



# School District No. 51 (Boundary)

Regular Meeting of the Board of Education

September 11, 2012 at 6:00 p.m.

School Board Office

## Agenda

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### Call to Order

### Presentations/Delegations

- Audited Financial Statements 2011-2012

**MOTION:** "That the Board approve the Audited Financial Statements for the Fiscal Year 2011-2012, as presented."

- Doug Lacey – Results for Younger Readers
- Beaverdell Delegation re: Staffing – Michelle Kreitz

### 10 Minute Comment Period

### Adoption of Agenda

### Adoption of Minutes

June 12, 2012 – Regular Meeting

### Report on In-Camera Meeting from June 10, 2012

The Board discussed personnel issues, business items and the Shared Service BC contract.

### Business Items

#### 1. Superintendent's Report

- September Report 2012
- Ministry Initiative

#### 2. Secretary-Treasurer's Report

- September Report 2012
- Enrollment September 2012
- Capital Project Bylaw No. 126507 – Playground Equipment

**MOTION:** "That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 126507 all three readings at this meeting of September 11, 2012."

**MOTION:** "A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the "Board") to adopt a Capital Project 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 Capital Project No. 126507.

NOW THEREFORE the Board agrees to the following:

(a) Upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the project substantially in accordance with the Project Agreement;

(b) Observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,

(c) Maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$75,000 for Project No. 126507 is hereby adopted.

2. This Bylaw may be cited as "School District No. 51 (Boundary) Capital Project Bylaw No. 126507.

MOTION: "That the Board of School District No. 51 (Boundary) approve the Capital Project Bylaw No. 126404 as read a first, second and third time, passed and adopted the 11th day of September 2012.

**3. Director of Instruction's Report**

- Summer Report 2012

**4. 2012/2013 District Achievement Contract**

MOVED  
2ND

MOTION: "That the Board approve the Achievement Contract for 2012-2013 as presented."

**5. 2011-2016 Aboriginal Enhancement Agreement**

MOVED  
2ND

MOTION: "That the Board approve the 2012-2016 Aboriginal Enhancement Agreement as presented."

**6. Minutes of Instruction/School Calendar**

Elementary – from 342 to 340  
Secondary – from 371-369

**MOTION:** "That the Board approve that all school calendars reflect a change to all schools with a two minute increase in lunch and a two minute decrease in teaching time."

#### **7. Request to amend BCSS School Fees for 2012-2013**

**MOTION:** "That the Board approve the request to amend BCSS school fees for the 2012-2013 school year."

#### **8. Talking Break**

- Ministry Initiative
  - Grad Programs
  - Bullying
  - Young Readers

#### **9. Around the Boundary Summer 2012**

#### **10. Trustee Activities and Upcoming Events**

- Kootenay Boundary BCSTA Fall Branch Meeting AGM – September 21-23, 2012
- Grad Program Public Meeting – September 26, 2012
- October 1 & 2, 2012 Forum Meetings
- BCSTA Provincial Council Meeting – October 26, 27, 2012
- Partnerships for Personalization – November 14-16, 2012 (BCSTA/BCPSEA/BCSSA/BCP-VPA)

#### **Future Agenda Items**

**Next Board Meeting:** October 9, 2012 – 6:00 p.m.  
Boundary Learning Centre

#### **Adjournment**

#### **QUESTION PERIOD**

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

## School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)  
held Tuesday June 12, 2012, 6:00 p.m. at the School Board Office

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The Chairperson called the Meeting to order at 6:08 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Ms. V. Gee	Trustee
	Mr. K. Harshenin	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Riddle	Trustee
	Mrs. C. Strukoff	Trustee
	Mrs. R. Zitko	Trustee
	Mr. M. Strukoff	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Ms. M. Ruzicka	Director of Instruction

### Presentations/Delegations

- Parent Presentation (CLES) - James Leslie spoke on behalf of the parents and Christina Lake community expressing their desire for the school to remain K-7.
- District Literacy Plan -- Sheila Dobie presented the District Literacy Plan
- Mentoring Boys Project - Mark Perry thanked the Board for their support in the use of schools and the activities bus for this project. Many boys throughout the Boundary participated. They are hoping to find funding to run the program again next year.
- Trades & Career Prep – Principal Stewart reported that the program has 21 students enrolled at \$1,300 per student.
- AbEd Presentation - Enhancement Agreement – Director of Instruction, Maxine Ruzicka and Joan Holmes presented.

### Adoption of Agenda

MOVED C. Strukoff  
2ND Zitko

[“That the Agenda for June 12, 2012 be adopted as circulated.”](#)

CARRIED

### Adoption of Minutes

MOVED Harshenin  
2ND Reid

[“That the Minutes of the May 8, 2012 Board Meeting be adopted as circulated.”](#)

CARRIED

### Report on In-Camera Meeting from May 8, 2012

The Board discussed personnel issues and business items.



**Business Items**

**1. Superintendent's Report**

The Superintendent's report for May 2012 was presented. Class size configurations are in compliance with Bill 33.

**2. 2012/2013 District Achievement Contract**

MOVED Riddle  
2ND Reid

"That the Board approve, in principle, the Achievement Contract for 2012-2013, as presented."

CARRIED

**3. Secretary-Treasurer's Report**

- The Secretary-Treasurer presented the Operations-Transportation, expenditure and enrolment reports for May 2012.
- Out of Province Student Rates

MOVED Harshenin  
2ND Reid

"That the annual fee for out of province students be set at \$11,500 for the 2012/2013 school year."

CARRIED

**4. Local Capital**

This is the last year we will require this motion as the local capital expenditure in 2012-2013 is part of the Budget Bylaw.

MOVED C. Strukoff  
2ND Reid

"That the Board approve the expenditure of \$75,600 from local capital for the Elementary teacher computer replacements."

CARRIED

**5. Annual Budget**

MOVED Reid  
2ND Riddle

"That the Board unanimously agrees to give the Annual Budget Bylaw 2012/2013 all three readings at this meeting of June 12, 2012."

CARRIED

MOVED C. Strukoff  
2ND Harshenin

"A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (Boundary) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2012/2013 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act* respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2012/2013.
3. The attached Statement 2 showing the estimated revenue and expense for the 2012/2013 fiscal year and the total Budget Bylaw amount of \$18,009,081 for the 2012/2013 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2012/2013.

CARRIED

"That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2012/2013 as read, a first, second and third time, passed and adopted."

CARRIED

**6. Director of Instruction's Report**

The Director of Instruction presented her report for May 2012.

**7. 2011-2016 Aboriginal Enhancement Agreement**

MOVED      Gee  
2ND          Zitko

"That the Board approve, in principle, the 2012-2016 Aboriginal Enhancement Agreement."

CARRIED

**8. District Literacy Plan**

MOVED      Zitko  
2ND          Harshenin

"That the Board approve the District Literacy Plan for 2012-2013, as presented."

CARRIED

**9. School Fees**

MOVED      Reid  
2ND          Harshenin

"That the Board Approve the School Fees for 2012-2013, as presented."

CARRIED

MOVED        Gee  
2ND            Zitko

“That the Management develop a common template for school fees and bring it back to the Board.”

CARRIED

#### **10. School Growth Plans**

MOVED        Gee  
2ND            C. Strukoff

“That the Board approve the School Growth Plans for 2012-2013 as presented.”

CARRIED

#### **11. Talking Break**

Due to the length of the meeting, the Board did not take a talking break. All in attendance were in agreement.

#### **12. Committee Reports**

Nil

#### **13. Trustee Reports**

- School Visitations - All trustees have been able to visit each school.
- Community Consultations - Trustees commented on the good participation and turn-out at the forums.
- Rural Summit - Trustee Gee attended on June 7-9, 2012 held at GFSS
  - David Reid attended a session on Telling Stories with Data: Understand and Present Data in Engaging Ways.

#### **14. Around the Boundary**

May 2012 Presentation

#### **Future Agenda Item**

Trustee Gee – Clarity on Finances

**Next Board Meeting:** August 28, 2012 at the School Board Office at 6:00 p.m.

Meeting adjourned at 9:25 p.m.

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Chairperson

Secretary-Treasurer

DRAFT



Michael Strukoff  
Superintendent of Schools  
**Month-End Report**  
**August 2012**

## **EDUCATION**

### Class Size

- All school class sizes are below the limits except for two classes at Christina Lake Elementary. The Grade 6/7 class is at 31 students and the Grade 4/5 class is at 30. In the interim we will be using the tools in Bill 22 to address issues at the grade 6/7 class.
- Each school's class compositions have been worked out
- Learning Improvement Fund – 30% carried over to the fall - \$52,000. Meeting with School Principals on Sept 12 will begin the allocation of the remaining funds.

### Professional Development (Staff)

- BCSS, WBES, Perley & GFSS all scheduled a school based NID during the last week of August
- August Days were successful – they ran Aug 27 & 28 with full teacher participation, including many TTOCs. On August 28, CYCs and EAs were invited to attend the Circle of Courage presentation.
- The Developmental Audit training took place on August 29 & 30 for Special Ed teachers and Child and Youth Counselors.

### District Initiatives

- The focus will be on the goals in the Achievement Contract 2012-2013 and the goals in the Aboriginal Education Enhancement Agreement

### Literacy & Numeracy

- Normal District Assessment practices in literacy and numeracy are resuming now that job action is over.

## **Ministry Initiatives**

- Changing Readers – District Lead – Doug Lacey, Principal of Hutton
- Erase Bullying - District Lead – Jennifer Turner, District Vice-Principal. Regional working session scheduled for October 24, 25, 26 in Castlegar. Participants will include school teams, a District team and invitations will be sent to community partners. The District must cover travel, TTOC and accommodation costs.
- Graduation Program changes- Community Consultation is Sept 26, 2012 – invitations will be going out. Andy Leathwood, Director of Instruction from SD8, Kootenay Lakes is our Regional Contact and he will be facilitating the presentation.

## **2012 FSA Results**

- See attachments for the District and the Province for detail. Below is a summary of Meeting and Exceeding

Subject	District	Province	Variance
Gr 4 Reading	72%	70%	2%
Gr 4 Writing	64%	72%	-8%
Gr 4 Numeracy	68%	68%	0%
Gr 4 Participation	88%	85%	3%
Gr 7 Reading	75%	64%	11%
Gr 7 Writing	83%	73%	10%
Gr 7 Numeracy	78%	60%	18%
Gr 7 Participation	95%	83%	12%

## **Meetings out of District in September for the Superintendent**

- No meetings scheduled

Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 105

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	12	11	17	16	65	62	11	10
	Male	8	15	9	17	33	61	4	7
	Female	4	8	8	16	32	63	7	14
	Aboriginal	4	14	6	21	17	61	1	4
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

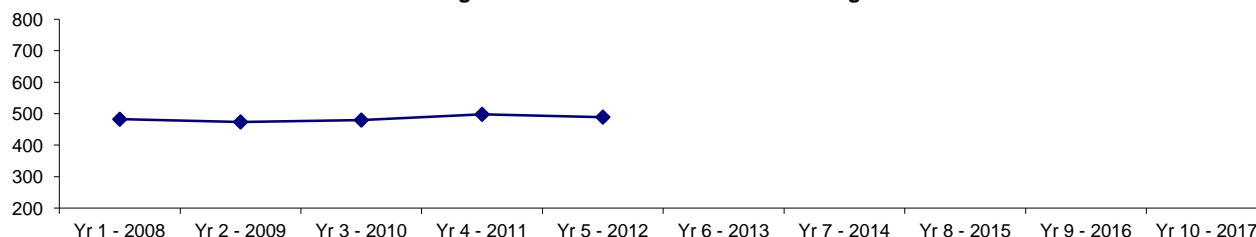
Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	15	14	23	22	63	60	4	4
	Male	9	17	15	28	29	54	1	2
	Female	6	12	8	16	34	67	3	6
	Aboriginal	6	21	9	32	13	46	0	0
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	13	12	21	20	62	59	9	9
	Male	8	15	12	22	30	56	4	7
	Female	5	10	9	18	32	63	5	10
	Aboriginal	4	14	5	18	18	64	1	4
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

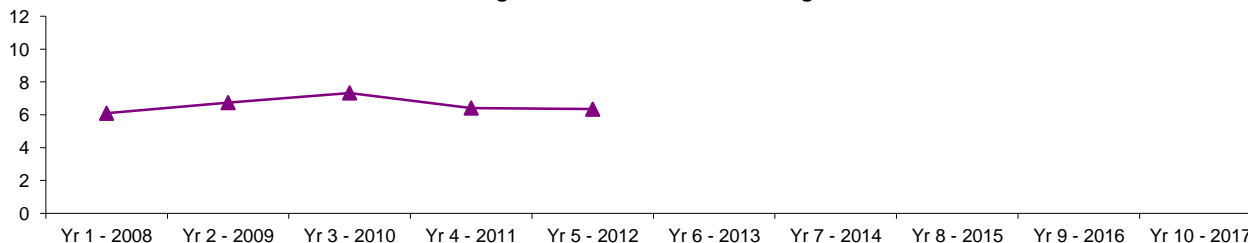
Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

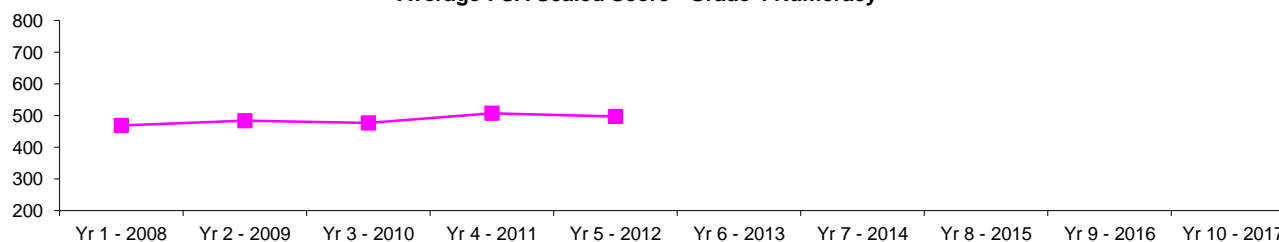
Average FSA Scaled Score - Grade 4 Reading



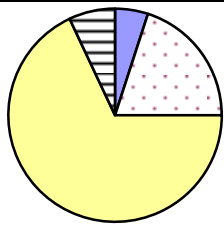
Average FSA Score - Grade 4 Writing

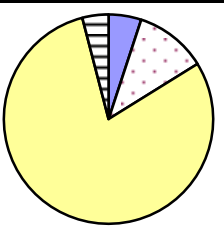


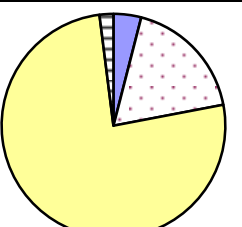
Average FSA Scaled Score - Grade 4 Numeracy







Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 96

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	5	5	19	20	65	68	7	7
	Male	3	7	10	23	29	66	2	5
	Female	2	4	9	17	36	69	5	10
	Aboriginal	2	6	5	16	23	72	2	6
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

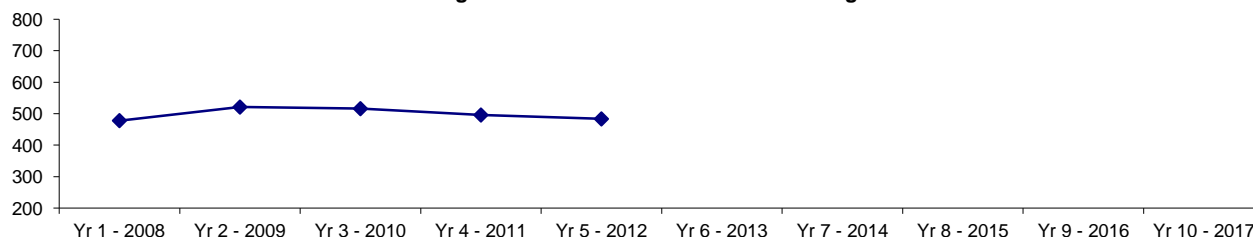
Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	5	5	11	11	76	79	4	4
	Male	3	7	8	18	33	75	0	0
	Female	2	4	3	6	43	83	4	8
	Aboriginal	2	6	4	13	24	75	2	6
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	4	4	17	18	73	76	2	2
	Male	2	5	6	14	35	80	1	2
	Female	2	4	11	21	38	73	1	2
	Aboriginal	2	6	9	28	21	66	0	0
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

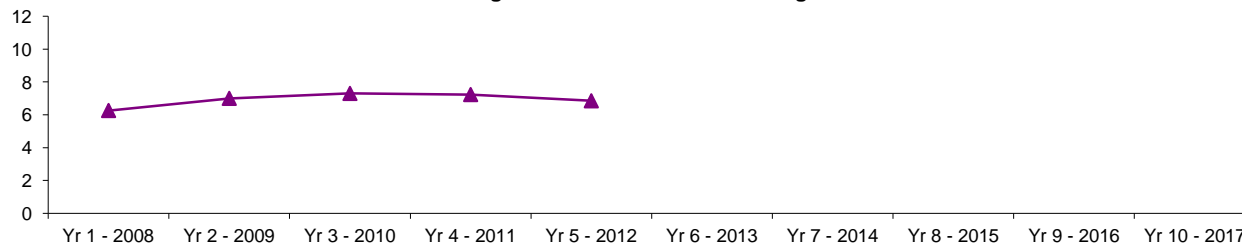
 Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

