



**Chilliwack  
School District**

# **THE BOARD OF EDUCATION**

**School District #33 (Chilliwack)**

## **Regular Public Board Meeting**

### **AGENDA**

**June 21, 2016**

**7:00 pm**

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#### **1. CALL TO ORDER – School District Office**

- 1.1. Call to Order - **Welcome and acknowledgment of Stó:lō territory**
- 1.2. Adoption of the Agenda  
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes  
(THAT the minutes of the June 7, 2016, meeting be approved as circulated.)

#### **2. PRESENTATIONS**

- 2.1. Kennedy Campbell – GWG Student

#### **3. PUBLIC PARTICIPATION**

(Items from the floor are limited to 5 minutes per speaker to a maximum of 30 minutes.)

#### **4. ACTION ITEMS**

- 4.1. Capital Bylaw
- 4.2. Five Year Capital Plan
- 4.3. One Time Funding Proposals

#### **5. INFORMATION ITEMS**

- 5.1. Numeracy Update
- 5.2. BCSTA Report
- 5.3. Superintendent's Report
- 5.4. Trustee Reports
- 5.5. Meeting Summary
- 5.6. Future Board of Education Meeting Date September 20, 2016



**MINUTES OF THE REGULAR MEETING  
The Board of Education  
School District #33 (Chilliwack)**

**Date of Meeting:** Tuesday, June 6, 2016

**Location:** School District Office

**Members Present:**

Chair	Mrs. S. Dyck
Vice-Chair	Mr. D. Coulter
Trustee	Mr. P. McManus
Trustee	Mrs. H. Maahs
Trustee	Mr. W. Krahn
Trustee	Mr. B. Patterson
Trustee	Mr. B. Neufeld

**Staff Present:**

Superintendent	Ms. E. Novak
Secretary Treasurer	Mr. G. Slykhuis
Director of Human Resources	Mrs. M. Carradice
Assistant Secretary Treasurer	Mr. M. Friesen
Assistant Superintendent	Mr. R. Arul-pragasam
Executive Assistant	Ms. C. Pratt

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**1. CALL TO ORDER - School District Office**

**1.1. Call To Order**

The Board Chair called the meeting to order at 7:10 p.m. - **Welcome and Acknowledgment of Traditional Stó:lō Territory**

**1.2. Adoption of the Agenda**

**120.16** Moved by: Trustee Krahn  
Seconded by: Trustee Patterson

THAT the agenda be approved as circulated.

**CARRIED**

**1.3. Approval of Minutes**

**121.16** Moved by: Trustee Maahs  
Seconded by: Trustee Coulter

THAT the minutes of the May 17, 2016 meeting be approved as circulated.

**CARRIED**

**2. GWG Da Vinci Program of Distinction**

The Board welcomed GW Graham Teachers Tammie Chernoff and Stephan Biela who shared information about the International Baccalaureate Program at GWG and the transition to the current da Vinci Program of Distinction which replaced it.

**3. PUBLIC PARTICIPATION**

Colleen Saunders, parent, shared concerns regarding the French Immersion Program.

**4. ACTION ITEMS**

**4.1. Report of the Audit Committee**

**122.16** Moved by: Trustee Krahn  
Seconded by: Trustee Coulter

THAT the Board of Education receive the Audit Committee Report of June 1, 2016.

**CARRIED**

**4.2. Recording of Public Board Meetings**

**123.16** Moved by: Trustee Maahs  
Seconded by: Trustee Neufeld

Be it so resolved that the Chilliwack Board of Education commit to record regular public board meetings, for the purpose of posting them online for public viewing.

As amended: THAT the Chilliwack Board of Education investigate the regular recording of public board meetings.

**CARRIED**

For: Krahn, McManus, Neufeld, Coulter, Dyck, Patterson  
Opposed: Maahs

**124.16** Amendment to the Motion

Moved By: Trustee Dyck  
Seconded by: Trustee McManus

THAT the Chilliwack Board of Education investigate the regular recording of public board meetings.

**CARRIED**

For: Krahn, McManus, Dyck, Patterson  
Opposed: Maahs, Neufeld, Coulter

**5. INFORMATION ITEMS**

**5.1 Early Intervention Update**

Jane Ulliyot provided an Early Intervention Literacy update.

