



The Board of Education of
School District No.5 (Southeast Kootenay)
AGENDA - REGULAR PUBLIC MEETING

September 9, 2014, 5:00 p.m.
Heritage Inn

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Consideration and Approval of Agenda

M/S that the agenda for the regular public meeting of the Board of Education of [date] be approved as [circulated / amended].

1.3 Approval of the Minutes

4

M/S that the minutes of the regular public meeting of the Board of Education of [date] be approved as [circulated/amended].

1.4 Receipt of Records of Closed Meetings

11

M/S to accept the closed records of the in-camera meeting of the Board of Education of [date].

1.5 Business Arising from Previous Minutes

1.6 Receiving of Delegations/Presentations

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1 Advocacy/Education Committee

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

2.2 Policy Committee

M/S that the Board accept the report of the Policy Committee.

2.3 Finance/Operations/Personnel Committee

M/S that the Board accept the report of the Finance/Operations/Personnel Committee.

2.4	Student Services Committee	
	M/S that the Board accept the report of the Student Services Committee.	
2.5	Communications/Media Committee	
	M/S to accept the report of the Communications/Media Committee.	
2.6	Mt. Baker Secondary School Building Replacement Committee	
	M/S to accept the report of the Mt. Baker Secondary School Building Replacement Committee.	
2.7	Legacy of Learning	
	M/S to accept the Legacy of Learning report.	
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7.3	Kootenay Boundary Branch Meeting - Grand Forks, September 19, 20 & 21, 2014	
7.4	Trustee Academy, December 4, 5, & 6, 2014	
7.5	Election Date, November 15, 2014	

7.6 Letter to the Minister of Education 36

7.7 Letter to BCPSEA & BCTF 38

8. QUESTION PERIOD

9. ADJOURNMENT

M/S that the [date] regular public meeting of the Board of Education adjourn at [time].

10. LATE ITEMS



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - REGULAR PUBLIC MEETING**

**June 10, 2014, 5:00 p.m.
Board Office**

Present: Chairperson Lento
Trustee Ayling
Trustee Bellina
Trustee Besanger
Trustee Brown
Trustee Damstrom
Trustee Helgesen
Trustee Johns
Trustee Whalen
Superintendent of Schools, L. Hauptman
Secretary Treasurer, R. Norum
Director of Instruction/Human Resources, B. Reimer
Director of Student Learning and Aboriginal Education, J. Tichauer
District Principal/Student Services, D. Verbeurgt
(Recorder) Corinne Burns

Regrets: D. Casault, Director of Instruction/Student Learning

1. COMMENCEMENT OF MEETING

1.1. Call to Order

Chairperson Lento called the June 10, 2014 regular public meeting of the Board of Education to order at 5:02 p.m.

1.2. Consideration and Approval of Agenda

Additions: 5.3 Scholar Bear

MOTION R-14 - 102

M/S that the agenda for the regular public meeting of the Board of Education of June 10, 2014 be approved as amended.

CARRIED

1.3. Approval of the Minutes

Minutes of the Public meeting of the Board of Education of May 13, 2014.

Errors/Omissions: Trustee Bouquets; Trustee Helgesen thanked Elkford Secondary School and Rocky Mountain Elementary for another successful Rockarama, not just Rocky Mountain Elementary as stated in minutes.

Motion R- 92 was a carried motion.

MOTION R-14 - 103

M/S that the minutes of the regular public meeting of the Board of Education of May 13, 2014 be approved as amended.

CARRIED

1.4. Receipt of Records of Closed Meetings

MOTION R-14 - 104

M/S to accept the closed records of the in-camera meeting of the Board of Education of May 13, 2014.

CARRIED

1.5. Business Arising from Previous Minutes

1.5.1. Amended Calendar

Discussion included:

- The 2014/2015 Calendar was amended due to the Ministry changing provincial exam dates.
- It has been circulated for the past month with no comments/concerns.
- We will show the amended date on the Calendar.

MOTION R-14 - 105

M/S that the Board of Education adopt the amended School Calendar for the 2014/2015 school year.

CARRIED

1.6. Receiving of Delegations/Presentations

1.6.1. Mount Baker Robotics

Mr. Tichauer introduced two Mount Baker Secondary School Robotics teams. These two teams travelled to Skills Canada Provincials, bringing home the silver and bronze. The students gave the Board a demonstration on how the robots worked and what they were required to do at Provincials. The students mentioned that attending Provincials was an amazing opportunity and thanked the Board and sponsors.

1.6.2. Jaffray Elementary Junior Secondary School

Mr. Kitt, principal of Jaffray Elementary Junior Secondary School introduced two grade 10 students who presented a slide show to the Board on their recent trip to Belize. 8 Students from JEJSS travelled to Belize in April.

Highlights included:

- Distributing school supplies, medicine and sports equipment they had brought with them to local children and families.

- Visiting a local Orphanage with supplies and interacting with all children, who ranged in age from 18 months to 18 years.
- Learning survival tips for the jungle.
- Learning about the history of Belize.

Superintendent Hauptman mentioned that it was a great opportunity to learn and also give back to the community.

1.6.3. Special Olympics

Mr. Verbeurgt introduced Cyra Frisk from the Special Olympics. Ms. Frisk presented a slide show to the Board summarizing what their program is about:

- Worldwide organization.
- It is recognized by Sports Canada.
- It is an opportunity to enrich lives.
- They have 4100 athletes; there is no age limit.
- 3200 volunteers.
- Children learn movement, motor, social, and cognitive skills.
- School District is leading the way with these programs; 40 participants throughout the District.

Discussion Included:

- Some areas in BC do use students as volunteers.
- Having transportation available contributes to our success in School District No. 5.
- Ms. Frisk thanked School District No.5 for their support.

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1. Advocacy/Education Committee

Co-chair Trustee Bellina reviewed the minutes of the May 26, 2014 meeting of the Advocacy/Education Committee.

MOTION R-14 - 106

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

CARRIED

2.2. Policy Committee

Co-chair Trustee Damstrom reviewed the minutes of the May 26, 2014 meeting of the Policy Committee.

MOTION R-14 - 107

M/S that the Board accept the report of the Policy Committee.

CARRIED

2.3. Finance/Operations/Personnel Committee

Co-chair Trustee Helgesen reviewed the minutes of the May 26, 2014 meeting of the Finance/Operations/Personnel Committee.

MOTION R-14 - 108

M/S that the Board accept the report of the Finance/Operations/Personnel Committee.

CARRIED

2.4. Student Services Committee

Co-chair Trustee Besanger reviewed the minutes of the May 26, 2014 meeting of the Student Services Committee.

MOTION R-14 - 109

M/S that the Board accept the report of the Student Services Committee.

CARRIED

2.5. Communications/Media Committee

Trustee Ayling added; there will be media releases for the Vice Principals in Elkford. Trustee Ayling handed out a copy of the cost sharing letter being sent to Education Minister Fassbender.