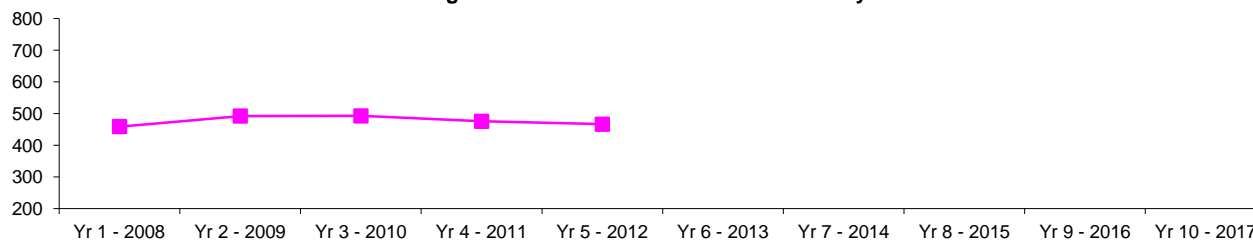
Average FSA Scaled Score - Grade 7 Reading



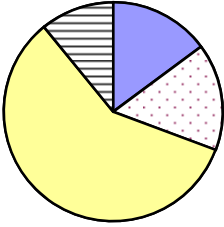
Average FSA Score - Grade 7 Writing

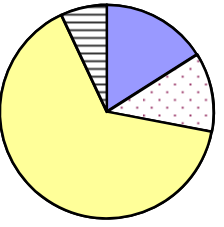


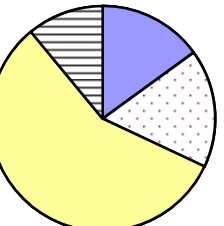
Average FSA Scaled Score - Grade 7 Numeracy



Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 42,793

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	6,358	15	6,733	16	25,298	59	4,789	11
	Male	3,618	16	3,860	17	12,694	57	2,110	9
	Female	2,740	13	2,873	14	12,604	60	2,679	13
	Aboriginal	930	21	1,213	27	2,181	48	210	5
	ELL	1,763	21	2,068	25	4,197	50	362	4
	Special Needs*	717	37	459	23	709	36	69	4

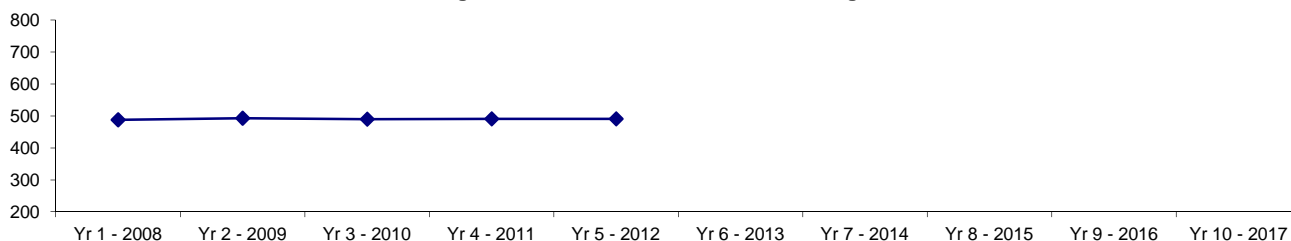
Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	6,807	16	5,314	12	28,110	65	2,947	7
	Male	3,863	17	3,505	16	13,935	63	979	4
	Female	2,944	14	1,809	9	14,175	68	1,968	9
	Aboriginal	1,007	22	1,107	24	2,312	51	108	2
	ELL	1,890	23	1,148	14	5,078	61	274	3
	Special Needs*	760	39	430	22	741	38	23	1

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	6,443	15	7,282	17	24,796	57	4,657	11
	Male	3,642	16	3,688	17	12,362	55	2,590	12
	Female	2,801	13	3,594	17	12,434	60	2,067	10
	Aboriginal	928	20	1,375	30	2,095	46	136	3
	ELL	1,743	21	1,876	22	4,086	49	685	8
	Special Needs*	741	38	525	27	641	33	47	2

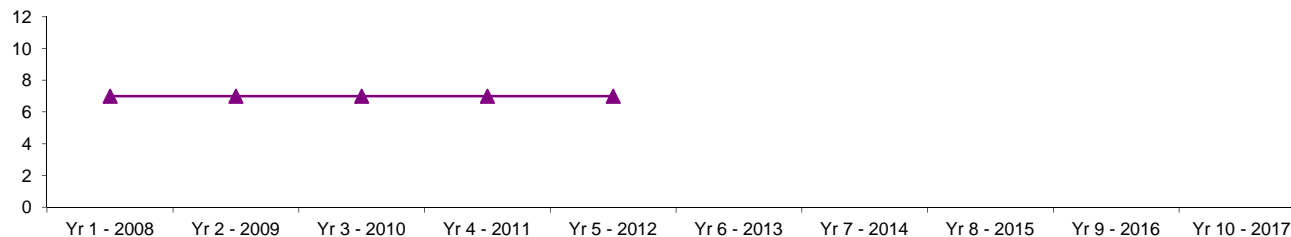
Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

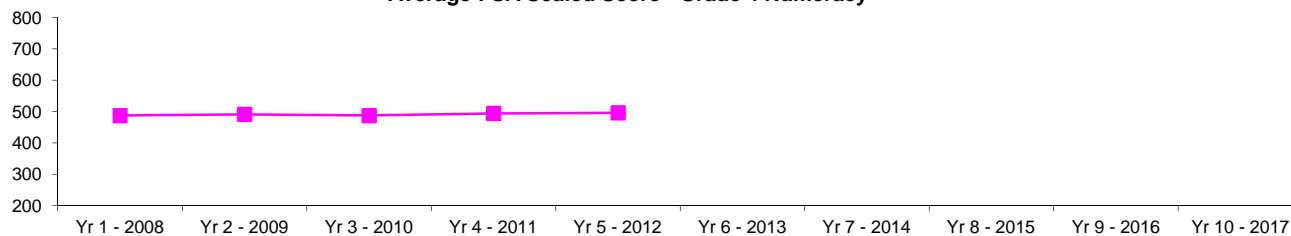
Average FSA Scaled Score - Grade 4 Reading



Average FSA Score - Grade 4 Writing

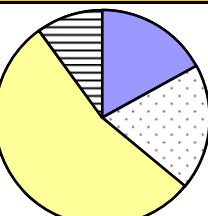


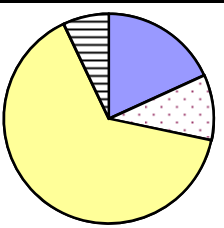
Average FSA Scaled Score - Grade 4 Numeracy









Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 45,224

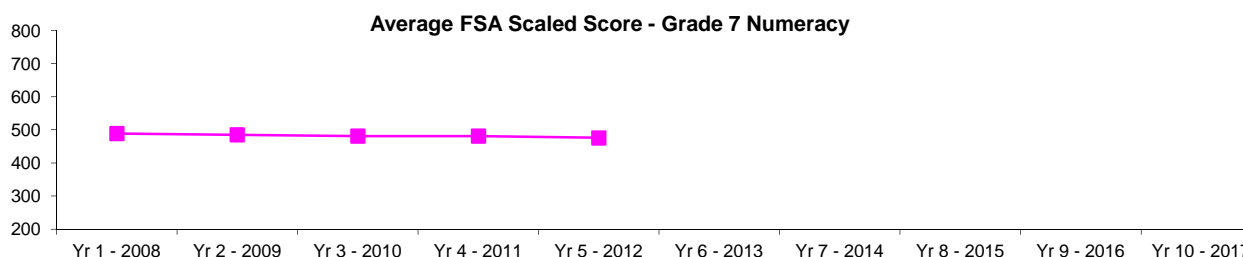
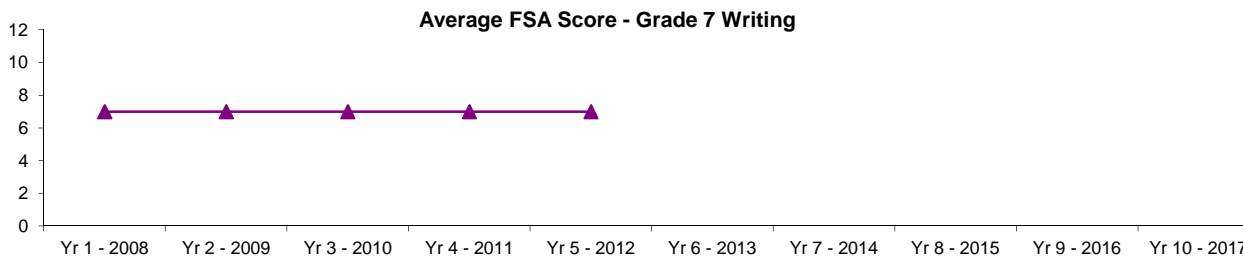
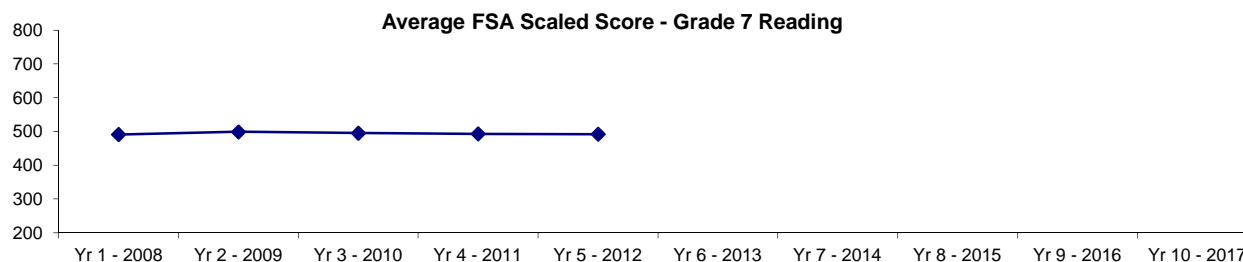
Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	7,734	17	8,588	19	24,634	54	4,656	10
	Male	4,216	18	4,870	21	12,304	53	1,947	8
	Female	3,518	16	3,718	17	12,330	55	2,709	12
	Aboriginal	1,108	23	1,555	32	2,072	42	154	3
	ELL	1,020	32	878	28	1,176	37	114	4
	Special Needs*	1,109	35	1,009	32	1,001	32	52	2

Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	8,317	18	4,712	10	29,247	64	3,336	7
	Male	4,568	20	3,233	14	14,372	62	1,164	5
	Female	3,749	17	1,479	7	14,875	67	2,172	10
	Aboriginal	1,208	25	1,085	22	2,484	51	112	2
	ELL	1,070	34	350	11	1,663	52	105	3
	Special Needs*	1,205	38	706	22	1,232	39	28	1

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	7,910	17	10,319	23	23,357	51	4,026	9
	Male	4,297	18	5,163	22	11,632	50	2,245	10
	Female	3,613	16	5,156	23	11,725	53	1,781	8
	Aboriginal	1,129	23	1,982	41	1,707	35	71	1
	ELL	957	30	663	21	1,240	39	328	10
	Special Needs*	1,184	37	1,216	38	729	23	42	1

 Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.





**Secretary-Treasurer's Report**  
**J. Hanlon**  
**SUMMER 2012**

The summer flew by and we are back into a new school year. Maintenance, custodian and technology departments all worked hard in getting our schools up and running for the first day. Thank you for all your hard work.

**Maintenance Projects**

The following projects were done over the summer months.

- Roofing at GFSS and Hutton
- Gym floors in the District resurfaced
- Interior painting of the main entrance, gym and office corridors at GFSS
- New flooring in these same areas at GFSS
- Band room at GFSS repainted and new carpet
- Replace wood siding with metal siding at Hutton and CLES
- Paving BCSS parking lot
- Painted exterior of GFSS and Beaverdell
- Lighting and painting in shop areas at GFSS.



- Inspections of all school fire alarms, sprinkler systems and fire extinguishers
- Upgraded HVAC controls at Perley
- Rebalanced fresh air system at WBES
- Cleaned and inspected all air handling units throughout the District
- Painted curbs and parking lot lines throughout the District
- Installed new equipment and additional dust collection at GFSS woodshop
- Repaired desk tops for BCSS Art Room
- Perley sign repainted and repaired
- Maintenance items at Big White
- Painting in Perley Playstation
- GFSS Foods Room / LA Room painting
- New lockers installed at Hutton

## **Technology Department**

Like the Maintenance Department, the Technology Department has been busy with the following:

- Deployed elementary teacher laptops
- GFSS Lab room 207 upgraded to new hardware ( GFSS is now complete)
- New phone system at BCSS, Perley and Hutton
- Replaced PA systems at Perley & Hutton
- Replaced the computer lab at Big White school
- New Special Ed computers installed at BCSS, Hutton and Perley. The rest will be deployed as soon as possible.
- Training for admin staff on phone systems
- Set up new server for finance department.

Still to do

- Elementary lab servers (Hutton, Perley, WBES& MES) to be deployed
- GES lab refresh
- MES lab update
- BFISS Phone system install

## **Finance**

The accounting and payroll data will be moved to a window based server. This process was done over the summer. We will be going live in September. Schools purchasing program is now web based and school secretaries will receive training. To gain efficiencies and less paper usage we will be implementing an electronic leave of absence form for employees this year as well.



The audit was done in July and the auditors will be present at the September meeting to present the financial statements.

Lynn did Records of Employments for ten month support staff and Teachers on Call as well as teachers who had temporary assignments.

## **Expenditure Report**

The Board will not see an expenditure report for 2012/2013 until November.

## **Enrolment**

Updated enrolment figures will be presented at the Board meeting.

**School District No. 51 (Boundary)**  
**Enrolment**  
**As of September 6, 2012**  
**Compared to September 30, 2011**  
**Head Count**

	<b>September 6, 2012</b>	<b>September 30, 2011</b>	<b>Increase (Decrease)</b>
GFSS	345	392	(47.0000)
Perley	262	261	1.0000
Hutton	251	253	(2.0000)
CLES	102	90	12.0000
BCSS	133	144	(11.0000)
MES	33	34	(1.0000)
GWD	33	45	(12.0000)
WBES	115	128	(13.0000)
BES	11	8	3.0000
Big White	21	15	6.0000
Walker	20	34	(14.0000)
<b>Total</b>	<b>1326</b>	<b>1404</b>	<b>-78.0000</b>



## **August 2012 Report**

Director of Instruction  
Maxine Ruzicka

### **Aboriginal Education**

- Aboriginal Education Annual Report sent to Ministry of Education July 2012
- July/August: Summer curricula work on developing Medicine Wheel lesson plans and identifying resources that would support Kindergarten to grade 9 teachers in promoting knowledge and understanding of the Medicine Wheel concepts for students. This is in support of our renewed Aboriginal Education Enhancement Agreement.
- August Days: Circle of Courage in-service for all teaching and support staff (Education Assistants and Child and Youth Counselors). The concepts in the Circle of Courage are all encompassing and support the Medicine Wheel framework of our Enhancement Agreement.
- July: facilitated several meetings with Aboriginal Education Teachers on identifying cultural events and presenters for 2012-13.
- July 31: submitted Aboriginal grant report to the ministry (re Moodle Aboriginal Information, Culture and Issues Circle pilot)

### **Student Services/Special Education**

- August 26/27 BC Council for Administrators of Special Education (BC CASE)
- August 29/30: Developmental Audit training for district Special Education Teachers and Child and Youth Counselors and Community Partners



### **Regional Partnerships and Conferences**

- July 6 : CYSN/ECD Regional Alliance teleconference meeting planning for the fall Alliance meeting in Kamloops
- July 24: hosted and participated in Community Critical Incident response team meeting – regarding the tragic death of Hutton Elementary student
- August 16/17: BCSSA meetings and Conference in Kelowna
- August 17: Aboriginal Information, Culture and Issues Circle presentation at the BCSSA summer conference





**School District No. 51 (Boundary)**  
**Achievement Contract**  
**2012 — 2013**



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### Extra-Ordinary School Year

The 2011-2012 school year in School District 51 has definitely been affected by the on going provincial education labour dispute. Teachers in the district do not look to create labour disruptions on their own in our local system but they are supportive of the BCTF and participate as required by the union. As a consequence many of the district goals have not been acted upon, updated data critical to the writing of the Achievement Contract is not available and initiatives that required teacher engagement have not taken place.

For all intents and purpose the momentum of our 2011-2012 Achievement Contract has stalled.

