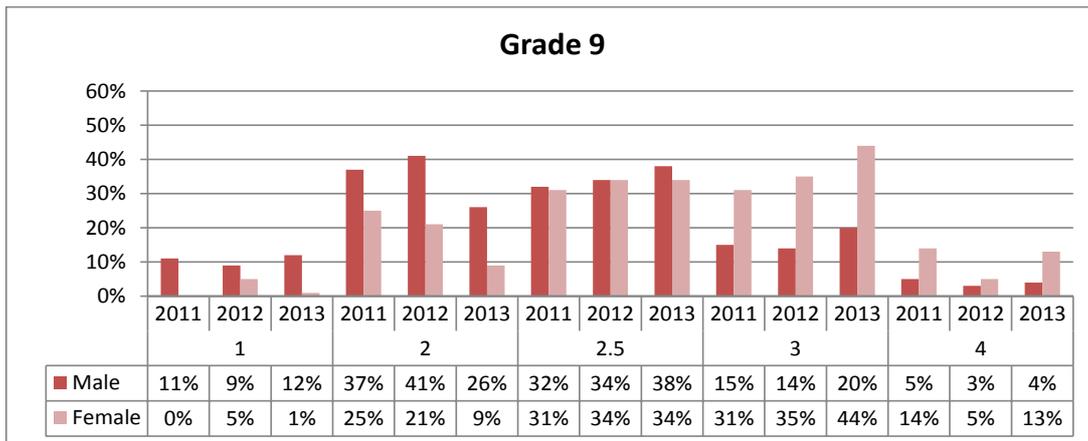
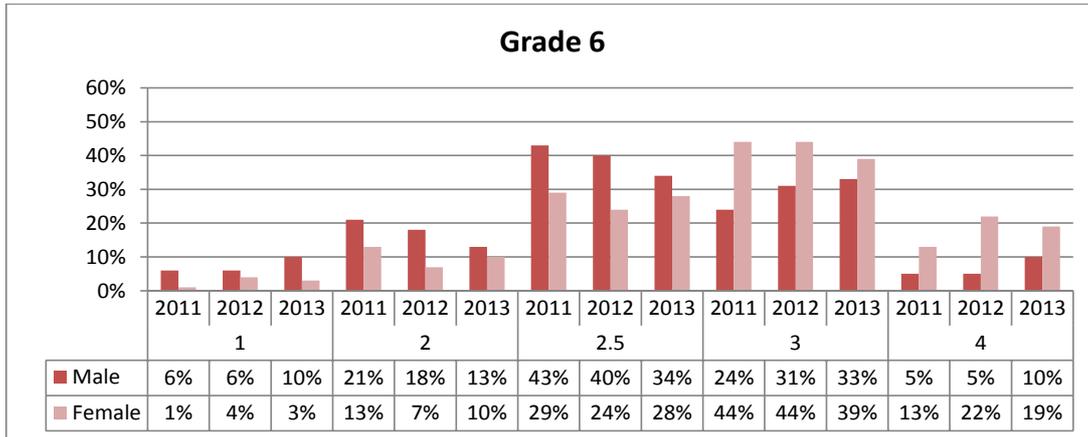


1 – Not Yet Within Expectations    2 – Meeting Expectations with Support or Minimal Support  
2.5 – Satisfactorily Meeting Expectations  
3 – Fully Meeting Expectations    4 – Exceeding Expectations



# AGENDA ITEM # 4.6.

## School District No. 5 (Southeast Kootenay) DISTRICT READING ASSESSMENT FEMALE & MALE Spring Data (2011 - 2013)



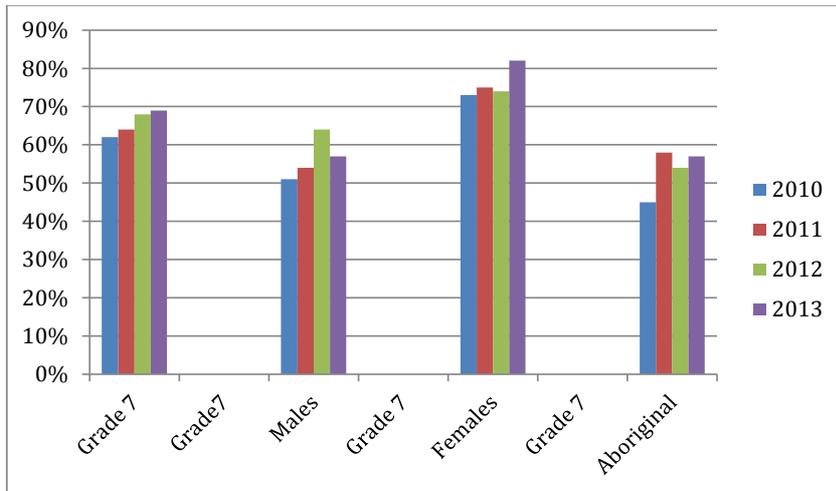
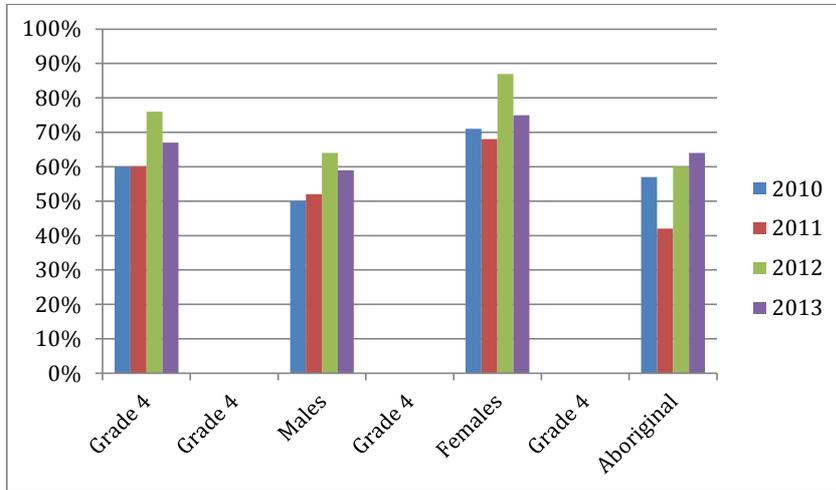
**1 – Not Yet Within Expectations    2 – Meeting Expectations with Support or Minimal Support**  
**2.5 – Satisfactorily Meeting Expectations**  
**3 – Fully Meeting Expectations    4 – Exceeding Expectations**