MOTION R-14 - 110

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

CARRIED

2.6. Mt. Baker Secondary School Building Replacement Committee

Trustee Johns reported that they have had to relook at the idea of a local company constructing a 3D model of a new Mount Baker Secondary School and Key City Theatre as the companies that could design this for them would also like to have the opportunity to submit bids when we get to that stage. A printing company may be able to help with a 3D model.

MOTION R-14 - 111

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

CARRIED

2.7. Legacy of Learning

Trustee Johns mentioned that there are new photos on the wall in board room 2. He has been in contact with Mr. Kitt who has discovered new photos of Jaffray, Grasmere and the Elk Valley.

MOTION R-14 - 112

M/S to accept the Legacy of Learning report.

CARRIED

2.8. Trustee Reports

Trustees reported on their activities for the month.

3. SUPERINTENDENT'S REPORT TO THE BOARD

Superintendent Hauptman's report of June 10, 2014 included:

Superintendent's Activities:

- Superintendent Hauptman mentioned the achievement of Leah Heavey, recipient of a top award for the *Concours d'art oratoire*.

- The District Scholarship presentations were all very well done. There were 58 presentations and \$46,000 in awards have been awarded.
- Superintendent Hauptman attended a Medieval Luncheon at Laurie School; it was outstanding.

Finance/Operations Updates

- Mr. Norum is working hard to get Rocky Mountain Elementary School back up and running after fire damage.
- CUPE Bargaining is underway.
- Preparing for annual audit.

Update from Director of Instruction/Student Learning

- Working on the Summer Book Giveaway.
- Joanne Lees has been hired for the position of Technology Foreman.
- PVP mentoring program will continue next year.

Update from Director of Instruction/Safety/Aboriginal Education

- 24 students participated in Project Heavy Duty. Next year the program will be held in the Elk Valley.

Update from District Principal/Student Services

Update from Director of Instruction/Human Resources

- Staffing update:
 - Round one for teachers has been posted.
 - Retirement dinner is Wednesday, June 18th, 2014.

Important Dates for Trustees

Enrolment Report

Discussion Included:

Mr. Verbeurgt to give a copy of the Alternate Education Program Review to Trustee Johns.

MOTION R-14 - 113

M/S that the Board ratify the following appointments, Dean Chandler, Principal; Rocky Mountain Elementary School, Doug Bolander, Principal; Elkford Secondary School, Jennifer Roberts, Vice Principal; T.M. Roberts Elementary.

CARRIED

MOTION R-14 - 114

M/S that that Board of Education accept the School Fees for the 2014/2015 school year.

CARRIED

MOTION R-14 - 115

M/S that the June 10, 2014 Superintendent's Report to the Board of Education be accepted as presented.

CARRIED

4. CHAIRPERSON'S REPORT

Chairperson Lento reported that he is continuing to support parents, students and staff during this difficult time.

5. NEW BUSINESS

5.1. Business Arising from Delegations

Nil

5.2. Key City Theatre

Ms. Zeznik's position as a representative for School District No.5 on the Key City Theatre Board will expire on June 12, 2014.

Ms. Zeznik's time and commitment should be recognized. Mr. Norum will write a letter.

MOTION R-14 - 116

M/S that the Board of Education approve that Trustee Ayling sit as a replacement for Sandy Zeznik, whose term on the Key City Society Board expires October 2014.

CARRIED

5.3. Scholar bear

Trustee Johns and Board office staff will be participating in the Cranbrook and District Arts Council Teddy Bear Fundraiser.

6. TRUSTEE BOUQUETS

Trustee Helgesen - On behalf of the community of Elkford, thank-you for putting Rocky Mountain Elementary School back on the map and making the kids feel welcome.

Trustee Ayling – Thank you everyone for a great year.

Trustee Bellina – Thank you to Legacy of Learning for the great pictures. It has been good year, fun but challenging.

Trustee Johns - Thank you to the presenters this evening. This is why we support field trips, providing opportunity, something they can build on and remember forever.

Trustee Besanger – Thank you for Scholar bear.

Trustee Whalen – Thank you to the presenters and to the public that are always at our meetings.

Trustee Damstrom - Echoes all the trustees' remarks and comments.

Trustee Brown – Thank you to Mr. Norum for putting together a great balanced budget. Thank you Trustee Helgesen and the District of Elkford for hosting our students in your building as we begin to rebuild Rocky Mountain Elementary. Thank you to CUPE staff who did the kitchen upgrades, they look great. Thank you to all administration for the extra work dealing with all the last minute emergencies and supervision. Thank you to Trustee Ayling for all her letter writing this past year.

7. ITEMS FOR INFORMATION/CORRESPONDENCE

7.1. Party Program

A letter was attached to agenda thanking the Board for their continued support of the P.A.R.T.Y Program.

8. QUESTION PERIOD

Mr. Dureski thanked the Board for writing a letter to the Minister of Education, Mr. Fassbender, encouraging a speedy resolution to the job action.

9. ADJOURNMENT

MOTION R-14 - 117

M/S that the June 10 2014 regular public meeting of the Board of Education adjourn at 6:28 pm.

CARRIED

10. LATE ITEMS

Frank Lento, Chairperson

Rob Norum, Secretary Treasurer



1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meeting

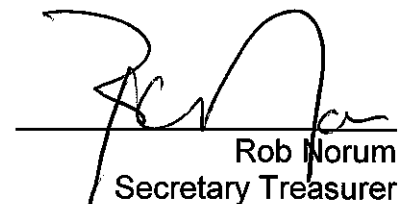
June 10, 2014

- Finance/Operations/Personnel Committee report
 - Personnel Issues – Administration Positions
- BCPSEA Representative Report
 - Labour Update
- Superintendent's Report
 - RMES Fire Restoration Update
 - Staffing Report

Special In-camera Meeting

June 27, 2014

- Superintendent's Report
 - Labour Update
 - Report Cards
- RMES Restoration Capital Bylaw



Rob Norum
Secretary Treasurer

Trustee Bellina's Report

- June 11th - FJMES Kindergarten Orientation
 - June 12th - BCPSEA/BCSTA Bargaining Conference Call
 - June 13th - FJMES Awards Ceremony
 - June 13th - Early Childhood Development fundraising event
 - June 17th - Teck Childcare Initiative Steering Committee Meeting
 - June 19th - Early Childhood Development Committee Meeting
 - June 27th - Board Conference Call re Elkford School
 - July 2nd - Conference call with FJMES Principal and VP re: bussing in September
 - July 29th - BCPSEA/BCSTA Bargaining Conference Call
 - August 14th - Teck Childcare Initiative Steering Committee Meeting
 - August 19th - BCPSEA/BCSTA Bargaining Conference Call
 - August 28th - BCPSEA/BCSTA Bargaining Conference Call
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School District No. 5
From the Office of the Superintendent

To: Trustees
From: Lynn Hauptman
Date: September 9, 2014
Re: Monthly Report to the Board

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

As I write this Superintendent's Report in anticipation of our first Board Meeting, we are currently experiencing our first official day of school with schools behind picket lines as the dispute continues. We had begun the last weekend of August full of optimism with the hopes that Vince Ready would have been able to bring the two sides to a successful outcome. That, however, was not the case and we have had to postpone our normally exciting first day of school for another time. Meanwhile, we continue to update our website regularly and have attempted to provide parents with not only up to date information but also resources that they can access at home to support their children during this labour dispute. (<http://bcparentinfo.ca/learning-resources/>)

I am very proud, however, to report that our schools are ready for the new school year after another summer where our superb maintenance and custodial staff were able to complete projects and have our schools clean and ready to begin. Shiny floors, new rooms, clean desks, new pavement, etc., have all been completed to meet the needs of our students and staff. Thank you very much to our Operations staff that transform our schools every summer. The pride in your work is very much in evidence!