**A year-long calendar of events providing a rich diversity of experiences, learning & achievement**

**Our featured schools:**

**Beaverdell Elementary**

**Big White Community School**

**Boundary Central Secondary**

**Christina Lake Elementary**

**Dr. D.A. Perley Elementary**

**Grand Forks Secondary**

**Greenwood Elementary**

**J.A. Hutton Elementary**

**Midway Elementary**

**Walker Development Centre**

**West Boundary Elementary**





## Christmas/Holiday Activities





## Work Experience





## Fire Safety & Prevention



## Anti-Bullying Day



## Remembrance Day Activities





## Team & Outdoor Sports Activities





## District Professional Development Activities





# Aboriginal Education



## District Demographics

The Boundary District serves a resident population of 12,951. 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 (May 31, 2011) is 1440. The population has been in decline since 1998.

- 849 elementary and 591 secondary students (includes adults)
- 343 Aboriginal students or 24% of the student body
- Special Education enrollment Level 1, 2 & 3 - 68
- Special Education enrollment Level 4 - 60
- 38 students enrolled in alternate school programs

The largest community in the District is Grand Forks. Other school communities in the School District are:

- Christina Lake - 22 km east of Grand Forks.  
*Going west from Grand Forks:*
- Greenwood - 40 km
- Midway - 53 km
- Rock Creek - 73 km
- Beaverdell - 125 km
- Big White Ski Resort - 210 km

The District Board Office is located in Grand Forks.

### **Regional Synergy: The Kootenay-Boundary Regional Consortium**

School District No. 51 is one of six districts in the Kootenay-Boundary region of British Columbia. Other districts include School District No. 5 (Southeast Kootenay), School District No. 6 (Rocky Mountain), School District No. 10 (Arrow Lakes), School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake). The Districts have formed a consortium served by the Kootenay-Boundary Regional Planning Team. The Kootenay-Boundary Regional Consortium enables the Districts to work together on common goals, to achieve efficiencies and to benefit from learning together.

### **Unique Characteristics:**

The District continues to face the challenges associated with declining enrollment due to a depressed 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 2001-2002 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 funding protection provided by the Ministry for 2006-2007 through the 2011-2012 school years has provided needed financial stability. The funding announcement for 2012-2013, 2013-2014 and 2014-2015 is based on decreasing enrollment and a 1.5% annual drop in revenue.



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

Over the past six years the School District has partnered with the City of Grand Forks in the lease-to-purchase of a commercially zoned building for an alternate education facility and a data and network centre for the jointly owned Community Fibre Network.



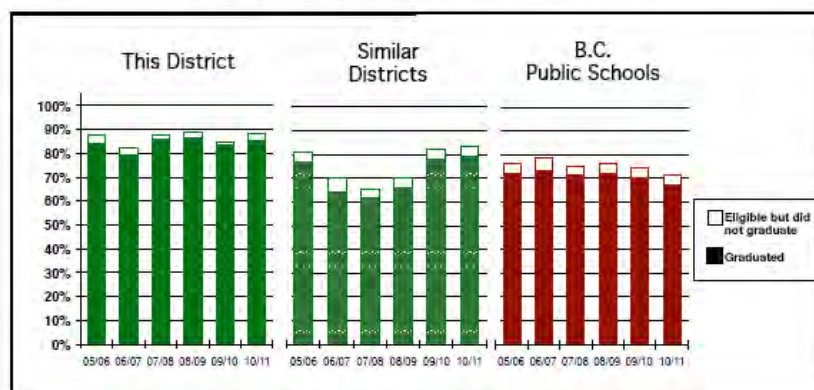
During the 2002-2003 school year, and the subsequent three years, the Board of Education committed funds to create a Trustee Initiative Grant to schools. The grants were targeted initially to elementary schools to develop programs to improve literacy. They are evolving to support School Growth Plans. In the 2006–2007 budget cycle, the Board re-committed to the Trustee Initiative Grant for another 3 years with a focus on teacher development and best teaching practices in literacy. Due to funding shortfalls, this grant to schools was discontinued for the 2009-2010 school year. For 2010-2011 this grant was brought back but only at 75% of past levels. For 2011-2012 this funding is back but at the District level. A focus for the funding will be on literacy and will continue in the 2012-2013 school year.

### Strengths Based on Student Performance

Graduation rates continue to exceed provincial rates and have been increasing over the past 5 years.

Each year more students are self-declaring their Aboriginal heritage. Our Enhancement Agreement report shows that rates of achievement for our Aboriginal students outperform the province and continue to generally improve. In 2010-2011, graduation rates continued above the provincial average in both categories - 94.2% and 86.7% Ab Ed.

**PERCENTAGE OF ENROLMENT ELIGIBLE TO GRADUATE  
B.C. Public Schools, 2005/06 to 2010/11**





## Six-Year Completion and Grade 12 Graduation Rates - 2010/11

### 051 - Boundary

Six-Year Completion			Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
All Students	2006/07	81.1	135	130	96	47	150	123	82	43
	2007/08	84.0	132	130	98	39	138	123	89	38
	2008/09	83.8	119	116	97	36	131	110	84	32
	2009/10	85.4	125	124	99	40	129	114	88	39
	2010/11	94.2	126	122	97	37	132	114	86	35
Female	2006/07	86.7	61	59	97	52	64	53	83	50
	2007/08	82.0	59	57	97	46	63	54	86	43
	2008/09	80.3	70	68	97	39	73	65	89	36
	2009/10	92.9	56	56	100	52	58	53	91	50
	2010/11	96.0	67	66	99	46	66	62	94	45
Male	2006/07	74.7	74	71	96	43	86	70	81	37
	2007/08	85.6	73	73	100	34	75	69	92	33
	2008/09	87.0	49	48	98	33	58	45	78	28
	2009/10	77.4	69	68	99	30	71	61	86	30
	2010/11	92.9	59	56	95	27	66	52	79	24
Aboriginal	2006/07	69.8	22	21	95	32	29	18	62	24
	2007/08	56.9	25	23	92	32	25	21	84	32
	2008/09	71.4	16	15	94	31	19	13	68	26
	2009/10	71.5	26	26	100	19	27	22	81	19
	2010/11	86.7	22	21	95	18	22	19	86	18
ESL	2006/07	100.0	-	-	-	-	1	0	0	0
	2007/08	94.3	-	-	-	-	-	-	-	-
	2008/09	100.0	-	-	-	-	-	-	-	-
	2009/10	62.9	-	-	-	-	-	-	-	-
	2010/11	89.0	-	-	-	-	-	-	-	-
Special Needs	2006/07	51.2	6	6	100	33	6	6	100	33
	2007/08	49.8	3	3	100	0	2	2	100	0
	2008/09	40.2	2	2	100	0	3	2	67	0
	2009/10	65.6	3	3	100	0	5	2	40	0
	2010/11	79.5	1	1	100	0	1	1	100	0

The Six-Year Completion Rate data are only available at district and province level. Six-Year Completion Rates are not calculated at the school level as adjustments to account for students leaving the province are not estimated.

## District Priorities

The Board and senior management in School District No. 51 are committed to ensuring that students have opportunities to be successful through quality instruction and the application of research on learning and assessment in the classroom. A variety of structures and resources have been put in place to support staff development including:

- **Our Kids, Our Schools, Our Future:** A five-year strategic plan for the District has now been developed. A key element of the plan is the development of a community network in partnership with the City of Grand Forks and the plan for improving student achievement with the implementation of technology in the classroom.



- **Assessment for learning funding:** To continue supporting collaborative marking and formative assessment for learning in both the fall and spring.
- **Financial support for Literacy Mentors:** To continue, but in an as-needed format.
- **Class size averages have been significantly lower** than the provincial average and will continue to be lower in 2011-2012.
- **District Design 2013:** The District has initiated a public consultation process to explore school configurations to protect course offerings at secondary schools, explore options for the local development of the BC Education Plan. A plan is to be finalized by November 2012 for implementation in September 2013.



## District and School Connections

School Planning Councils were established in each of our schools during the 2002-2003 school year and continue functioning to this date. 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 at the end of May for review and adjustment if necessary and then for Board approval. It should be noted that teachers in School District 51 do not participate on School Planning Councils or in the development of the District Achievement Contract. They have been invited but have declined. Starting in 2010-2011, a Non-Instructional Day is being dedicated to school-based planning and School Growth Plan development and thus including all teachers.

School Growth Plans and the District Accountability Contract are circulated to Trustees, DPAC, District staff and school Principals, discussed and where required appropriate, changes made. Please note these are living and evolving documents.

Information from the School Growth Plans, progress on the 2010-2011 Achievement Contract, the 2006 District Review recommendations, the District's Strategic Forums and Ministry of Education priorities determined District goals for 2010-2015. The 2010-2011 year was a transition year to a new set of goals. The three goals in our 2010-2011 Achievement Contract are being rolled over. As a result of the Ministry directive, literacy was added as a fourth goal. Literacy data has always been collected and analyzed. As explained earlier 2011-2012 goals are being rolled over into the 2012-2013 contract.

### Student Achievement

In terms of student achievement, the Board of Education, School District No. 51 (Boundary) is committed to providing opportunities for students to develop their individual and unique potentials in harmony with home, school and community, thus enabling them to become mature responsible citizens with inquiring minds and a desire for lifelong learning.

### Priorities

1. Support for each student to transition successfully from home to Early Learning Programs, to Kindergarten through to graduation and beyond.
2. Every student will graduate with a career/life plan and the skills, credentials, and experiences to meet the plan.
3. Every learner wants to go to school – to learn, to contribute, and to achieve personal success.
4. Every learner will have the knowledge to make safe and healthy choices.



## Student Achievement - Strategic Actions

1. During this time frame of increasing financial constraints, maintain key support structures, services and initiatives to obtain achievement levels above provincial averages for all learners, including Aboriginal students.
2. Align in-service and professional development activities to support the District goals and objectives. (For example: A District goal is to integrate technology into the classroom. Resources would then be made available for in-service to realize this goal).
3. Further develop action plans to help all teachers in their implementation of quality assessment and differentiated instructional practices.
4. Develop and implement the District's Health Promoting Schools Plan and Provincial Daily Physical Activity requirements.
5. Integrate technologies to support the teaching and learning process. Some examples include:
  - Supporting interested teachers who value and seek opportunities to use technology as a tool for learning, for increasing student engagement and extending learning beyond the curriculum.
  - Investigate implementation of an Internal Virtual School
  - Expand our membership in the BC Learning Network to gain access to Distributed Learning courseware offerings. This is a consortium of BC School Districts pooling their resources for the development and sharing of online courses using open source software such as Moodle.
  - Continue supporting teachers interested in learning and using on-line courseware.
  - Deepen our partnership with SD10 in the development of online learning.

## Immediate Action Items

- Develop a District Health Promoting School Plan
- Strengthen our Community Network in partnership with the City of Grand Forks by completing our partnership agreement
- Expand our membership with the BC Learning Network and access its resources to include courseware for grade K-9.

The District Aboriginal Enhancement Agreement was renewed and signed on June 27, 2012.



## Goals & Expectations

### Summary of District Goals 2010 - 2015

The four goals presented in this year's Achievement Contract were adopted in 2011 and reflect a change from preceding years. The new goals are the result of a year-long review of the District's strategic plan with comprehensive and broad consultative input from community forums held in each of the District's school's main population areas. While the goals represent a continuation of the work undertaken at each of our ten District schools and alternate education centre over the past three years, they also more accurately reflect the emphasis of the Ministry of Education as well as the priority of the Boundary community. Design and format decisions have been considered to acknowledge the transition to a five-year rolling plan, annually updated and aligned to the Superintendent's Annual Report on Achievement. Schools have aligned their goals for 2011-2012. In the spirit of the revised 2012-2013 Achievement Contract Guidelines the District has included updated literacy goals in this report.

1. Develop the capacity to implement and use emerging technologies in day to day classroom instruction to obtain achievement levels above provincial averages for all learners. (Achievement Goals 1, 2 and 3 from previous years are archived as Appendix A.)
2. Develop a District-wide approach to support environmentally sustainable practices, and the provision of learning opportunities for students that support healthy and natural environments for current and future generations.
3. Develop a District-shared vision, shared responsibilities and harmonized actions with Interior Health and other sectors in support of health promoting schools.





## DISTRICT GOAL NO. 1

### ***"To improve student achievement in Literacy"***

#### **District Rationale to Achieve Goal One**

Ten of ten schools identified improved student performance in the area of Literacy as a goal in their School Improvement Plan. As such, a focus for the current school year will be to continue to build on the work undertaken during the past six years focusing on building student capacity in the area of reading and writing achievement. To this end, the District's long-term goal in this area is to have 90% of students, grades 1 to 9, meeting or exceeding expectations by June 2012 (excluding students on IEPs for cognitive impairments) on the District Reading and Writing Assessment. The Aboriginal Enhancement Agreement also identified reading as a specific target.

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 three years to directly reflect this level of interdependency.

Supporting data – Appendix B

Due to the seven months of job action the District Literacy assessments for the 2011-2012 school year were not done. Report card marks for the current school year are not suitable for ongoing comparisons.

#### **Priorities**

#### **Actionable Items**



- District-wide Writing and Reading assessment will enter its eighth 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 is used to improve instruction that incorporates skill training in areas of greatest weakness. Due to job action our 2011-2012 series of assessment were not carried out.
- Support collaboration between schools regarding successful literacy strategies - teachers coaching teachers.
- Provide teachers local professional development in literacy.
- School I.E.P. teams continue to assess student progress in attaining their literacy goal and modify plans where necessary to promote student achievement.
- Continue membership in the Kootenay-Boundary Consortium of School Districts.
- Continue with our community partnerships to deliver the Ready Set Learn parent/child pre-school sessions in each elementary school.

- The District will provide release time to be shared between three teachers to fill the role of Literacy Mentors.
- Staffing: Average class sizes K – 12 will continue to be lower than the provincial average
- 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. Struggling aboriginal students will have a student support plan developed. The District, where appropriate, will support LA/SP Ed teachers with their course work to meet qualifications as described in the Special Educations Services Manual, 2006
- The District will continue financial support for each school's nutrition program for hungry students.
- Provide school district services and resources for the Early Childhood Development community to access professional development through web conferencing and other cross-sector sharing.

#### **District 4-year average on District Assessments**

Grade 1 to 9 student receiving 2.5 or higher

Reading 83%

Writing 82%

#### **Target for 2012-2013**

Reading 85%

Writing 85%

Long term goal is 90% in both categories



## **DISTRICT GOAL NO. 2**

“Develop the capacity to implement and use emerging technologies in day to day classroom instruction to obtain achievement levels above provincial averages for all learners.”

### **District Rationale to Achieve Goal Two**

Technology has held out hope for significantly impacting education. These changes have been slower than predicted but the pace of technological change is now increasing in schools. School District 51 recognizes that it must keep pace and make technology available to future generations of students.

Additionally, ten of ten schools identified improved student performance in the area of Literacy and Numeracy as a goal in their School Improvement Plan. As such, a focus for the current school year will be to continue to build on the work undertaken by instructional staff during the past three years focusing on building student achievement utilizing emerging technologies.

### **Priorities**

1. Complete a network backbone that will support District technology needs into the future forging partnerships with local governments for the most economical technology services we can develop. Our focus in 2012-2013 will be on our three smallest schools.
2. Identify exemplary instructional practices to establish a baseline of student achievement.
3. During this time frame of increasing financial constraints, maintain key support structures, services and initiatives to obtain achievement levels above provincial averages for all learners, including Aboriginal students.
4. Provide appropriate funding that supports innovative instructional uses of technology.

### **Actionable Items**



1. Finalize a governance model for the Community Network with the City of Grand Forks.
2. Develop a District Learning and Technology Plan (DLT) focused on building capacity to impact achievement in a 21st century learning paradigm. The focus would be to build a common vision of using technology to positively impact student achievement.
3. Further develop action plans to move all teachers forward in their implementation of quality assessment and differentiated instructional practices.
7. Integrate technologies to support the teaching and learning process. Some examples include:
  - Supporting interested teachers who value and seek opportunities to use technology as a tool for learning, for increasing student engagement and extending learning beyond the curriculum.
  - Support teachers interested in learning and using Moodle.
8. Monitor grade level student achievement based on the benchmarks established by the District's SmartReading, Writing and Numeracy Assessment and Foundational Skills Assessment
9. Provide laptops for all secondary teachers
10. Monitor usage of Smart Board and document camera usage

Target: 50% of teachers voluntarily take inservice on technology



### **DISTRICT GOAL NO. 3**

“Develop a District-wide approach to support environmentally sustainable practices, and the provision of learning opportunities for students that support healthy and natural environments for current and future generations.”

#### **District Rationale to Achieve Goal Three**

Over the past decade, the Boundary School District has had an enviable record of effective building maintenance and energy efficiency and conservation which leads it to adopt an environmentally sustainable program that supports and enhances student learning and achievement.