# AGENDA ITEM # 4.6.

## Foundation Skills Assessment Data

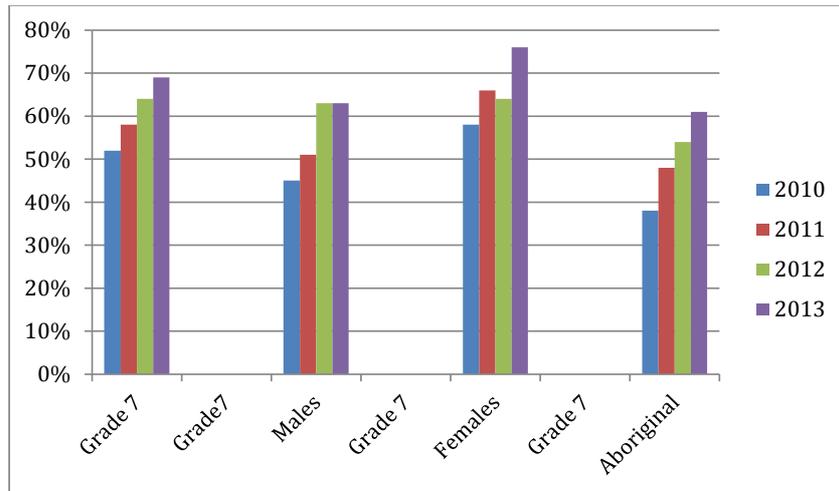
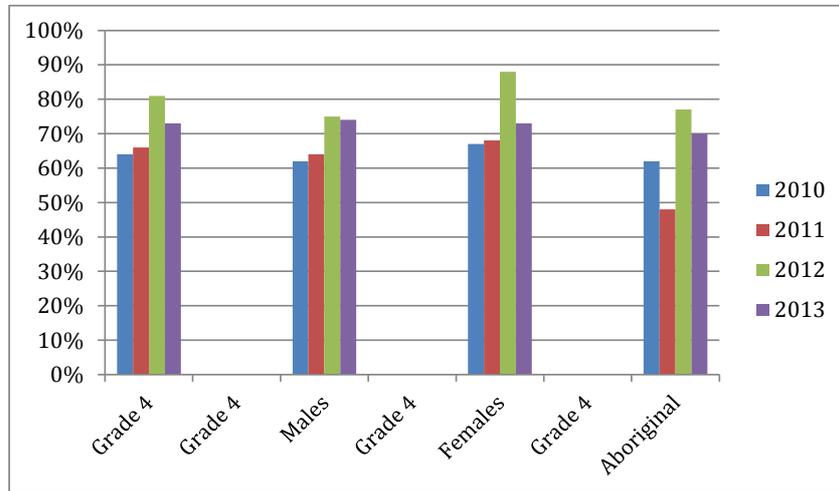
- FSA % of Students Meeting/Exceeding Expectations in Writing