Visiting Elkford to meet with the Administration and the CFTA Co-Chair about the plans for Rocky Mountain Elementary School also happened in August. After touring the school, it is obvious we are on track to have students and staff back in their virtually "new" building in early October. Plans for alternate spaces for some of the classes have also been made with the full support of the District of Elkford. (Thank you, District of Elkford!) Dean Chandler, Principal

of RMES, has also been extremely busy over the summer reordering supplies and learning resources for the school. Further purchasing will happen once teachers are back in their new learning spaces with their students. We have likened this to moving into a new house – one usually needs to live in the space and experience it for a short while before making new purchases!

Two weeks ago we met 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 leadership practices. I would like the opportunity to share some of this with the Board in later sessions. 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 and, in particular, our new Administrators: Doug Bolander and Erin Hay (ESS); Dean Chandler and James Lund (RMES); Jennifer Roberts (TMES) and Viveka Johnson (MBSS).

I do hope that by our first Board Meeting that our children and staff are back in our schools doing what we all love best – teaching and learning together.

Portland Assessment

The two Directors of Student Learning and I along with seven administrators attended very enriching professional development at the Annual Assessment Institute in Portland in early July. We had the pleasure of attending workshops and keynotes from such learned educators as Rick Stiggins, Tom Schimmer, Myron Dueck, Tom Gusky, Ken Mattingly, Ken O'Connor, and Jan Chappuis to name just a few. What they all had in common was the message that both assessment literacy and engagement is the way to ensure that all students can succeed.

Short Course

Once again the district was able to support sending a number of new administrators to the BCPVPA sponsored Short Course held every summer at UBC. This year Jill Carley, Erin Boehm, and David Doll were in attendance and we already have generated a list for next year.

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

Columbia Basin Trust will again 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. Thank you very much to CBT for their continued support of environmental stewardship education in our district.

Telus Backpacks – Kits for Kids

Telus Ambassadors, once again, have provided School District 5 students with Backpacks full of school supplies! Backpacks are ready to go as soon as school opens! Telus has provided 200 backpacks for SD5 students this year! Thank you to Telus Community Ambassadors!

Dogwood District Authority Award Scholarships

Forty-six of our Grade 12 graduating students from last year were recipients of a \$1000.00 District Dogwood Authority Award. These awards are scholarships which are funded by the Ministry of Education and the Ministry of Advanced Education and awarded to students through a local selection committee. The Selection Committee was comprised of Jason Tichauer, Janice Paetz and Gail Rousseau.

Finance/Operations Updates:

The Accounting department is staffed mostly with CUPE employees so we are covering a long list of “other” duties while the strike is on. We are finalizing the Audited Financial Statements and preparing reports and budgets for Managers and Schools. The Joint Use agreement for Cranbrook is drafted and sent to the City of Cranbrook. This agreement will be on the Fin/Ops committee at the end of Sept. Our CUPE bargaining team is preparing for meetings on Sep 5th and 11th with the hope of concluding talks with a new agreement.

Update from the Director of /Student Learning and Innovation

Research does show that teachers are the most important school-based factor in a child's achievement and therefore we are excited about expanding and improving on our existing Professional Learning Rounds. We will be continuing with our Changing Results for Young Readers as well as our Changing Results for Adolescent Readers. Adrienne Gear will be returning to SD 5 to work with School Writing Leaders in an attempt to develop school wide writing goals. Carole Fullerton will also be working with a group of teacher leaders in the area of K-3 math curriculum. A PLC of intermediate educators will be supported in examining a change in reporting student achievement. Finally, support will continue for over 30 school-based Professional Learning Teams to utilize a spiral of inquiry approach to improve the achievement of some of our most vulnerable learners.

Enrolment continues to grow in our four StrongStart Centers. (AWES, FJMES, IDES and SES). Currently they are not operating as a result of the strike but are anxious to welcome their families as well as to continue to build on their existing relationships within their school communities.

The 2014-2015 District Literacy Plan has been submitted to Ministry and is available on the school district website. A new format was introduced last year so be sure to check out all the work that has gone into ensuring literacy needs are being met in our communities.

Technology Update

Regular meetings are being implemented to review and/or monitor the status of the technology plan and its importance to student learning. An understanding of the infrastructure needs as well as the educational needs are being discussed and addressed. PMS along with TMRES have new technology and we are scheduled to train and support the staff when school is in session. Currently the “roll-out” is ahead of schedule and some slight modifications are being considered. The state of readiness of schools will see FSS moving forward this fall and the start of MBSS infrastructure within this school year. Further meetings with IBM are being planned to review our current progress, continue the development of the portal system and to discuss our readiness to move forward with the upgrades that are being established provincially.

MyEducation BC converted data from BCeSIS this August and SD5 has put forth all Elementary Schools to go live this September. Data validation continues with some slight “glitches” that are being addressed by the provincial Fujitsu Team. We held our first training session with both clerical staff and school P/VP’s and found it to be quite positive. Folks are anxious to move forward and become familiar with the new system. A BIG thanks to Sharon Waswick who continues to put in countless hours to ensure our data is accurate and ready for our schools, staff and students!!

Update from Director of Student Learning and Aboriginal Education

Provincial Exams

We were pleased to be able to support a number of students from SD 5 and neighbouring districts in writing Grade 10, 11 and 12 Provincial Exams in early August. It turns out that we were the only district regionally to offer the opportunity to write the exams.

Skills Training

The Elementary Skills Training Program is a go! It will be run through Mount Baker’s Industrial Ed department and will give elementary students a hands-on introduction to skills training and potential areas of interest. We were able to fund this program through Grant applications, as well as the Education Plan supplement. As well, I attended a presentation on a similar program in the Comox Valley school district, and I believe our program is well-situated for success.

Aboriginal Education

We have recently been able to support our Aboriginal Learners with new technologies purchased from Ab Ed funding. This will put an additional 52 workstations in our schools.

Safe Schools Coordinator

We will be holding a meeting with all Secondary and Middle Principals and Vice-Principals this week to further develop a framework for incorporating Violence/Threat Risk Assessments in our school Codes of Conduct, as well as revamping our district indefinite suspension process to incorporate not only VTRA principles, but also a movement towards making Restorative Practices part of our day to day processes. As well, we have been informed that there will be new 'level 3' Erase Bullying training coming this fall.

Update from the District Principal/Student Services

Darcy Verbeurgt presented on multi-levels of instruction and intervention at the August District and School Leadership meetings. Following a supplemental support system rather than replacing instructional time with intervention time, we are able to better instruct ALL students with universal and differentiated instruction. This makes the targeted and intensive interventions much more meaningful and effective.