**5.2 BCSTA Report**

Trustee Neufeld provided a report on the B.C. School Trustees Association.

### **5.3 Superintendent's Report**

Superintendent Novak in her report to the Board of Education, provided information about Provincial Assessments currently under re-design, Reporting Student Learning changes, Provincial Exam changes, and the future new Coding curriculum that will be introduced at grades 6 to 9.

### **5.4 Trustee Reports**

#### **Trustee Coulter reported on the following:**

- Attended Chair Vice Chair meetings
- Attended City's Transportation Advisory Council Meeting
- Attended Cheam Bands Awards and Aboriginal Education Awards

#### **Trustee Dyck reported on the following:**

- Attended Chair Vice Chair meetings
- Attended Aboriginal Awards
- Attended meeting of the Audit Committee
- Attended Sardis Secondary PAC Meeting
- Attended consultation with staff and parents for new principal SSS
- Attended all leaders meeting
- Attended Mentorship Committee Meeting

#### **Trustee McManus reported on the following:**

- Attended Aboriginal Education Awards
- Principal Consultation with CMS Staff
- Attended Safer School Travel Program at Cheam Elementary
- Attended Ford Mountain 100<sup>th</sup> Graduate Celebration
- Attended All Leaders Breakfast

#### **Trustee Maahs reported on the following:**

- Attended LME appreciation tea
- Attended Special Needs Sports Day at Vedder Middle
- Attended Special Education Advisory Committee Meeting
- Attended All Leaders breakfast
- Attended Cheam Elementary sports day

#### **Trustee Krahn reported on the following:**

- Attended the Luncheon/Staff Meeting at the Maintenance Department
- Attended the Chilliwack Foundation Board Meeting
- Attended the Audit Planning Meeting
- Attended the All Leaders Breakfast Meeting
- Represented the Board at the Graduation/Annual Ceremonial Review for the Royal Canadian Air Cadets-147 Airwolf Squadron.

#### **Trustee Patterson reported on the following:**

- Attended the Leaders of Tomorrow Year End Review Meeting
- Attended the Chilliwack Healthier Community Year End Review Meeting
- Visited CMS and met with Principal Aaron Parker.
- Attended the Aboriginal Education Awards evening

- Attended the **Healthier Community Public Forum** at the Cultural Center

**Trustee Neufeld**

- Commented on the teacher mentor program

**5.5 May 17, 2016 In-Camera Board Meeting Summary**

Trustees: Silvia Dyck, Heather Maahs, Dan Coulter, Paul McManus, Walt Krahn, Bob Patterson

Staff: Evelyn Novak, Gerry Slykhuis, Rohan Arul-pragasam, Maureen Carradice, Cathy Meeres

1. Administrative Appointments
2. Exempt Staff Compensation Report
3. Human Resources Report
4. BCPSEA Report

**5.6 Future Board of Education Meeting Date**

**Tuesday, June 21, 2016**

7:00 pm

School District Office

**6. SUPPLEMENTARY PUBLIC PARTICIPATION**

Cynthia Watson, parent and DPAC Vice President spoke about the recording of public board meetings.

Leanne Clarke, CTA President, commented on the good work of the teacher’s presenting at the board meeting and others mentioned by the trustees. Ms. Clarke commented on the Early Learning Update and the importance of interventions at all levels. Ms. Clarke urged the Board to continue to advocate for more funding for public education.

**7. ADJOURNMENT**

**125.16** Moved by: Trustee Maahs  
Seconded by: Trustee Coulter

THAT the meeting be adjourned at 9:31 p.m.

**CARRIED**

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Board Chair

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

## BOARD OF EDUCATION

### PRESENTATION

**DATE:** June 21, 2016  
**TO:** Board of Education  
**FROM:** Kennedy Campbell, GWG Student  
**RE:** **SCIENCE FAIR**

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#### BACKGROUND

Kennedy will share information about her Science Fair project, *"Thinking in Reverse"*.

At the March 30, 2016 Fraser Valley Science Fair, Kennedy was chosen, along with two other winners (Abbotsford and Langley), to join winners from 100 regions across Canada at the Canada-Wide Science Fair in Montreal from May 18-20, 2016.

