



**SCHOOL DISTRICT NO. 51 • BOUNDARY
ACCOUNTABILITY CONTRACT
2006 ~ 2007**

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CONTEXT

District Demographics

The Boundary District serves a resident population of 12,224. Approximately 67% of the dwellings are categorized as rural. Non-English speaking households comprise 4.2% of the population and 15.3% of the population identify themselves as Aboriginal. The School District population (Sept 30, 2006) is currently 1575 FTE (including elementary Distance Electronic Learning) students. The population has been in decline since 1998.

- 832 elementary and 744 secondary students (includes adults)
- 270 Aboriginal students
- 34 students enrolled in low incidence/high cost special education programs
- 30 students enrolled in Severe Behavior program
- 17.1% of the student body is identified as Aboriginal

Unique Characteristics and District Strengths

The District continues to face the challenges associated with declining enrolment due to a weak primary industry based economy. The fiscal reality facing the District has been how to keep small rural schools open with a full range of programs and services. During the 2002-2003 school year, the District moved to an altered calendar as well as the four-day school week to save costs. The adoption of the Four Day Week has permitted the District to move from a deficit to a surplus situation and this has allowed the District to fund programs targeted to early literacy and student achievement. The 1% funding protection provided by the Ministry for 2006-2007 year provided needed financial stability.

The School District has also partnered with other community agencies; Ministry for Children and Family Development, Public Health, and Boundary Family and Individual Services Society to create an integrated service model (Boundary Integrated Services Model or BISM) for each of its community catchments areas. As a result of this model every elementary school in the District has a Family Center located in the school or on the school property. Family Centers provide a variety of community services for families and children including parenting programs, pre-school literacy programs, health and nutrition counseling, etc.

During the 2002 - 2003 school year, and the subsequent two years, the Board of School Trustees committed funds to create a Trustee Initiative Grant to schools. The grants were targeted initially to elementary schools to develop programs to improve literacy. They are evolving to support School Growth Plans. In the 2006 – 2007 budget cycle the Board has re-committed to the Trustee Initiative Grant for another 3 years with a focus on teacher development and best teaching practices in literacy.

In June 2005 the District expanded and re-organized its alternate school program. There are now three locations across the District providing services to students in grades 3 to 12.

District and School Connections

School Planning Councils were established in each of our schools during the 2002-2003 School Year. Each School Growth Plan is developed through the work of the School Planning Council. School District policy requires plans to be submitted to the Superintendent's office in early June for review and adjustment if necessary and then for Board approval but this process has been pushed back to early October.

School Growth Plans and the District Accountability Contract were circulated to Trustees, DPAC, District Staff and school principals in mid October, discussed and where required appropriate changes made. School Growth Plans and the District Accountability Contract were accepted at the October 24, 2006 Board meeting.

Information from the School Growth Plans, progress on the 2005 – 2006 Accountability Contract and the 2006 District Review determined District goals.

One of the recommendations in our District Review 2006 (received in June) was to develop a more collaborative process for the development of the District Accountability Contract. Due to the short timelines this recommendation will be addressed during the course of the 2006 – 2007 school year and for the 2007 – 2008 District Accountability Contract the new process will be followed.

The District Aboriginal Enhancement Agreement was signed on June 21, 2006.

Secondary School Progress of Students Entering Grade 8 in 1998

	Aboriginal	Non-Aboriginal
Grade 8	100%	100%
Grade 9	100%	99%
Grade 10	100%	97%
Grade 11	95%	94%
Grade 12	86%	83%
Completion	65%	82%

* The Provincial Six-Year Dogwood Completion Rate for Aboriginal Students was 46% in 2003/04

School District 51 Percent of Students who Self-Identify as Aboriginal

1999/00	8.5%
2000/01	8.8%
2001/02	10.7%
2002/03	10.5%
2003/04	14.3%
2004/05	15.3%
2005/06	14.8%
2006/07	17.1%

Sources of Data:

1. Aboriginal Report – How Are We Doing? 2004/05
2. Boundary School District report prepared by ADMINFO Resources Inc.
3. 1701 forms

Accountability Contract Reporting

- Progress will be reported regularly to the Board of School Trustees at the Public Board Meetings.
- Progress will be communicated at the school level through Trustee liaisons to Parent Advisory Committees, school newsletters and the District newsletter to employees.
- Results will also be posted on our District website (currently under re-construction).

GOALS AND OBJECTIVES

Overview and Context

The goals presented in this year's Accountability Contract represent essentially a continuation of the work undertaken at each of our twelve District schools over the past three years. During the 2005 – 2006 school year, ten of our schools selected improvement in the area of 'Literacy' as their primary goal. In addition, two schools selected improvement in the area of 'Numeracy' as a goal, while two identified improvement in the areas of 'Social Responsibility' as a goal.

This year, the refinement and continuation of the District focus on Reading and Writing can be seen in the data presented in the following table.

Summary of School Improvement Plan Goal Areas

GOAL AREA	# of Schools identify this Goal	Identified as a 1 st Priority	Identified as a 2 nd Priority
Reading	10 out of 12	8 out of 12	2 out of 2
Writing	10 out of 12	8 out of 12	1 out of 1
Numeracy	2 out of 12	0 out of 2	2 out of 2
Social Responsibility	6 out of 12	0 out of 5	2 out of 5
Other	4 out of 12	0 out of 4	2 out of 4

Summary of District Goals

1. To improve student achievement in Reading
2. To improve student achievement in Writing
3. To improve student levels of Social Responsibility

DISTRICT GOAL #1

"To Improve Student Achievement in Reading"

Rationale

Nine of 10 of our schools identified improved student performance in the area of READING as a goal in their School Improvement Plans. As such, a focus for the current school year will be to continue to build on the work undertaken during the past two years focusing on building student capacity in the area of reading performance. To this end, the District's long-term goal in this area is to have all students meeting or exceeding expectations by 2010 (excluding students on IEPs for cognitive impairments). The Aboriginal Enhancement Agreement identified reading as a specific target. It will be important to monitor progress on this goal.

Objective 1: To Improve Reading Performance of all grade 4 and 7 students.

