



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

September 10, 2013

535 Central Avenue

Agenda

Call to Order

Presentations/Delegations

- Audited Financial Statements 2012-2013

MOTION: "That the Board approve the Audited Financial Statements for the Fiscal Year 2012-2013, as presented."

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

June 11, 2013 – Regular Meeting Minutes

Report on In-Camera Meeting from June 11, 2013

The Board discussed personnel issues, properties/facilities, and the ratification of the Memorandum of Agreement on negotiated items with the BDTA and the strategic planning process.

Business Items

1. Superintendent's Report

- Report for Summer 2013 (Attachment)
- Inquiry
- Achievement Contract (Attachment)

MOTION: "That the Board approve the Achievement Contract for 2013-2014 as presented."

2. Secretary-Treasurer's Report

- Report Summer 2013 (Attachment)
- Capital Plan 2013/2014 (Attachment)

MOTION: "That the Board of Education of School District No. 51 (Boundary) approve the Capital Plan as outlined on the attached summary."

- Carbon Neutral Capital Program Bylaw #126580

MOTION: "That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 126580 all three readings at this meeting of September 10, 2013."

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. 126580.

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 \$9765.00 for Project No. 126580 is hereby adopted.

2. This Bylaw may be cited as "School District No. 51 (Boundary) Capital Project Bylaw No. 126580.

MOTION: "That the Board of School District No. 51 (Boundary) approve the Capital Project Bylaw No. 126580 as read a first, second and third time, passed and adopted the 10th day of September 2013.

3. Director of Learning Report

- Report for Summer 2013 (Attachment)

4. Committee Reports

5. Talking Break

- New Directions
- Inquiry

6. Trustee Reports

7. Around the Boundary

- Summer 2013

Trustee Activities and Upcoming Events

- Kootenay Boundary BCSTA Fall Branch Meeting AGM – September 20-22, 2013
- BCPSEA Symposium – October 24-26, 2013
- BCSTA Provincial Council Meeting – October 24-26, 2013

Future Agenda Items

Next Board Meeting: October 8, 2013, 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 11, 2013, 6:00 p.m. at the School Board Office

The Chairperson called the Meeting to order at 6:04 p.m.

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

Presentations/Delegations

Larrana Androsoff and Nancy Leitch presented on the power of Restorative Justice. They encouraged a partnership with the Boundary Restorative Justice Society to bring the Restorative Justice process into our schools.

District Community Literacy Plan – Sheila Dobie and Jaclyn Salter presented the District Community Literacy Plan to the Board.

David Reimer presented on the GFSS Student Exchange for the fall of 2014. Reimer shared that they have applied for a SEVEC exchange grant with a school from Magog, Quebec for next school year.

Adoption of Agenda

MOVED Zitko
2ND C. Strukoff

“That the Agenda for June 11, 2013 be adopted as circulated.”

CARRIED

Adoption of Minutes

MOVED Gee
2ND Reid

“That the minutes of the May 14, 2013 Regular Board Meeting be adopted as circulated.”

CARRIED

Report on In-Camera Meeting from May 14, 2013

The Board discussed personnel issues, properties/facilities, use of the BCSS and GFSS weight rooms and the acceptance of an invitation to meet with the BDTA.

Correspondence

Chair Rezansoff reported that the schools are writing a letter of recognition in honor of Liz Mason’s retirement. Liz is a long-time employee at the Aquatic Centre, and has taught many students over her career.

A letter from the Midway Council to Telus regarding bandwidth in Midway was circulated.

Business Items

1. Superintendent’s Report

The Superintendent’s monthly report highlighted the Schools Connections Grant monies the District has been able to utilize over the years. He also reported on the LIF monies and the Library software.

- Board Approved Courses were circulated and the following motion made:

MOVED Riddle
2ND Zitko

“That the Board approve the following Board Authorized Courses: Journalism 12, Culinary Arts 11/12, Peer Counselling 12, Hockey Skills Academy Framework, Fitness for Life 11, Fitness for Life 12, Strength and Conditioning 11, Strength and Conditioning 12, Yearbook 10, Yearbook 11, Yearbook 12, and Psychology as presented.”

CARRIED

- Quebec Trip

MOVED Harshenin
2ND Reid

“That the Board approve the Quebec Exchange Trip in the Fall of 2013/2014 at no cost to the Board.”

CARRIED

2. Secretary-Treasurer’s Report

The Secretary-Treasurer presented the Operations/Transportation and enrolment reports for May. The May expenditure report was also circulated. The following motion was made to set the rate for out of province students for the 2013/2014 school year:

MOVED Zitko
2ND Reid

“That the annual fee for out of province students be set at \$11,500 for the 2013/2014 school year.”

CARRIED

MOVED C. Strukoff
2ND Riddle

“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 2013/2014 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 2013/2014.
3. The attached Statement 2 showing the estimated revenue and expense for the 2013/2014 fiscal year and the total Budget Bylaw amount of \$17,928,385 for the 2013/2014 fiscal year was prepared in accordance with the *Act*.
4. Statements 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2013/2014.”

The following amendment to the motion was made:

MOVED Gee
2ND Zitko

“That an amendment to the budget be made to a maximum of \$5,000 to provide transportation assistance to students that are taking an education program that is more than 40 km of travel at a rate of .21 cents per km.

DEFEATED

MOVED Zitko
2ND Harshenin

“That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2013/2014 as read, a first, and second, passed and adopted.”
CARRIED

- 3. **Director of Instruction’s Report**
The Director of Instruction presented her report. She reported on the mural that was completed at GFSS and paddle and painting projects. She is also pursuing an Artist in Residence program for next year.
- 4. **Board Self Review Report Out**
Chair Rezansoff reported on the Board Self Review Process.
- 5. **Achievement Contract**

MOVED Zitko
2ND Reid

“That the Board approve in principle the Achievement Contract for 2013-2014, as presented.”
CARRIED

6. **District Literacy Plan**

MOVED Harshenin
2ND Riddle

“That the Board approve the District Literacy Plan for 2013-2014, as presented.”
CARRIED

7. **School Growth Plans**

MOVED Reid
2ND Zitko

“That the Board approve the School Growth Plans for 2013-2014, as presented.”
CARRIED

- 8. **Committee Reports**
Policy Committee -- Trustee Gee reported that the PACs and Heather Shilton will continue to work on the fundraiser policy and will provide input back to the Board. A sub-committee has been formed to work on the Sexual Orientation Policy. She also reported on a list of policies to be reviewed and developed in the future.

- 9. **Trustee Reports**
Trustee Riddle will send a letter on behalf of the Board to the BCSTA regarding the success of the Me Too campaign.
David Reid reported on the May BCSTA Education Committee meeting.

- 10. **Around the Boundary**
May 2013 Around the Boundary was presented.

Meeting adjourned at 9:16 p.m.