**AGENDA ITEM # 4.6.**

**Foundation Skills Assessment Data**

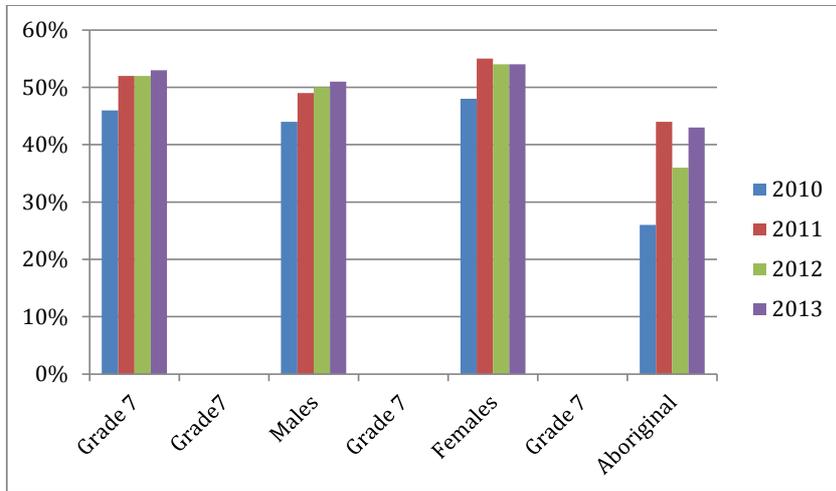
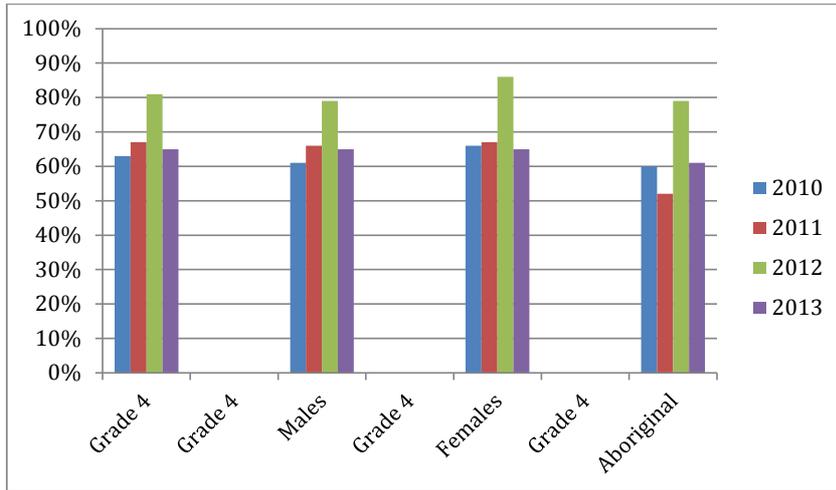
- FSA % of Students Meeting/Exceeding Expectations in Reading



# AGENDA ITEM # 4.6.

## Foundation Skills Assessment Data

- FSA % of Students Meeting/Exceeding Expectations in Numeracy



## AGENDA ITEM # 4.6.

### SCHOOL DISTRICT NO. 5 STUDENT ACHIEVEMENT CONTRACT

**Goal 2:** *To enable all Primary students to read at a Grade 3 level by the end of Grade 3.*

#### **Rationale**

Students who are not reading at grade level by third grade are four times less likely to graduate from high school on time, and disadvantaged students who fall behind by third grade are thirteen times less likely to graduate with peers.

#### **Performance Indicators/Evidence**

- Kindergarten Sound Connections (Phonological Awards Assessment) Reports
- Grade 3 District Read and Write Assessments
- Participation in the Ministry initiative: “Changing Results for Young Readers”
- Early Development Instrument

#### **Structures and Strategies**

##### **Strategy:**

##### **1. Participate in the Ministry’s initiative: “Changing Results for Young Readers”**

###### **Structure(s):**

- A team of three to attend the Symposium on the K-3 Reading Initiative
- Participate in monthly meeting with the Early Reading Learning teams from the participating schools
- Participate in the Early Reading Regional Network Sessions

##### **Persons Responsible:**

- Director of Instruction/Student Learning
- Elementary Principals and Vice-Principals
- District Literacy Teacher
- Early Reading Advocates
- Early Reading Learning Teams
- Reading Support Teacher

##### **2. Continue to build staff literacy capacity in Assessment for Learning practices across the curriculum K-12.**

###### **Structure(s):**

- Adrienne Gear (Reading Power, Writing Power)
- Miriam Le May (French Immersion Language Acquisition)



## **AGENDA ITEM # 4.6.**

- Sian Sladen (SmartBoard Training)
- Achievement Grant Projects: School Learning Teams expectation to promote Professional Learning Communities with a focus on analyzing and improving instructional practices to support literacy instruction

### **Persons Responsible:**

- Director of Instruction/Student Learning
- Elementary Principals and Vice-Principals
- District Literacy Teacher

### **3. Strengthen and broaden the delivery of the Sound Connections Program in all K and Grade 1 classrooms.**

#### **Structure(s):**

- September in-service for new Kindergarten and Grade 1 teachers and Educational Assistants
- Mid-October refresher in-service for Kindergarten and Grade 1 teachers and Educational Assistants
- Three term meetings with Speech Language Pathologists to analyze and assess progress of program

### **Persons Responsible:**

- Director of Instruction/Student Learning
- District Principal of Student Services
- Sound Connections Facilitator
- Speech and Language Pathologists
- Principals
- Student Services Teachers

### **4. Maintain the District Reading and Writing Assessments for Grades 3.**

#### **Structure(s):**

- Two District Reading and Writing Assessments (fall and spring) in Grades 3 will be collaboratively marked for the fall session and a written response (Assessment for Learning strategy) will be prepared with a plan to guide instruction for the school year
- Numerical data will be collected in the spring for the purpose of evaluating student progress and achievement.