Rationale

In addition to Provincial results, local District-wide cohort baseline data on reading performance in areas such as drawing inferences, generating deeper level questions, and setting reading goals began in 2004 – 2005 and has been fully implemented in 2005 – 2006.

Some schools have been collecting Reading and Writing data based on Performance Standards. In 2005 – 2006 all schools have collected this data and it is being used in School Growth Plans and the District Accountability Contract.

Target(s) for 2006/07

“The Percentage of Grade 4 Students ‘Meeting or Exceeding Expectations’ in the area of Reading Comprehension on the F.S.A. will increase by 5%”.

“The Percentage of Grade 7 Students ‘Meeting or Exceeding Expectations’ in the area of Reading Comprehension on the F.S.A. will increase by 2%”

“The Percentage of Grade 4 & 7 Aboriginal Students ‘Meeting or Exceeding Expectations’ in the area of Reading Comprehension on the F.S.A. will increase by 5%”

“The Percentage of students Grades 1 – 3 “Satisfactorily, Fully or Exceeding Expectations in 2006 District Wide Reading Assessment was 81% - target is to increase this by 2%.”

“The Percentage of students Grades 4 - 7 “Satisfactorily, Fully or Exceeding Expectations in 2006 District Wide Reading Assessment was 76% - target is to increase this by 4%.”

F.S.A. Reading Comprehension Data (in Percentages) for Grades 4 & 7

Data	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 – 06 Results	06-07 Target
FSA Gr. 4	79	86	74	78	73	84 Target of 78 Exceeded by 6%	Increase by 2%
FSA Gr 4 Prov	78	80	77	80	79	79	
FSA Gr. 7	82	81	79	80	76	85 Target 78 Exceeded by 7%	Increase by 1%
FSA Gr 7 Prov	76	76	77	80	77	72	

Foundation Skills Assessment Reading - Aboriginal, Province & District

Percentage of students meeting or exceeding expectations:

Data	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 – 06 Results	06 – 07 Target
Gr. 4 District Aboriginal	79	69	56	70	54	75 Target of 59 Exceeded by 16%	Increase by 2%
Gr. 4 Province Aboriginal	55	56	57	61	61	63	
Gr. 4 District ALL	79	88	76	79	76	84 Target of 81 Exceeded by 3%	Increase by 1%
Gr. 4 Provincial ALL	78	80	77	80	79	79	

FSA Data Grade 4 Aboriginal Students / Non Aboriginal students: students fully meeting or exceeding expectations in Reading Comprehension

Data	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 – 06 Results	06 – 07 Target
Gr. 7 District Aboriginal	67	76	58	85	47	54 Target Exceeded by 2%	Increase by 2%
Gr. 7 Province Aboriginal	52	52	54	58	53	53	
Gr. 7 District ALL	82	81	79	80	76	85 Target Exceeded by 7%	Increase by 1%
Gr. 7 Provincial ALL	76	76	77	80	77	72	

FSA Data: Grade 7 Aboriginal Students / Non Aboriginal students: students fully meeting or exceeding expectations in Reading Comprehension

District Baseline Reading Assessment Spring 2006 All Students			
	Gr. 1 -7	Gr. 1 - 3	Gr. 4-7
Satisfactorily, Fully or Exceeding Expectations	78% n = 550	81.1% n = 219	76.1% n = 331
Participation	n = 705	n = 270	n = 435

District Baseline Reading Assessment Spring 2006 Aboriginal Students			
	Gr. 1 -7	Gr. 1 - 3	Gr. 4-7
Satisfactorily, Fully or Exceeding Expectations	61.7% n = 82	70.6% n = 36	56.1% n = 46
Participation	n = 133	n = 51	n = 82

District Baseline Reading Assessment All Grade 1 - 3		
	05/06 Baseline	06/07 Target
Satisfactorily, Fully or Exceeding Expectations	81% n = 219	84%
Participation	n = 270	

District Baseline Reading Assessment All Grade 4 - 7		
	05/06 Baseline	06/07 Target
Satisfactorily, Fully or Exceeding Expectations	76% n = 331	80%
Participation	n = 435	

(Aboriginal student target is District average)

District Baseline Reading Assessment Spring 2006 by Gender (All)			
	Gr. 1 -7 Boys	Gr. 1 - 7 Girls	Gender Variance
Satisfactorily, Fully or Exceeding Expectations	71.9% n = 259	84.3% n = 291	12.4%
Participation	n = 360	n = 345	

Cohort variance is due to small numbers

DISTRICT GOAL #2

“To Improve Student Achievement in Writing”

Rationale

Building on the work of the past two years, the District focus (2005-2007) continues to be on the systematic development of student potential towards satisfactory meeting or exceeding expectations in writing.

Objective 1: To Improve Writing Performance of all Elementary and Secondary Students

Target(s) for 2006-07

The Percentage of Grade 4 Students ‘Meeting or Exceeding Expectations’ in the area of Writing on the F.S.A. will increase 2%.

The Percentage of Grade 7 Students ‘Meeting or Exceeding Expectations’ in the area of Writing on the F.S.A. will by 2%.

Aboriginal student achievement in Writing is a relative strength in our District except for the 05/06 cohort. We would like to see these students maintain or improve their position but we will not be setting a specific target at this time.

“The Percentage of students Grades 1 -3 “Satisfactorily, Fully or Exceeding Expectations in 2006 District Wide Writing Assessment was 81.8% - target is to increase this by 2%.”

“The Percentage of students Grades 4 - 7 “Satisfactorily, Fully or Exceeding Expectations in 2006 District Wide Writing Assessment was 83.1% - target is to increase this by 2%.”