Chairperson

Secretary-Treasurer



School Visitations

- Doug Lacey and I have completed school visits to all schools in the District during the first week of classes

District Planning

- Achievement Contract – The District Achievement Contract was completed and submitted on July 15, 2013.
- The 4 Goals of the SD51 Achievement Contract are:
 1. To embed the Inquiry Process into teaching and learning throughout SD51
 2. To improve student achievement in Reading, Writing and Numeracy
 3. To implement emerging technologies in teaching and learning in all classrooms for all students in School District 51
 4. To develop a District-shared vision to embed Health Promoting Schools initiatives into the schools and classrooms of School District 51
- August Days – Spirals of Inquiry and Equity
We had BC educators -Judy Halbert and Linda Kaiser present to all of our teachers and those TTOCs who



wished to participate. We had 86 teachers, 10 TTOCs and 9 Principals and Vice Principals in attendance.

- Aboriginal Annual Report - The Ministry responded very favorably to this year's report. Specific mention was made of the work Maxine Ruzicka has done to improve Aboriginal student learning.

Class size / LIF

- All elementary class sizes are below limits other than the CLES Grade 6/7 class at 31. The school chose this configuration and asked for a small amount of additional teaching time to support this configuration, which they were granted.
- There are a number of classes at GFSS that are at 30. We are monitoring them to see if we need to make adjustments.
- LIF funds have been allocated to schools. All schools are reviewing their LIF allocations in September.

Ministry Initiatives

- Changing Results for Young Readers – Doug Lacey - District Leader
- Erase Bullying – Kevin Argue Superintendent contact/Safe Schools Coordinator. Regional working session set for Oct. 1st for Secondary Teams and Oct. 2nd and 3rd for Elementary Teams hosted in Nelson.

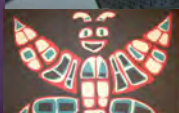
Meetings out of the District

- BCSSA – Kelowna August 15-17
 - Met with Larry Espe, Superintendent of Trades regarding visiting us in September re growing Trades opportunities in SD51
- BCSTA Chair Meeting in Richmond – September 5/13
- Erase Bullying Working Sessions – October 1-3 in Nelson





**School District No. 51 (Boundary)
Achievement Contract
2013—2014**



District Demographics

The Boundary District serves a resident population of 11,951. 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 population has been in decline since 1998. The School District student population (May 30, 2013) is 1327.

- 829 elementary and 499 secondary students (includes adults)
- 338 Aboriginal students or 25% of the student body
- 28 students enrolled in alternate school programs

The District Board Office is located in 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 Kootenay-Boundary region of the province has the oldest median age of any other region in BC and the Boundary has the oldest median age in the region.

Unique Characteristics

The District continues to face the challenges associated with declining enrollment due to a depressed primary industry-based economy and aging population. The fiscal challenge facing the District has been how to keep small rural schools open with a full range of programs and services.

	BC Average	Grand Forks	Greenwood	Midway
Population: 2006		4,036	625	621
2011		3,985	708	674
Average Age	41.9	52.3	57.6	58.3
People per Household	2.5	2.1	1.9	2.7
Median Income	24,867	19,881	19,631	21,473
Average Income	34,519	25,976	24,831	31,096
% of Population with Perceived Very Good or Excellent Health	60.6	62.2		

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 budget allowing the District to fund programs targeted at early literacy and student achievement. The funding protection provided by the Ministry of Education for 2006-2007 through the 2011-2012 school years 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 seven 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. This project is now fully operational.

Strengths Based on Student Performance

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

Each year the number of students self-declaring their Aboriginal heritage is increasing. 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 for Aboriginal Students 86.7% and All Students 94.2%. In 2011-2012, graduation rates continued above the provincial average for Aboriginal Students 93.2% and All Students 93.7%.

Year	Ab. Ed Grad Rate	Over all Grad Rate
2010-11	86.7	94.2
2011-12	93.2	93.7

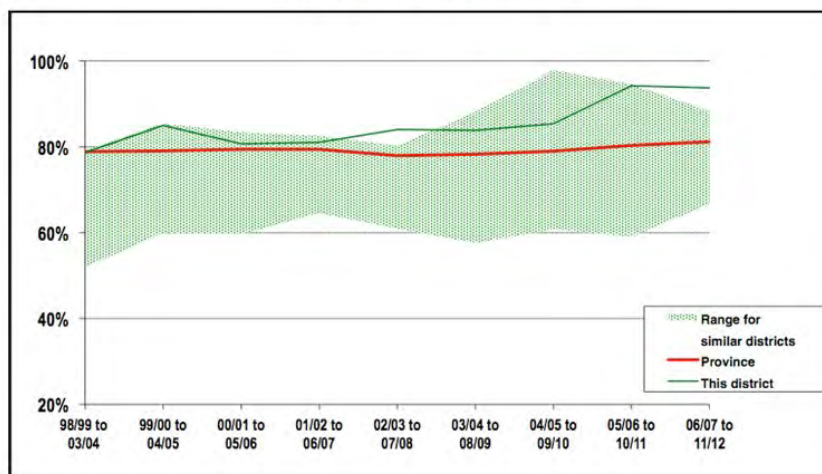
ONGOING PRIORITIES

We are committed to maintaining and improving our six-year completion and our grade to grade transition rates for all students.

School District

Boundary

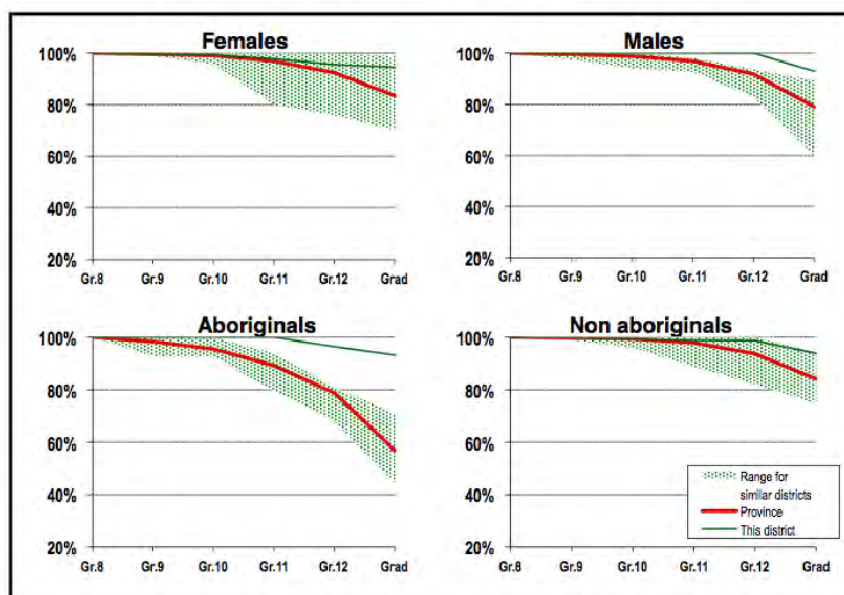
DOGWOOD COMPLETION WITHIN 6 YEARS B.C. PUBLIC SCHOOLS



School District

Boundary

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2006/07 TO 2011/12, B.C. PUBLIC SCHOOLS



The Board and Senior Management in School District No. 51 are committed to ensuring students become successful in their educational pursuits 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 been developed and completed. 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. This plan has now been completed and the development of a new strategic plan is scheduled for the 2013—2014 school year.