Kennedy will share her project and experience with the Board.

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 21, 2016  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **FIVE-YEAR CAPITAL PLAN BYLAW NO. 15/16-CP-SD33-01**

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#### RECOMMENDATION

1. THAT the Board approve three readings of Capital Project Bylaw No. 15/16-CP-SD33-01 at the June 21, 2016 Regular Board Meeting.  
(*vote must be unanimous*)
2. THAT the Board approve first reading of Capital Project Bylaw No. 15/16-CP-SD33-01 (attached).
3. THAT the Board approve second reading of Capital Project Bylaw No. 15/16-CP-SD33-01 (attached).
4. THAT the Board approve third reading and adoption of Capital Project Bylaw No. 15/16-CP-SD33-01 (attached).

#### INFORMATION

Each year the Ministry reviews all the 5-year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding in the programs of; Seismic Mitigation and Safety, Expansion, Building Envelope, Carbon Neutral Capital, School Enhancement, and Busses.

The Minister has approved **\$298,071** of routine capital funding to our District based on the 2015/16 Five Year Capital Plan and supporting documentation submitted in September. Up to \$164,500 of this funding will be designated for the replacement of an electrical transformer at Vedder Middle School and the remaining \$133,571 for a bus replacement - No. 5330 C (34-45).

The transformer at Vedder Middle School is now at least 43 years old – well past its useful life expectancy of 25 years. Given the relatively clean and cool operating environment in which the transformer has been installed, as well as its small loading (well beneath the 500kVA capacity), it is not surprising that it has continued to operate satisfactorily for well over 25 years. That said, the transformer insulation will inevitably continue to deteriorate with age, and such breakdown of insulation is the main cause of transformer failures. This project is scheduled to be completed by March 2017.

Recently, the Ministry revised the procedures on submitting Bylaws and have eliminated the requirement for Boards to pass Bylaws for each individual capital project. In its place, the newly revised capital bylaw (accompanying this decision report) is non-monetary and will reference the Ministry's letter (attached) that specifies the supported projects.

The Board of Education is required to adopt Capital Project Bylaw No. 15/16-CP-SD33-01 (attached) before the Ministry will issue the Certificate of Approval (COA) enabling the School District to draw capital funds for the Routine Capital projects.



**CAPITAL BYLAW NO. 15/16-CP-SD33-01**  
**CAPITAL PLAN 2016/17**

A BYLAW by the Board of Education of School District No. 33 (Chilliwack) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of May 24, 2016 from the 2016/17 Capital Plan is hereby adopted.
- 2. This Bylaw may be cited as School District No. 33 (Chilliwack) Capital Bylaw No. 15/16-CP-SD33-01.

READ A FIRST TIME THE 21<sup>ST</sup> DAY OF JUNE, 2016;

READ A SECOND TIME THE 21<sup>ST</sup> DAY OF JUNE, 2016;

READ A THIRD TIME, PASSED AND ADOPTED THE 21<sup>ST</sup> DAY OF JUNE, 2016.

\_\_\_\_\_  
Board Chair

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

I HEREBY CERTIFY this to be a true and original School District No. 33 (Chilliwack) Capital Bylaw No. 15/16-CP-SD33-01 adopted by the Board the 21st day of June, 2016.

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



May 24, 2016

Ref: 186886

To: Secretary-Treasurer and Superintendent  
School District No. 33 (Chilliwack)

**Re: Ministry Response to Annual Capital Plan Submission**

This letter is in response to the Board's Annual Capital Plan submission and provides direction as to the next steps for advancing capital projects that align with provincial capital priorities.