Data	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06 Results	06 – 07 Target
FSA Gr. 4	87	91	96	79	87	82 Target of 90 not met	Increase by 2%
FSA Gr. 4 Prov	91	94	94	91	93	89	
FSA Gr. 7	70	84	78	85	88	84 Target of 91 not met	Increase by 1%
FSA Gr. 7 Prov	81	84	79	90	90	87	

Foundation Skills Assessment Writing - Aboriginal, Province & District

Percentage of students meeting or exceeding expectations:

Data	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06 Results	06 - 07 Target
Gr. 4 District Aboriginal	64	100	88	69	92	60	
Gr. 4 Province Aboriginal	77	84	86	77	84	79	
Gr. 4 District ALL	87	91	96	79	87	82 Target of 90 not met	
Gr. 4 Provincial ALL	91	94	94	91	93	89	

FSA Data Grade 4 Aboriginal Students / Non Aboriginal students: students meeting or exceeding expectations in Writing

Data	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06 Target	06 - 07 Target
Gr. 7 District Aboriginal	56	70	89	80	89	58	
Gr. 7 Province Aboriginal	61	66	62	74	75	73	
Gr. 7 District ALL	70	84	78	85	88	84 Target of 91 not met	
Gr. 7 Provincial ALL	81	84	79	90	90	87	

FSA Data: Grade 7 Aboriginal Students / Non Aboriginal students

District Baseline Writing Assessment Spring 2006 All Students			
	Gr. 1 -7	Gr. 1 - 3	Gr. 4-7
Satisfactorily, Fully or Exceeding Expectations	82.2% n = 476	83.1% n = 222	81.8% n = 354
Participation	n = 700	n = 267	n = 433

District Baseline Writing Assessment Spring 2006 Aboriginal Students			
	Gr. 1 -7	Gr. 1 - 3	Gr. 4-7
Satisfactorily, Fully or Exceeding Expectations	73.8% n = 90	77.1% n = 37	71.6% n = 53
Participation	n = 122	n = 48	n = 74

District Baseline Writing Assessment Spring 2006 All Grade 1 - 3		
	05/06 Baseline	06/07 Target
Satisfactorily, Fully or Exceeding Expectations	83.1% n = 222	85%
Participation	n = 267	

District Baseline Writing Assessment Spring 2006 All Grade 4 - 7		
	05/06 Baseline	06/07 Target
Satisfactorily, Fully or Exceeding Expectations	81.8% n = 354	84%
Participation	n = 433	

(06-07 Aboriginal student target is District average)

District Baseline Writing Assessment Spring 2006 by Gender			
Spring	Gr. 1 -7 Boys	Gr. 1 - 7 Girls	Variance
Satisfactorily, Fully or Exceeding Expectations	75.9% n = 258	83.2% n = 208	7.3%
Participation	n = 340	n = 250	

GRAND FORKS SECONDARY SCHOOL					
Percentage of Students Attaining "C" or Better in English					
	Final Mark 2001 - 2002	Final Mark 2002 - 2003	Final Mark 2003 - 2004	Final Mark 2004 - 2005	Final Mark 2005 - 2006
Grade 8	86	94	96	82	91
Grade 9	86	89	85	79	76
Grade 10	83	83	89	71	78
Grade 11	84	83	85	71	73
Grade 12	84	79	77	86	78

BOUNDARY CENTRAL SECONDARY SCHOOL					
Percentage of Students Attaining "C" or Better in English					
	Final Mark 2001 - 2002	Final Mark 2002 - 2003	Final Mark 2003 - 2004	Final Mark 2004 - 2005	Final Mark 2005 - 2006
Grade 8	89	95	97	81	82
Grade 9	92	95	85	75	84
Grade 10	92	98	99	85	73
Grade 11	99	98	94	90	78
Grade 12	99	100	88	94	97

DISTRICT PLAN TO ACHIEVE TARGETS

Please note that many of the strategies and structures described below have been identified as a means of increasing success in both Reading and Writing. Given that the two skill areas are so closely connected, District and school-based initiatives have been developed over the past two years to directly reflect this level of interdependency.

Strategies

- Continue gathering data using District-wide Reading assessment tool for grades 1 - 7 which meets the criteria for assessing for learning and of learning in conjunction with Performance Standards.
- “Fine tune” Secondary District reading assessment tool, consistent with the elementary instrument, to be used to measure student success in Reading in grades 8 through 9.
- Provide in-service opportunities to support elementary teachers in implementing the new Elementary Language Arts and linking their assessment practices to the new curriculum.
- District-wide Writing and Reading assessment will enter its second year as a District-wide practice as a means for gauging ongoing student achievement in both Reading and Writing. Performance Standards set for students of a similar age will be used for assessing achievement. Data gathered from these sessions will be used to plan effective lessons that incorporate skill training in areas of greatest weakness.
- Continue using the SMART District-wide Writing assessment tool for grades 1 -7 which meets the criteria for assessing for learning and of learning in conjunction with Performance Standards.
- Provide District training for “Literacy Facilitators” at each Elementary School with regard to effective literacy instruction strategies and use of the Performance Standards.
- Support collaboration between schools regarding successful literacy strategies, teachers coaching teachers, SMART Learning with leadership provided by the District Literacy Mentors.
- Demonstration and Reflection Cycles will be held with a view to further strengthening and consolidating teachers’ instructional strategies for use in their classrooms.
- Continue supporting teachers and school-based learning support teachers (or SBT’s) to increase their knowledge and understanding of SMART assessments and their ability to work with the data to focus reading and writing instructional strategies on students not meeting or minimally meeting expectations.

- Encourage all schools to participate in (make commitment to) the Network of Performance Based Schools.
- Art of Balance has been piloted in the District during the 2005 – 2006 school year. Full implementation is offered to all elementary schools.
- School I.E.P. teams will assess student progress in attaining their literacy goal and modify plans where necessary to promote student achievement.
- Continue field testing the Kindergarten Project continuum for oral language and social responsibility. Implement the field testing of the reading and writing continuum November 2006.
- Continuing with our community partnerships to deliver the Ready Set Learn mini pre-school session in each elementary school.

Structures

- The Director of Instruction and her team of Learning Facilitators will continue to play a key leadership role in the promotion of student learning and assessment in reading and writing. The focus will continue to be on staff development initiatives that improve achievement. These initiatives include using assessment data to inform instruction and the implementation of a wide range of learning strategies designed to optimize all students' learning.
- School-Based **Literacy** (Learning) Facilitators will continue to serve as key contacts at each of our schools. These individuals demonstrate leadership at the school level by leading curriculum conversations with colleagues and developing assessment tools for reading and writing.
- From the pool of Literacy Facilitators 1.25 FTE release time will be provided shared equally between 5 teachers.
- 'Trustee Initiative Grants' will be available for a fourth year to schools as they focus on specific school learning goals. In the past this has been for the purchase of classroom and library books. These grants will be awarded on the basis of evidence of systematic planning with respect to data-driven instruction. Release time and resources will be components of the grants.
- Lower class size for Kindergarten through grade 3 classes. District average for K 15.5 and District average for Primary 20.2. Primary Classes will be lowered to below 19.5 FTE.