#### **Actionable Items**

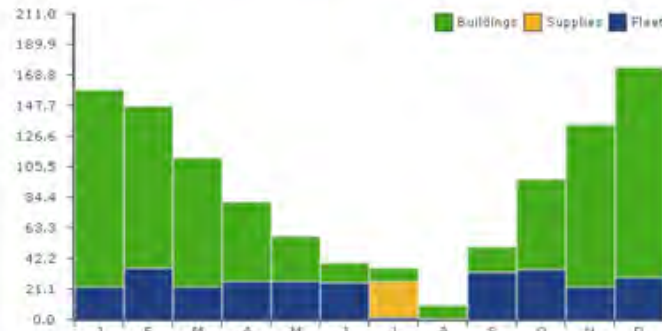


1. Establish a “Green Schools” committee comprised of staff, students and community members to conduct a “Green Schools” survey to determine the perception and reality of sustainability in the areas of energy and water conservation, waste reduction and sustainable grounds and transportation practices.
2. This survey will establish the benchmarks and direction that the sustainability project should take over the next five years.
3. In the ensuing years a similar process should begin as a school-based project. During this time frame of increasing financial constraints, maintain key support structures, services and initiatives to obtain achievement levels above provincial averages for all learners, including Aboriginal students.

Target: Reduce Carbon Offset payment by 5%

**Total Emissions  
Calendar Year 2011  
School District 51 - Boundary**

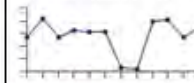
Metric tonnes  
CO<sub>2</sub> equivalent (tCO<sub>2</sub>e)



Click on the bars to view data for each month

**Fleet**

GHG Emissions  
(Metric Tonnes CO<sub>2</sub>e)



**Buildings**

GHG Emissions  
(Metric Tonnes CO<sub>2</sub>e)



**Supplies**

GHG Emissions  
(Metric Tonnes CO<sub>2</sub>e)



**Totals Calendar Year 2011, School District 51 - Boundary**

	Measure	Quantity	Greenhouse Gases in Tonnes				
			CO <sub>2</sub>	BioCO <sub>2</sub>	CH <sub>4</sub>	N <sub>2</sub> O	tCO <sub>2</sub> e <sup>1</sup>
<b>Scope 1 (Direct) Emissions</b>							
Mobile Combustion (Fleet)	Litres	110,872.91	274.20	10.30	0.02	0.03	293.23
Stationary Combustion, Reported <sup>2</sup>	GigaJoules	15,082.72	751.03	0.00	0.02	0.01	755.55
<b>Scope 2 (Indirect) Emissions</b>							
Purchased Energy, Reported <sup>2</sup>	GigaJoules	10,048.97	43.27	0.00	0.00	0.00	43.27
<b>Scope 3 (Business Travel and Office Paper) Emissions</b>							
Office Paper	Packages	3,840.00	25.40	0.00	0.00	0.00	25.40
<b>Total Emissions, Calendar Year 2011</b>			<b>1,093.90</b>	<b>10.30</b>	<b>0.03</b>	<b>0.04</b>	<b>1,117</b>
<b>Carbon Neutral or Offset Exempt</b>			<b>221.76</b>	<b>10.30</b>	<b>0.01</b>	<b>0.01</b>	<b>236</b>
<b>Total for Offsets<sup>4</sup></b>			<b>872.14</b>	<b>0.00</b>	<b>0.02</b>	<b>0.03</b>	<b>881</b>

1. Each greenhouse gas has been converted to a standard measurement (tCO<sub>2</sub>e) by multiplying its emissions by its [global warming potential \(GWP\)](#). The GWP of carbon dioxide (CO<sub>2</sub>) from both anthropogenic and biogenic sources is 1; methane (CH<sub>4</sub>) is 21, and nitrous oxide (N<sub>2</sub>O) is 310. The Totals for tCO<sub>2</sub>e are shown here rounded to the nearest whole metric tonne as only whole tonnes of tCO<sub>2</sub>e can be purchased for offsets.

2. Estimated data has been calculated based on the methods described in the Methodology Document.

3. Reported data refers to consumption which has been directly billed to the organization.

4. Report the tCO<sub>2</sub>e value from the "Total for Offsets" line, to the Pacific Carbon Trust.

## DISTRICT GOAL NO. 4

“Develop a District-shared vision, shared responsibilities and harmonized actions with Interior Health and other sectors in support of health promoting schools.”

### District Rationale to Achieve Goal Four

The Boundary School District believes that students learn and achieve better in schools that promote a healthy environment. This environment is achieved (created) by school and District policies that promote health, create a healthy physical and social environment, promotes individual health skills and reaches out to community health resources collaboratively through partnerships. 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.

### Actionable Items



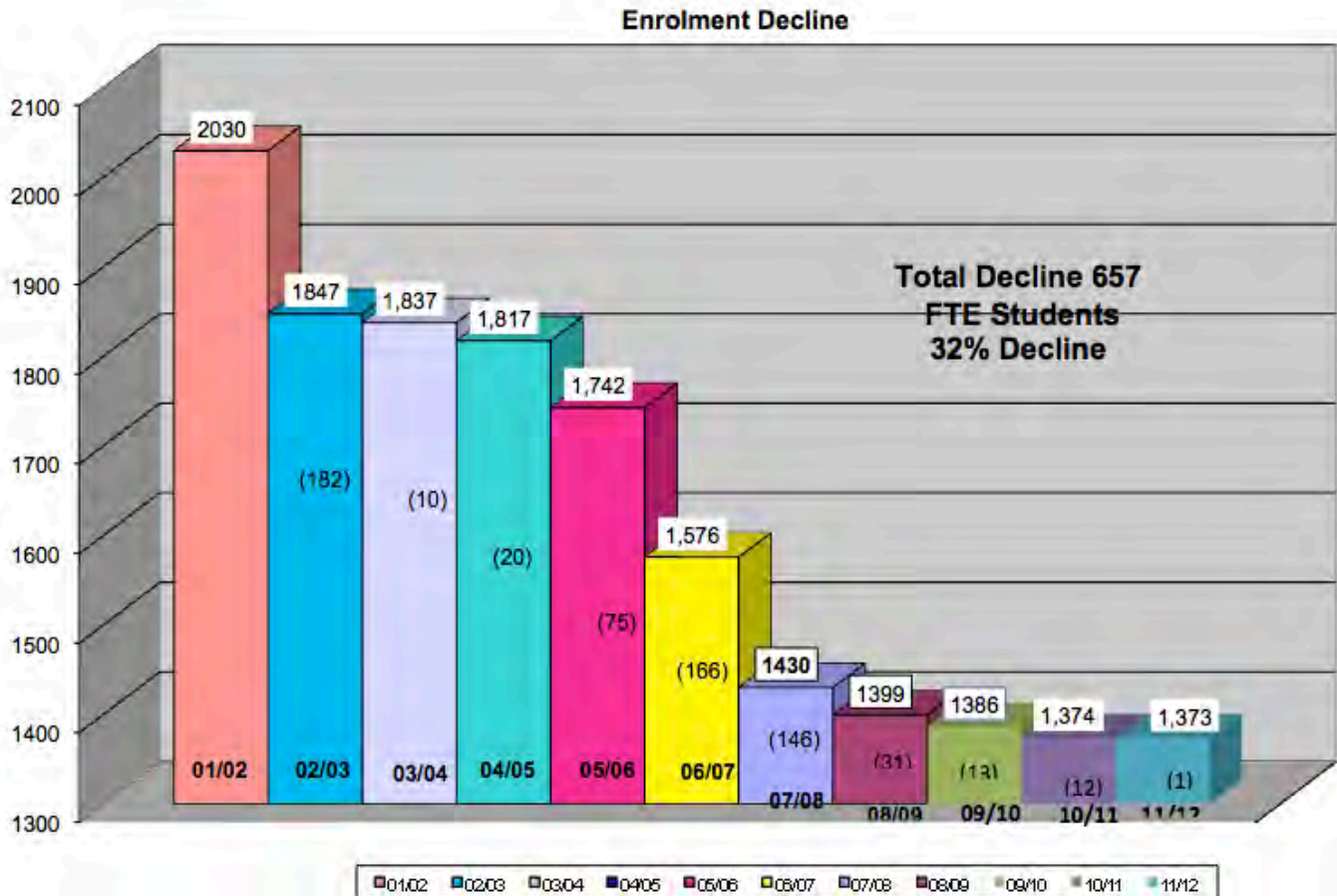
1. Establish a District Health Promoting School Committee to act as the District catalyst and to work with the Health Promoting School Co-Ordinator.
2. Conduct a year-3 audit of current health promoting actions according to the essential elements identified.
3. All schools will have a Child and Youth worker at their school. Allocated time is pro-rated based on the enrollment of the school.
4. Our elementary schools have enrolled in Action Schools BC and the District supports and funds activities such as an elementary swim program, ski program and bus transportation for inter-school sports activities that promote health and activity.
5. Our food services are in compliance with Ministry Guidelines and were implemented ahead of schedule.

Target: All schools have a Health Promoting School Project



## Ongoing Priorities:

### 1. Enrolment Decline:



During the past eight years the Boundary School District has experienced a dramatic decline in school populations. This is primarily due to job loss in the community with the majority of the students moving out of the area or out of province with their families. The Boundary communities are resource-based economies - forestry and mining.

## 2. Aboriginal Education

Implementation of the goals and objectives as outlined by the District Aboriginal Enhancement Agreement signed June 2012.

Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

Inquiry dialogue for annual reports:  
How are we establishing and evaluating the environment that supports Aboriginal learners in developing a sense of belonging, self-respect and pride of heritage?

Intellectual Goal: All partners will work towards increasing the level of academic success for Aboriginal students (Reading, Numeracy, six-year-school completion).

Inquiry dialogue for annual reports:  
How are we improving and evaluating the academic achievement for all Aboriginal learners?

Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their wellbeing.

Inquiry dialogue for annual reports:  
How are we increasing Aboriginal learner awareness of healthy choices that enhance their physical wellbeing?



## School Health

### Individual Education Plan (IEP) Goal Completion

We continue to focus on the writing of clear and appropriate IEP goals for students. All IEPs were reviewed in 2005-2006 by a team of Special Education teachers and the Director of Instruction from School District No. 8 in 2006–2007 and 2007-2008. 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 IEPs of students in the Low Incidence categories is being carried out. Professional dialogue regarding continued improvement is making a difference. The District has completed its transition to the BCeSIS IEP module in the 2009-2010 school year.

### Community Partnerships

School District No. 51 has entered into a partnership with the City of Grand Forks and created a community fibre optic network and a shared Network and Data Centre. Official launch of the network is September 2011. This project will increase bandwidth of our network, leverage efficiencies and extend the robustness of our technology complementing implementation of Goal 2. As this network becomes established, both parties are committed to extend access to the network to other communities in the region that make up School District No.51 (Boundary).

The District continues to maintain its standing and support of the Boundary Individual Services Model (BISM). Membership in BISM consists of the School District, MCFD, Public Health and two non-profit societies - Boundary Family and Individual Services Society and

Sunshine Valley Child Care Society. Where possible, this group has leveraged their resources to increase and improve delivery of services to children and families in our communities.

### **Early Learning Programs**

School District No. 51 has been involved in Early Learning Programs for seven years now. As of September 2010 the District has three StrongStart Centres plus an outreach StrongStart. Every elementary school in the District has a Family Centre operated by the Boundary Family and Individual Services Society or BFISS and a StrongStart Centre operating in its Family Centre. Frequency of StrongStart sessions is commensurate with the enrollment of the elementary school. BFISS oversees the delivery of Early Childhood programs in all of our communities.

### **District Literacy Plan**

The District Literacy Plan has been completed in 2011-2012 and has been updated for 2012-2013. The District formed a partnership with:

- The Boundary Literacy Advisory
- The Columbia Basin Alliance for Literacy
- The Boundary Early Years Advisory Committee
- Local representatives from Success by Six
- Individuals directly operating our StrongStart Centre and Family Centres

A trustee rep, the Superintendent and the District Vice-Principal of Student Services along with our community partners were actively involved in the development of the fourth plan. The development of the third District Literacy Plan was led by the local Literacy Co-ordinator. Execution of the plan is dependent on the active participation of school personnel and community volunteers.

## **2011 - 2016 Achievement Contract**

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



**Superintendent of Schools**

**Date** June 27, 2012





Graduating Class 2012  
Boundary Central Secondary School



Graduating Class 2012  
Grand Forks Secondary School

# APPENDIX A

## Baseline Results 2010-2011



**Grand Forks & District**



**Goal 1: Baseline-Actionable Items: Improve student achievement in Literacy**

1. All District assessment data has been converted to the SmartLearning Writing and Reading files developed by Dr. John Taylor and compatible to Mark Tracker. Support collaboration between schools regarding successful literacy strategies - teachers coaching teachers.
2. Provide teachers local professional development in literacy.
3. School I.E.P. teams continue to assess student progress in attaining their literacy goal and modify plans where necessary to promote student achievement.
4. Continue membership in the Kootenay-Boundary Consortium of School Districts.
5. Continue with our community partnerships to deliver the Ready Set Learn parent/child pre-school sessions in each elementary school.
6. The District will provide release time to be shared between three teachers to fill the role of Literacy Mentors.
7. Staffing: Average class sizes K – 12 will continue be lower than the provincial average
8. 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. Struggling aboriginal students will have a student support plan developed. The District, where appropriate, will support LA/SP Ed teachers with their course work to meet qualifications as described in the Special Educations Services Manual, 2006
9. The District will continue financial support for each school's nutrition program for hungry students.
10. Provide school district services and resources for the Early Childhood Development community to access professional development through web conferencing and other cross-sector sharing.

## **Goal 2: Baseline-Actionable Items: Integration of Technology**

1. Finalize a governance model through a Joint Use Agreement for the Community Network with the City of Grand Forks target is December 2012.
2. Develop a District Learning and Technology Plan (DLT) focused on building capacity to impact achievement in a 21st century learning paradigm. The focus would be to build a common vision of using technology to positively impact student achievement. This item is still incomplete.
3. Further develop action plans to move all teachers forward in their implementation of quality assessment and differentiated instructional practices. This item is still incomplete.
4. Integrate technologies to support the teaching and learning process. Some examples include:
  - Supporting interested teachers who value and seek opportunities to use technology as a tool for learning, for increasing student engagement and extending learning beyond the curriculum. Smart Boards, projectors and document cameras purchased for interested teachers. Inservice was provided. Round 3 is scheduled for 2012-2013
  - Investigate implementation of an Internal Virtual School - band width improvements did not materialize - on hold till they do
  - Joining the BC Learning Network to gain access to Distributed Learning courseware offerings. This is a consortium of BC School Districts pooling their resources for the development and sharing of online courses using open source software such as Moodle. We had a false start, regrouped and on track but progress was delayed by 6 months.
  - Support teachers interested in learning and using Moodle. More opportunities will be provided in 2012-2013
5. Monitor grade level student achievement based on the benchmarks established by the District's Smart Reading, Writing and Numeracy Assessment and Foundational Skills Assessments. This process has been interrupted - job action has left a blank in the assessment data for 2011-2013.

## **Goal 3: Baseline-Actionable Items: Sustainability**

1. Establish a "Green Schools" committee comprised of staff, students and community members to conduct a "Green Schools" survey to determine the perception and reality of sustainability in the areas of energy and water conservation, waste reduction and sustainable grounds and transportation practices. This goal has become school-based. We had secured grant money and a district wide inservice in August 27, 2011. Progress was limited due to job action. Re-grouping for 2012-2013 school year.
2. This survey will establish the benchmarks and direction that the sustainability project should take over the next five years. The survey the District used was developed from the provincial Carbon Neutral Questionnaire.
3. In the ensuing years a similar process should begin as a school-based project. During this time frame of increasing financial constraints, maintain key support structures, services and initiatives to obtain achievement levels above provincial averages for all learners, including Aboriginal students. Schools conducted and completed the survey in #2.

#### **Goal 4: Baseline-Actionable Items: Health Promoting Schools**

1. Establish a small group in each school including teachers, non teaching staff, students, parents and community members to actively lead and coordinate health promoting actions. This has had limited success. Only two schools have established committees. Other schools initiatives were lead by the Principal. This initiative will be re-established.
2. Conduct an audit of current health promoting actions according to the essential elements identified above. This has been completed.
3. Establish the benchmarks and direction that the “Healthy Schools” project should take over the next five years. Still building support for this initiative. One-year goals have been identified for 2011-2012 but are being rolled over for the 2012-2013 school year.
4. During this time frame, maintain key support structures, services and initiatives to obtain achievement levels above provincial averages for all learners, including Aboriginal students. Completed
5. Participate in the Roots of Empathy revision pilot program in all (subject to grant approval). In 2010-2011, Root of Empathy was delivered in all K classes. This initiative will continued in 2011-2012 and is funded for 2012-2013.
6. The Respectful Relationships program will be delivered to all grade 7-9 students, utilizing gender-balanced adults and teen-mentor facilitators.
7. All grade 4 and 5 students will participate in the “Friends” program for anxiety reduction and depression prevention. Completed
8. All schools will have a Child and Youth worker at their school. Allocated time pro-rated based on the enrollment of the school. Completed

# Appendix B

## District-Wide Reading/Writing Assessment



***“To improve student achievement in Literacy”***

**District Wide Reading and Writing Assessments**

School District 51 has been conducting Reading and Writing assessments since 2004-2005. Data has been warehoused with Adminfo Resources since 2006-2007.