Darcy attended the BC Council for Administrators of Special Education, where keynote Bruce Beairsto and Ministry of Education staff encourage all of us to move beyond inclusion to embrace diversity in classroom.

We have been working together with school principals to determine the best possible levels of specialized teaching and support staff for their buildings for day one of school.

Update from the Director of Instruction/Human Resources

Executive Assistant, Melanie Graham, was hired in the HR department August 1st. Welcome to the Human Resources Department Melanie!

135 teacher postings have been posted and filled since the first round of postings began in May.

CUPE postings (EAs) continue to be ongoing based on school needs; 45 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 with CUPE local 4165 is scheduled to resume on September 5th. We have several dates booked in September and look forward to a successful conclusion to bargaining.

Important Dates for Trustees:

Committee Meetings – Sept. 29
BCSTA AGM – December 4-6

Lynn Hauptman
Superintendent



**SCHOOL DISTRICT 5
2014/2015
STUDENT ACHIEVEMENT CONTRACT**

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



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Goal 2 – <i>To develop literacy performance by purposefully engaging diverse learners in the process of reading to understand across all subject areas and to improve the knowledge, skills and attitudes in numeracy.</i>	pages 9-10
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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 2014/2015 District Achievement Contract is the first year of a new five year cycle. This is our transition year. It continues to focus on our efforts to enable all students to graduate; however we have qualified the goal by including creating a strong sense of belonging within the school community and by enhancing the engagement of our students in their learning. We have also expanded our literacy goal beyond being able to read by the end of grade 3 and included a numeracy focus.

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 system 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 inquiry process, our ongoing collection and analysis of data, and feedback from partner groups directly influences our strategies to improve our students' school completion and life chances as well as increasing their literacy and numeracy performance across all subject areas.

SCHOOL DISTRICT/COMMUNITY CONTEXT

School District No. 5 is located in the East Kootenay on the traditional territories of the Ktunaxa Nation and serves the educational needs of approximately 5281 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 Francophone 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 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. We will be undergoing a comprehensive study of boundaries/configurations beginning this fall in the city of Cranbrook.

Our four StrongStart Centers continue to thrive as evidenced by the increased attendance. Our Fernie Center acts 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 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 continue to be 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. In partnership with the College of the Rockies, we have hired a Trades and Skills Coordinator. 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. We will also be starting a new elementary skills training block through one of our secondary schools in order to raise trades awareness from an early age.

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT CONNECTIONS

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.

DISTRICT AND SCHOOL CONNECTIONS

Two years ago, the school improvement plans underwent a shift to more accurately reflect the inquiry-based model for school improvement. We have continued to encourage and support Professional Learning Communities (PLCs) in all schools. These PLCs have now expanded beyond the walls of individual schools and evolved into district learning communities. Our expanded goals reflect the work that is being undertaken both in our schools and the larger PLCs. Our yearly planning cycle ensures that there is on-going dialogue between School Growth Plans, the Aboriginal Enhancement Agreement, Community/District Literacy Plan, Principals and Vice-Principals and District Staff. We will be reviewing these newly expanded goals with Principals/Vice-Principals and Board for review and response later in the year. Our District Goals, School Growth Plans and Aboriginal Enhancement goals (successful transitions leading to graduation and improving literacy) are evidence-based and there are strong connections amongst all.

<http://www.sd5.bc.ca/DistrictInfo/supersrpt/DistrictLiteracyPlan/Pages/default.aspx>

<http://www.sd5.bc.ca/programs/AboriginalEducation/enhancement/Pages/default.aspx>

ACHIEVEMENT OF PERFORMANCE TARGETS

We feel strongly that although our school completion rates (2012/13) both for all students and Aboriginal students for the past 3 years are improving, we still appear to be losing too many students who do not graduate and/or complete Grade 12 and we are still under the provincial average for both males and aboriginal students. However, our aboriginal six year completion rate saw a significant gain (57% - 74%). We are looking forward to the new "success" rate as we believe our completion rates are impacted by the large number of students who either move across the border into Alberta or who are international students. 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 has already proven to have a positive impact on our students' success. We also are concerned about the "dip" of successfully transitioning at both grades 10 and 11. However, we need to determine if this is attributed to students moving outside of our province or International Education students who complete their schooling in their home country.



We 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 fourth year of implementation. We are currently in a downward trend for this and a PLC has been formed to address this which involves teams from elementary, middle and secondary. We are just below provincial average in English 10 but are above in Science 10, Socials Studies 11, Communications and English 12 both for the Pass rate and in the 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. A district PLC is working on this involving teachers from elementary, middle and secondary. Last year we made a difficult decision and decided not to mandate our District Reading Assessment at the Grade 3 level. It is our belief that schools will embrace evidence-based goals and determine that on-going assessment to inform practice will be crucial. Some schools have now adopted school wide assessments and teachers are incorporating this into their everyday practice rather than a two or three time event during the year. The district continues to support schools making this transition. It is through programs such as the "Changing Results for Young Readers" ministry initiative that we have at both primary and young adolescent levels that encourage these on-going assessments.

Our Kindergarten Sound Connections Program results continue to indicate steady improvement for our K students and now is an embedded practice throughout our District K and Grade 1 classes. When comparing the five-year data, the trend is 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 (7 %). We will continue to support the Sound Connections Program to address the significant needs of students entering our Kindergarten classes with clearly identified vulnerabilities and will no longer report on it.

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. (See Targets)

GOALS AND EXPECTATIONS

Goal 1: *To enable all students to graduate with purpose, options and hope by developing a sense of belonging in all students and enhancing the engagement in learning.*

Goal 2: *To develop literacy performance by purposefully engaging diverse learners in the process of reading to understand across all subject areas and to improve the knowledge, skills and attitudes in numeracy.*

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.



GOAL 1

To enable all students to graduate with purpose, options and hope by developing a sense of belonging in all students and enhancing the engagement in learning.

RATIONALE:

This statement reflects our focus. For the past number of years we have been diligently working on improving both the grade to grade transitions and school completion rates. While we have seen some improvements we realize there is still work to be done. We seem to be at an implementation plateau in our grad rates.

We want our students to do more than complete school. We want our students to have a strong sense of purpose about their learning and be intrinsically motivated to learn more beyond the walls and the timelines of a K–12 schooling system. It is not about learning what you already know but to have the courage to move beyond. To do this, students need a strong sense of hope – to believe they can be successful. Hope flourishes in schools that are safe, welcoming, caring and orderly. Hope grows where every student is valued for who they are and how they learn. Hope abounds where the learning environment is both responsive to the diverse learning needs and preferences of the students while actively engaging them in their learning and providing them with options on how to learn or demonstrate what they have learned.