- School-Based Teams will continue to function at each of our District schools to identify student problems and areas of weakness with respect to individual reading, writing and social responsibility skills.
- The District will continue financially supporting each school's nutrition program.
- Provide a bank of TOC days for Literacy Learning Facilitators to use for planning and supporting promising teaching practices and work together to support colleagues in their respective schools.
- Provide each school a Trustee Initiative Grant of \$35/FTE (District Average) for implementation of School Growth Plans and District Literacy initiatives. In addition we have District fund for Literacy initiatives \$35/FTE.
- Grade 8 & 9 English teacher participation in the Kootenay-Boundary English Dynamics Team to continue.

District Goal #3

“To increase students’ performance levels of socially responsible behaviour and good citizenship in all schools.”

Rationale

Students’ social responsibility is fundamental to student learning success and is a key area of focus for our schools in partnership with our communities. Attention to this aspect of student achievement is a reflection of the commitments described in our School Growth Plans.

Objective 1: To establish baseline evidence for students’ social responsibility achievements through the consistent application of Social Responsibility Performance Standards in elementary and secondary schools.

Indicator: Social Responsibility Performance Standards

Data collection to begin with rubric-style assessment data in the following four aspects from the Performance Standards:

- Contributing to the classroom and school community.
- Solving problems in peaceful ways.
- Valuing diversity and defending human rights.
- Exercising democratic rights and responsibilities.

Comments

Over the years, we have placed great emphasis on having high expectations of students and on teaching students what socially responsible behaviour looks like. Thus far, our work with student level data has been mainly limited to collection of Provincial and District-

developed student survey responses. This Provincial and District survey technique remains our key base of indicators and the expansion of our Performance Standards-based assessments is a priority this year.

Strategies and Structures to Support Social Responsibility Objectives

- Development of a consistent process for using Performance Standards Quick-Scales to assess social responsibility of students at selected grade levels across the District.
- Support for schools in their implementation of strategies related to social responsibility goals in school plans.
- Continued support for secondary schools in their efforts to improve student satisfaction in the areas of concern identified in satisfaction surveys.
- Participate in the Safe School and Social Responsibility Survey for Secondary Schools (Institute for Safe Schools of British Columbia).
- The VIP (Respectful Relationships) Program evaluation data will be available in the Spring of 2007
- Join the Institute for Safe Schools of British Columbia longitudinal research initiative. This project uses the Safe School Social Responsibility Survey (SSRS) for secondary students as a mechanism for gaining data.

Social Responsibility: How We Are Addressing our Greatest Challenges

Student Achievement

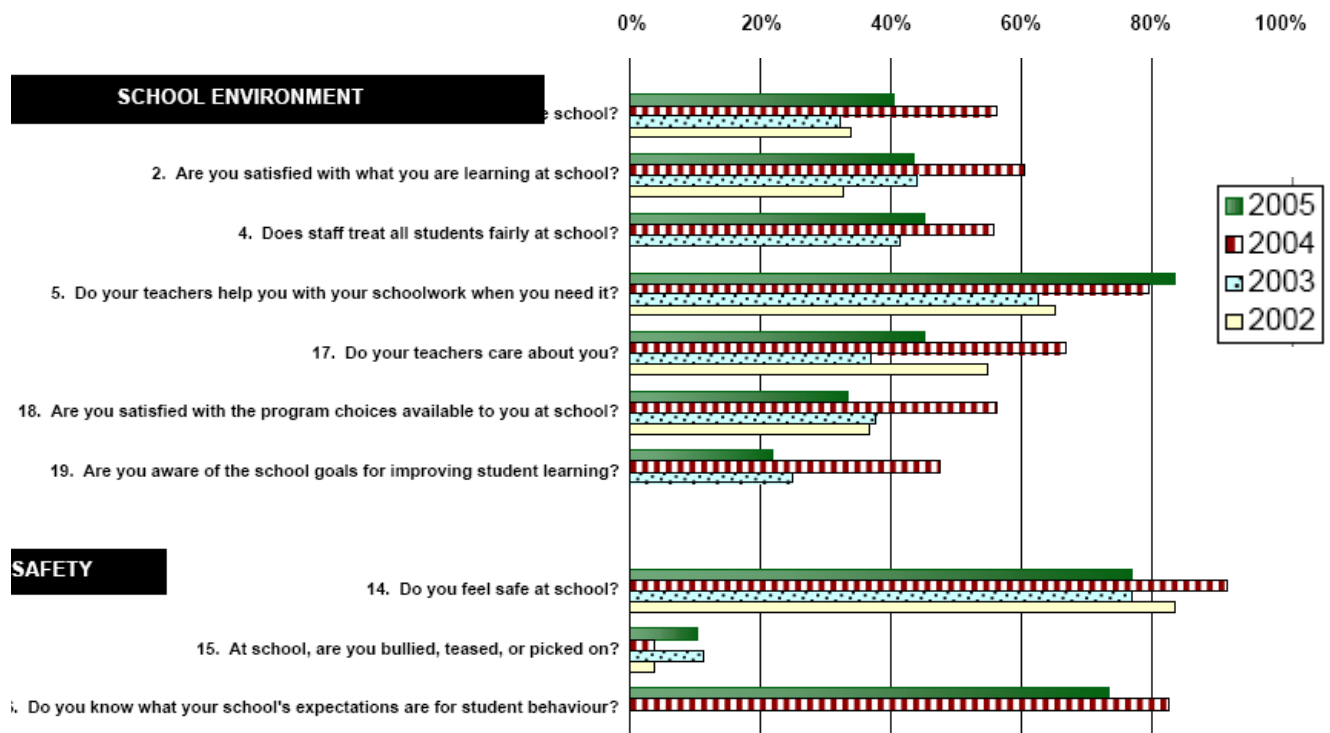
We have seen, in particular, a need to focus on:

1. Grade twelve student's level of satisfaction with their school experiences overall and their school environment in particular.
2. A continued focus on specific strategies related to the four social responsibility aspects.
3. A need to direct resources and energy in support of the good work of our secondary school counselors and other staff. In addition to school-based supports we will continue to strengthen our community partner efforts in our schools.