The Ministry reviewed all the 5-year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding in the programs of:

- Seismic Mitigation & Safety,
- Expansion,
- Building Envelope,
- Carbon Neutral Capital,
- School Enhancement, and
- Buses

I am pleased to advise Ministry support for advancing project development or delivery of the following projects:

SCHOOL PROJECT(S)		
School Name	Project Type	Next Steps & Timing
Vedder Middle	School Enhancement	Proceed to design, tender & construction and complete by March 2017

BUS PROJECT(S)		
Existing Bus - Fleet #	Replacement Bus Type	Next Steps & Timing
5330	C (34-45)	Proceed to ordering the school buses by June 30, 2016, through the list of approved vendors available at the ASTSBC website <a href="http://www.astcbc.org">http://www.astcbc.org</a>

.../2

Follow-up meetings will be scheduled by your assigned Regional Director to confirm scope, schedule, budget and the terms of project approval for the projects listed above. **No works or expenditures can proceed without a signed project agreement or other signed authorization from the Ministry.**

As a brief follow-up from a recent correspondence, the Ministry has recently revised the procedures on the Bylaws and the Annual Capital Plan submission which are briefly summarized below;

1. The Ministry eliminated the requirement for the Boards of Education to pass Bylaws for each individual capital project. For additional information, please visit our website at:

<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/capital-bylaws>

2. The Annual Capital Plan submission deadline was initially revised to August 31, 2016, and based on recent feedback, the submission deadline will now be extended to September 9, 2016, to better align school district capital planning with government's fiscal cycle. The Capital Plan Instructions will be issued to you shortly with further details.

Should you have any questions regarding the Ministry's Capital Plan process, we would be more than happy to set-up a meeting with you to go over any questions you may have. At any time, please do not hesitate to contact your Regional Director, Mora Cunningham at [Mora.Cunningham@gov.bc.ca](mailto:Mora.Cunningham@gov.bc.ca) to schedule a time to meet to discuss your inquiries.

Thank you for your dedication to the students of the Chilliwack School District.

Sincerely,



Renée Mounteney, MBA  
Executive Director, Capital Delivery Branch  
Planning and Major Projects Division

Cc: Mora Cunningham, Regional Director, Capital Delivery Branch  
Nancy Dubé, Planning Officer, Capital Delivery Branch

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 21, 2016  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **2016/2017 FIVE-YEAR CAPITAL PLAN**

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#### RECOMMENDATION

THAT the Board approve the 2016/2017 Five Year Capital Plan as presented.

#### INFORMATION

Each year, Boards of Education are required to submit a five-year capital plan to the Ministry providing details on high priority projects needed for their school districts. Eligible project categories are listed below:

- Capacity (new and additions including sites);
- Replacement (including sites);
- Renovations;
- Seismic Mitigation;
- Routine Capital;
- Building Envelope Remediation;
- Busses (new and replacement).

School districts are annually required to develop a five year capital plan. The intent of the five-year capital plan summary is to communicate to the Ministry how a school board wishes to schedule capital projects proposed for a five-year planning timeframe, including site acquisitions. Our plan is based on the recommendations from our Long Range Facilities Plan.

The summary allows projects to be organized, as follows:

#### 1. **Projects by Year**

The five-year capital plan reflects an orderly sequence of capital works, and is an indication of funding needs by year. The amount indicated for each project is only an estimate for capital planning purposes.

Under the capital project approval process, a project requiring purchase of a site must be entered as two separate project phases normally requiring financial information in two different capital years. The two phases are:

- site acquisition; and
- planning/completion.

## 2. Project Priority

Each capital project must be assigned a numerical ranking, ordered from highest to lowest priority, (from “1 to 10” sequentially) starting with “1” as the school board’s highest priority.

Within project categories the highest ranked project will be considered the first or highest priority within that project type.

