

# School District No. 51 (Boundary)

Regular Meeting of the Board of Education September 9, 2014 at 6:00 p.m. School Board Office

## Agenda

#### Call to Order

#### **Presentations/Delegations**

- Audited Financial Statements 2013-2014
- MOTION: "That the Board approve the Audited Financial Statements for the Fiscal Year 2013-2014, as presented."
  - David Seven Deers to present an AbEd project

#### **10 Minute Comment Period**

#### Adoption of Agenda

#### Adoption of Minutes

June 10, 2014 – Regular Meeting Minutes August 27, 2014 – Regular Meeting Minutes

#### Report on In-Camera Meeting from June 10, 2014

The Board discussed personnel issues, properties/facilities, business items as well as the provincial negotiations and audit recommendations.

#### Report on In-Camera Meeting from August 27, 2014

The Board ratified the CUPE Collective Agreement.

#### **Business Items**

- 1. Superintendent's Report
  - Report for Summer 2014 (Attachment)
  - Inquiry
  - Achievement Contract (Attachment)

MOTION: "That the Board approve the Achievement Contract for 2014-2015 as presented."

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

- Report for Summer 2014 (Attachment)
- Carbon Neutral Capital Program Bylaw #126708
  - monies used to research energy efficiencies in our schools
- MOTION: "That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 126708 all three readings at this meeting of September 9, 2014."
- 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. 126708.

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 \$10,093.00 for Project No. 126708 is hereby adopted.

2. This Bylaw may be cited as "School District No. 51 (Boundary) Capital Project Bylaw No. 126708.

MOTION: "That the Board of School District No. 51 (Boundary) approve the Capital Project Bylaw No. 126708 as read a first, second and third time, passed and adopted the 9th day of September 2014.

#### 3. Director of Learning Report

• Report for Summer 2014 (Attachment)

#### 4. Letter from SD#51 Regarding Ongoing Labour Dispute

- 5. Committee Reports
- 6. Talking Break
  - Local impact of labour dispute
- 7. Trustee Reports

#### 8. Around the Boundary

• Summer 2014

#### **Trustee Activities and Upcoming Events**

- Kootenay Boundary BCSTA Fall Branch Meeting AGM September 19-21, 2014
- BCPSEA Symposium October 23-24, 2014
- BCSTA Provincial Council Meeting October 24-25, 2014

#### **Future Agenda Items**

Next Board Meeting:

October 14, 2014 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 10, 2014 at the School Board Office

The Chairperson called the meeting to order at 6:00 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. V. Gee	Trustee
	Mr. K. Harshenin	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Strukoff	Trustee
	Mrs. Rose Zitko	Trustee (via phone at 6:04 p.m.)
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Mr. D. Lacey	Director of Learning

Absent: Mrs. C. Riddle Vice Chair

#### **Presentations/Delegations**

- School Connectedness Principal Stewart and Vice Principal Phelan presented on initiatives at GFSS focusing on School Connectedness.
- GSM Policy Delegation Public Health workers, Karly Olsen, Linda Manson and Heather Shilton, presented.
- District Literacy Plan Sheila Dobie presented the District Literacy Plan to the Board.

#### Adoption of Agenda

MOVED Harshenin 2ND Reid

> "That the Agenda for June 10, 2014 be adopted moving item No. 7 – Committee Reports as the first agenda item."

> > CARRIED

#### **Adoption of Minutes**

MOVED Gee 2ND Strukoff

"That the Minutes of the May 13, 2014 Board Meeting be adopted as circulated"

CARRIED

#### Report on In-Camera Meeting from May 13, 2014

The Board discussed personnel issues, properties/facilities, business items and the provincial negotiations.

#### Correspondence

Nil

#### **Business Items**

1. Committee Reports

Policv

Trustee Gee reported on the Policy Committee Meeting and recommended the following motion:

MOVED Gee Strukoff

2ND

"That the Board approve and adopt the Respect for Human Diversity: Gender and Sexual Diversity policy."

CARRIED

AbEd Committee -- Trustee Gee reported out.

#### 2. Superintendent's Report

The Superintendent reported on school visits and meetings attended in and out of the District. He also thanked all school district staff for their professionalism and work during Agenda the labor strife.