Grades participating in the assessment range from Grade K to Grade 9. Administration takes place twice a year in order to track changes during the course of the year.

A small sampling of the trends in three grades is provided in this year's Achievement Contract.



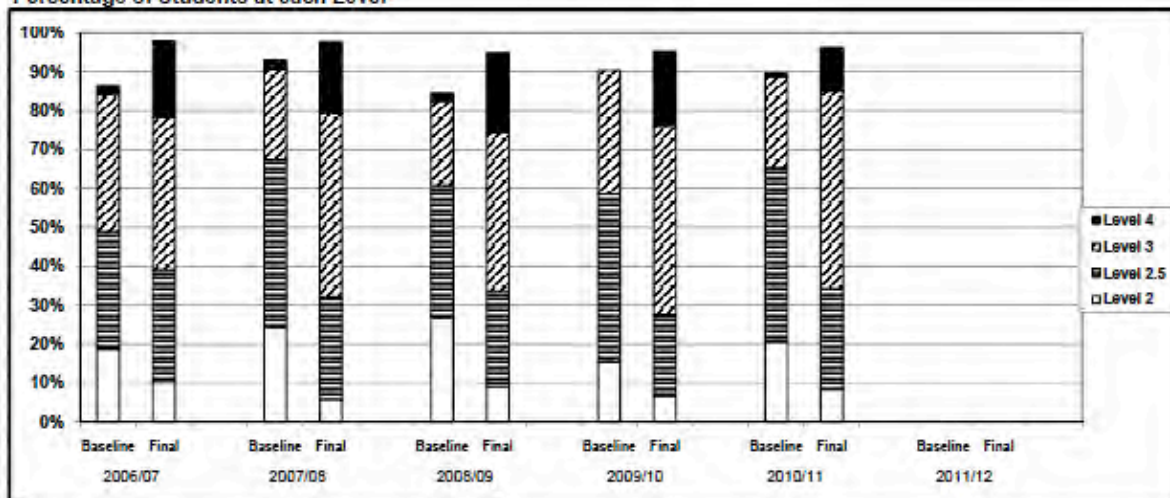


## District-Wide Reading Assessment

## Grade 3

			Baseline Level					Final Level					TOTAL	
			1	2	2.5	3	4	1	2	2.5	3	4		
District	2006/07	Number	13	18	29	34	2	96	2	10	28	38	19	97
		Percent	14%	19%	30%	35%	2%	100%	2%	10%	29%	39%	20%	100%
District	2007/08	Number	6	21	37	20	2	86	2	5	23	41	16	87
		Percent	7%	24%	43%	23%	2%	100%	2%	6%	26%	47%	18%	100%
District	2008/09	Number	15	26	33	21	2	97	5	9	24	40	20	98
		Percent	15%	27%	34%	22%	2%	100%	5%	9%	24%	41%	20%	100%
District	2009/10	Number	10	16	45	33	0	104	5	7	22	51	20	105
		Percent	10%	15%	43%	32%	0%	100%	5%	7%	21%	49%	19%	100%
District	2010/11	Number	11	22	48	25	1	107	4	9	28	55	12	108
		Percent	10%	21%	45%	23%	1%	100%	4%	8%	26%	51%	11%	100%
District	2011/12	Number	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of Students at each Level



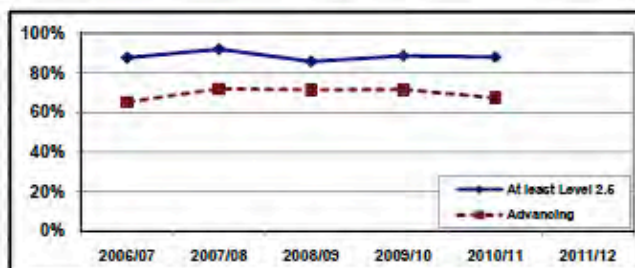
## Student Achievement Indicators for Grade 3 Students

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Number achieving at least Level 2.5 by the end of the year	85	80	84	93	95	0
Total Students assessed in Grade 3	97	87	98	105	108	0
1. Pct achieving at least Level 2.5 by the end of the year	87.6%	92.0%	85.7%	88.6%	88.0%	N/A
Number advancing at least one level during the year	60	59	65	73	70	0
All Possible* Students in Grade 3 who could advance	92	82	91	102	104	0
2. Pct advancing at least one level during the year	65.2%	72.0%	71.4%	71.6%	67.3%	N/A

## NOTE:

Level 1 = Not Yet Meeting Expectations  
 Level 2 = Meeting Expectations at a Minimal Level  
 Level 2.5 = Satisfactorily Meeting Expectations  
 Level 3 = Fully Meeting Expectations  
 Level 4 = Exceeding Expectations

\* Students at the top level at the beginning of the year are excluded

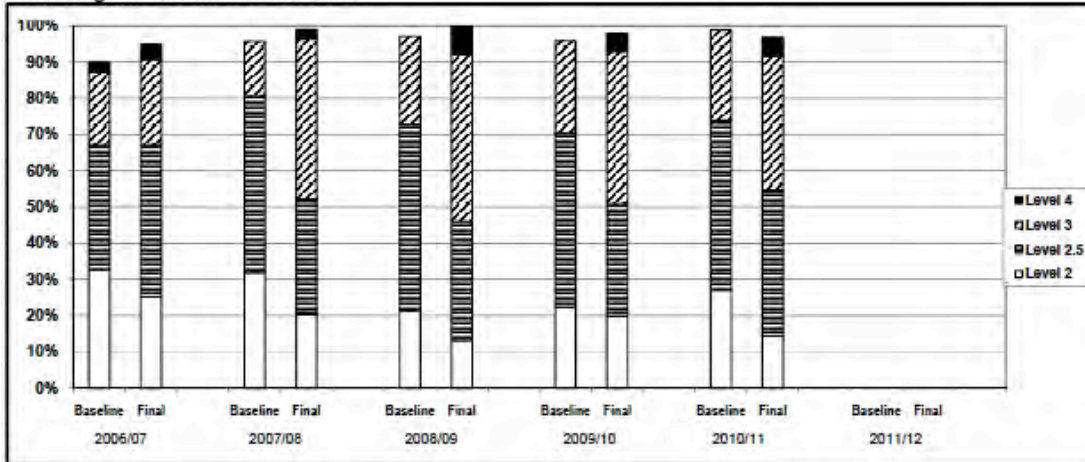


## District-Wide Reading Assessment

## Grade 6

			Baseline Level						Final Level					
			1	2	2.5	3	4	TOTAL	1	2	2.5	3	4	TOTAL
District	2006/07	Number	12	39	41	24	3	119	6	30	50	28	5	119
		Percent	10%	33%	34%	20%	3%	100%	5%	25%	42%	24%	4%	100%
District	2007/08	Number	5	38	58	18	0	119	1	23	36	50	3	113
		Percent	4%	32%	49%	15%	0%	100%	1%	20%	32%	44%	3%	100%
District	2008/09	Number	2	15	36	17	0	70	0	10	25	35	6	76
		Percent	3%	21%	51%	24%	0%	100%	0%	13%	33%	46%	8%	100%
District	2009/10	Number	4	22	47	25	0	98	2	20	31	42	5	100
		Percent	4%	22%	48%	26%	0%	100%	2%	20%	31%	42%	5%	100%
District	2010/11	Number	1	26	45	24	0	96	3	14	39	36	5	97
		Percent	1%	27%	47%	25%	0%	100%	3%	14%	40%	37%	5%	100%
District	2011/12	Number	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of Students at each Level



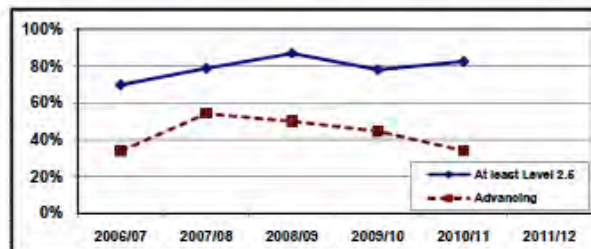
## Student Achievement Indicators for Grade 6 Students

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Number achieving at least Level 2.5 by the end of the year	83	89	66	78	80	0
Total Students assessed in Grade 6	119	113	76	100	97	0
1. Pct achieving at least Level 2.5 by the end of the year	69.7%	78.8%	86.8%	78.0%	82.5%	N/A
Number advancing at least one level during the year	38	60	34	41	32	0
All Possible* Students in Grade 6 who could advance	112	111	68	92	94	0
2. Pct advancing at least one level during the year	33.9%	54.1%	50.0%	44.6%	34.0%	N/A

## NOTE:

Level 1 = Not Yet Meeting Expectations  
 Level 2 = Meeting Expectations at a Minimal Level  
 Level 2.5 = Satisfactorily Meeting Expectations  
 Level 3 = Fully Meeting Expectations  
 Level 4 = Exceeding Expectations

\* Students at the top level at the beginning of the year are excluded



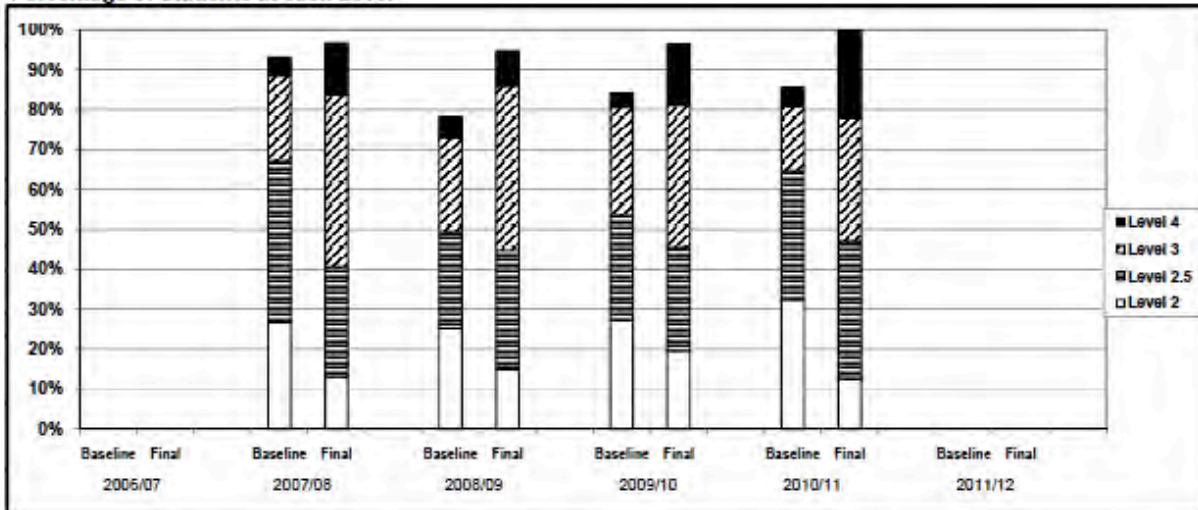


## District-Wide Reading Assessment

## Grade 9

			Baseline Level						Final Level					
			1	2	2.5	3	4	TOTAL	1	2	2.5	3	4	TOTAL
District	2006/07	Number	0	0	0	0	0	0	0	0	0	0	0	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District	2007/08	Number	9	35	53	28	6	131	4	16	34	53	16	123
		Percent	7%	27%	40%	21%	5%	100%	3%	13%	28%	43%	13%	100%
District	2008/09	Number	25	29	28	27	6	115	6	17	34	47	10	114
		Percent	22%	25%	24%	23%	5%	100%	5%	15%	30%	41%	9%	100%
District	2009/10	Number	18	31	30	31	4	114	4	22	29	40	17	112
		Percent	16%	27%	26%	27%	4%	100%	4%	20%	26%	36%	15%	100%
District	2010/11	Number	15	34	34	17	5	105	0	13	36	32	23	104
		Percent	14%	32%	32%	16%	5%	100%	0%	13%	35%	31%	22%	100%
District	2011/12	Number	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of Students at each Level



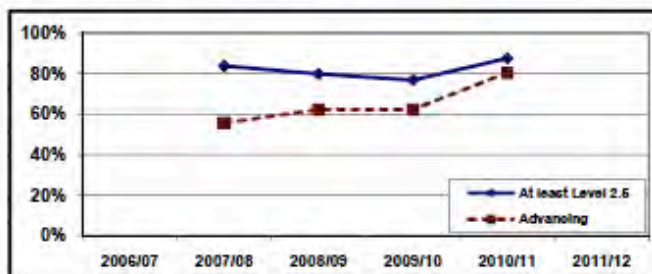
## Student Achievement Indicators for Grade 9 Students

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Number achieving at least Level 2.5 by the end of the year	0	103	91	86	91	0
Total Students assessed in Grade 9	0	123	114	112	104	0
1. Pct achieving at least Level 2.5 by the end of the year	N/A	83.7%	79.8%	76.8%	87.5%	N/A
Number advancing at least one level during the year	0	64	66	66	78	0
All Possible* Students in Grade 9 who could advance	0	115	106	106	97	0
2. Pct advancing at least one level during the year	N/A	55.7%	62.3%	62.3%	80.4%	N/A

## NOTE:

Level 1 = Not Yet Meeting Expectations  
 Level 2 = Meeting Expectations at a Minimal Level  
 Level 2.5 = Satisfactorily Meeting Expectations  
 Level 3 = Fully Meeting Expectations  
 Level 4 = Exceeding Expectations

\* Students at the top level at the beginning of the year are excluded

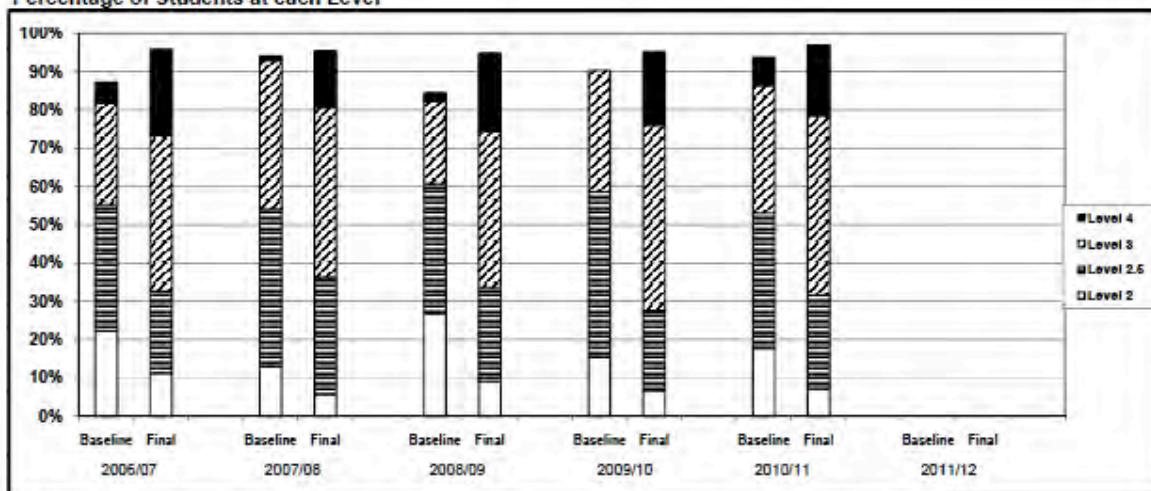


## District-Wide Writing Assessment

## Grade 3

		Baseline Level							Final Level						
			1	2	2.5	3	4	TOTAL		1	2	2.5	3	4	TOTAL
District	2006/07	Number	12	21	31	25	5	94	4	11	21	40	22		98
		Percent	13%	22%	33%	27%	5%	100%	4%	11%	21%	41%	22%		100%
District	2007/08	Number	5	11	35	33	1	85	4	5	27	39	13		88
		Percent	6%	13%	41%	39%	1%	100%	5%	6%	31%	44%	15%		100%
District	2008/09	Number	15	28	33	21	2	97	5	9	24	40	20		98
		Percent	15%	27%	34%	22%	2%	100%	5%	9%	24%	41%	20%		100%
District	2009/10	Number	10	18	45	33	0	104	5	7	22	51	20		105
		Percent	10%	15%	43%	32%	0%	100%	5%	7%	21%	49%	19%		100%
District	2010/11	Number	6	17	34	32	7	96	3	7	24	46	18		98
		Percent	6%	18%	35%	33%	7%	100%	3%	7%	24%	47%	18%		100%
District	2011/12	Number	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of Students at each Level



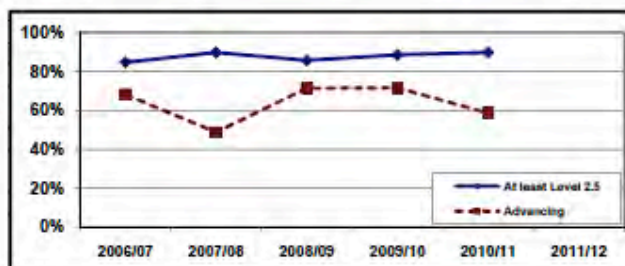
## Student Achievement Indicators for Grade 3 Students