### **Persons Responsible:**

- Director of Instruction/Student Learning
- Principals and Vice-Principals
- District Literacy Teacher
- Grade 3 Classroom Teachers



## **AGENDA ITEM # 4.6.**

**5. Refine the student monitoring and tracking system from K to Grade 3 to identify students at-risk of not Reading at Grade Level by the end of Grade 3 and to develop intervention strategies to support these at-risk learners.**

**Structure(s):**

- In early fall all schools will define and refine their current monitoring systems
- Mid-year Elementary schools to share individual school monitoring systems and support strategies

**Persons Responsible:**

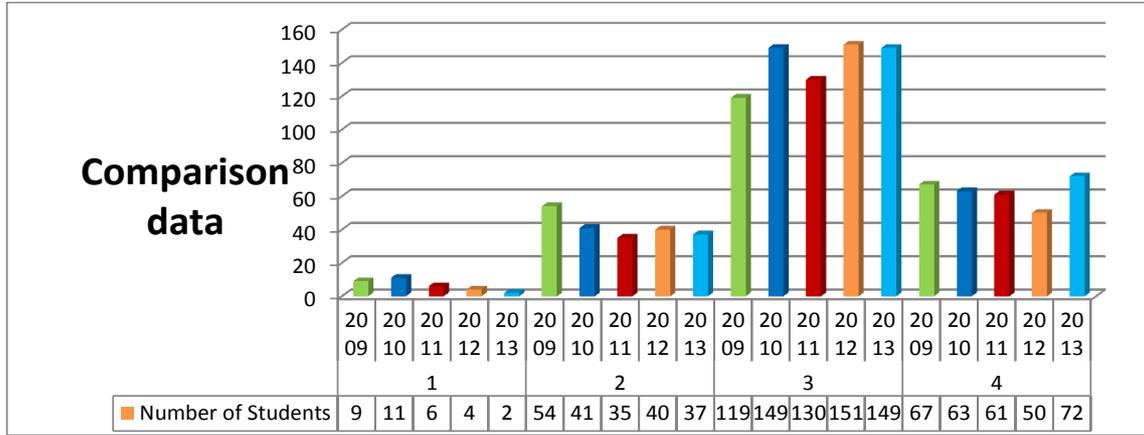
- Principals and Vice-Principals
- Student Services Teachers
- Behaviour Support Teacher
- Teacher representative
- Speech Language Pathologists
- Director of Instruction/Student Learning



# AGENDA ITEM # 4.6.

## COMPARISON DATA- 2009, 2010, 2011, 2012, 2013

The charts below can be used to compare the results from the last five years.



The 4 point scale is shown on page 3. Performance indicators are as follows:  
 1- Just beginning 2- Emerging 3- Steady and confident 4- Strong

2-

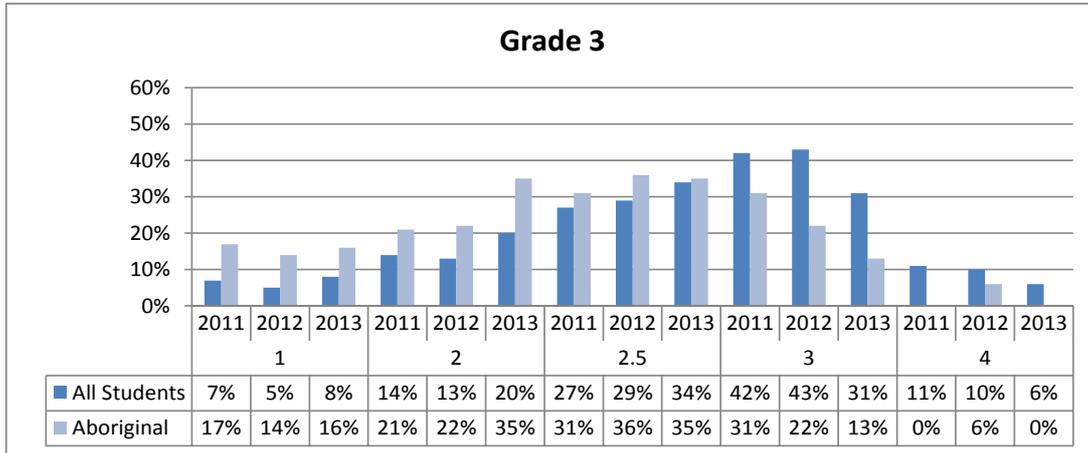
	1	2	3	4
2009	3.6%	21.7%	47.8%	26.0%
2010	4.2%	15.5%	56.4%	23.9%
2011	2.6%	15.1%	56%	26.3%
2012	1.6%	16.3%	61.6%	20.4%
2013	0.77%	14.23%	57.31%	27.7%

The chart above again shows quite similar results. The slight difference is that there are slightly less children with lower skills (1s and 2s) and more children with steady and confident skills (3s and 4s). In comparison to last year, more students had strong skills (4s).