<b>.</b>	Secretary-Treasurer's Report	e 10, 2014
5.	The Secretary-Treasurer reported on operations/transportation and presented the end expenditure and enrolment reports. Out of province school rates are set ann The following motion was made:	
MOVEI 2ND	D Harshenin Reid	
	"That the annual fee for out of province students be set at \$12,000 for the 2014/	2015
	school year."	CARRIE
4.	<b>Director of Learning Report</b> The Director of Learning reported on Special Education meetings as well as the N Aboriginal education events, with a special thank you to the community elders of BANAC and Metis Associations.	•
5.	District Literacy Plan	
MOVEI 2ND	D Harshenin Reid	
	"That the Board approve the District Literacy Plan for 2014-2015 as presented."	CARRIE
6.	School Trustee Election – appointment of Chief Election Officer	
MOVEI 2ND	D Strukoff Harshenin	
	"That the Board of Education of School District No. 51 (Boundary) appoint Mrs. Je Hanlon as Chief Election Officer for the School Trustee Election to be held Saturds November 15, 2014 and that Mrs. Hanlon be granted authority to appoint poll cle and/or a Deputy Chief Election Officer, should the need arise."	ay,
		CARRIE
7.	School Growth Plans	
MOVEI 2ND	D Strukoff Gee	
	"That the Board approve the School Growth Plans for 2014-2015 as presented."	CARRIE
8.	<b>Talking Break</b> School connectedness can enhance student's education experiences both now and future.	l into the
9. •	<b>Trustee Reports</b> School District No. 51 will host the September Kootenay Boundary Branch Meetin (September 19-21, 2014). Trustees were updated on the proposed agenda.	ıg.
10	Around the Boundary Around the Boundary for May 2014 was presented.	
Meetir	g adjourned at 8:08 p.m.	

## School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary) held Wednesday, August 27, 2014 at the School Board Office

The Chairperson called the meeting to order at 5:01 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. C. Riddle	Vice Chair
	Mrs. V. Gee	Trustee
	Mr. K. Harshenin	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Strukoff	Trustee
	Mrs. Rose Zitko	Trustee
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Mr. D. Lacey	Director of Learning

Absent: Nil

#### Adoption of Agenda

MOVED Riddle 2ND Zitko

"That the Agenda for August 27, 2014 be adopted as circulated."

CARRIED

#### **Business Items**

1. Election Bylaw

MOVED Zitko 2ND Reid

"That the Board of Education unanimously agrees to give the **Elections Bylaw No. 1-2014** all three readings at this meeting of August 27, 2014."

CARRIED

MOVED	Riddle
2ND	Harshenin

A BYLAW to provide for the determination of various procedures for the conduct of general school trustee elections and other Trustee elections.

#### Preamble:

Under the *School Act*, the Board of Education may, by Bylaw, determine various procedures and requirements to be applied in the conduct of Trustee elections.

In School District No. 51 (Boundary), Trustee elections in the following Trustee electoral areas are the responsibility of the following authorities:

<u>TEA#</u>	Trustee Electoral Area Description	<u>No. of</u> <u>Trustees</u>	Authority Responsible for <u>Conducting Elections</u>
#1	Municipality of the City of Grand Forks	two (2)	Municipal Council
#2	Electoral Area C (Christina Lake) of the Regional District of Kootenay Boundary	one (1)	School Board
#3	Electoral Area D – Rural Grand Forks of Regional District of Kootenay Boundary	one (1)	School Board
#4	Kettle Valley East of Electoral Area E of Regional District of Kootenay-Boundary (The City of Greenwood and the rural areas of Greenwood and Midway)	one (1)	School Board
#5	Kettle Valley West of Electoral Area E of Regional District of Kootenay-Boundary (The Village of Midway plus the Rock Creek-Bridesville-Kettle Valley areas)	one (1)	School Board
#6	Kettle Valley North of Electoral Area E of Regional District of Kootenay-Boundary (Westbridge-Beaverdell-Christian Valley- Idabel Lake-Big White areas)	one (1)	School Board

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for Trustee elections.

The Board of Education, in an open meeting of the School Board, enacts as follows:

#### 1. Definitions:

The terms used shall have the meanings assigned by the *School Act* and the Local Government Act, and the Local Elections Campaign Financing Act except as the context indicates otherwise.

"Election" means a Trustee election.

"By-Election" means a Trustee election to fill a vacancy on the School Board in any of the circumstances described in section 36 of the School Act.

"Board" or "School Board" means the Board of Education of School District No. 51 (Boundary).

"General Voting Day" means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

"Other Local Governments" means, as applicable, The Corporation of the City of Grand Forks, The Corporation of the City of Greenwood, the Village of Midway, the Regional District of Kootenay-Boundary (RDKB).