⇒ **Assessment for learning funding**

To continue supporting collaborative marking and formative and summative assessment for learning in both the Fall and Spring for reading, writing and numeracy.

⇒ **Strategic Planning Process**

The Board is currently developing a Strategic Planning Process for the 2013-14 school year involving community consultation across the District.

⇒ **Class size averages have been lower** than the provincial average and will continue to be lower in 2013-2014.

District - Average Class Size				
051 Boundary				
Source: Class size data collection (as of October 15) from standard BC public schools.				
District - Average Class Size	Kindergarten	Grade 1 - 3	Grade 4 - 7	Grade 8 - 12
	17.1	20.2	24.0	17.7
Province - Average Class Size	Kindergarten	Grade 1 - 3	Grade 4 - 7	Grade 8 - 12
	19.0	21.1	25.4	23.3

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 and the School Community. 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. Teachers in School District 51 choose not to participate on School Planning Councils or in the development of the District Achievement Contract however, they are involved deeply in the development of School Growth Plans. Starting in 2010-2011, a Non-Instructional Day has been dedicated to school-based planning and School Growth Plan development, thus including all teachers.

School Growth Plans and the District Accountability Contract are circulated and discussed with Trustees, DPAC, District staff, and School Principals. Please note these are living and evolving documents.

Information from School Growth Plans, progress on the 2012-2013 Achievement Contract, the District's Strategic Forums and Ministry of Education priorities shaped District goals for 2013-2014. Three goals from our 2012-2013 Achievement Contract have been rolled over into our 2013-14 Achievement Contract. Literacy data has been collected, analyzed and used to guide practice in the district since 2005 - 2006.

Student Achievement

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

Priorities

- Support for each student to transition successfully from home to Early Learning Programs, Early Learning to Kindergarten, Kindergarten through to Graduation and beyond.
- Every student will complete the Grad Program with a career/life plan and the skills, credentials, and experiences to meet the plan.
- Creating a learning environment where every learner wants to go to school to learn, contribute, and achieve personal success.
- Provide every learner with the knowledge to make safe and healthy choices.

Strategic Actions

- Maintain key support structures, services and initiatives to obtain achievement levels above provincial averages for all learners during this time of increasing financial constraints.
- Align District in-service, professional development and school based non-instructional days to support school and District goals.
- Develop District structures to support teachers in the implementation of their inquiry and innovation projects.
- Develop and implement the District's Health Promoting Schools Plan.
- 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.
- Deepen our partnership with SD10 in the development of online learning.

Immediate Actions

- Re-new our agreement with Interior Health and re-set the Health Promoting Schools Co-ordinator initiative.
- Strengthen our Community Network in partnership with the City of Grand Forks.
- Expand our online course offerings and blended learning opportunities.



Goals & Expectations

Summary of District Goals

Design and format decisions have been considered to acknowledge the transition to a ongoing Strategic Planning process, annually updated and aligned to the Superintendent's Annual Report on Achievement. In the spirit of the revised 2012-2013 Achievement Contract Guidelines, the District has included an updated literacy goal in this report.

Goal 1: To embed the Inquiry Process into teaching and learning throughout School District 51.

District Rationale to Achieve Goal 1

The District is focusing on embedding "Spirals of Inquiry" processes into fostering innovative practices in school classrooms and teacher professional development this year. We believe teacher ownership of their learning has the greatest potential to positively impact student learning. The following quotes reflect this belief:

"In collaborative inquiry, teachers work together to identify common challenges, analyze relevant data, and test out instructional approaches. The idea behind this approach is that such systematic, collaborative work will impact student learning. A growing body of evidence suggests that when teachers collaborate to pose and answer questions informed by data from their own students, their knowledge grows and their practice changes."

Borko (2004)

"Peer coaching is most successful in engaging a deeper integrative understanding to enable skill acquisition and most importantly transfer to practice. Coaching increases the likelihood of transfer to classroom and school practice much more effectively than other staff development models."

Joyce & Showers Skill Training Model

"There is a sizeable body of research that suggests most adults learn best when exposed to situations requiring the application of acquired skills, knowledge and problem-solving strategies within authentic settings, and when guided by critical self-reflection."

Kolb & Boyatzis.

Further, the impact on professional learning when teachers come together to reflect on their practice, use current research and share their successes and challenges has the greatest potential for positive and enduring instructional change.

Priority

To embed the Inquiry process into the District Achievement Contract, School Growth Plans, District professional development, school and individual teacher professional development.



Actionable Items

1. Judy Halbert and Linda Kaser have been contracted to lead two August Days professional development for all instructional staff in the District.
2. We have purchased "Spirals of Inquiry: For Equity and Quality" for each educational professional in the District to help guide individual, school and learning team practices.
3. All Principals will provide Inquiry Team/Professional Learning Community report-out time during staff meetings throughout the year, and will share Inquiry Teams' progress at monthly school and District leadership meetings.
4. Senior District Staff will meet with all school Principals bi-annually for updates on the school's Inquiry Learning Teams.

Aligning the diversity of goals in each school with District priorities will best be accomplished through Inquiry Learning. The focus of this initiative will allow small groups of teachers to set their own path of inquiry and innovation while being supported by school and District leadership. Our District-wide "August Days" has been organized to embed inquiry and support school growth plan goals through sessions on student self regulation, assessment for learning, differentiated instruction, and using technology in the classroom.

School Growth Plans for 2013—2014 are listed below.

School	Goal(s)
Christina Lake Elementary School	To improve student achievement in the area of social responsibility. To improve student achievement in the area of numeracy.
Walker Development Centre	Students will demonstrate skills and abilities outlined by the BC Performance Standards in the areas of Contributing to Classroom and Community and Solving Problems in Peaceful Ways. Students will have access to an effective school meal program to support a foundation to improve student diet quality, academic and social functioning, and long term health. To enhance the reading skills of all students. Utilization of technology to support student engagement, achievement, and to increase personalized learning opportunities.