As a result of the work we have begun, the data we have analyzed, and the research we have examined, we know that:

- We need to continue to build positive relationships with each student
- Students need to feel welcome in their school community
- Students need to learn how to self-regulate
- Effective instruction is important to student learning
- We need to deliver instruction in different ways to our learners
- An inquiry focus for both teachers and students can improve learning

The new provincial curriculum with a focus on competencies and fewer instructional outcomes provides us with the perfect opportunity to explore more cross-curricular, problem-based or project-based learning that will embrace student preferences and passions thereby increasing their engagement. This more personalized learning approach, along with creating a strong connection to school and to adults in the building, will provide an environment of success for more students.

“Assessment for learning is a gift we give our students. It is a mirror we hold up to show them how far they have come. It is a promise that we will use assessment, not to punish or reward, but to guide them on their learning journey.” Jan Chappuis

OBJECTIVES:

1. By having a strong focus on an engaging, relevant and accessible learning experience within a supportive and caring community, we will see an increase in students’ sense of belonging and further success.
2. By continuing to develop a pyramid of interventions to provide focused support for students, we will enable more students to be successful.

PERFORMANCE INDICATORS/EVIDENCE

- Completion Rate
- Provincial Exam Marks (Grades 10 – 12)



- Grade 4 and 7 FSA
- Grade to Grade Transitions
- Satisfaction Survey Info regarding belonging and safety

Note:

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.

TARGETS:

- By June 2017, all students will be above the provincial completion rate including both males and aboriginal students.
- By June 2017, the gap will be closed between males/aboriginal students and female students in all Provincial exams.
- By June 2017, we will see a 10% increase in the number of students reporting positively in the satisfaction survey questions related to school safety and school environment (culture).

STRATEGIES/STRUCTURES:

1. Continue to Develop Professional Learning Communities in all Schools.

All schools will be funded to support Professional Learning Communities with a focus on an 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). The PLCs have a focus on a number of high impact instructional strategies that include: self-regulation, use of the Daily 5, and Adrienne Gear’s Reading and Writing Power.

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

- a. Classroom Demonstration Lessons (to support Appreciative Inquiry, UDL, AFL)
- b. Anti-Bullying Programs/Roots of Empathy/ERASE Training
- c. Workshop Presentations
 - i. Self-Regulation
- d. Participate in the Ministry initiative “Changing Results for Young Readers” (primary/adolescent)
- e. Support teams to explore and create cross-curricular problem-based learning units

3. Continue to improve student transitions from Pre-school to Kindergarten; Primary to Intermediate; Intermediate to Middle School; and Middle School to Secondary School by creating a greater sense of belonging.

- a. Analyze satisfaction data in terms of school safety in all schools
- b. Utilize new assessment tools that further measure school connectedness and personal safety (VTRA training)
- c. Continue to facilitate opportunities for staffs to collaborate in building a positive school culture
- d. Ensure activities are designed to be inclusive and welcoming of all students
 - i. Transition PLC (Mt. Baker Secondary, Laurie Middle, Parkland Middle)
 - ii. Transition meetings to begin in early spring between feeder schools
 - iii. Wild Transitions program to be implemented this fall for students transitioning to Mt. Baker and who have not yet completed the grade 9 program
 - iv. Gradual transition opportunities for identified students requiring a more intensive introduction



- v. Alternate Transition PLC – Kootenay Education, Mt. Baker, Junior Alternate Programs (Laurie Middle, Parkland Middle) and Gauge Program (Amy Woodland Elementary)
 - vi. Learning Through the Arts (Parkland Middle and feeder Elementary Schools)
 - vii. Maintain interventions and supports to increase personal and social responsibility
 - viii. Enable more student choice in both curricular and areas of passion
 - ix. Continue to utilize our Aboriginal Enhancement Agreement Facilitator and Aboriginal Support Workers to successfully transition our aboriginal students
- 4. Continue to build capacity on “Planning for Learning” that incorporates balanced assessment Systems, instructional agility, and fair grading practices that are reasonable, inclusive, accurate and supportive of learning.**
- a. Send team of administrators to the Assessment Training Institute July 2014
 - b. Send school teams to the Sound Grading Practices Conference December 2014
 - c. Plan for Workshops such as:
 - i. Tom Schimmer – “Instructional Agility”
 - ii. Myron Dueck – “How and Why Grading and Assessment Changes Altered the Lives of Seven Struggling Students” or “Engaging Students through Modern Technology”
- 5. Begin to build a strong focus for planning for learning and engaging students in schools utilizing the new curriculum and competencies.**
- a. Continue to provide supports for including First People’s Principles of Learning in new planning
- 6. Continue to build capacity in terms of social/emotional learning throughout our schools.**
- a. Continue to support self-regulation strategies provide parents with opportunities to engage in this learning. (e.g. use of such resources as: Stuart Shanker’s Calm, Alert and Learning; Mind-Up Curriculum; SPARK; How Does Your Engine Run; Zones of Regulation)
 - b. Continue to support anti-bullying programs that include cyber-bullying at all levels (e.g. SQx Danza dance troupe, Personal Protection Systems/White Hatter Cyber Safety Presentations, Rock Solid, etc.)
- 7. Identify opportunities and strategies at all levels to allow students to demonstrate their sense of contributing to school and community utilizing resources from the VTRA/ERASE Training.**
- 8. Continue to utilize and grow restorative practices at both the district and school levels.**
- 9. Continue to emphasize the importance of positive relationships in student success.**
- 10. 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.**
- 11. Implement the recommendations from the comprehensive review of all Alternate Programs conducted in 2013/14 to support our Alternate Learners.**
- 12. Implement the new student information system (MyEducation BC) in fall 2014 enabling the district and schools to document/track school based data regarding common assessments.**
- a. This system will have the ability to record various standardized assessment but will allow us to include our own assessments and trends that result. This will enable both classroom teachers and schools to work towards having all students achieve success as well as allow them to assess programs or strategies that they are implementing (i.e. The Daily Five, Minds Up, Self-regulation)



GOAL 2

To develop literacy performance by purposefully engaging diverse learners in the process of reading to understand across all subject areas and to improve the knowledge, skills and attitudes in numeracy.

RATIONALE:

Our previous goal had a single focus to have all students read by the end of grade 3. This will continue to be an objective of the district as we know, through current research, that the ability to read by this grade is the best predictor of later academic success. We also know that levels of phonemic awareness in the first few years of school will directly impact their success in reading. Our students need to have strong foundations in literacy.

We are also aware that student achievement in reading continues throughout school and the purpose of reading changes as the students move through the grades and into different subject areas. Therefore, the intentional reading instruction and practice needs to continue. Connecting to background knowledge, familiarity with vocabulary, reading for information, reading strategies, and independent reading are all an important part of literacy development.

Our reading results are above provincial average by Grade 4 but we see a steady decline in achievement as they move along the grades. It isn't until Grade 12 English that our results are once again above the provincial average. While the margin isn't huge, we also continue to see lower results across the board for our males and aboriginal students. We wish to reverse this trend and believe we are well on the way to establishing several supportive programs and strategies with a focus on literacy.

We also know that when students feel attached and have positive, engaging experiences around literacy, they have a better potential to develop a life-long passion for reading.

Our achievement in numeracy shows some significant room for improvement at all levels. We have strong teachers but need to provide them with the resources they need to be successful with all learners. We have some initiatives underway at elementary and secondary and a transition PLC formed to examine strategies across the grades.