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Number achieving at least Level 2.5 by the end of the year	83	79	84	93	88	0
Total Students assessed in Grade 3	98	88	98	105	98	0
1. Pct achieving at least Level 2.5 by the end of the year	84.7%	89.8%	85.7%	88.6%	89.8%	N/A
Number advancing at least one level during the year	60	40	65	73	51	0
All Possible* Students in Grade 3 who could advance	88	82	91	102	87	0
2. Pct advancing at least one level during the year	68.2%	48.8%	71.4%	71.6%	58.6%	N/A

## NOTE:

Level 1 = Not Yet Meeting Expectations  
 Level 2 = Meeting Expectations at a Minimal Level  
 Level 2.5 = Satisfactorily Meeting Expectations  
 Level 3 = Fully Meeting Expectations  
 Level 4 = Exceeding Expectations

\* Students at the top level at the beginning of the year are excluded



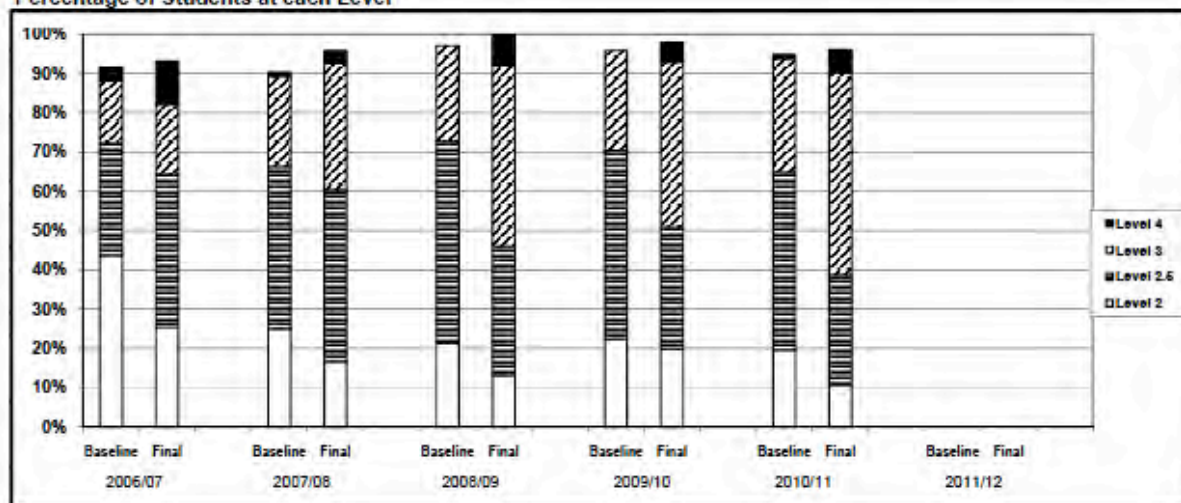


## District-Wide Writing Assessment

## Grade 6

			Baseline Level					TOTAL	Final Level					TOTAL
			1	2	2.5	3	4		1	2	2.5	3	4	
District	2006/07	Number	10	52	34	19	4	118	8	30	46	21	13	118
		Percent	8%	44%	29%	16%	3%	100%	7%	25%	39%	18%	11%	100%
District	2007/08	Number	10	26	43	24	1	104	4	16	42	31	3	96
		Percent	10%	25%	41%	23%	1%	100%	4%	17%	44%	32%	3%	100%
District	2008/09	Number	2	15	36	17	0	70	0	10	25	35	6	76
		Percent	3%	21%	51%	24%	0%	100%	0%	13%	33%	46%	8%	100%
District	2009/10	Number	4	22	47	25	0	98	2	20	31	42	5	100
		Percent	4%	22%	48%	26%	0%	100%	2%	20%	31%	42%	5%	100%
District	2010/11	Number	5	19	44	28	1	97	4	11	29	53	6	103
		Percent	5%	20%	45%	29%	1%	100%	4%	11%	28%	51%	6%	100%
District	2011/12	Number	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of Students at each Level



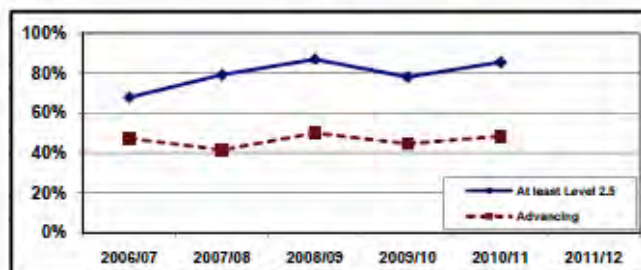
## Student Achievement Indicators for Grade 6 Students

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Number achieving at least Level 2.5 by the end of the year	80	76	66	78	88	0
Total Students assessed in Grade 6	118	96	76	100	103	0
1. Pct achieving at least Level 2.5 by the end of the year	67.8%	79.2%	86.8%	78.0%	85.4%	N/A
Number advancing at least one level during the year	52	39	34	41	46	0
All Possible* Students in Grade 6 who could advance	110	94	68	92	95	0
2. Pct advancing at least one level during the year	47.3%	41.5%	50.0%	44.6%	48.4%	N/A

## NOTE:

Level 1 = Not Yet Meeting Expectations  
 Level 2 = Meeting Expectations at a Minimal Level  
 Level 2.5 = Satisfactorily Meeting Expectations  
 Level 3 = Fully Meeting Expectations  
 Level 4 = Exceeding Expectations

\* Students at the top level at the beginning of the year are excluded

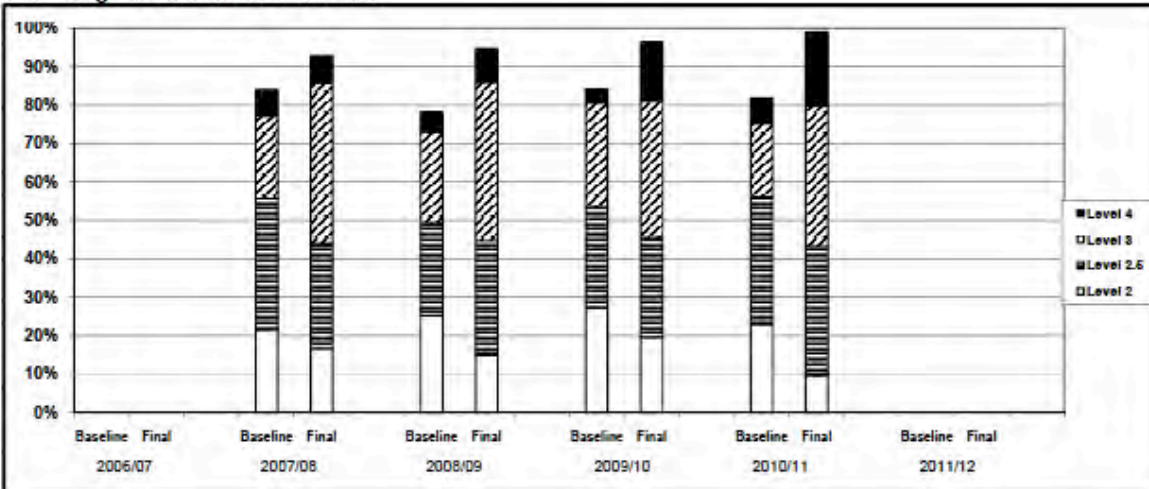


## District-Wide Writing Assessment

## Grade 9

			Baseline Level						Final Level					
			1	2	2.5	3	4	TOTAL	1	2	2.5	3	4	TOTAL
District	2006/07	Number	0	0	0	0	0	0	0	0	0	0	0	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District	2007/08	Number	14	19	30	19	6	88	6	14	23	35	6	84
		Percent	16%	22%	34%	22%	7%	100%	7%	17%	27%	42%	7%	100%
District	2008/09	Number	25	29	28	27	6	115	6	17	34	47	10	114
		Percent	22%	25%	24%	23%	5%	100%	5%	15%	30%	41%	9%	100%
District	2009/10	Number	18	31	30	31	4	114	4	22	29	40	17	112
		Percent	16%	27%	26%	27%	4%	100%	4%	20%	26%	36%	15%	100%
District	2010/11	Number	19	24	35	20	7	105	1	10	35	38	20	104
		Percent	18%	23%	33%	19%	7%	100%	1%	10%	34%	37%	19%	100%
District	2011/12	Number	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	0
		Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of Students at each Level



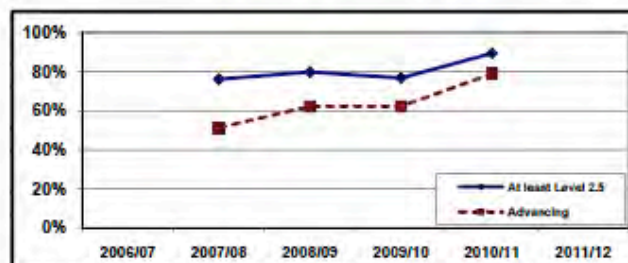
## Student Achievement Indicators for Grade 9 Students

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Number achieving at least Level 2.5 by the end of the year	0	64	91	86	93	0
Total Students assessed in Grade 9	0	84	114	112	104	0
1. Pct achieving at least Level 2.5 by the end of the year	N/A	76.2%	79.8%	76.8%	89.4%	N/A
Number advancing at least one level during the year	0	39	66	66	75	0
All Possible* Students in Grade 9 who could advance	0	76	106	106	95	0
2. Pct advancing at least one level during the year	N/A	51.3%	62.3%	62.3%	78.9%	N/A

## NOTE.

Level 1 = Not Yet Meeting Expectations  
 Level 2 = Meeting Expectations at a Minimal Level  
 Level 2.5 = Satisfactorily Meeting Expectations  
 Level 3 = Fully Meeting Expectations  
 Level 4 = Exceeding Expectations

\* Students at the top level at the beginning of the year are excluded





## **District Overall FSA Grade 4 Results**

The graphs on the following page show the overall statistics for student achievement in Reading, Writing and Numeracy as measured by the Foundation Skills Assessment for each year.

For 2008 - 2009, Grade 7 FSA results indicate a slight improvement in numeracy, writing, and reading.

For 2008 - 2009, Grade 4 FSA results indicate a slight improvement in numeracy, writing, and a slight decline in reading.

For 2009-2010, it is much more difficult to draw conclusions from FSA Results. Participation rates for the District are down to 70%. Unfortunately participation rates varied from school to school. Where participation rates were good, results showed improvements. Where participation rates were very low school results were meaningless.

For 2010-2011 district participation rates were much better. Preliminary results for Grade 4 indicates Reading continues to improve but writing took an unexpected drop.

Preliminary results for Grade 7 indicates Reading is down and writing has plateaued.





Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 116

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
		All Students	21	19	11	10	74	66	5
		Male	13	23	3	5	40	70	1
		Female	8	15	8	15	34	62	5
		Aboriginal	7	22	3	9	22	69	0
		ESL	-	-	-	-	-	-	-
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk

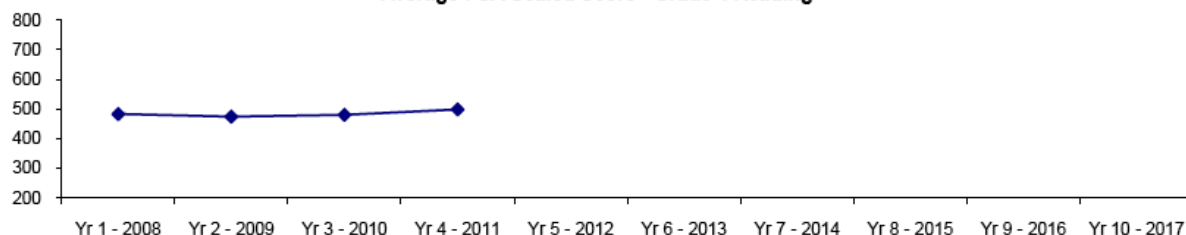
Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
		All Students	21	19	15	13	69	62	7
		Male	12	21	11	19	32	56	2
		Female	9	16	4	7	37	67	5
		Aboriginal	9	28	3	9	19	59	1
		ESL	-	-	-	-	-	-	-
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
		All Students	22	20	9	8	72	64	9
		Male	13	23	4	7	32	56	8
		Female	9	16	5	9	40	73	1
		Aboriginal	9	28	3	9	18	56	2
		ESL	-	-	-	-	-	-	-
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk

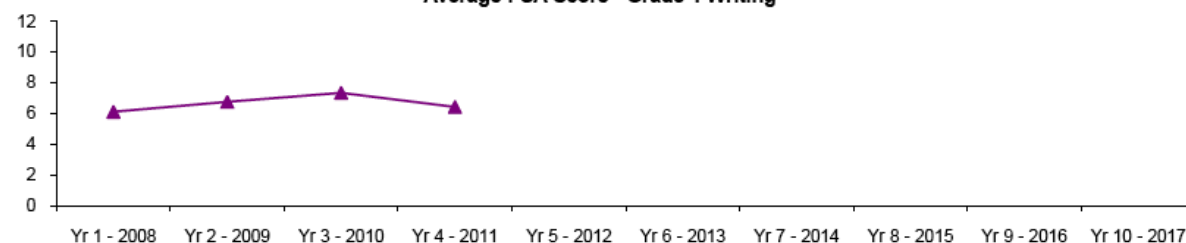
Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

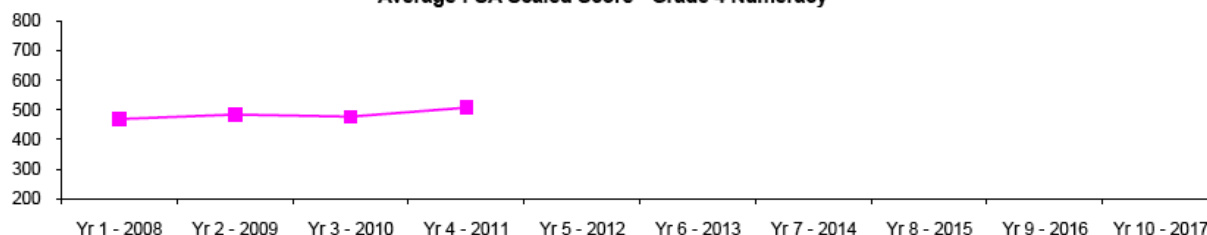
Average FSA Scaled Score - Grade 4 Reading



Average FSA Score - Grade 4 Writing



Average FSA Scaled Score - Grade 4 Numeracy



Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 104

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
<b>All Students</b>		<b>11</b>	<b>11</b>	<b>20</b>	<b>19</b>	<b>61</b>	<b>59</b>	<b>12</b>	<b>12</b>
Male		6	11	11	20	33	60	5	9
Female		5	10	9	18	28	57	7	14
Aboriginal		2	8	5	21	16	67	1	4
ESL		-	-	-	-	-	-	-	-
Special Needs*		3	30	2	20	5	50	0	0

Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
<b>All Students</b>		<b>12</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>68</b>	<b>65</b>	<b>13</b>	<b>13</b>
Male		6	11	10	18	34	62	5	9
Female		6	12	1	2	34	69	8	16
Aboriginal		2	8	6	25	14	58	2	8
ESL		-	-	-	-	-	-	-	-
Special Needs*		2	20	5	50	3	30	0	0

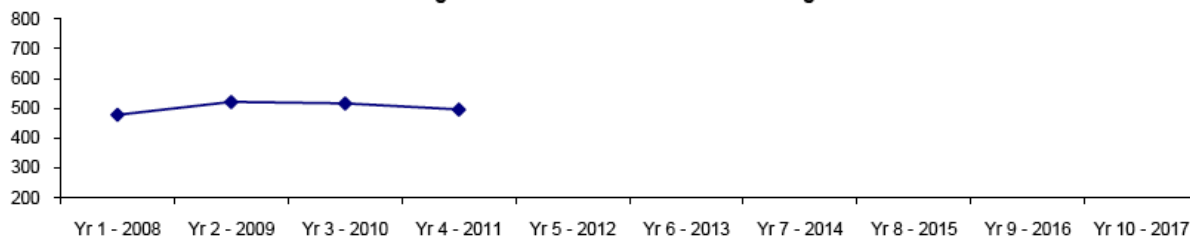
  

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
<b>All Students</b>		<b>14</b>	<b>13</b>	<b>19</b>	<b>18</b>	<b>67</b>	<b>64</b>	<b>4</b>	<b>4</b>
Male		8	15	9	16	35	64	3	5
Female		6	12	10	20	32	65	1	2
Aboriginal		4	17	7	29	12	50	1	4
ESL		-	-	-	-	-	-	-	-
Special Needs*		3	30	1	10	6	60	0	0

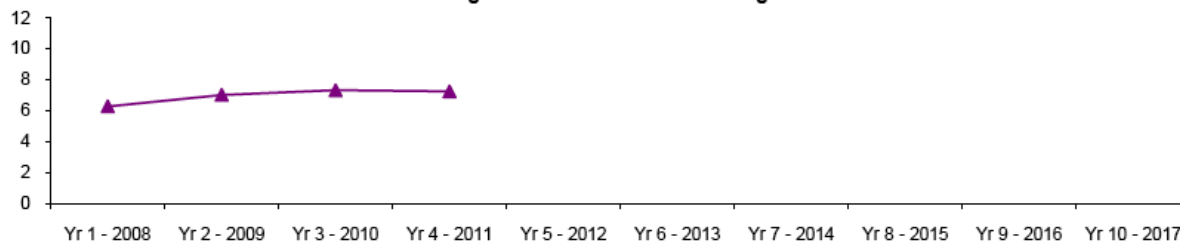
Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

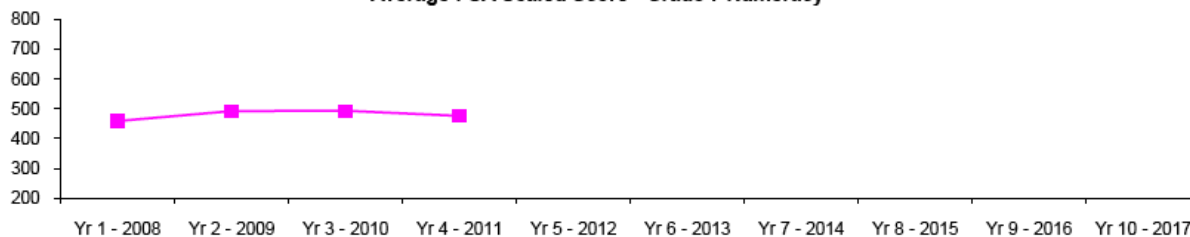
Average FSA Scaled Score - Grade 7 Reading



Average FSA Score - Grade 7 Writing



Average FSA Scaled Score - Grade 7 Numeracy



- For More information, please visit the FSA website at <http://www.bced.gov.bc.ca/assessment/fsa/>





# **Boundary Aboriginal Education Enhancement Agreement 2011—2016**

The logo representing the S.D. 51 Aboriginal Education Enhancement Agreement was created in 2006 by members of the Boundary Aboriginal Education Advisory Council in celebration of our first Agreement. The background depicts the Kettle River flowing through the mountains and valleys throughout the Boundary area. The dream catcher is holding our hopes and dreams for success for all of our children of Inuit, First Nations and Metis ancestry.