Five Year Capital Plan Summary							
Capital Plan Year: 2016/2017							
Existing Priority	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
1	Addition – Promontory Elementary School	\$3,625,000	\$0	\$0	\$0	\$0	\$3,625,000
2	New – Southside Area School	\$6,015,000	\$311,643	\$8,475,121	\$0	\$0	\$14,801,764
3	Bus Replacements – Type D 84 Passenger (No. 1330, 1331, 1332)	\$495,612	\$0	\$0	\$0	\$0	\$495,612
4	Addition – GW Graham Middle Secondary School	\$7,830,111	\$0	\$0	\$0	\$0	\$7,830,111
5	Mechanical Upgrade – Little Mountain Elementary School	\$210,000	\$0	\$0	\$0	\$0	\$210,000
6	Mechanical Upgrade – Vedder Elementary School	\$285,000	\$0	\$0	\$0	\$0	\$285,000
7	Bus Replacements – Type D 84 Passenger (No. 2330)	\$165,204	\$0	\$0	\$0	\$0	\$165,204
8	Roof Replacement – Watson Elementary School Phase 2	\$200,000	\$0	\$0	\$0	\$0	\$200,000
9	Mechanical Upgrade – Unsworth Elementary School	\$285,000	\$0	\$0	\$0	\$0	\$285,000
10	Bus Replacements – Type D 84 Passenger (No. 3331, 3332), Type C Conventional Wheelchair (No. A6331), Conventional (No. A6336)	\$591,408	\$0	\$0	\$0	\$0	\$591,408
11	Roof Replacement – Sardis Secondary School Phase 2	\$200,000	\$0	\$0	\$0	\$0	\$200,000
12	Bus Replacements – Type D 84 Passenger (No. 4330, 4331, 4332,)	\$0	\$495,612	\$0	\$0	\$0	\$495,612
13	Bus Replacements – Type D 84 Passenger (No. 5331, 5332, 5333, 5334), Type C Conventional Wheelchair (No. A8332)	\$0	\$0	\$795,816	\$0	\$0	\$795,816

## BOARD OF EDUCATION

### DECISION REPORT

**DATE:** June 21, 2016  
**TO:** Board of Education  
**FROM:** Gerry Slykhuis, Secretary Treasurer  
**RE:** **ONE TIME FUNDING PROPOSALS**

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#### RECOMMENDATION

THAT the Board of Education approve the allocation of reserve funding for the following two proposals:

1. Early Intervention Support
2. Student Numeracy Assessment & Practice (SNAP)

#### INFORMATION

The March 31, 2016 Quarterly Financial Report indicated that the District was doing approximately \$1.5 million better than budgeted. This would increase the unrestricted operating reserve to approximately \$3.2 million at year end.

Reserve funds are a one-time expenditure, and should not normally be used to fund projects of an on-going nature. Two important projects have been identified for investment that would have significant impacts on District student achievement:

#### **1. Early Intervention Support (\$1,692,000 over three years)**

This would increase the current FTE complement from 2.0 FTEs to 8.0 FTEs, and would provide some Kindergarten/Grade One intervention support at every elementary school supporting the Strategic Priority – Instruction: Goal 1. Results would be reviewed and provided to the Board of Education towards the end of the 3-year project, and a determination made as to what resources should be allocated to this program on an ongoing basis.

Currently the project is supported in eight schools with some additional Education Fund (EF) funding used in additional schools to support the K/1 Intervention strategy. The focus is on intervening early with kindergarten and grade one students who are identified through school-based assessments as being at-risk for learning to read. While the way interventions are provided may look differently at each school, targeted areas have included phonemic awareness, phonics, letter identification, and fine motor. The main goal of the project is to teach these essential skills using connected text to ensure their transfer to the task of reading. The results of this strategy as presented to the Board of Education is showing promise in the reduction of students who were deemed at-risk. These students continue to be tracked beyond K/1 to ensure continuing literacy

*Partners in Learning!*

skill acquisition with the goal of all students meeting grade level expectations by the end of Grade Three.

2. **Student Numeracy Assessment & Practice (SNAP) (\$278,000 over one year)**

This project would support numeracy coaches to work with grade 2 – 7 classroom teachers to implement our new District Numeracy Assessment Tool as per the Strategic Plan. Results would be reviewed and provided to the Board of Education, and a determination made as to what resources should be allocated to this program on an ongoing basis.

FSA results from teachers in elementary classes using the instructional practices along with the SNAP assessment are showing improved numeracy results relative to the rest of the district. Feedback from teachers who have been using this approach are extremely positive. Teachers are excited to engage in this approach because of the targeted instructional information it provides to support targeted numeracy instruction for students, resulting in greater numeracy skill development.

For both of these projects, outcomes would be carefully monitored and results reported at regular intervals to the Board. Full project descriptions are attached.

# Early Intervention



## **Early Intervention – Kindergarten / Grade One: Funding Request**

This model will require each of the schools involved to commit to focusing energy and resources on supporting literacy development at the K/1 level. The District will provide support to these schools in the form of additional staffing and access to our Early Intervention Coordinator.