School	Goal(s)
Grand Forks Secondary School	To improve student learning behaviours through the development of a supportive school culture and implementation of strategies to support students in becoming independent learners.
D. A. Perley Elementary School	To improve students Social Emotional capacity to better deal with tasks and challenges in school and in their home life.
John A. Hutton Elementary School	<p>To improve all students' level of empathy and caring for each other.</p> <p>Objectives: Will school-wide pro-social self-regulation activities planned and carried out throughout the school year improve the level of empathy among all of our students?</p> <p>To improve student achievement in the writing process.</p>
Greenwood Elementary School, Midway Elementary School, West Boundary Elementary School, and Beaverdell Elementary School	How does bringing 4 rural schools together, working as a professional learning community, improve educational learning experiences of all our teachers and students?
Boundary Central Secondary School	<p>Continue working on the literacy goal of developing confident and competent readers and writers. through all grade levels.</p> <p>Improve student retention of fundamental mathematical and algebraic skills.</p> <p>Improve student awareness, learning and working knowledge of global environmental considerations and sustainability by promoting, adopting and implementing environmentally sustainable practices.</p>
Big White Community School	<p>To continue to improve student achievement in reading fluency.</p> <p>To improve student achievement in all numeracy concepts.</p> <p>To improve student awareness and achievement in Healthy Eating.</p>

Target

Our target is to have a minimum of 50% of our teaching staff participating on an inquiry or innovative learning team and 100% of the district's teaching staff regularly updated on the progress of their school's inquiry teams.

Goal 2: To improve all student achievement in Reading, Writing and Numeracy

District Rationale to Achieve Goal 2

Most of the district's schools have identified improved student performance in the area of Literacy or Numeracy as a goal or ongoing priority. To this end, the District's long-term goal in this area is to have 90% of students, grades one to nine, meeting or exceeding expectations on District and Provincial Assessments.

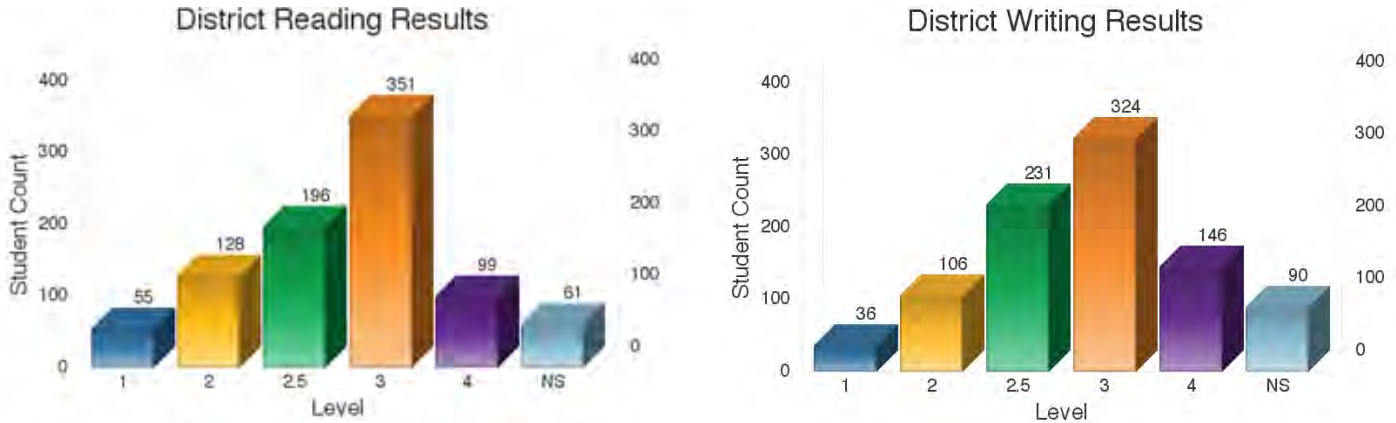
Please note that many of the strategies and structures described below have been identified as a means of increasing success in both reading and writing as they are so closely interconnected. District and school-based initiatives have been developed over the past four years to directly reflect this level of interdependency.

Priorities—Reading and Writing

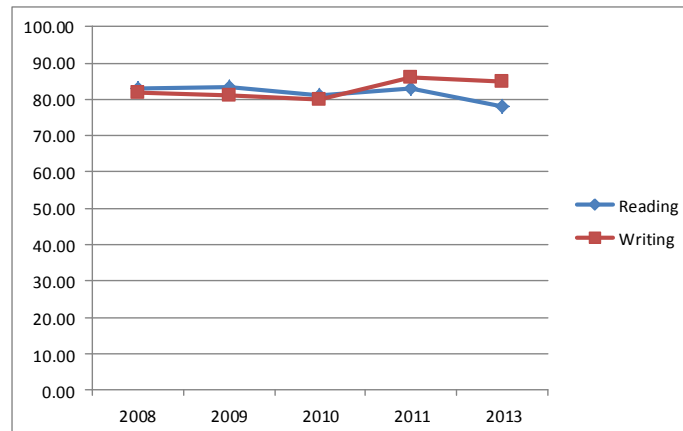
District-wide Reading and Writing assessments will enter its ninth year as a District-wide practice as a means for gauging ongoing student achievement in both Reading and Writing. Performance Standards set for students of a similar age will be used for assessing achievement. Data gathered from these sessions is used to improve instruction that incorporates skill training in areas of greatest weakness. Due to job action, our 2011-2012 series of assessments were not carried out, however they were continued in 2012-2013.



Grade 1 to 9 students receiving 2.5 or higher in Reading (78%) and Writing (83%)
For Spring Reading and Writing Assessments (2013) - *SD 51 Data Analytics*



Five Year Trend of Students Meeting or Exceeding Expectations District Reads and Writes—Grades 1—9



Target for 2013-2014:

83% of students achieving 2.5 or higher on District Reading Assessment

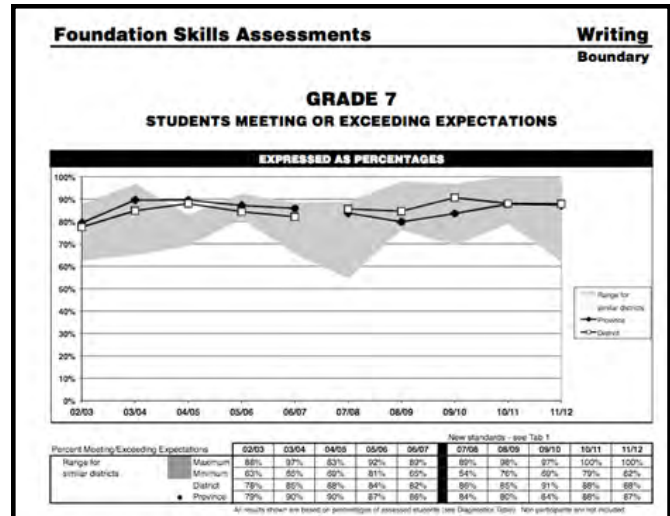
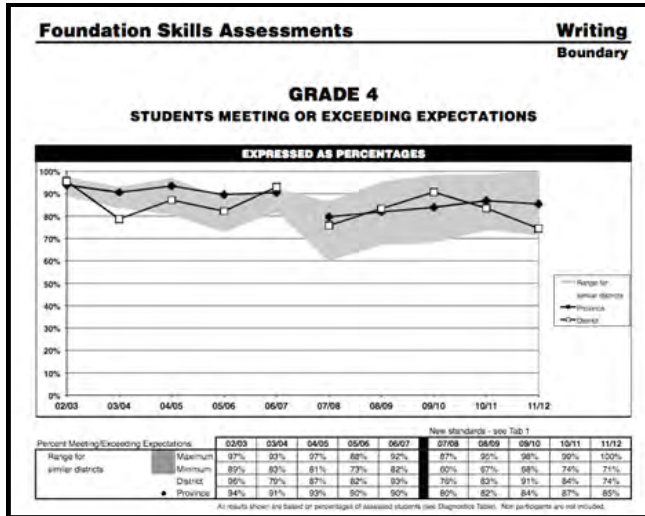
84% of students achieving 2.5 or higher on District Writing Assessment