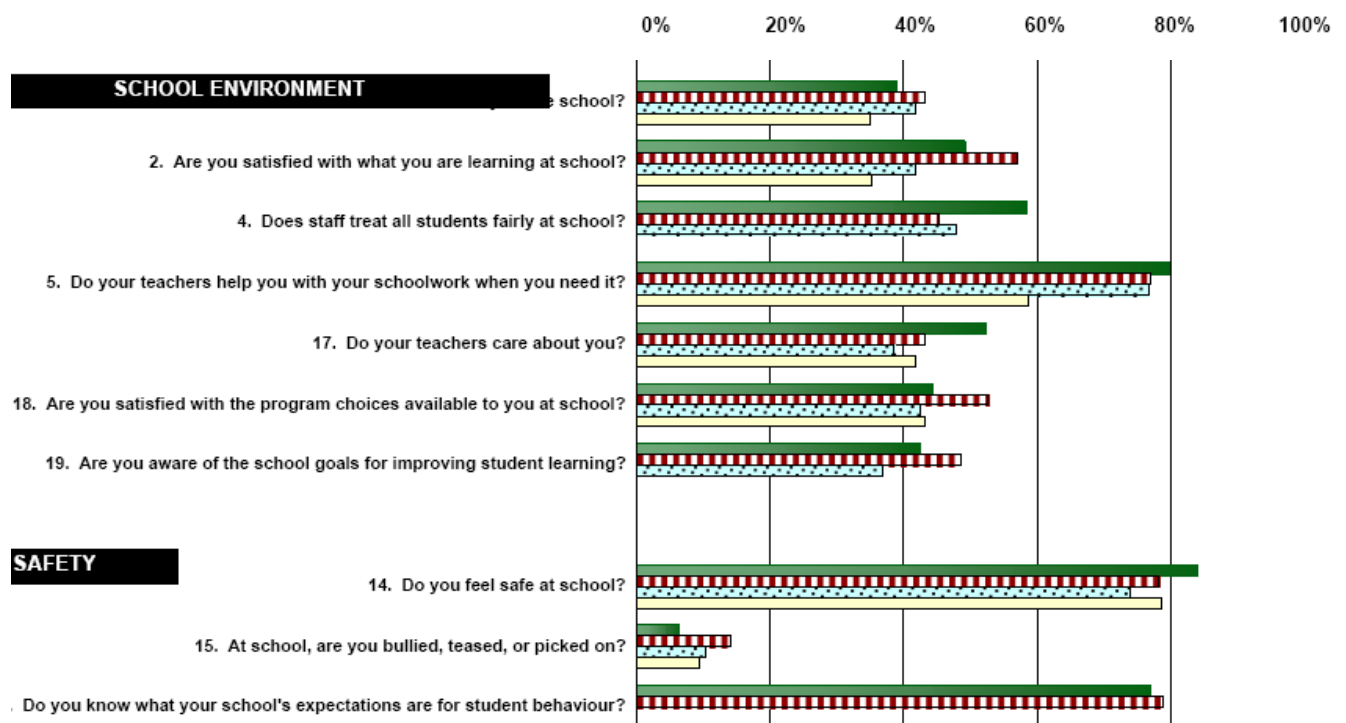
Achievement Data

Many of our schools have made system-wide assessment of social responsibility a high priority. As we consider the degree to which students are socially responsible, it is critical to do so by assessing levels of socially responsible behaviour in the four key aspects defined in the B.C. Social Responsibility Performance Standards. This positive approach to assessment is purposefully contrary to the approach that some would take, that being to measure social responsibility through an inventory of misbehaviour or a record of student discipline. As important as it is for us to track student discipline, our approach to tracking social responsibility will be through quality. Quick scales assessments administered consistently and expertly across the District. The groundwork to be done is extensive but will allow us to have a full array of baseline data development during the 2006 – 2007 school year.

Satisfaction Trends Grade 12 Students 2002 - 2005



Satisfaction Trends Grade 10 Students 2002 - 2005



Communications

As required by provincial policy, this plan will be communicated to the Ministry of Education. In addition, it will be posted on our web page (www.boundaryschools.com) for the information of the public, and provided to all members of School Planning Councils.

In order to encourage schools to learn from each other about the development and implementation of continuous improvement plans, a workshop will be organized annually in late January or early February during a weekday evening for all members of School Planning Councils. The executives of all stakeholder groups (BDTA, CUPE, BANAC and DPAC) will also be invited to attend. The relationship between school and District improvement plans will be discussed in this workshop and there will be an opportunity to share school-based strategies for goal setting and the implementation and assessment of school performance plans. In order to support information sharing throughout the year, an electronic forum will be created, with access through the District web site.

Schools will communicate their own goals for improving student achievement to parents through school newsletters, including ongoing activity and progress reports as appropriate and a special report in May on activities and outcomes for the previous year and goals for the new year.

On Going Priorities

Aboriginal Education

Implementation of the goals and objectives as outlined by the District Aboriginal Enhancement Agreement signed June 21, 2006

1. First Nations content/culture will be incorporated into classroom curriculum and school environments.
2. Aboriginal support workers will be hired to support the cultural and socio-emotional support components.
3. Aboriginal Education curricular support teachers will work in classrooms with teachers to integrate key concepts across all curriculums.
4. Academic focus for our Aboriginal students in literacy.

School Health

Our elementary schools are adopting Action Schools and other activities that promote health and activity. Our food services will be moving toward greater health, whether through nutrition program offerings and through our healthier-vending initiative in schools.

Individual Education Plan (IEP) Goal Completion

We continue to focus on the writing of clear and appropriate IEP goals for students. All IEP's were reviewed in 2005-2006 by a team of Special Education teachers and the Director of Instruction from SD#8 In 2006 – 2007. Student goal attainment will be recorded at each report card cycle. The ongoing monitoring of the quality of the goals and the evaluation strategies in the IEP's of students in the Low Incidence categories is being

carried out. Professional dialogue regarding continued improvement is making a difference.