Schools will commit to ensuring that the students identified through the screening process will receive timely and targeted early intervention. In order to do this, school administrators will need to ensure the kindergarten and grade one teachers are open and willing to work collaboratively with the early intervention teacher to support students. A “collaborative problem solving team” consisting of Principal or VP, LAT, Early Intervention Support Teacher, other support staff (may include other Learning Services staff) will also need to be developed. In addition, data will need to be collected, analyzed and submitted on a regular and ongoing basis.

### **Staffing:**

Principals may staff the intervention positions in their schools through “secondment”. The “secondment” may lead to the backfill of an existing classroom teacher. Key to this will be the early intervention teacher being able to see students at least four days a week, outside of their core instruction time. Staffing will be pro-rated based on size of school and level of identified need (ePAS data).

### **The Plan**

While there may be differences in how the interventions may look at each school, the process for selecting and implementing the interventions will be the same.

- ❖ Based on Primary assessments, Kindergarten and Grade One students will be screened for the following types of readiness: reading readiness, language readiness and behavioural readiness.



# Early Intervention



- ❖ The school's problem-solving team, in conjunction with the Early Intervention coordinator and select learning services staff, will review all at-risk students and determine the type of intervention required. Once the interventions have been determined, learning support will commence.
- ❖ The interventions must be targeted and specific.
- ❖ They must also be based on actionable data.
- ❖ The interventions must be IN ADDITION TO regular core instruction.

## The Timeline

**Kindergarten:** In the fall, results from the KLST will be reviewed and Kindergarten students may receive intervention in the area of language based on these results. In January, all Kindergarten children who are suspected of being at-risk will be screened with the following assessments:

Letter recognition

Concepts of Print

Phonemic Awareness

**Grade One:** Using the May results from their Kindergarten year, the problem-solving team will identify students who are considered to be at-risk. Combined with information from the fall Grade One screening tools on the Primary Assessment, the team will meet to discuss the learning needs of these students and determine that targeted, specific interventions required. These interventions should begin as soon as possible in September.

The problem-solving team will meet to discuss the learning needs of the students identified at-risk. The team will then determine which targeted, specific interventions are required for each student.

# Early Intervention



## Guiding Principles

- Intervention must be **in addition to** core instruction
- When possible, all intervention will occur in the classroom
- Intervention will be based on data, targeted, specific to the child's needs and reviewed regularly
- Students will remain in their home schools
- Assessments will be conducted regularly to determine the effectiveness of the interventions (assessment may be in addition to our regular district assessments)
- The intervention and K/1 teachers will attend in-service on a regular basis as provided by the Early Intervention Coordinator
- Each school involved will be committed to a problem-solving approach and the development of a problem solving team (Principal or Vice Principal, LAT, Early Intervention Support Teacher and Early Intervention Coordinator)
- Parents are an integral part of all students' success and will need to be included in the planning when and wherever possible
- Premised on the belief that all students can learn at a high level
- Schools will regularly review data and will be prepared to provide data (from primary assessments) documenting the progress of students requiring interventions

## Responsibilities for Schools:

- Share the opportunity with primary staff and LAT – ensure “buy-in” from staff
- Offer the “secondment” opportunity to primary teachers
- Select the Intervention Support Teacher for the school

# Early Intervention



## Staffing request:

6 FTE: estimated cost - \$564,000 / year for **three** years.

\*This would be in addition to the existing 2 FTE that currently supports K/1 Intervention and the 2 FTE grade 2/3 Intervention classes (McCammon and Bernard). This request supports the Strategic Priority – Instruction, Goal 1: “All students to meet or exceed grade level expectations in literacy and numeracy”.

Each school would receive time to support early intervention – based on school size and ePAS data (number of students at risk).

Schools would need to adhere to the guiding principles provided and regularly track and report results (number of students at risk, changes in student data). Recognizing that learning is developmental in nature, we are looking to change the end of grade three results – increasing the number of students meeting or exceeding grade level expectations by the end of grade three.