Long term goal is 90% in both categories

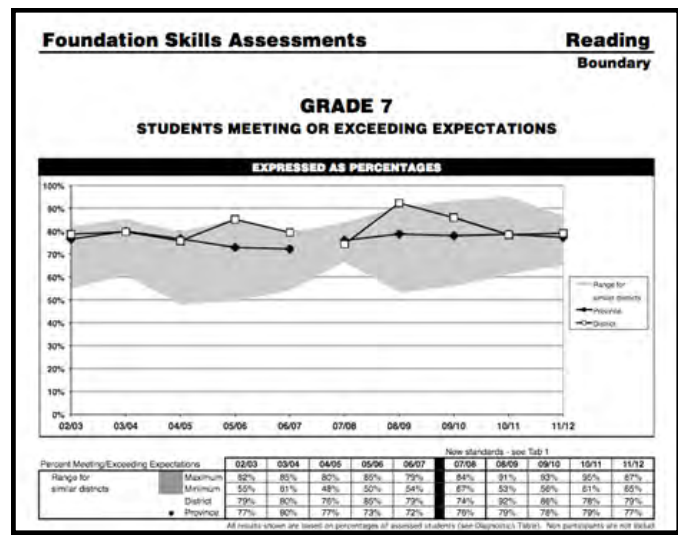
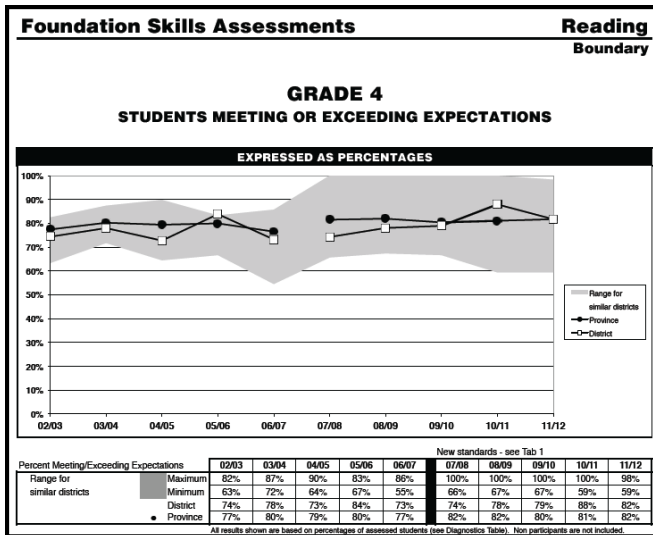
Actionable Items

- Support collaboration between schools regarding successful literacy strategies. Provide teachers local professional development in literacy including anchor marking for District assessments.
- Continue teacher involvement in the Changing Results for Young Readers initiative.
- School I.E.P. teams continue to assess student progress in attaining their literacy goal and adapt plans where necessary to promote student achievement.

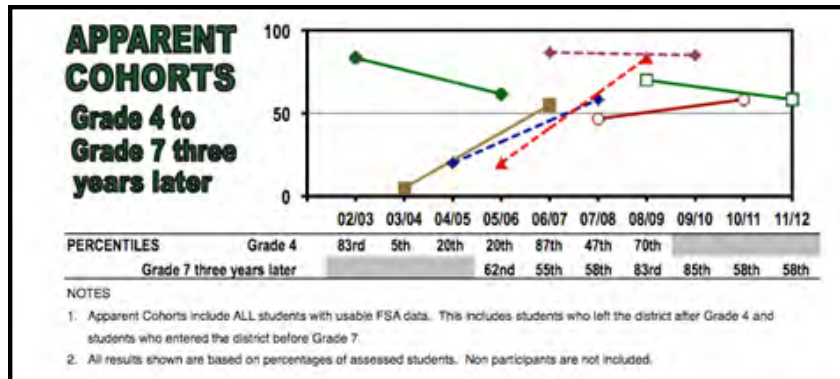
FSA—Writing—Students Meeting or Exceeding Expectations



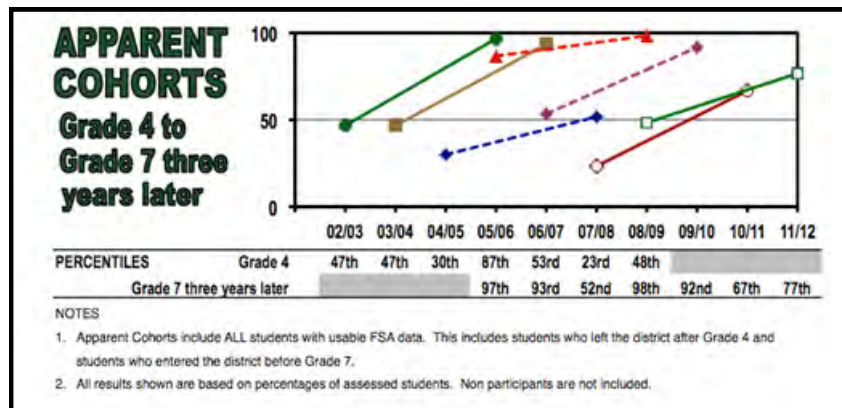
FSA—Reading—Students Meeting or Exceeding Expectations



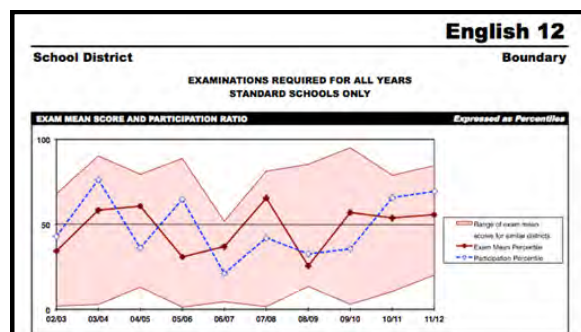
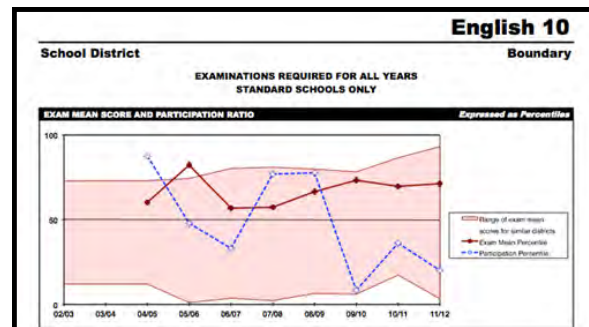
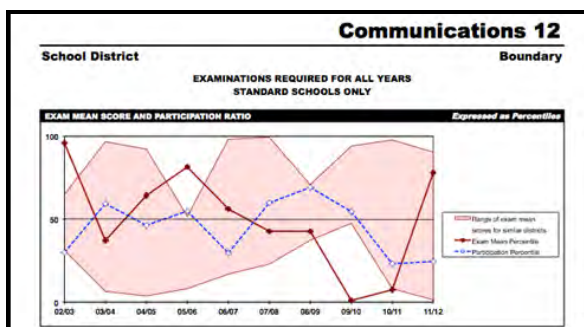
FSA—Apparent Cohorts—Writing