Community Partnerships

1. School District No. 51 is the lead partner for implementing one of the pillars of the Four Pillars Comprehensive Community Safety Initiative project in the Boundary area.

We are in the first year of a three-year project to implement the Respectful Relationships program (renamed by Grand Forks youth as the Violence Intervention and Prevention Program) at Grand Forks Secondary School and Boundary Central Secondary School in Midway.

This program, developed by SWOVA, provides youth from ages 12 to 18 with twelve interactive and skill-building sessions per year. This innovative violence prevention program addresses the root causes of violence and addresses healthy interpersonal relationships, friendships, dating relationships, bullying, dating violence, racism, homophobia and sexism. Students in grades 7, 8, 9 and 10 receive skills and are involved in dialogue to develop clear communication, set boundaries, negotiate conflicts, build self-esteem, develop empathy, understand forms of violence, abuse and systemic violence. The innovative feature of this program is that it is delivered by female and male facilitators who are assisted in the delivery by student team mentors – usually students from grades 10 or 11. The male and female facilitator work with the student team mentors throughout the school year to deepen the mentor role, skills and prepare the mentors for instructing their peers in a classroom situation.

2. Union of BC Municipalities – Community Methamphetamine Response Program. This is an initiative of the Boundary Four Pillars Table, with a focus on the prevention of drug and alcohol misuse. This project involves partners from the City of Grand Forks, Village of Midway, School District No. 51, Interior Health - Boundary Public Health, ANKORS, Boundary Family and Individual Services Society, and Selkirk College.

Objective 1: To engage Boundary youth in the design of a multi-pronged education strategy that build's Youth Team members' knowledge of the dangers of methamphetamine use, builds strong leadership skills and forms the foundation for peer education.

Objective 2: To prevent new users of methamphetamine through the provision of youth focused education using methods that are relevant to rural youth living in the Boundary.

Objective 3: To raise community awareness of issues and risks associated with methamphetamine use and the importance of using a multi-pronged strategy for addressing them.

Objective 4: To engage local business in harm reduction.

Objective 5: To increase the capacity of the Boundary to work collaboratively to address issues associated with methamphetamine use.

ANKORS, as the designated contract holder, has contracted a local promotion/community development worker to work with a representative group of Boundary youth to promote youth ownership of this strategy and help form the basis of a peer education strategy. In addition, members of the partnership has engaged Green Thumb Theatre to perform 'Cranked" for all Grade 8 to 12 students and to follow up with student dialogue on December 4, 2006.

In January 2007, we have engaged Headlines Theatre to do a community theatre and dialogue piece and are hoping to have 200 to 300 attendees.

Submitted by:

Michael Strukoff
Superintendent of Schools
School District No. 51 (Boundary)

Appendix 1

Response to District Review May 2006

The Boundary School District underwent a District Review in May 7 – 10, 2006, the results of which were positive. In its formal report to the Minister of Education, the Review Team made four specific recommendations for the District to address. Progress made toward each of these recommendations is described below:

The Team respectfully suggests recommendations in the following areas:

- **Setting Direction**
 - Continue to collect and organize data.
 - Support SPCs in their efforts to analyze and disaggregate their data to make evidence based decisions.
 - Tell your stories; provide training and support to SPCs to facilitate the development of clear and articulate school plans.

- **Organizing for Improvement**
 - Consider developing a more collaborative process, which involves all education partners, for the development of the District Accountability Contract.
 - Consider developing a formalized process for approving school plans.
 - The District is encouraged to communicate and collaborate with DPAC, in supporting student achievement.

- **Building Learning Communities**
 - Continue to encourage schools to network and share exemplary practices.
 - Continue to identify and support opportunities for the development of collaborative and distributed leadership.

- **Achieving Results**
 - Continue the ongoing process of collecting relevant data, monitoring results and making adjustments to improve student achievement.

In conclusion, the Team validates the direction that School District No. 51 (Boundary) is heading and encourages it to stay the course.

In the short time since the review report was issued the District has initiated the following to begin addressing the recommendations:

Setting Direction

- The District now has a contract with Adminfo Resources Inc. to provide the District with key information as well as for each school. The first set of data was delivered June 27, 2006.
- The District has developed District Wide Assessment tools for grades 1 through 9 based on School District No. 40's SMART Learning Tools and will be finalizing the instrument in September before being administered in the early part of October
- During the past 3 years the District has provided schools, upon successful application, with a Trustee Initiative Grant to support Literacy Projects. On September 7, 2006, an open meeting for teachers, administrators and trustees was held to discuss re-purposing the funds toward supporting School Growth Plans and District Accountability Contracts
- On September 19, 2006 a community Roundtable Meeting was held for a public discussion of the District Review Report

Organizing for Improvement

- Discussion has started with school administrators and board office administrators to develop a distributed leadership model in School District No. 51.
- DPAC relationships are being strengthened compared to past practices. A trustee and one senior administrator will be attending their meetings, the District has provided an operating budget for the group, the District will pay for their conference calls to save on travel and encourage participation, and the Board Office is made available for their meetings. With these steps it is hoped more collaboration in support of student achievement will be undertaken.

Building Learning Communities

- Every year School District No. 51 uses three of its Non-Instructional Days at the beginning of the last full week in August. This year we focused on cross-school and cross-grade collaboration. We had events planned for the entire District as well as breaking into groups – primary, intermediate and secondary. At the secondary level we provided time for group discussion by department area and now have a commitment to continue this discussion on Oct 20th and on one more date to be set. In 2007 we will only use two NID days in August and the third day will be used for cross-school and subject discussions.
- Sept 29th was set as a NID for elementary teachers to prepare for administration of our District-wide read and write assessment and to focus on the implementation of the new Language Arts curriculum review.
- On August 28th the Board approved resources to release 5 teachers for a total of 1.25 FTE to act as Literacy Facilitators across the grades.
- A District Aboriginal Advisory Council has been formed to continue with the implementation of the District Enhancement Agreement signed on June 21, 2006.