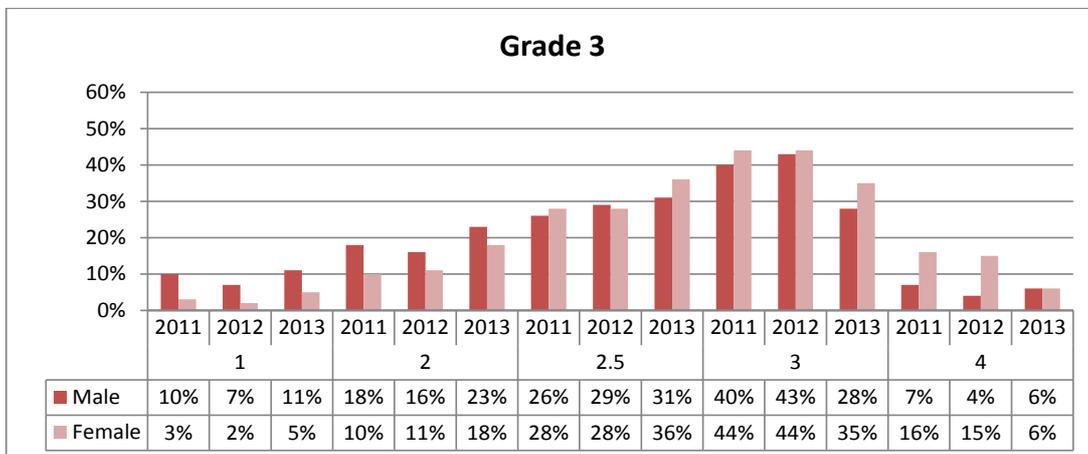


# AGENDA ITEM # 4.6.

## School District 5 (Southeast Kootenay) DISTRICT READING ASSESSMENT GRADE 3 Spring Data (2011 - 2013)



## School District 5 (Southeast Kootenay) DISTRICT READING ASSESSMENT GRADE 3 Spring Data (2011 - 2013)



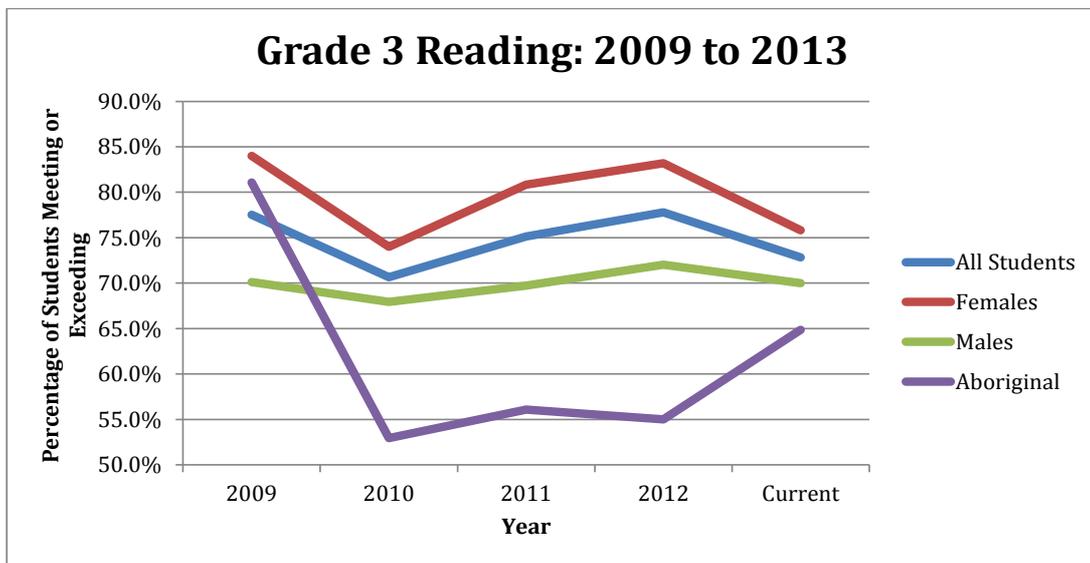
1 – Not Yet Within Expectations    2 – Meeting Expectations with Support or Minimal Support  
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# AGENDA ITEM # 4.6.

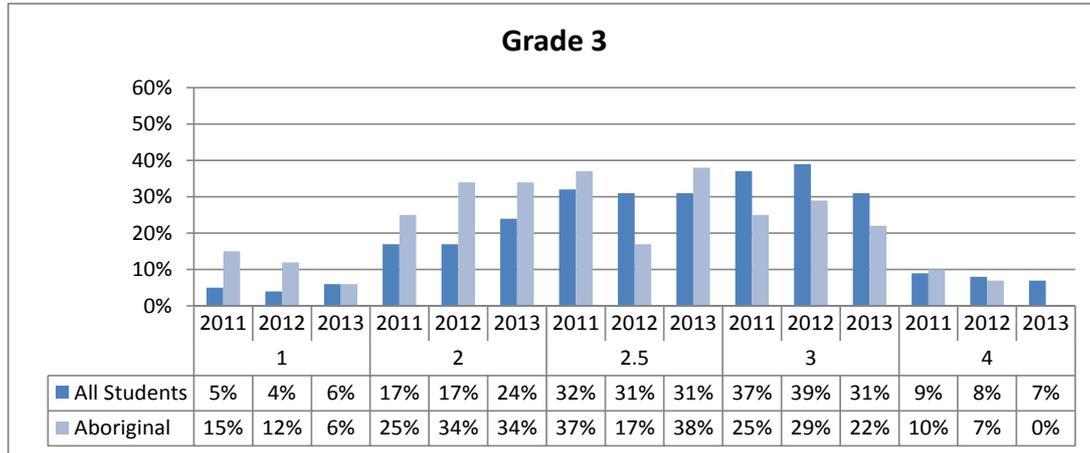
## Meeting or Exceeding in Grade 3 Reading