FSA—Apparent Cohorts—Reading



Examinations Required for All Years

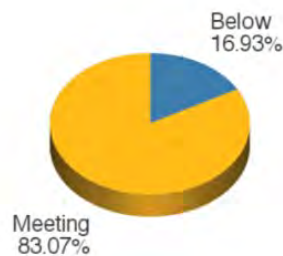


Numeracy

The District is supporting Jump Math Resource and Instruction implementation as a pilot project for Grade 4 – 7 in an effort to enhance the depth of Numeracy instruction by generalist teachers.

The school district is using the Vancouver Island Online Numeracy Assessment with all grade 3 – 9 students. The results of the Spring 2013 assessment will act as our baseline data and the results will inform Numeracy instruction in our schools.

Numeracy Results 2012-2013



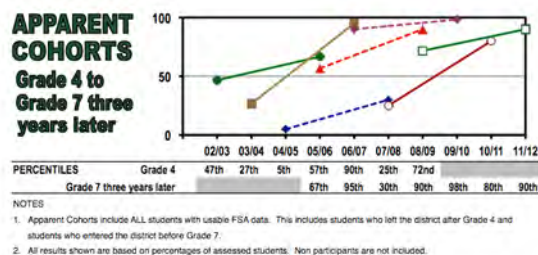
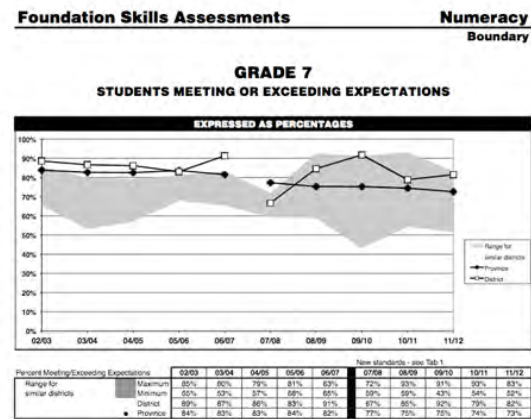
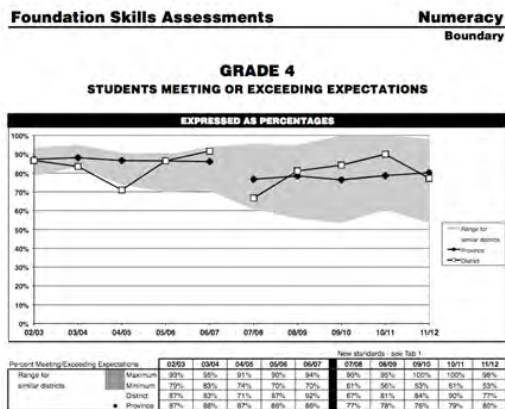
District average of students receiving 50% or greater on Vancouver Island Math Assessment 2013 (Grades 3-9)

SD51 Data Analytics

Processes for instructional alignment K-12 in numeracy are being planned for the coming year.

Target:

90% of students will achieve 50% or higher on Vancouver Island Math Assessment



Goal 3: To implement emerging technologies in teaching and learning in all classrooms for all students in School District 51

District Rationale to Achieve Goal 3

We have long held out hope for technology significantly impacting education. These changes have been slower than predicted, however the use of technology to support student learning is increasing in schools. School District 51 recognizes that it must continue to make technology available to all educators and learners.

“Develop the capacity to implement emerging technologies in day-to-day classroom instruction to improve achievement levels for all learners.”

Priorities

1. Identify exemplary instructional practices utilizing classroom based and individual assistive technology to enhance student learning for all.
2. Maintain key technological support structures, services and initiatives to keep achievement levels above provincial averages for all learners.
3. Provide supportive levels of funding that encourage ongoing development of innovative instructional uses of technology.
4. Complete a network backbone that will support District technology needs into the future. Forging partnerships with local governments will allow us to provide the most economical technology services possible for School District 51.



Actionable Items

1. Develop a District mindset to use technology to positively impact student achievement in the evolving 21st century Personalized Learning paradigm.
2. Support 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.
3. Support teachers interested in learning and using Moodle and other online learning platforms.
4. Provide laptops for all elementary and secondary teachers
5. Finalize a governance model for the Community Network with the City of Grand Forks.

Target:

Increase the percentage of teachers using technology regularly in their classrooms to support student learning.

Implement a bi-annual conversation with building Principals regarding the use of technology in their schools.

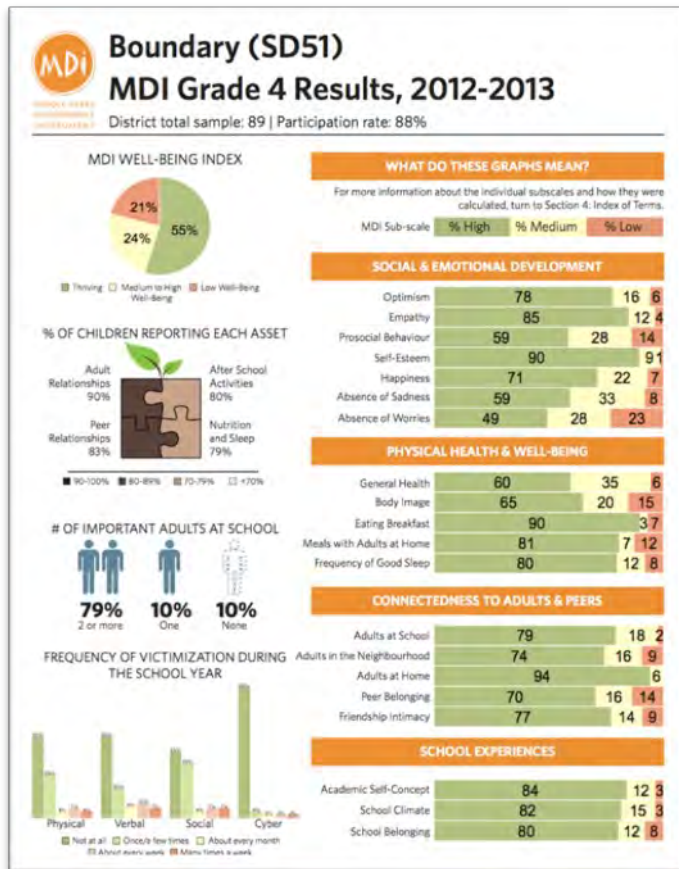
Goal 4: Develop a District-shared vision, to embed Health Promoting Schools initiatives into the schools and classrooms of School District 51.