We do know that Math is one of the most significant indicators of success in schools. For many students, their ability to succeed in math is a determinant as to whether they graduate or not. We need to ensure that we have a strong focus on the math foundations throughout elementary and middle grades to ensure success in secondary math courses.

We also know that in order for students to be successful in any subject area, they need to feel engaged and believe that the activities are relevant and meaningful. We know that basic skills in literacy and numeracy are the foundation to all academics. So, if our students have a sense of belonging and are exposed to relevant lessons that build on their basic skills, we believe that we can significantly improve our success rate in helping all students have a realistic opportunity to graduate with a sense of purpose, options and hope!

OBJECTIVE:

1. Through the use of strong reading instruction based on current research, sound connections, and timely interventions, we will ensure all students are reading by the end of grade 3.
2. By using formative assessments to inform and differentiate practice, we will see an increase in students' literacy performance across subject areas.
3. By utilizing research-based instructional strategies and resources, we will see an increase in students' knowledge, skills and attitudes in math.



PERFORMANCE INDICATORS/EVIDENCE

- Provincial Exam Marks (Grades 10 – 12)
- Grade 4 and 7 FSA
- Math Assessments (still in development)
- Performance Standards based reading assessments at school level

NOTE:

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.

TARGETS:

- By June 2017, all students will be able to read by the end of grade 3.
- By June 2017, we will see a 5% increase in FSA results in reading and numeracy for all students in grades 4 and 7 and a closing of the gap between males/aboriginal students and female students.
- By June 2017, the gap will be closed between males/aboriginal students and female students in all Provincial exams.

STRATEGIES/STRUCTURES:

- 1. Continue to support early reading strategies and interventions.**
 - a. Preschool supports such as Ready, Set, Learn; PALS, Mother Goose, Welcome to Kindergarten, Strong Start
- 2. Continue to support high impact instructional practices that support a balanced literacy program.**
 - a. Adrienne Gear – Literature Circles/School-wide writing assessments
 - b. Adrienne Gear - Writing Power Leadership Teams (teams from each elementary school meet 3 times per year)
 - c. Adrienne Gear – Reading Power intro for new teachers
 - d. Leyton Schnellert - Adolescents and Self-regulation
 - e. Summit 7 "Classroom Interventions for Vulnerable Readers"
 - f. Pat Johnson "Catching Readers Before They Fall" (Castlegar, Fall 2014)
 - g. Explore possibility of Carol Fullerton for numeracy support
 - h. Continue to support "Changing Results for Young Readers" (primary and adolescent groups)
- 3. Expansion of formative assessment strategies district-wide through professional partnerships.**
 - a. Review Grade 5 & 8 Numeracy instruction assessment practices
 - b. Coordinate curricula sequences where critical learning outcomes (important for ongoing development of skills) are a main focus at every grade.
 - c. Explore the development of common assessment frameworks at all levels.
 - d. Continue to support Numeracy PLCs across the district including the Cross-school PLC
- 4. Explore ways to utilize more technology supports to actively engage students in their learning and their development of literacy skills.**
 - a. Use of social media including Coach's Eye, Blogs, YouTube, Twitter, Moodle, etc.



SD005 - Southeast Kootenay															
Completion Rate															
	Five-Year Completion Rate					Six-Year Completion Rate					Seven-Year Completion Rate				
% of Students Completed	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	72	77	73	76	79	74	81	75	77	79	77	83	77	78	
Female	76	79	76	78	82	79	84	76	80	84	82	85	78	82	
Male	68	75	71	75	75	70	78	74	74	75	73	81	77	75	
Aboriginal (included in figures above)	66	56	47	50	71	69	67	56	57	74	70	66	61	58	
Province - All Students	76	76	77	78	79	79	80	81	82	84	82	82	83	84	
Number of Students in Cohort															
All Students	617	621	590	563	597	637	628	594	578	607	635	627	591	576	
Female	299	294	285	278	291	310	294	284	279	296	308	294	283	277	
Male	318	327	305	285	306	327	334	310	299	311	327	333	308	299	
Aboriginal (included in figures above)	82	81	94	76	103	83	80	91	77	105	84	81	90	77	

SD005 - Southeast Kootenay															
Grade-to-Grade Transitions															
	From Grade 9 to Higher					From Grade 10 to Higher					From Grade 11 to Higher				
Successful Transition (%)	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	93	91	89	93	92	89	88	89	89	87	83	83	81	85	84
Female	93	91	91	93	94	91	88	89	90	86	81	81	81	88	85
Male	92	92	88	93	91	87	89	90	88	88	85	85	80	83	83
Aboriginal (included in figures above)	90	78	81	85	96	72	82	84	87	86	82	69	76	87	74
Province - All Students	95	96	96	96	96	92	91	90	91	92	85	86	86	87	88
# of Students Successful Transition															
All Students	462	392	398	415	384	417	451	411	400	407	429	404	416	400	379
Female	229	184	199	205	185	211	226	190	208	196	199	195	207	182	186
Male	233	208	199	210	199	206	225	221	192	211	230	209	209	218	193
Aboriginal (included in figures above)	78	56	62	51	69	42	75	54	61	49	53	31	67	55	49



SD005 - Southeast Kootenay															
Provincial Examinations: Pass Rate (C- or Better)															
C- or Better (% of Students)	English 10					Foundations Of Math And Pre-Calculus 10					Science 10				
	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	92	90	90	93	90			87	79	78	92	93	87	92	93
Female	95	95	95	96	92			86	81	79	91	93	86	90	93
Male	90	85	85	91	87			88	77	78	94	94	89	94	93
Aboriginal (included in figures above)	86	81	85	93	74			74	68	71	74	84	77	88	84
Province - All Students	92	91	90	91	93			85	84	83	94	95	90	91	92
Number of Students with C- or Better															
All Students	427	423	386	387	394			233	249	226	399	451	387	386	397
Female	224	226	194	202	189			118	146	118	202	220	178	198	193
Male	203	197	192	185	205			115	103	108	197	231	209	188	204
Aboriginal (included in figures above)	44	61	46	50	40			14	26	17	29	61	47	50	48
Number of Writers															
All Students	462	470	430	415	440			268	314	288	432	483	443	419	427
Female	237	238	205	211	205			137	181	150	223	236	207	220	208
Male	225	232	225	204	235			131	133	138	209	247	236	199	219
Aboriginal (included in figures above)	51	75	54	54	54			19	38	24	39	73	61	57	57