Year	2009	2010	2011	2012	Current
All Students	77.5%	70.7%	75.1%	77.8%	72.8%
Females	84.0%	74.0%	80.8%	83.2%	75.8%
Males	70.1%	67.9%	69.7%	72.0%	70.0%
Aboriginal	81.1%	52.9%	56.1%	55.0%	64.9%

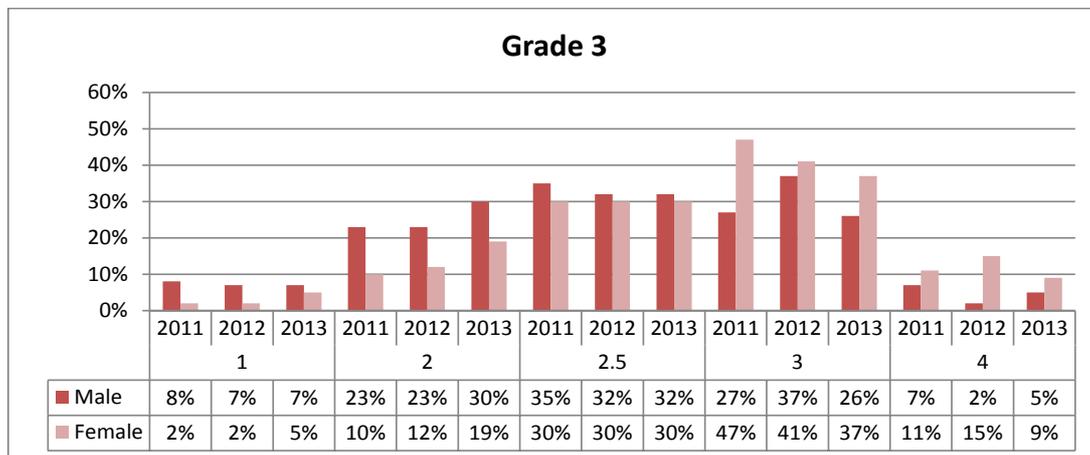


# AGENDA ITEM # 4.6.

## School District 5 (Southeast Kootenay) DISTRICT WRITING ASSESSMENT GRADE 3 Spring Data (2011 - 2013)



## School District 5 (Southeast Kootenay) DISTRICT WRITING ASSESSMENT GRADE 3 Spring Data (2011 - 2013)



1 – Not Yet Within Expectations    2 – Meeting Expectations with Support or Minimal Support  
 2.5 – Satisfactorily Meeting Expectations  
 3 – Fully Meeting Expectations    4 – Exceeding Expectations



**ENHANCEMENT AGREEMENT**

**MEMORANDUM OF UNDERSTANDING**

between

**Ktunaxa Nation (St. Mary's Indian Band/Tobacco Plains Indian Band)**

and the

**Kootenay Region Métis President's Council**

and the

**School District 5 (Southeast Kootenay)**

and the

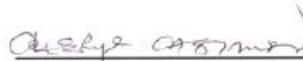
**College of the Rockies**

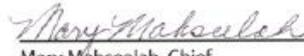
and the

**Ministry of Education**

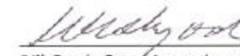
Working together in harmony, trust, and mutual collaboration with respect and honour for all Aboriginal peoples (First Nations, Métis and Inuit), we will develop culturally appropriate and meaningful programs for the benefit and success of all Aboriginal learners. As partners, we jointly recognize our collective responsibility for the success of all Aboriginal learners attending public schools in School District 5 (Southeast Kootenay). We, the undersigned, agree to the terms of this Aboriginal Education Enhancement Agreement. This Agreement is in effect from May 26th, 2011 to June 30th, 2016.

**Dated in Jaffray on the 26th day of May 2011.**

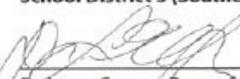
  
Cheryl Casimer, Chief  
**St. Mary's Indian Band**

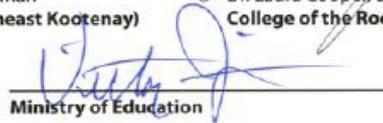
  
Mary Mahseelah, Chief  
**Tobacco Plains Indian Band**

  
Terry Anonson, Director  
**Kootenay Region Métis President's Council**

  
Bill Gook, Superintendent of Schools  
**School District 5 (Southeast Kootenay)**

  
Frank Lento, Board Chairman  
**School District 5 (Southeast Kootenay)**

  
Dr. Laura Cooper, Dean of Instruction  
**College of the Rockies (COTR)**

  
**Ministry of Education**



## AGENDA ITEM # 9.1.

### SOUND CONNECTIONS YEAR END KINDERGARTEN DATA COLLECTION ON PHONOLOGICAL AWARENESS

#### COMPARISON IN PERCENTAGES SHOWING- 2009, 2010, 2011, 2012, 2013

	1	2	3	4
2009	3.6%	21.7%	47.8%	26.0%
2010	4.2%	15.5%	56.4%	23.9%
2011	2.6%	15.1%	56%	26.3%
2012	1.6%	16.3%	61.6%	20.4%
2013	0.77%	14.23%	57.31%	27.7%

The 4 point scale is shown below. Performance indicators are as follows:

1- Just beginning 2- Emerging 3- Steady and confident 4- Strong

The chart above shows quite similar results year by year. The difference is that steadily there are slightly less children with lower skills (1s and 2s) and more children with steady and confident skills (3s and 4s). In comparison to last year, more students had strong skills (4s).