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## Voices of our Community

These student gatherings help students be heard and it also brings students together. It gives student feedback on what teaching should be introduced to the system. What we have already as tools in our reach are good things, but we still need some more traditional teachings like more traditional food preparation that is in or near the area of Grand Forks. But the gatherings are also bringing students together with elders of the area to be mentored by the Elders of our area. We also have a good turn-out of students for these gatherings and I beg you to keep coming to these gatherings, without it we won't be able to be fully heard. From my head straight on the paper I bid you a good day brothers and sisters.

**Josh Ridsdale, Student, Walker Development Centre**

The Medicine Wheel is a great tool to help us understand the full nature of our beings and that we are always on the way to becoming, none of us are there yet. The young students are only starting this journey and what one sees, are the parts of one self in them. What do they really need to become whole beings? No one person really knows this, it is a collection of many inputs and processing from many involved in their lives. By valuing each as part of the living circle and speaking the Truth in gentleness are we giving them the freedom to be who the Creator made them to be and also a gentle reminder of higher things.

**Terry Jackson, Metis elder**



*As we are about to sign our "new" Aboriginal Education Enhancement Agreement, I look forward to the next five years—with eagerness and excitement and the Medicine Wheel concept to guide us in a positive way.*

*I must also reflect on the past five years accomplishments with pride and satisfaction. In that time we witnessed many presentations that brought cultural teachings to our students, staff and everyone in attendance.*

*I am honoured to be part of this committee and the process and I am proud to be part of the Aboriginal community.*

*All My Relations,*

*Joanie Holmes, Metis Elder, BANAC president*



As a parent and President of the Metis Association I am very pleased. I am looking forward to the next five years using the Medicine Wheel component. There is much excitement from youth and the Aboriginal community. We are all looking forward to walking this path together and believe that great things are going to happen because of the past five years of successes.

**Danny Williamson, President of Metis Association.**



## PREAMBLE

This second Boundary Aboriginal Education Enhancement Agreement represents an ongoing commitment between the Boundary School District, local Aboriginal Communities and the Ministry of Education. Through a continuing collaborative partnership between all parties we are committed to improving educational achievement for all Aboriginal students. We proudly acknowledge this collective relationship of shared responsibility and decision making to set goals to meet the educational needs of Aboriginal students.

The following members of the Boundary Aboriginal Education Advisory Council have been involved in the Enhancement Agreement process:

Joan Holmes	Boundary All Nations Aboriginal Council, President and Metis elder
Danny Williamson	Boundary Metis Community Association, President
Terry Jackson	Boundary Metis Community Association, West Boundary
Erika Schoenfeld	Aboriginal Family Support Worker, Boundary Family and Individual Services Society
Wanda Hecht	Aboriginal Education Teacher
Marilyn Hanson	Aboriginal Education Teacher
Billy Metcalf	Aboriginal Enhancement Child and Youth Counselor
Victoria Runge	Aboriginal Education Enhancement Worker
Jennifer Turner	Walker Development Centre, Principal and District Vice-Principal Student Support Services
Vicki Gee	School Trustee
Maxine Ruzicka	Director of Instruction



# INTRODUCTION

According to the Ministry of Education, Aboriginal Education Enhancement Agreements are intended to:

1. Improve the quality of education for all Aboriginal students;
2. Support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
3. Provide Aboriginal communities and districts greater autonomy to enhance student outcomes, and
4. Require a high level of respect and trust to function.

In preparation for the creation of the second Boundary Aboriginal Education Enhancement Agreement, the Boundary Aboriginal Education Advisory Council (BAEAC) engaged in an extensive process to make presentations to and consult with school staffs, students, parents and community over the past year.

This included:

- May/June 2011—presentations and consultation with every school staff
- April 2011—presentation and consultation with Boundary Metis and Boundary All Nations Aboriginal Council (BANAC)
- Fall 2011—presentations to community groups and organizations
- January 2012—Medicine Wheel process (appreciative inquiry focus) with principals, vice-principals, district staff and BAEAC
- March 2012—Medicine Wheel Student Forums (appreciative inquiry and brainstorm) with students at Boundary Central Secondary School (BCSS) and Grand Forks Secondary School (GFSS)
- May 2012—Medicine Wheel Parent Forum (sharing student forum results and appreciative inquiry for input)

There is a strong commitment to building on our past achievements and strengths from our first Boundary Aboriginal Education Enhancement Agreement. The BAEAC has decided to deepen our work over the next five years by framing four goal areas, reflecting the teachings of the Medicine Wheel, in support of intellectual, physical, emotional and spiritual development of Aboriginal students in the Boundary School District.



# GUIDING PRINCIPLES

## BAEAC Values & Guiding Principles

*The Boundary Aboriginal Education Advisory Council acknowledges and is committed to the collective responsibility of the Aboriginal communities and the Boundary School District for the success of all Aboriginal learners. All partners work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.*

*We acknowledge the importance of this continuing relationship and commit to working towards establishing, maintaining and improving our connections:*

- to honour the traditional peoples within the Boundary School District area, which includes the Okanagan People as well as other First Nation, Metis and Inuit peoples
- to recognize the leadership of the Boundary All Nations Aboriginal Council (BANAC) and the Boundary Metis Community Association as the supporting voice for Boundary Aboriginal education
- to strengthen a holistic approach, as informed by the medicine wheel teachings, to improve educational success for students of First Nations, Metis and Inuit ancestry
- to increase the graduation rate of aboriginal students
- to increase student achievement in all literacy areas from kindergarten to grade 12
- to encourage and challenge students to achieve the highest standards in their educational, emotional, social, cultural and spiritual well being
- to nurture Aboriginal pride through promoting awareness of Aboriginal cultures, and heritages in the context of the whole school and in the curriculum
- to cultivate a continuum of services and support in collaboration with community partners from early intervention to career start
- to provide students with multi-cultural experiences which prepares them for living in Aboriginal society and the larger Canadian society
- to strengthen and deepen collaborative relationships between School District No. 51, the Boundary Metis Association and BANAC
- to encourage and support Aboriginal parent and caregiver involvement (Aboriginal voice), recognizing that a child's first educator is their family
- to ensure the goals of the Boundary Aboriginal Education Enhancement Agreement are realized



## PERFORMANCE INDICATORS AND TARGETS

Performance indicators are selected from all sources of data available and are used to measure improvement from reliable information that can be:

Collected from multiple sources to ensure accuracy (individual, classroom, school, district, and provincial level data);

Tracked over time to identify trends;

Effectively used to implement interventions and best practices; and

Quantitative and qualitative to support targets and goal areas.



Performance indicators are designed to increase or improve academic achievement and other goal areas for all Aboriginal learners. Targets will be established and/or reaffirmed each year and monitored over the duration of this Aboriginal Education Enhancement Agreement. Targets can change over time and will be re-assessed annually to determine if they are realistic and attainable.

Performance Indicators, targets and results will be prepared and reported by the Boundary Aboriginal Education Advisory Council and District Administration in an annual Aboriginal Education report to the Board of Education and the Ministry of Education.

## MEDICINE WHEEL FRAMEWORK

The following 2011-2016 goals, which reflect the teachings of the Medicine Wheel, form the framework for how we support and build success for Aboriginal learners. Over the past several years, members of the Boundary Aboriginal Education Advisory Council (BAEAC) have recognized that we were at a place to strengthen and deepen the understanding and appreciation for Aboriginal Culture among learners, staff and the school community. We also identified the need to articulate the full scope of the work and resources that are now available in schools to support Aboriginal learners. This included supports for and opportunities to develop social, emotional, physical, intellectual and spiritual growth in all of our learners.



Three years ago, the Boundary School District organized the East/West Kootenay/Boundary Regional Aboriginal Education Conference, with Dr. Martin Brokenleg as a keynote presenter on the Circle of Courage. We realized that the Medicine Wheel would help us to articulate our goals and realize our BAEAC Vision and Guiding Principles. Subsequent research on brain based learning, self-regulation and the 40 developmental assets strengthened our desire to renew the Boundary Aboriginal Education Enhancement Agreement in a Medicine Wheel framework. Using the Medicine Wheel as a lens helps us identify where we are and the areas that we need to develop in order to manifest our potential.

We would like to thank School District 23, Central Okanagan, for their generosity in releasing Karen Chase – Aboriginal Education Cultural Facilitator and Assistant Superintendent, Terry-Lee Beaudry, who shared their journey and teaching of the Medicine Wheel with us. We are grateful for their input. In this regard, we have used their Medicine Wheel interpretation:

- North – white - intellectual (mind)
- East – yellow - emotional
- South – red - spiritual
- West – black - physical



## ABORIGINAL ENHANCEMENT AGREEMENT GOALS 2011-2016

Success for Aboriginal students will be defined by the realization of the following goals:

**Emotional Goal:** All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

### ***Rationale***

We believe that increased appreciation and acceptance of Aboriginal culture from all students and staff is fundamental to an Aboriginal learner's sense of belonging and plays a significant role in school completion. Ongoing research indicates that being connected to an adult in the home, at school and in the community helps in the formation of healthy relationships, and a positive self-concept which is fundamental to life-long success.



### ***Indicators***

- Improved attendance rate for those who have missed 8 or more days of school in 2011/2012
- Improved sense of belonging as measured on the Aboriginal Education rubric or satisfaction survey
- Increased appreciation and acceptance of Aboriginal culture from others in the school as measured by an Aboriginal education culture rubric or satisfaction survey

Inquiry dialogue:

***How are we establishing and evaluating the environment that supports Aboriginal learners in developing a sense of belonging, self-respect and pride of heritage?***

**Intellectual Goal:** All partners will work towards increasing the level of academic success for Aboriginal students.

***Rationale***

We want all students with Aboriginal ancestry to make consistent progress in school achievement. We recognize that key transition times – such as school entry into Kindergarten, from Elementary to Secondary School, and from Secondary School into careers or post-secondary institutions are critical foundational times for learner success. Student enhancement plans will be in place for each student as a road map to achieving their personal goals.



***Indicators***

- Increase the number of students meeting or exceeding expectations in Reading and Numeracy
- Improve Reading and Numeracy achievement results
- Increase student participation in and performance on English 10 and English 12 provincial exams
- Improve final letter grades in Secondary Math, English and Communications
- Increase or maintain six year school completion rates at 85% or higher

Inquiry dialogue:

***How are we improving and evaluating the academic achievement for all Aboriginal learners?***

**Spiritual Goal:** All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.

***Rationale***

It is critical for all staff and learners in classrooms to increase their awareness, knowledge and respect of and for Aboriginal culture, traditions and language as this will anchor a deeper appreciation of the history of this land and the way that the Original Peoples lived their lives in the more distant past, the present and into the future.



***Indicators***

- Increase the number of students participating in school, district or community Aboriginal cultural opportunities
- Increase the knowledge and appreciation for the culture of the Okanagan People, recognizing that the Boundary School District is located in their traditional territory, as measured by Aboriginal Education rubric or student survey

Inquiry dialogue:

***How are we including all Aboriginal learners, staff and members of the school community in supporting and successfully participating in the achievement of this goal?***

**Physical Goal:** All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

***Rationale***

Research increasingly reinforces the importance of living healthy lifestyles. From the food that you eat, to the amount of physical activity you get and the healthy habits that you develop – all play a critical role in being ready to learn and participating fully in other learning and social activities.

***Indicators***

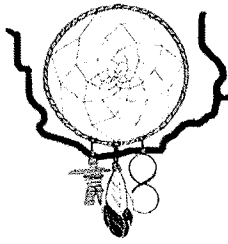
- Increase student participation in activities and programs that support healthy choices and active living
- Increase student knowledge on drug awareness and support for substance abuse/misuse
- Increase student attendance at school



Inquiry dialogue:

***How are we increasing Aboriginal learner awareness of healthy choices that enhance their physical well-being?***





## Boundary Aboriginal Enhancement Agreement

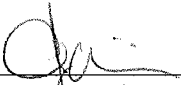
### BOUNDARY SCHOOL DISTRICT Memorandum of Agreement

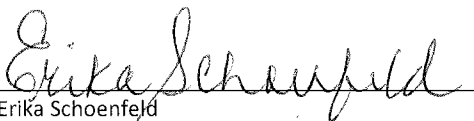
In the Boundary District, all of our education partners acknowledge and honour the special relationship that exists with our diverse Aboriginal community. We also recognize and honour the historical significance of the Okanagan peoples in the history of the Boundary.

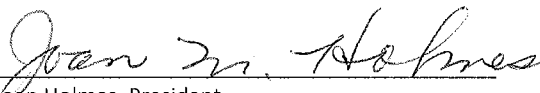
We, the undersigned, acknowledge and honour our collective responsibilities for the success of all Aboriginal learners in School District No. 51 (Boundary). We agree to the terms of this Boundary Aboriginal Enhancement Agreement for the period of July, 2011 to June 2016.


Dated June 27, 2012, Grand Forks BC.


Boundary Aboriginal Education Advisory Council

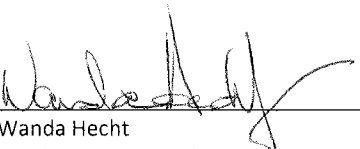
  
\_\_\_\_\_  
Danny Williamson, President  
Boundary Métis Association

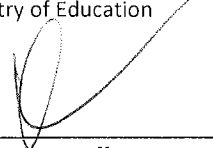
  
\_\_\_\_\_  
Erika Schoenfeld  
Aboriginal Family Support Worker, BFISS

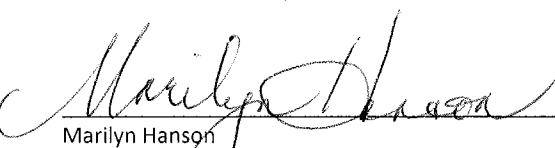
  
\_\_\_\_\_  
Joan Holmes, President  
Boundary All Nations Aboriginal Council

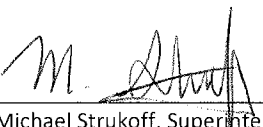
  
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Victoria Runge  
Aboriginal Enhancement Worker, GFSS

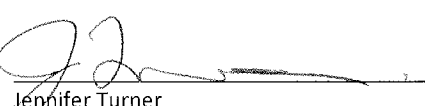
  
\_\_\_\_\_  
Ted Cadwallader  
Ministry of Education

  
\_\_\_\_\_  
Wanda Hecht  
Teacher, East Boundary


  
\_\_\_\_\_  
Teresa Rezansoff  
Board Chair, School District No. 51 (Boundary)

  
\_\_\_\_\_  
Marilyn Hanson  
Teacher, West Boundary

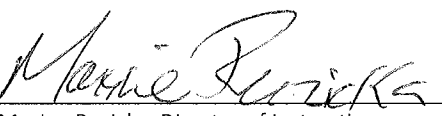
  
\_\_\_\_\_  
Michael Strukoff, Superintendent of Schools  
School District No. 51 (Boundary)

  
\_\_\_\_\_  
Jennifer Turner  
Vice Principal, S.D. No. 51/Principal, WDC

  
\_\_\_\_\_  
Honourable John Slater  
MLA, Boundary-Similkameen

  
\_\_\_\_\_  
Vicki Gee  
Trustee, School District No. 51 (Boundary)

  
\_\_\_\_\_  
Terry Jackson  
Boundary Métis Association, West

  
\_\_\_\_\_  
Maxine Ruzicka, Director of Instruction  
School District No. 51 (Boundary)



## **APPENDIX 'A'**

### **TERMS OF REFERENCE**

# **Boundary Aboriginal Education Advisory Council**

## **Terms of Reference**

**Reviewed October 5, 2011**

### **Membership:**

- 2 representatives of the Metis Association, appointed by the Metis Association executive (E&W Boundary if possible)
- 2 BANAC representatives, appointed by BANAC
- 1 representative from Selkirk College – Aboriginal Coordinator
- 10 parent representatives – every school may have an Aboriginal parent representative at the Advisory table
- Aboriginal foster parent representative
- School Aboriginal program teachers
- School Aboriginal Support Workers
- 1 BFISS representative – Aboriginal Family support
- 2 Aboriginal Student / Youth representatives (Grand Forks Secondary and Boundary Central Secondary)
- 1 School District Trustee
- 1 Administrative Officer from Schools
- Director of Instruction or district designated senior administrator

### **Term:**

The Advisory Council term is September 1 to August 31. Appointment to the Advisory Council will be confirmed on a yearly basis.