Achieving Results

- All the kindergarten teachers have re-committed to participate at the District level in year 2 of the Kindergarten Project.
- The District has created and supported an Interim School Psychologist position. This teacher has a Masters in Psychology and is now completing the supervised practicum. The District is benefiting by being able to provide psychology services to students and to secure the services of a fully accredited psychologist in the future.
- The District has renewed its efforts to have all schools register with the Network of Performance Schools and to actively engage in action research.
- An independent consultant, has been engaged to conduct an independent study of the impact of the four-day week on student achievement in School District No. 51.

Summary

To summarize, the School Improvement Plans submitted this fall reflects the hopes and desires of our schools based on consultation, planning, and informed decision-making on the part of staff, parents, and the Planning Councils themselves throughout the School District. In a similar fashion, the School District's Accountability Contract also reflects a number of goals and priorities as established by the Board of School Trustees for the current school year. In each case, the overall focus and priority for the School District continues to be the enhancement of all students' learning and achievement and in particular the trends for our grade 4 and 5 learners.

Appendix 2

SCHOOL DISTRICT NO. 51 (BOUNDARY) PRINCIPAL REPORT TO DISTRICT ASSESSMENT TALLY SHEET GRADE K-10

School: District Composite

Date: Spring 2006

Gr K Gr 1 Gr 2 Gr 3 Gr 4
Gr 5 Gr 6 Gr 7 Gr 8 Gr 9

A = Aboriginal
N/Ab = Non-Aboriginal

Reading: Writing:

Grade	Not yet Within Expectations				Meeting Expectations with Support or Meeting Expectations at a Minimal Level				Satisfactorily Meeting Expectations				Fully Meeting Expectations				Exceeding Expectations																							
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female																					
	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab																				
K																																								
1	1	1		2	1	6		1	1	6	8		4	7	3	14		4	19			11																		
2		4			5	7		3	4	14		2	11	2	8		3	13	1	5	1	15																		
3	1	2		1	2	1	4		2		9		1	10	3	17		2	10		3	1	11																	
4		1		1	3	7		2	6	5	13		6	8	2	11			23	1		2	6																	
5	3	1		1	2	12		1	2	3	20		5	18	5	14		1	13		4		5																	
6	2	2		4	2	7			7	4	15		4	19	1	12		3	14		5		4																	
7				1	1	4	3		4	6	20		3	15	2	12		1	32		6		11																	
8																																								
9																																								
Column Totals	7		11		3		10		18		46		4		25		28		99		25		88		18		88		14		14		1		24		4		63	
Total Male	18		Total Female		13		Total Male		64		Total Female		29		Total Male		127		Total Female		113		Total Male		106		Total Female		28		Total Male		25		Total Female		67			
Total Male IEP	12		Total Female IEP		3		Total Male IEP		20		Total Female IEP		6		Total Male IEP		5		Total Female IEP		1		Total Male IEP		5		Total Female IEP		1		Total Male IEP		1		Total Female IEP		2			

590

Please report actual numbers, not percentages Does not include Beaverdell Elementary, Big White Community School or Distance Learning

as %	Total Male	3.1%	5.3%	Female	2.2%	Total Male	###	###	Female	4.9%	Total Male	21.3%	42.2%	Female	###	Total Male	###	22.3%	Female	4.7%	Total Male	4.2%	###	Female	11.4%
Total																									

**SCHOOL DISTRICT NO. 51 (BOUNDARY)
PRINCIPAL REPORT TO DISTRICT
ASSESSMENT TALLY SHEET GRADE K-10**

School: District Composite

Date: Spring 2006

Gr K
Gr 5

Gr 1
Gr 6

Gr 2
Gr 7

Gr 3
Gr 8

Gr 4
Gr 9

A = Aboriginal
N/Ab = Non-Aboriginal

Reading: Writing:

Grade	Not yet Within Expectations				Meeting Expectations with Support or Meeting Expectations at a Minimal Level				Satisfactorily Meeting Expectations				Fully Meeting Expectations				Exceeding Expectations																							
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female																					
	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab																				
4		1		1	3	7		2	6	5	13		6	8	2	11			23		1		2	6																
5	3	1		1	2	12		1	2	3	20		5	18	5	14		1	13		4			5																
6	2	2		4	2	7			7	4	15		4	19	1	12		3	14		5			4																
7				1	1	4	3		4	6	20		3	15	2	12		1	32		6			11																
Column Totals	5		4		2		6		11		29		3		19		18		68		18		60		10		49		5		5		0		16		2		26	
Total Male	9		Total Female		40		22		86		78		99		10		16		28																					
Total Male IEP	12		Total Female IEP		20		6		5		1		5		1		16		2																					

356

Please report actual numbers, not percentages Does not include Beaverdell Elementary, Big White Community School or Distance Learning

as %	Total Male	2.5%	4.0%	Female	2.2%	Total Male	###	###	Female	6.2%	Total Male	24.3%	45.3%	Female	###	Total Male	###	10.0%	Female	2.0%	Total Male	4.5%	###	Female	1.0%
Total																									

**SCHOOL DISTRICT NO. 51 (BOUNDARY)
PRINCIPAL REPORT TO DISTRICT
ASSESSMENT TALLY SHEET GRADE K-10**

School: District Composite

Date: Spring 2006

Gr K Gr 1 Gr 2 Gr 3 Gr 4
Gr 5 Gr 6 Gr 7 Gr 8 Gr 9

**A = Aboriginal
N/Ab = Non-Aboriginal**

Reading: Writing:

Grade	Not yet Within Expectations				Meeting Expectations with Support or Meeting Expectations at a Minimal Level				Satisfactorily Meeting Expectations				Fully Meeting Expectations				Exceeding Expectations							
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female					
	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab				
K																								
1	1	1		2	1	6		1	1	6	8		4	7	3	14		4	19			11		
2		4			5	7			3	4	14		2	11	2	8		3	13	1	5	1	15	
3	1	2		1	2	1	4			2		9		1	10	3	17		2	10		3	1	11
Column Totals																								
	2	7		1	4	7	17		1	6	10	31		7	28	8	39		9	42	1	8	2	37
Total Male	9					24				7	41			35		47			51		9		39	
Total Female			5					7															29	
Total Male IEP	12					20				6	5			1		5			1				2	
Total Female IEP			3					6																