#### COMPARISON IN PERCENTAGES SHOWING PERFORMANCE SCALE 1 AND 2 TOGETHER AND PERFORMANCE SCALES 3 AND 4 TOGETHER

The chart below shows a comparison in percentages of 'just beginning' and 'emerging' combined, and 'steady and confident' and 'strong' scores combined. The purpose of this is because we want to decrease the number of 1s and 2s and increase the 3s and 4s.

	Performance scale 1 and 2	Performance scale 3 and 4
2009	25.3%	73.8%
2010	19.7%	80.3%
2011	17.7%	82.3%
2012	17.9%	82%
2013	15.07%	85.01%

When comparing the data in this way, the trend appears to be a solid shift towards more children having stronger skills. These results appear to be very positive.

*A word of caution: The information presented in this report is done so in good faith and is presented to the very best of our ability. This is not a scientifically controlled study and there are no doubt uncontrolled variables.*

Trustee Report Trina Ayling

September 10, 2013

**Communications Committee Report**

**Published Media release(s):**

Bev Bellina Service Award

Vice-principal for FJ Mitchell School

Principal for Amy Woodland Elementary School

Vice-principal for Gordon Terrace Elementary School –Kaley Wasylowich

Principal for TM Roberts Elementary School

Vice-principal for Parkland Middle School

Vice-principal for Gordon Terrace Elementary School –David Doll

**Media release(s) for distribution:**

BCPSEA/Marchbank appointment

**Media Releases in the works:**

Carbon Offsets Reserve Fund Proposals

**Media-Related Activities:**

Local print and radio and E-know Online News coverage for Bellina Service Award and various P/VP positions.

Frank Lento was also interviewed on Drive 102.9/B104 re: CUPE bargaining

**Trustee Report**

June

- Retirement dinner
- BBQ for new Superintendent
- Adapted technology year-end celebration
- Senior Alternate year-end celebration
- MBSS VP interview
- AW principal interview
- Conference call, principal ratification

July

- CSBA conference, Vancouver
- Conference call, principal ratification
- Chair & Trustee meeting, Fernie

August

- Meeting w/ Board
- Meeting w/ Board and Superintendent
- Super. Miller farewell/ Super. Hauptman welcome dinner

## **Student Achievement Contract**

**2013-2014**

**Goal 1: To enable all students to graduate with purpose and options.**

***(All students will graduate with purpose, options and hope.)***

**Goal 2: To enable all Primary students to read at a Grade 3 level by the end of Grade 3.**

***(All Primary students will read at grade level by the end of Grade 3.)***

**Celebration!**

Our Kindergarten Sound Connections results indicate steady improvement for our K students. The Sound Connections Program continues to be a strong focus throughout our District K and Grade 1 classes. When comparing the five-year data, the trend appears to be a solid shift towards more children displaying stronger skills. This trend is also supported by the EDI data available, which indicates the District's lowest level of vulnerability is on the Language and Cognitive Development Scale (6%). We will continue to support the Sound Connections Program to address the significant needs of students entering our Kindergarten classes with clearly identified vulnerabilities.

**Focus:**

Transitioning from elementary school (Grade 6) to middle school (Grade 7) as well as from middle school (Grade 9) to secondary school (Grade 10) continues to present challenges. Several initiatives aimed at developing teamwork and focused professional learning have already proven to have a positive impact on our students' success

Our Grade 3 reading report card results as well as our Grade 3 District Reading Assessment results have decreased with fewer students at the meeting or exceeding level. We would have hoped that by participating in the "Changing Results for Young Readers" ministry initiative, we would have seen an improvement in the overall results. A closer comparison of pre and post assessments is needed as well as an investigation of results solely for these schools (and Grades) that participated in the project.

***Four major strategies will be used:***

- 1. Develop Professional Learning Communities in all Schools**
- 2. Implement High Impact Instructional Strategies (refer to Professional Development Opportunities 2013-2014)**
- 3. Participate in the Ministry initiative "Changing Results for Young Readers" (support of two parallel groups, Primary Group and Adolescent Group)**
- 4. Improve student transitions**