District Rationale to Achieve Goal 4

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, promote 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.

District Data on Health and Well Being from the 2013 MDI is giving us new information regarding student health. We have had the grade 4 MDI for 2 years and next year we will continue with the grade 4 and begin the grade 7 health survey.





Actionable Items

- Establish a District Health Promoting Schools Committee to act as the District catalyst and to work with the Health Promoting Schools Co-ordinator.
- All schools will have a Child and Youth Counsellor at their school. Allocated time is pro-rated based on the enrollment of the school.
- 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.
- Our food services and choices are in compliance with Ministry Guidelines.

Target:

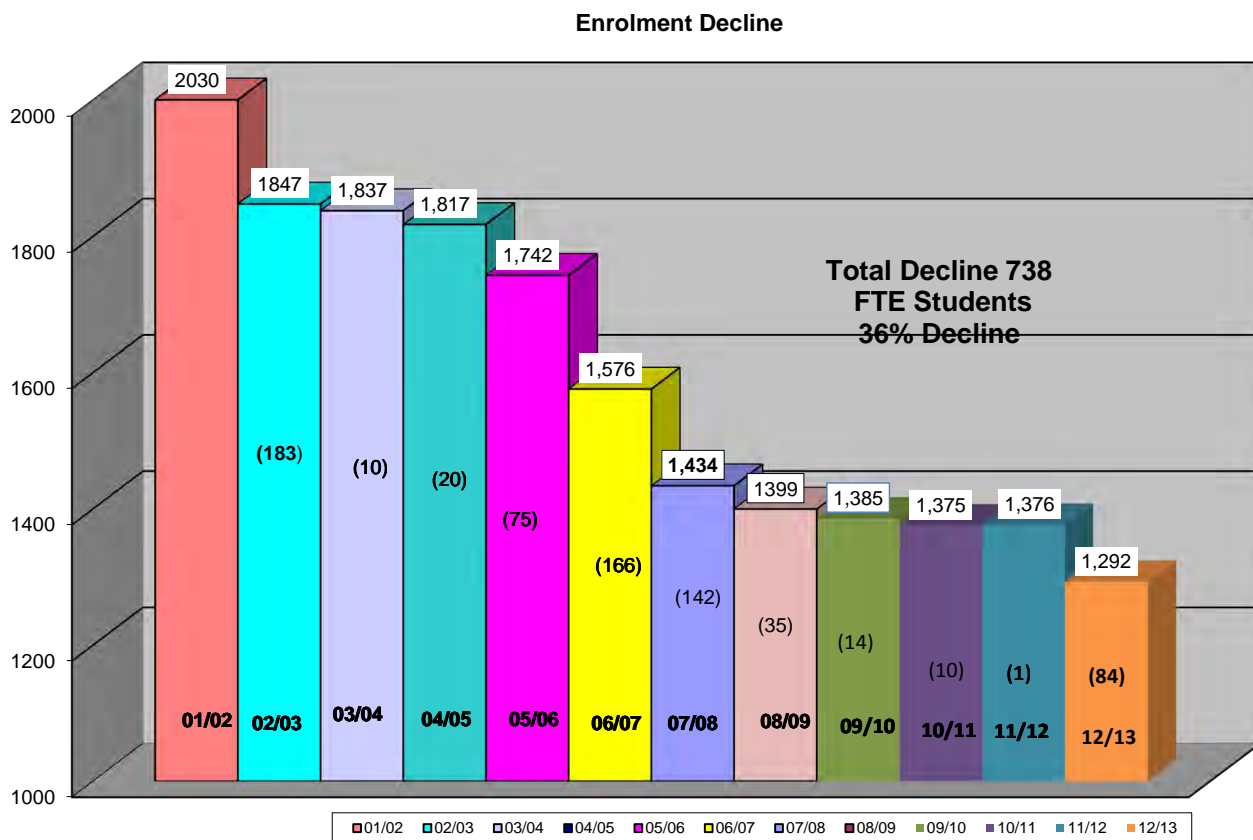
All schools will complete a Health Promoting School Project.



Ongoing Priorities

Declining Enrolment

The Boundary communities have resource-based economies, primarily forestry and mining. During the past nine years the Boundary School District has experienced a dramatic decline in school populations. This is primarily due to job loss in the community with many families moving out of the area or province in search of work.



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.

Aboriginal Education

Implementation of the goals and objectives as outlined by the District Aboriginal Enhancement Agreement which was signed for a second term in June 2012. This agreement is in effect until 2016.

- ♦ **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?

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 completes our own annual internal audits of categorized students red binders and IEP's. The District has completed its transition to the BCeSIS IEP module.

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 was 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 more 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 eight 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 updated for 2013-2014. 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 Director of Learning along with our community partners were actively involved in the development of the fifth plan. Execution of the plan is dependent on the active participation of school personnel and community volunteers.

Partnerships to Support Student Learning

- 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.
- Provide school district services and resources for the Early Childhood Development community to access professional development through web conferencing and other cross-sector sharing.

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Other Information

- Staffing: Average class sizes K – 12 will continue to be lower than the provincial average
- School-Based Teams will continue to function at each school to identify student problems and areas of challenge with respect to individual reading, writing and social responsibility skills. All aboriginal students will have a student support plan developed.
- The District will continue financial support for each school's nutrition program to support hungry students. A well-nourished student is a more successful learner.

Submitted by:
Kevin Argue
Superintendent of Schools
School District No. 51 (Boundary)



Superintendent of Schools

Date: July 15, 2013



Secretary-Treasurer's Report Summer 2013 J. Hanlon

The summer flew by and we are back into a new school year. The maintenance, custodian and technology departments all worked extremely hard to get 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.

- HVAC controls updated at GFSS, Midway Elementary and West Boundary
- HVAC roof top replacement at Midway
- Air Damper units at GFSS upgraded
- Flooring replaced in Foods Room at GFSS
- Gym offices redone at GFSS
- Roof over basement entrance at GFSS replaced
- New flooring in hallways at Perley
- Perley exterior repainted
- Perley gym walls painted
- Sidewalk installed between school and Perley playstation
- CLES received some new flooring and interior painting
- BCSS exterior painting and added some metal siding
- Replacement of concrete at front entrance at BCSS
- BCSS library floor replaced with linoleum
- Metal siding on portions of Greenwood Elementary
- Renovations in the Board Room



Due to the amount of summer projects, very few work orders were completed this summer. Maintenance is working on them now and will catch up this fall.