SD005 - Southeast Kootenay															
Provincial Examinations: Pass Rate (C- or Better)															
C- or Better (% of Students)	Social Studies 11					Communications 12					English 12				
	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	93	94	91	96	96	89	92	91	92	92	96	95	96	96	95
Female	91	93	89	95	96	92	92	90	97	95	97	97	98	98	97
Male	94	94	93	97	96	87	92	92	90	90	94	93	94	93	94
Aboriginal (included in figures above)	89	83	84	92	98	71	90	100	96	90	96	89	96	98	91
Province - All Students	92	94	91	92	94	91	89	88	86	90	90	91	92	91	92
Number of Students with C- or Better															
All Students	377	346	356	326	363	111	101	95	84	82	329	316	325	307	307
Female	177	178	168	138	181	45	34	37	28	35	176	173	175	173	160
Male	200	168	188	188	182	66	67	58	56	47	153	143	150	134	147
Aboriginal (included in figures above)	41	19	42	36	39	12	18	18	22	18	24	24	26	42	30
Number of Writers															
All Students	407	370	391	340	378	125	110	104	91	89	344	331	339	321	322
Female	194	191	189	146	188	49	37	41	29	37	181	178	179	177	165
Male	213	179	202	194	190	76	73	63	62	52	163	153	160	144	157
Aboriginal (included in figures above)	46	23	50	39	40	17	20	18	23	20	25	27	27	43	33



SD005 - Southeast Kootenay															
Provincial Examinations: C or Better															
C or Better (% of Students)	English 10					Foundations Of Math And Pre-Calculus 10					Science 10				
	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	80	80	81	82	80			64	62	57	81	77	70	78	80
Female	85	85	87	89	85			61	64	57	82	75	68	76	81
Male	75	75	76	75	76			68	59	57	81	79	71	79	79
Aboriginal (included in figures above)	63	69	69	74	65			47	47	54	62	68	51	61	63
Province - All Students	84	82	81	83	86			70	69	68	81	81	76	77	80
Number of Students with C or Better															
All Students	371	377	348	340	354			172	195	164	351	372	309	325	340
Female	202	203	178	187	175			83	116	85	182	176	141	167	168
Male	169	174	170	153	179			89	79	79	169	196	168	158	172
Aboriginal (included in figures above)	32	52	37	40	35			9	18	13	24	50	31	35	36
Number of Writers															
All Students	462	470	430	415	440			268	314	288	432	483	443	419	427
Female	237	238	205	211	205			137	181	150	223	236	207	220	208
Male	225	232	225	204	235			131	133	138	209	247	236	199	219
Aboriginal (included in figures above)	51	75	54	54	54			19	38	24	39	73	61	57	57

SD005 - Southeast Kootenay															
Provincial Examinations: C or Better															
C or Better (% of Students)	Social Studies 11					Communications 12					English 12				
	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	77	81	76	84	84	78	71	80	77	90	83	82	83	86	84
Female	75	77	72	84	84	86	73	80	79	95	87	86	89	88	87
Male	79	84	79	84	84	72	70	79	76	87	78	78	76	84	80
Aboriginal (included in figures above)	72	74	68	69	83	59	50	94	83	90	80	81	78	84	76
Province - All Students	78	82	77	80	82	81	74	74	70	77	74	77	79	78	80
Number of Students with C or Better															
All Students	314	298	297	284	318	97	78	83	70	80	284	272	281	276	269
Female	146	148	137	122	158	42	27	33	23	35	157	153	160	155	143
Male	168	150	160	162	160	55	51	50	47	45	127	119	121	121	126
Aboriginal (included in figures above)	33	17	34	27	33	10	10	17	19	18	20	22	21	36	25
Number of Writers															
All Students	407	370	391	340	378	125	110	104	91	89	344	331	339	321	322
Female	194	191	189	146	188	49	37	41	29	37	181	178	179	177	165
Male	213	179	202	194	190	76	73	63	62	52	163	153	160	144	157
Aboriginal (included in figures above)	46	23	50	39	40	17	20	18	23	20	25	27	27	43	33



SD005 - Southeast Kootenay															
Foundation Skills Assessment															
Grade 4															
	Reading					Writing					Numeracy				
Meeting or Exceeding Expect. (%)	2009/10	2010/11	2011/12	2012/13	2013/14	2009/10	2010/11	2011/12	2012/13	2013/14	2009/10	2010/11	2011/12	2012/13	2013/14
All Students	65	66	81	73	72	61	60	75	67	79	63	66	81	65	67
Female	66	68	87	73	73	70	68	87	75	84	65	67	85	65	67
Male	63	64	76	74	71	50	53	64	59	74	61	66	78	65	67
Aboriginal (included in figures above)	63	54	80	69	71	56	49	66	63	80	60	58	78	61	61
Province - All Students	67	69	70	71	70	69	73	72	73	71	64	67	68	68	67
Performance Level Unknown (%)															
All Students	17	19	3	11	9	17	19	4	13	10	17	19	3	12	9
Female	15	18	1	9	9	16	18	2	9	10	16	19	2	9	10
Male	18	19	5	14	8	19	19	6	16	10	19	18	5	16	9
Aboriginal (included in figures above)	14	32	8	10	10	14	32	8	10	12	14	32	6	14	12
Province - All Students	16	15	15	14	15	18	17	16	15	16	17	15	15	14	15
Number of Students Expected															
All Students	347	375	367	362	348	347	375	367	362	348	347	375	367	362	348
Female	179	174	175	190	177	179	174	175	190	177	179	174	175	190	177
Male	168	201	192	172	171	168	201	192	172	171	168	201	192	172	171
Aboriginal (included in figures above)	57	69	64	59	49	57	69	64	59	49	57	69	64	59	49

SD005 - Southeast Kootenay															
Foundation Skills Assessment															
Grade 7															
	Reading					Writing					Numeracy				
Meeting or Exceeding Expect. (%)	2009/10	2010/11	2011/12	2012/13	2013/14	2009/10	2010/11	2011/12	2012/13	2013/14	2009/10	2010/11	2011/12	2012/13	2013/14
All Students	52	58	64	69	62	62	64	68	69	68	46	52	51	53	50
Female	59	66	64	76	67	73	75	74	82	79	48	55	53	54	54
Male	45	51	63	63	58	51	55	64	58	58	44	48	50	51	47
Aboriginal (included in figures above)	42	48	57	61	49	48	56	56	56	59	29	44	35	42	33
Province - All Students	65	66	64	66	66	68	72	71	72	72	62	62	60	63	62
Performance Level Unknown (%)															
All Students	21	14	8	10	12	23	16	11	11	14	20	15	8	10	12
Female	17	12	9	11	9	20	14	15	11	11	17	12	10	10	9
Male	24	17	6	8	15	26	18	8	12	17	24	18	7	10	14
Aboriginal (included in figures above)	25	20	13	6	15	29	21	16	8	19	25	21	13	8	15
Province - All Students	17	16	17	16	16	19	18	18	17	18	17	16	17	16	16
Number of Students Expected															
All Students	429	423	393	386	403	429	423	393	386	403	429	423	393	386	403
Female	210	200	184	185	185	210	200	184	185	185	210	200	184	185	185
Male	219	223	209	201	218	219	223	209	201	218	219	223	209	201	218
Aboriginal (included in figures above)	52	80	63	62	75	52	80	63	62	75	52	80	63	62	75