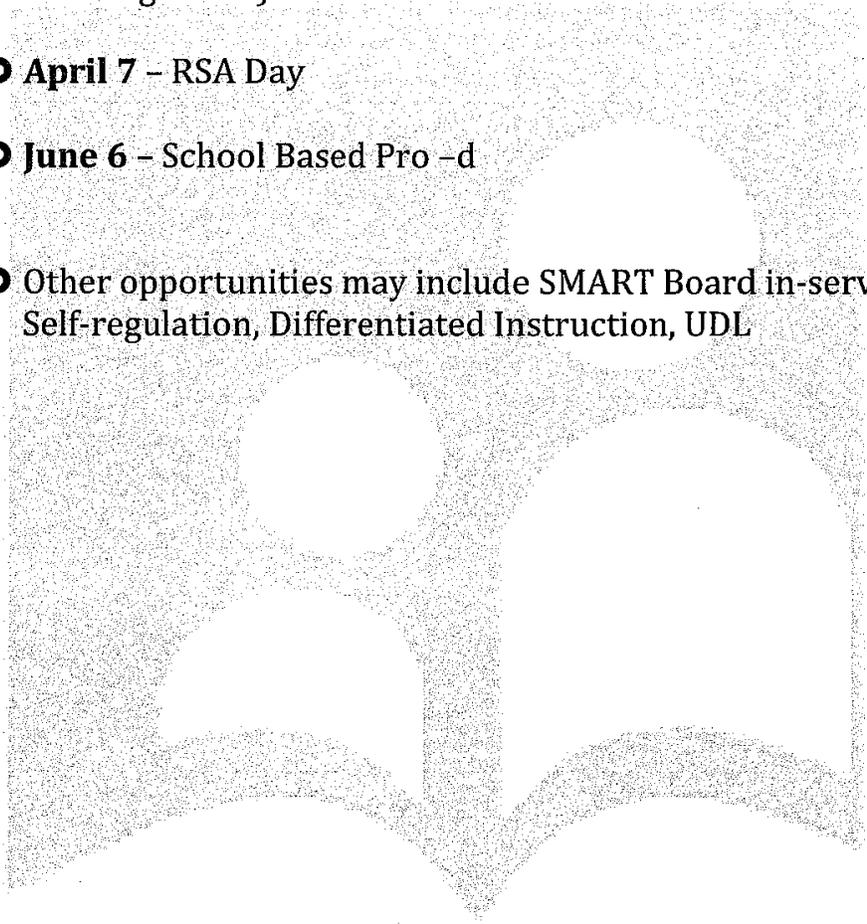
## **AGENDA ITEM # 9.3.**

### **Professional Development Opportunities 2013-2014**

- August 19 – 21 – Connet2Learning Transforming Assessment
- **September 20** – District Collaborative Day (School Planning Day, Spirals of Inquiry)
- September 23-25 – Roots of Empathy Training (YCW)
- September 24-26 – Restorative Justice Training
- September 26/27 - Juno Training
- October 3 -5– Reference and Regulate Training
- October 7 - 8 – Summit 3 When Vulnerable Readers Thrive
- **October 25** – PSA Day
- October 23 - 25 – POPPARD Workshop
- November 20 - 22 – POPPARD Workshop
- November **22** – School Based Plans  
- Miriam Le May (FI language)
- Adrienne Gear (January 15/16)  
- Writing Power/Non-fiction Reading Power

## **AGENDA ITEM # 9.3.**

- **Leyton Schnellert (January 20, March 10)**
- **February 28 – School Based Plans (Trades/Skills Training Focus)**
- **April 7 – RSA Day**
- **June 6 – School Based Pro –d**
- **Other opportunities may include SMART Board in-service, Self-regulation, Differentiated Instruction, UDL**





## School Anxiety

This event will focus on school anxiety in children, specifically how parents and educators can help children cope with their school related anxieties.

**Speakers:**

- Dr. Lynn Miller, Psychologist, University of British Columbia
- Kelly Angelus, Manager, FRIENDS program
- Karen Copeland, Parent in Residence, FORCE Society for Kids Mental Health

**Date:** September 26, 2013

**Time:** 12-1pm (PDT)

**Cost:** Free

**Audience:** Open to everyone in BC

**Format:** Presentations followed by Q&A with the audience

**How to Join:**

- **In person:** Visit [www.school-anxiety.eventbrite.com](http://www.school-anxiety.eventbrite.com) to register.
- **Telephone:** Join us through the telephone by dialing 1-877-291-3022 and entering the access code 4611577# - no registration required!
- **Telehealth:** Please contact your local Telehealth coordinator and book a videoconference room and forward this invite with your location name, room number and the ISDN/IP Address/Alias of your site to [telehealth@phsa.ca](mailto:telehealth@phsa.ca), two days before the event. For questions, please contact Olivia Stewardson, Telehealth Coordinator at [ostewardson@cw.bc.ca](mailto:ostewardson@cw.bc.ca).

**Upcoming topics:**

- Social Support - October 17
- July - December 2013 Lineup

**For more information:** Visit our website for a lineup of upcoming topics, previous audiotaped sessions, additional resources and events, as well as any changes or cancellations.

**Questions? Contact Us!**

- Call: 604-875-2084 (Lower Mainland) or 1-800-665-1822 (elsewhere in BC)
- Email: [kellycentre@bcmhs.bc.ca](mailto:kellycentre@bcmhs.bc.ca)
- Visit: [www.keltymentalhealth.ca](http://www.keltymentalhealth.ca)

Please help circulate within your networks or share with anyone who might be interested.

See you there!

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