267

Please report actual numbers, not percentages Does not include Beaverdell Elementary, Big White Community School or Distance Learning

as %	Total Male	3.4%	5.2%	Female	1.9%	Total Male	9.0%	###	Female	2.5%	Total Male	13.0%	28.3%	Female	###	Total Male	###	35.1%	Female	###	Total Male	3.4%	33.0%	Female	16.0%
Total																									

**SCHOOL DISTRICT NO. 51 (BOUNDARY)
PRINCIPAL REPORT TO DISTRICT
ASSESSMENT TALLY SHEET GRADE K-10**

School: District Composite

Date: Spring 2006

Gr K
Gr 5

Gr 1
Gr 6

Gr 2
Gr 7

Gr 3
Gr 8

Gr 4
Gr 9

A = Aboriginal
N/Ab = Non-Aboriginal

Reading: Writing:

Grade	Not yet Within Expectations				Meeting Expectations with Support or Meeting Expectations at a Minimal Level				Satisfactorily Meeting Expectations				Fully Meeting Expectations				Exceeding Expectations							
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female					
	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab				
K																								
1	2	4	3	1	2	2	1	4	3	9	2	17	5	11	2	13		5		2	7			
2	1	2			2	9		6	3	16	3	10	3	5	2	10	1	6			9			
3		3	1		1	2	2	3	1	9		2	5	12	4	15		14			13			
4	1	4		1	4	3	2	4	4	16	3	10	4	9	1	28				1	4			
5	4	1		1	4	10		7	5	25	7	16	2	12	1	9					5			
6		2		2	8	7	2	12	6	18	2	17	1	8	1	12		3			1			
7	3	1		1	7	12		1	2	23	1	30	3	6		25	2	2			6			
8																								
9																								
Column Totals	11 17		5 5		28 45		7 37		24 116		18 102		23 63		11 112		3 30		3 45					
Total Male	28		Female	10	Total Male	73		Female	44	Total Male	140		Female	120	Total Male	96		Female	123	Total Male	33		Female	48
Total Male IEP	12		Female IEP	3	Total Male IEP	20		Female IEP	6	Total Male IEP	5		Female IEP	1	Total Male IEP	5		Female IEP	1	Total Male IEP			Female IEP	2

677

Please report actual numbers, not percentages Does not include Beaverdell Elementary, Big White Community School or Distance Learning

as %	Total Male	4.1%	5.6%	Female	1.5%	Total Male	***	***	Female	6.5%	Total Male	22.7%	28.0%	Female	***	Total Male	***	20.0%	Female	***	Total Male	4.9%	***	Female	***
Total																									

**SCHOOL DISTRICT NO. 51 (BOUNDARY)
PRINCIPAL REPORT TO DISTRICT
ASSESSMENT TALLY SHEET GRADE K-10**

School: District Composite

Date: Spring 2006

Gr K

Gr 1

Gr 2

Gr 3

Gr 4

Gr 5

Gr 6

Gr 7

Gr 8

Gr 9

A = Aboriginal
N/Ab = Non-Aboriginal

Reading: Writing:

Grade	Not yet Within Expectations				Meeting Expectations with Support or Meeting Expectations at a Minimal Level				Satisfactorily Meeting Expectations				Fully Meeting Expectations				Exceeding Expectations									
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female							
	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab						
4	1	4		1	4	3		2	4	4	16		3	10	4	9		1	28				1	4		
5	4	1		1	4	10			7	5	25		7	16	2	12		1	9					5		
6		2		2	8	7		2	12	6	18		2	17	1	8		1	12		3			1		
7	3	1		1	7	12			1	2	23		1	30	3	6			25	2	2			6		
Column Totals	8		1		23		4		17		13		10		3		2		74		2		1		16	
Total Male	16	Female		5	Total Male	55	Female		28	Total Male	99	Female		88	Total Male	45	Female		77	Total Male	7	Female		17		
Total Male IEP	12	Female IEP		3	Total Male IEP	20	Female IEP		6	Total Male IEP	5	Female IEP		1	Total Male IEP	5	Female IEP		1	Total Male IEP		Female IEP		2		

419

Please report actual numbers, not percentages Does not include Beaverdell Elementary, Big White Community School or Distance Learning

as %	Total Male	3.0%	5.0%	Female	1.2%	Total Male	***	***	Female	6.7%	Total Male	33.6%	44.2%	Female	20.5%	Total Male	***	28.3%	Female	***	Total Male	1.7%	5.7%	Female	***
Total																									

**SCHOOL DISTRICT NO. 51 (BOUNDARY)
PRINCIPAL REPORT TO DISTRICT
ASSESSMENT TALLY SHEET GRADE 1 - 3**

School: District Composite

Date: Spring 2006

Gr K Gr 1 Gr 2 Gr 3 Gr 4
Gr 5 Gr 6 Gr 7 Gr 8 Gr 9

A = Aboriginal
N/Ab = Non-Aboriginal

Reading: Writing:

Grade	Not yet Within Expectations				Meeting Expectations with Support or Meeting Expectations at a Minimal Level				Satisfactorily Meeting Expectations				Fully Meeting Expectations				Exceeding Expectations					
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female			
	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab	A	N/Ab		
K																						
1	2	4	3	1	2	2	1	4	3	9	2	17	5	11	2	13		5		2	7	
2	1	2			2	9		6	3	16	3	10	3	5	2	10	1	6			9	
3		3	1		1	2	2	3	1	9		2	5	12	4	15		14			13	
Column Totals																						
	3	9	4	1	5	13	3	13	7	34	5	29	13	28	8	38	1	25		2	29	
Total Male	12				18				41				41				26				31	
Total Female			5		16				34				46				25				31	
Total Male IEP	12				20				5				5								2	
Total Female IEP			3		6				1				1								2	

270

Please report actual numbers, not percentages Does not include Beaverdell Elementary, Big White Community School or Distance Learning

as %	Total Male	4.4%	6.3%	Female	1.9%	Total Male	6.7%	***	Female	5.9%	Total Male	***	27.8%	Female	***	Total Male	***	32.2%	Female	***	Total Male	9.5%	***	Female	11.7%
Total																									