### **Time of Meetings:**

Regular meeting to be held at 3:30 pm on Wednesday as determined each year at the first Advisory meeting. A minimum of 4 meetings per year will be held, dates and locations determined at first meeting in the fall.

### **Order of Business:**

- Opening Prayer
- School District Information
- Reports from Schools
- Report from Youth Representative
- Information Sharing:
  - Boundary All Nations Aboriginal Council (BANAC)
  - Boundary Metis Community Association
  - Selkirk College
  - Foster Parent
- Other
- Closing Prayer

**Chairperson:** To be appointed for the next year at the first meeting of the term (October).

**Secretary:** To be appointed for the year at the first meeting of the term. (May be rotating.)

### **Requests to Attend Advisory Council Meetings:**

Visitors to the Advisory Committee meetings are requested to contact an Advisory Council member, who will forward this information to the chair prior to the next meeting so that the visitor can be acknowledged as a guest.



## **APPENDIX 'B'**

### **ABORIGINAL ENHANCEMENT AGREEMENT GOAL STRATEGIES 2011-2016**





## ABORIGINAL ENHANCEMENT AGREEMENT GOALS 2011-2016

**Emotional Goal:** All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

### ***Strategies***

- Increased exposure and involvement in Aboriginal culture
- Continue FRIENDS programs – K/1, grades 4/5 and grades 6/7/8
- Increase the use of Elders in the schools
- Provide Aboriginal Child and Youth Counselors in schools for emotional support
- Increase Aboriginal visual presence in the schools
- Continue and increase Aboriginal presenters across schools in the district (linked to curriculum goals in the classrooms)
- Continue with inclusive Aboriginal culture presentations in the classroom
- Promote Aboriginal awareness and content at events



**Intellectual Goal:** All partners will work towards increasing the level of academic success for Aboriginal students.

***Strategies***

- Establish and document transition processes/protocol from Early Years to Kindergarten, entry to secondary school and from secondary to advanced education and careers.
- Establish a strong link between Kindergarten and Strong Start programs in Elementary Schools
- Continue with articulating an individual Aboriginal student education enhancement plan
- Continue the after school tutoring program—encouraging parents to participate as they are ready to do so
- Continue with Aboriginal Teacher support and advocacy for students at School Based Team meetings
- Continue with tracking students who are at risk and consulting with parents on ways to enhance student success
- Continue with our current tracking process—utilizing Fluid Survey and iPods/iPads
- Continue with specified Education Assistant support for identified students
- Continue with spring grades two to eight Numeracy Assessment (WCNP on-line assessment)
- Continue with annual reading assessment grades one through nine.



**Spiritual Goal:** All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.

***Strategies***

- Increase the integration of cultural teachings within all subjects to promote cultural knowledge
- Revise and implement the Aboriginal Performance Standards rubric developed by Laura Tait and SD 68
- Research opportunities to initiate presentations on Metis and Okanagan Language awareness
- Continue with Aboriginal Information Circles between school across SD 51 classrooms using the Moodle platform
- Initiate the development of teaching resources to integrate Aboriginal content and guest presenters in classroom curricula
- Continue to increase learning opportunities to increase knowledge of Aboriginal territory and culture with all staff
- Provide professional development opportunities for staff to enhance knowledge and understanding of the Medicine Wheel
- Increase Aboriginal community cultural activities
- Establish regular Talking Circle opportunities for Secondary Aboriginal learners



## ABORIGINAL ENHANCEMENT AGREEMENT GOALS 2011-2016

**Physical Goal:** All Aboriginal students will increase their awareness of healthy choices that enhance their well being.

### ***Strategies***

- Provide opportunities to learn about traditional and healthy foods
- Explore and increase opportunities for active living in sports and traditional games (individual and team sports) and other forms of physical expression such as dance
- Ensure that no learners start their school day hungry through the availability of breakfast programs at each school
- Research effective programs, strategies and assessment rubrics dealing with drug awareness and addictions prevention – determine implementation schedule winter 2013



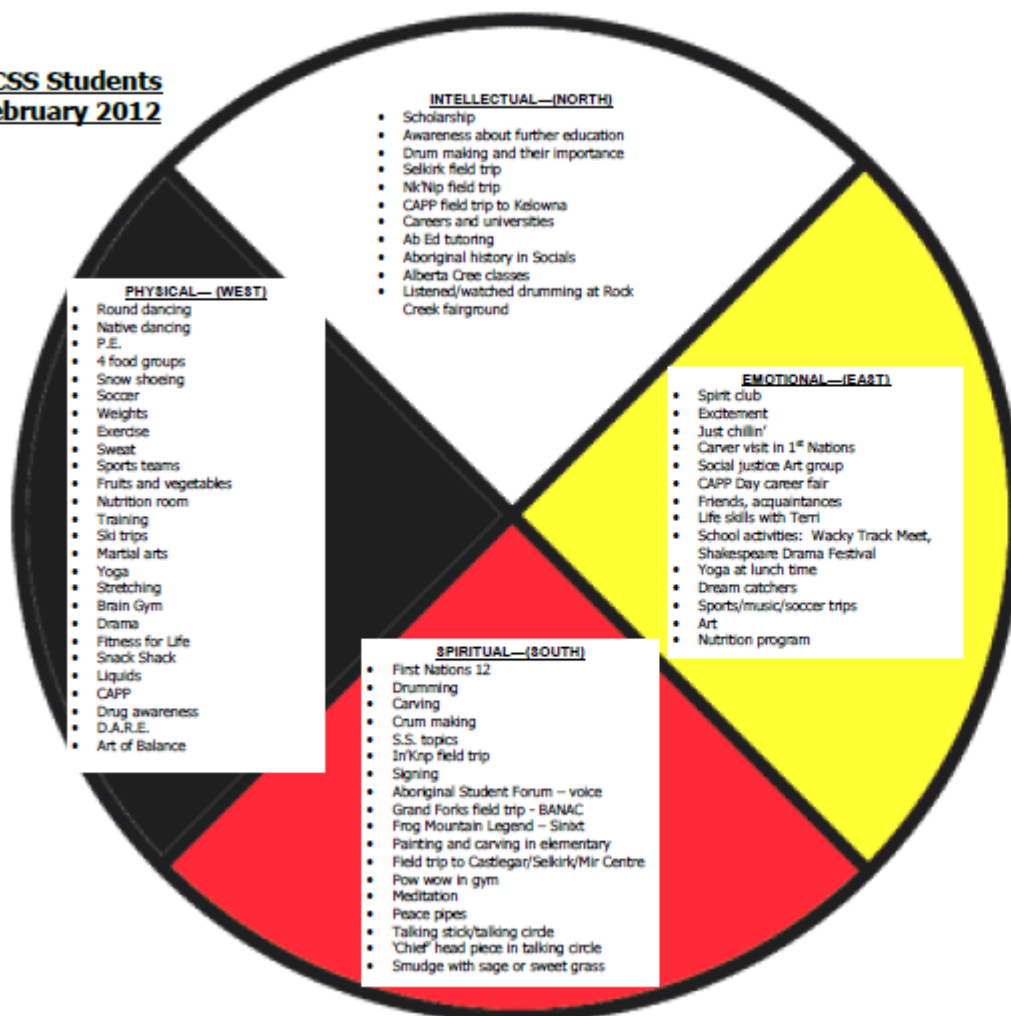
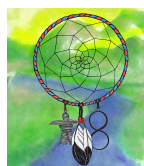




## **APPENDIX 'C'**

### **MEDICINE WHEEL FORUMS**

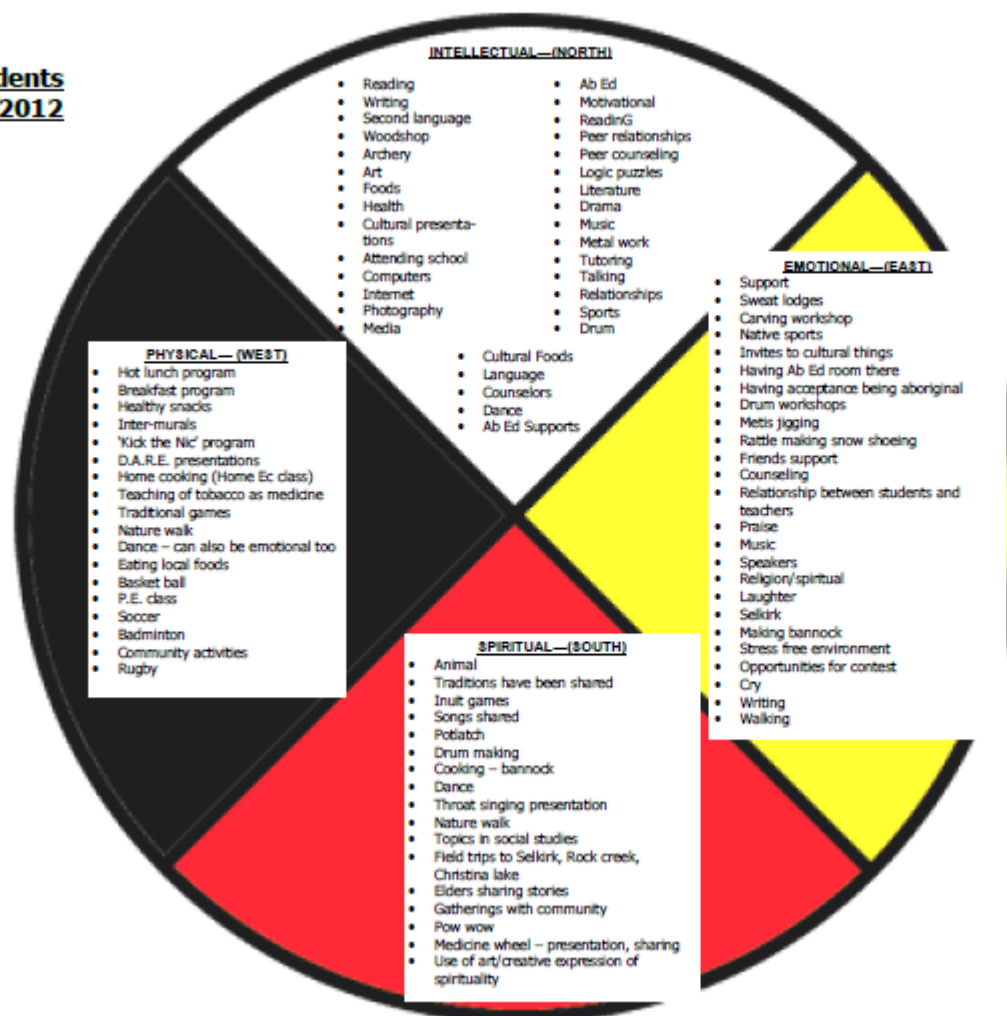
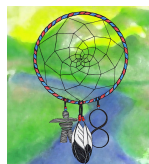
**BCSS Students  
February 2012**



**BCSS Student BRAINSTORM for future consideration**

- Aboriginal class and Mrs. Hanson here more
- Ab Ed room open all the time
- Track or Ab sport
- Go to pow wow in Kamloops
- Student youth pow wow
- Deeper cultural understanding
- More Aboriginal art in elementary
- Animals and understanding the animals
- Tipi raising
- Leadership course
- Learn more about authentic lifestyle then and now
- Current Aboriginal issues
- Field trips to experience more culture authentically
- Culture – outside of school (weekend) i.e. 24 hour drumming
- Secondary student youth team for elementary students = grad credits
- Social justice activities Atwapiskat

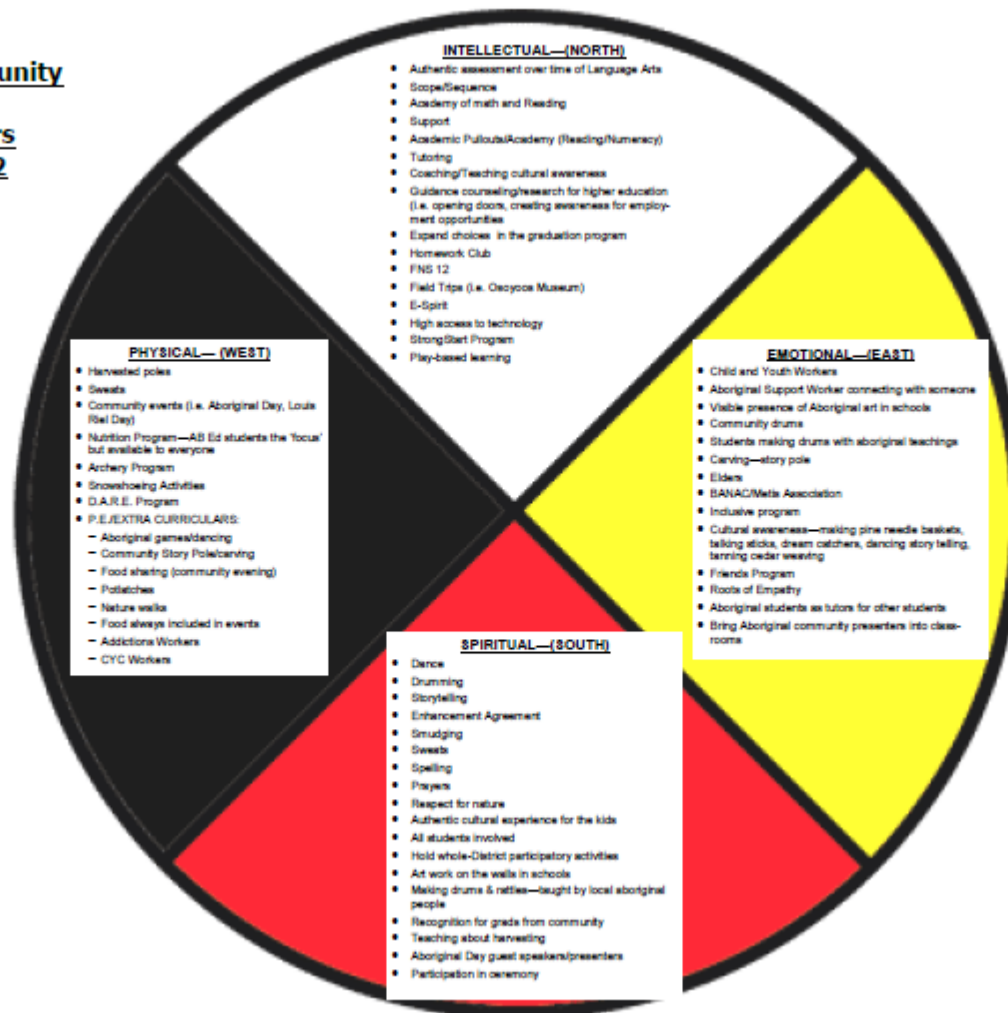
**GFSS Students**  
**February 2012**



**GFSS Student BRAINSTORM for future consideration**

- Teach Aboriginal food making
- Learn ancestry and traditions
- Individual tribes
- Accurate knowledge of drugs
- Day in the life of native people – whole day activity out in nature or with native people
- Talking circle
- Aboriginal music
- Throat singing
- Traditional clothing and how to make it
- More workshops – cultural experiences
- More recreational – native games, lacrosse
- Building tools
- Traditional aboriginal art – beadwork
- More nature walks – native plant uses – medicine, food
- Aboriginal teams

**Aboriginal Community  
and  
Administrators  
January 2012**





**Parents**  
**May 2012**