## Deliverables:

- Number of students meeting expectations in reading will increase (based on PM Benchmark levels and RAD, ePAS data - May)
- Number of students meeting expectations in reading on FSA (or equivalent) in grade four will increase
- Teachers will report greater satisfaction with the progress of their students in literacy via survey
- Schools will report student results and the interventions provided for students deemed at-risk – leading to a common understanding of effective interventions

## Student Numeracy Assessment & Practice (SNAP) Proposal

June 2016

PVP Group	To support & lead implementation	NA
2 x 0.5 Helping Teachers	In class support	100,000
1 POSR	To coordinate the Project	3,000
2 x 1.0 Relief Teachers	To provide release time to teachers	150,000
Bank of TOC Time	To provide small group & demo opportunities	25,000
<b>Total</b>		<b>\$278,000</b>

This would be a 1 – year special numeracy project under the Curriculum umbrella and would allow coaches to work side by side in schools with classroom teachers to:

- Introduce & administer the SNAP
- Interpret results
- Plan for whole class & small group intervention
- Plan for and demonstrate whole class and small group instruction
- Promote a balanced approach to math instruction and intervention
- Work with individual teachers or with teachers in small groups
- Allow teachers to visit a coach’s classroom for demo lessons
- Ensure that all teachers are supported
- Differentiate support for staff

### Deliverables:

1. Support the implementation of our Strategic Plan – Goal 1 – Strategy 2 – *Implementation of Gr. 2-7 District Numeracy Assessment Tool.*
2. SNAP fully aligns with the new math curriculum, and by implementing the SNAP into classroom practice, teachers in Chilliwack will be providing for our students a program that is aligned with the new curriculum outcomes and expectations.
3. All students in grades 2-7 in the Chilliwack School District will have been assessed on the SNAP in both Number Sense and Operations on a common rubric.
4. Within 3 years, we will have 95% of our students proficient in both Number Sense and Operations from grades 2 to grade 7.
5. We would know exactly how many of our students continue to be at risk in Numeracy in our district in grades 2-7 by May 2017. Of those students, we would know exactly what has been done to intervene and support.
6. Our district Numeracy results will improve on classroom based assessments & FSA (or replacement provincial assessment) starting immediately.
7. Teachers will report via survey improved satisfaction with the SNAP versus the Island Net due to the formative nature of the SNAP.
8. Our students will be better prepared to transition to middle school, secondary school, and the workplace with stronger foundational math skills. *Measure TBD.*
9. Results from SD33 students will be higher than provincial average on the new Numeracy Assessment that will be in place for 2018/19 at the grade 10 level.
10. Students and staff will report improved confidence in learning and teaching math.

**BOARD OF EDUCATION**  
**INFORMATION REPORT**

**DATE:** June 21, 2016  
**TO:** Board of Education  
**FROM:** Kirk Savage, Director of Instruction  
**RE: DISTRICT MATH ASSESSMENT UPDATE**

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Kirk Savage will provide an update on the new District Math Assessment – SNAP (Student Numeracy Assessment and Practice) as it relates to the Strategic Plan.

## BOARD OF EDUCATION

### BOARD REPORT

**DATE:** June 21, 2016

**TO:** Board of Education

**FROM:** Barry Neufeld, BCSTA Representative

**RE: BC SCHOOL TRUSTEES' ASSOCIATION REPORT**

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This time is provided to discuss matters related to the British Columbia School Trustees' Association (BCSTA).

## BOARD OF EDUCATION

### STAFF REPORT

**DATE:** June 21, 2016  
**TO:** Board of Education  
**FROM:** Evelyn Novak, Superintendent  
**RE: SUPERINTENDENT'S REPORT**

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This time is provided for a report from Superintendent Novak.

## **MEETING SUMMARY**

### **In-Camera Meeting – June 6, 2016**

Trustees: Silvia Dyck, Dan Coulter, Paul McManus, Heather Maahs, Walt Krahn,  
Bob Patterson, Barry Neufeld

Staff: Evelyn Novak, Gerry Slykhuis, Maureen Carradice, Rohan  
Arul-pragasam, Carrie Pratt

1. Superintendent Contract
2. Administrative Assignments
3. Human Resources Report
  - a. French Immersion
  - b. HR Team
4. BCPSEA Report