SATISFACTION SURVEY DATA			
Do you feel safe at school? (%)		2012/13	2013/14
	Grade 3/4	80	76
	Grade 7	77	76
	Grade 10	73	78
	Grade 12	86	78
At school, are you bullied, teased or picked on? (%)			
	Grade 3/4	9	9
	Grade 7	10	10
	Grade 10	9	8
	Grade 12	10	9
Do you know how your school expects students to behave? (student behaviour expectations) (%)			
	Grade 3/4	91	89
	Grade 7	85	88
	Grade 10	70	68
	Grade 12	65	63
Do you like school? (%)			
	Grade 3/4	53	57
	Grade 7	48	46
	Grade 10	35	36
	Grade 12	45	40
Do you like what you are learning at school? Are you satisfied with what you are learning? (%)			
	Grade 3/4	60	63
	Grade 7	47	38
	Grade 10	31	36
	Grade 12	50	38
At school, do you participate in activities outside of class hours (e.g. clubs, sports, music)			
	Grade 3/4	57	57
	Grade 7	55	55
	Grade 10	43	43
	Grade 12	41	43

FIRST-TIME GRADE 12 GRAD RATE (Dogwood Completion)						
(First-Time Grade 12 Graduation Rate %)						
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	Provincial
All	83	82	84	86	79	81
Male	83	80	84	85	79	80
Female	83	85	84	85	80	83
Aboriginal	76	66	73	78	72	65
Special Needs	79	75	67	71	64	67



**APPENDIX “A”
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

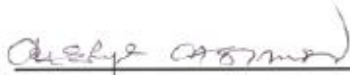
College of the Rockies

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.

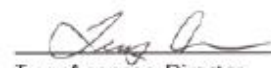
Dated in Jaffray on the 26th day of May 2011.



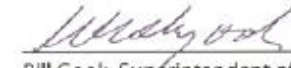
Cheryl Casimer, Chief
St. Mary’s Indian Band



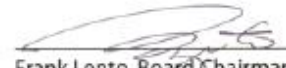
Mary Mahseelah, Chief
Tobacco Plains Indian Band



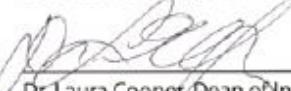
Terry Anonson, Director
Kootenay Region Métis President’s Council



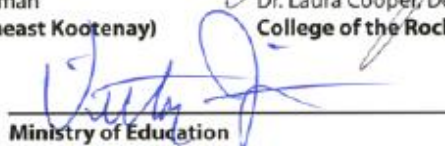
Bill Gook, Superintendent of Schools
School District 5 (Southeast Kootenay)



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



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


Ministry of Education



From: Stephen Hansen <shansen@BCSTA.ORG>

Date: June 30, 2014 4:23:11 PM PDT

To: Provincial Councillors <ProvincialCouncillors@BCSTA.ORG>, "Branch Presidents" <BranchPresidents@BCSTA.ORG>

Cc: Board Chairs <BoardChairs@BCSTA.ORG>, Board of Directors <board@BCSTA.ORG>, BCSTA All Staff <BCSTAAllStaff@BCSTA.ORG>, "Secretary Treasurers" <SecretaryTreasurers@BCSTA.ORG>, Superintendents <Superintendents@BCSTA.ORG>, Trustees <Trustees@BCSTA.ORG>

Subject: Early notice re deadline for BCSTA Provincial Council motions

Dear Provincial Councillors, Board Chairs, and Branch Presidents:

This is an early but important reminder regarding the deadline for submitting motions to BCSTA's October 25th Provincial Council meeting.

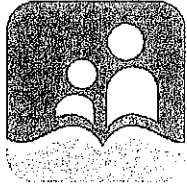
To provide enough time for motions to be reviewed by the Legislative Committee and for approved motions to be sent out to all boards for review prior to the meeting, all motions must be received at the BCSTA office by **SEPTEMBER 19, 2014**.

Although this seems like a long way off, you may want to consider the deadline when your board is developing its agendas for September and when your Branch is planning its Fall meeting.

Another reminder will be sent out in late August along with the motions template and other meeting details.

In the meantime, if you have any questions regarding the preparation or submission of motions for Provincial Council please don't hesitate contact me directly.

Stephen Hansen
Executive Director



SCHOOL DISTRICT 5

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

August 5th, 2014

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

Dear Minister Fassbender:

RE: Current Labour Dispute

As you will recall, it was at the will of government that, last June, the BC Public School Employers' Association (BCPSEA) Board of Directors—comprised of nine elected Trustees—was fired and Government appointed a public administrator to assume the responsibilities of BCPSEA and its Board.

Trustee representation is now reduced to two members, in an advisory capacity only. Representation by Boards of Education in the bargaining process has been rendered marginal and minimal.

It is with this added frustration therefore that our Board is writing to express its concern and dismay over the ongoing labour dispute and apparent stalemate at the bargaining table.

We wish to add our voice to the growing number of Boards across the province that are urging government to reach a fair, negotiated settlement prior to school start-up in September. We wish to reiterate the damage this situation has—and continues—to cost students, families, staff, communities and the integrity of public education itself.

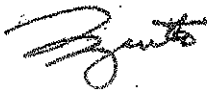
Our Board urges government to bargain now and to bargain fairly; to go to the table with the true intent of making a deal, including the negotiation of class size and composition, as that right was awarded to the BCTF in the 2014 Judge Griffin ruling. Court decisions and Appeals only cost taxpayers money and injure relationships.

If agreement cannot be reached, we urge government to immediately seek mediation or if necessary, binding arbitration. Our Board doesn't see any long term benefit to a legislated resolution and anticipates considerable damage if agreement is not reached prior to school start-up in September.

We also urge government to fully fund any and all costs associated with bargaining and contract settlement.

Once again we remind government that education is not a cost to be managed but an investment to be made –in our children, our economy and our future.

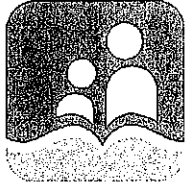
Sincerely,



Frank Lento,
Chair, School District 5

Cc: BC Public School Employers' Association
BC Teachers' Federation
BCSTA, for distribution to all Boards of Education
Shelley Balfour & Christina Smith, CFTA Co-presidents
Christy Clark, Premier
Bill Bennett, MLA Kootenay East

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Olivia Besanger • Gail Brown •
Shaun Damstrom • Chris Johns • Curtis Helgesen • Patricia Whalen



SCHOOL DISTRICT 5

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

August 5, 2014

British Columbia Public School
Employers Association
400 – 1333 West Broadway
Vancouver, BC V6H 4C1

British Columbia
Teachers Federation
550 W 6th Ave #100
Vancouver, BC V5Z 4P2

Negotiators:

P lease

E gotistical

U ndertake

D ecorum

B argaining

U ndermines

L ogic

C hildren

I n

A ttendance

C hildren's Interests

T o

I rrecoverable

O pportunities

N ow

This issue is not about taking sides it's about being onside for Public Education in our province. If you truly want to find a way to resolve this matter you will, if you don't you'll continue to find excuses.

Sincerely


Frank Lento,

Chair, School District 5 Board of Education
Southeast Kootenay

Cc: Minister of Education
BCSTA
CFTA

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Olivia Besanger • Gail Brown •
Shaun Damstrom • Chris Johns • Curtis Helgesen • Patricia Whalen