Technology Department

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

- SPED computers and reimaging
- Telus phone line consolidation
- Cisco VOIP phones installed at (GFSS, MES, GES)
- Secondary teacher laptop recall, reimage and redeployment
- SBO Board Room reconfiguration
- PA systems GFSS & BCSS
- Administrators hardware move, setup and redistribution
- L4U server consolidation and client deployment
- Academy and Kurzweil upgrade/updates
- Deployed new work order system for both IT and Maintenance

Still to do

- CISCO switches ordered and installed (DAPE, JAHE, WDC, CLES, MES, GES)
- Waiting for voice router for Midway bus garage



- Phones for bus garage in Grand Forks and Midway
- GES PA setup
- UPS ordered and waiting to be installed at GFSS, DAPE and JAHE

Finance

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

Lynn Heriot processed records of employments for ten month support staff, teachers on call as well as teachers who had temporary assignments.

Transportation

Four new buses arrived over the summer and have been put into operation.

Expenditure Report

There will be an expenditure report for 2012/2013 in November.

Enrolment

Updated enrolment figures will be presented at the Board meeting.



CP2 - Five Year Capital Plan Summary

School District: 51 Boundary

Capital Plan Year: 2013/2014

Capital Plan Submission Date:

Unsubmitted

Existing Project Priority	Project No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
1	116619	7707511	BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUS #7511 WITH 84 PASSENGER	\$135,000	\$0	\$0	\$0	\$0	\$135,000
2	116620	7700510	BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUS #0510 WITH 84 PASSENGER	\$135,000	\$0	\$0	\$0	\$0	\$135,000
3	N/A	7700512	BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUS# 0512 WITH 84 PASSENGER	\$135,000	\$0	\$0	\$0	\$0	\$135,000
4	N/A	7702510	BUSREP - REPLACEMENT SCHOOL BUS REPLACE BUS#2510 WITH 84 PASSENGER	\$0	\$135,000	\$0	\$0	\$0	\$135,000
5	115512	51	REPLACE - CHRISTINA LAKE ELEMENTARY REPLACE EXISTING 40K/125 SCHOOL WITH NEW 40K/100 SCHOOL	\$0	\$0	\$0	\$0	\$4,388,609	\$4,388,609
Total:				\$405,000	\$135,000	\$0	\$0	\$4,388,609	\$4,928,609



September 2013 Report

Director of Learning

Doug Lacey

Staff Professional Development and Learning

August Days – August 26 and 27

Being involved in the planning and execution for August Days 2013 was the focus of my new work in regards to staff learning. Working with the August Days Committee, being the liason between Judy Kaser and Linda Halbert helped set our path down the road of Inquiry-Based collaboration and professional development for staff and schools. As well, Joanne Gidney, and I



facilitated two August Days sessions on “Conversations on Self-Regulation”, based on the work of Stuart Shanker.

GFSS – August 28

- GFSS staff spent half a day, on August 28th working on team building at Pines Camp. The staff enjoyed the experience and they were positive about the morning.



They then came back to the school and had a learning session focused on improving “Grit” in students and on student connectedness (2 adults in each student’s life that believe they can be successful). They brainstormed possible school-wide practices in both realms; one of which is connected to our new student



work ethic rubric modified from the one created by CLES. They have some good strategies going forward in these two areas.

Perley – August 28

- Perley staff started the day, August 28, with a pancake breakfast and then were able to follow up on our Spirals of Inquiry discussion. They developed a plan for how they will scan in the school, asking students four questions for determining the level of student/staff connectedness and will be sharing and discussing this together at end of September.
- They had discussion around how we will start the year with Student Support Services.
- Finally, staff members were given the opportunity to meet in grade groups and teaching teams to plan for individual students in their classes. They spoke with past teachers and support teachers to gain a greater understanding of each student's abilities and needs.

GES/MES/WBES/BES – August 25

- Staff of the four schools met together for the day to continue on their Spiral of Inquiry as begun during two meeting sessions they completed in the late spring. They have two focuses of inquiry and broke into their two groups to discuss and make plans. The four schools are working well together.

BCSS – August 28

- Anna Lautard did a session for all staff on Digital Literacy which also linked into her presentation on Edmodo at August Days.
- The staff also did planning around the expansion of our Aboriginal School Growth plan through the Spiral of Inquiry process. Their focus this year will be on the Celebration of Culture and Identity and they discussed at length how this might be accomplished including a teacher and student committee as well as Spirit Club and Student Council. PAC and parents will also be included.
- Nick Bond did a session on the Mini iPads in classrooms to ensure effective use and understanding of how these will benefit certain students.

Special Education and Student Services

- Joanne Gidney and I have been working with our Educational Psychologist, Brenda Fitzner, to get ready for a battery of individual assessments that will be done throughout the District in the fall. We have been screening school referrals and prioritizing the assessments.
- Joanne and I are visiting the schools in the District over the next week and will be visiting GES, MES, BCSS, and WBES on Wednesday, September 11th to meet with the special educators and our students with special needs.
- Joanne, Brenda, and I are developing a professional development day for our Special Educators and Learning Assistance Teachers for Thursday, September 26th.

Aboriginal Education

- Wanda Hecht and Marilyn Hanson have developed the presenter list for the 2013/14 school year and have communicated it to each of our schools for their planning.
- This year all of our Aboriginal students will be supported with the same Learning Plan format developed by Marilyn Hanson, and we are in the stages of developing processes to improve classroom teachers' connectedness to the individual Aboriginal student learning plan.

The form is a template for an Aboriginal Student Learning Plan. It is divided into four main quadrants, each with a specific goal area:

- Academic Goals:** Includes a section for 'Academic Support Plan' with checkboxes for 'Special Education', 'IEP', '504', 'Other', 'None', and 'Other'.
- Social/Emotional Goals:** Includes a section for 'Social/Emotional Support Plan' with checkboxes for 'IEP/504', 'IEP/504 Support', 'Other', and 'None'.
- Physical Goals:** Includes a section for 'Physical Support Plan' with checkboxes for 'IEP/504', 'IEP/504 Support', 'Other', and 'None'.
- Cultural Goals:** Includes a section for 'Cultural Support Plan' with checkboxes for 'IEP/504', 'IEP/504 Support', 'Other', and 'None'.

In the center of the form is a circular graphic with four quadrants, each representing a different aspect of the student's learning plan: Academic, Social/Emotional, Physical, and Cultural. Below the central graphic is a section for 'Support Plan' with checkboxes for 'Academic', 'Social/Emotional', 'Physical', 'Cultural', and 'Other'. At the bottom of the form are three sections for 'How I will check in with my student/my class', 'Who can help me reach my goals?', and 'How I will check in with my student/my class'.

Early Years

- I attended Boundary Early Intervention Team meeting at the Glanville Centre on Tuesday, September 3rd.