#### 2. Application

This bylaw applies to both elections and by-elections carried out by the School Board and by other authorities, except as otherwise indicated.

#### 3. Order of Names on the Ballot

The order of names of candidates on the ballot will be arranged alphabetically by surname.

#### 4. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot, in accordance with the Local Government Act.

#### 5. Number of Nominators

The minimum number of qualified nominators for a trustee candidate is two.

#### 6. Agreements with Other Local Governments

Pursuant to Section 38 of the *School Act*, the School Board authorizes the Secretary-Treasurer and/or the Chief Election Officer to enter into agreements on its behalf with other local governments for the purpose of conducting Trustee elections.

#### 7. Use of Voting Machines

Should the other local government use voting machines, the other local government voting machine bylaw will apply.

#### 8. Mail Ballot Voting

There will be no mail ballot voting opportunities for trustee elections.

#### 9. Application of Local Government Bylaws

The election bylaws of the other local government apply to trustee elections conducted by other local governments (including bylaws regarding the use of voting machines), except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, mail voting opportunities, or any other matter on which the local government bylaws may not by law apply to a trustee election.

#### **10.** Mandatory Advance Voting Opportunities

10.1 Unless the School Board is exempted from the requirement by Order of the Minister of Education, an-advance voting opportunity will be on the tenth day before general voting day.

10..2 Unless the School Board is exempted from the requirement for a second advance voting opportunity by Order of the Minister of Education or unless section 10.3 applies, a second advance voting opportunity will be held in Trustee Electoral Area #1,on the date specified in the bylaws of the Municipality of Grand Forks.

10.3 In all other electoral areas, the required advance voting opportunity will be held on the tenth day before general voting day and no other advance voting opportunity will be held, except any that are established by the Chief Election Officer.

#### 11. Additional Advance Voting Opportunities

The School Board authorizes the Chief Election Officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

#### 12. Additional General Voting Opportunities

The School Board authorizes the Chief Election Officer to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the Local Government Act, for such voting opportunities.

#### 13. Number of Scutineers at Voting Places

The number of scrutineers for each candidate that may attend at an election is a maximum of one (1) scrutineer for each ballot box in use, as authorized under section 169 of the Local Government Act.

#### 14. Repeal

Trustee Elections Bylaw No. 1-2002 is hereby repealed.

This Bylaw may be cited as School District No. 51 (Boundary) Trustee Elections Bylaw No. 1-2014 - A Bylaw to provide for the determination of various procedures for the conduct of Trustee elections.

MOVED 2ND Strukoff Zitko

"That the Board of School District No. 51 (Boundary) approve the Trustee Elections Bylaw No.1-2014 as read a first, second and third time, passed and adopted the 27<sup>th</sup> day of August, 2014"

CARRIED

Meeting adjourned at 5:07 p.m.

Chairperson

Secretary-Treasurer

Kevin Argue SD51 Superintendent of Schools **Month-End Report August 2014** 





- Director of Learning, Doug Lacey and I visited the
  - following schools and spoke with teachers on the picket lines at: Christina Lake Elementary, Perley Elementary, Hutton Elementary, Grand Forks Secondary, Walker Development Center, Greenwood Elementary, Midway Elementary and Boundary Central Secondary.

## **District Planning**

- <u>Achievement Contract</u> The District Achievement Contract was completed and submitted on July 15, 2014.
- The 4 Goals of the SD51 Achievement Contract for 2014-2015 are:
  - 1. to embed the Inquiry Process into teaching and learning throughout School District 51;
  - 2. to improve student achievement in Reading;
  - 3. to increase students' access and use of technology to deepen learning and authentically communicate their knowledge;
  - 4. to improve the positive social emotional connectedness of our students to their school experience through school initiatives, supported by our Health Promoting Schools Coordinator.

## **School Readiness**

We have met with all school Principals regarding the state of their buildings and preparedness for opening of schools.

## **Ministry Initiatives**

- Changing Results for Young Readers Doug Lacey District Leader
- Erase Bullying Kevin Argue, Superintendent contact/Safe Schools Coordinator.

## Meetings out of the District

- BCSSA Kelowna August 14-17, 2014
  - Met with Larry Espe, Superintendent of Trades
  - Met with Chris Kennedy of SD45 regarding Digital Literacy

## **Meetings in District**

- District Leadership Team meeting. August 27, 2014
  - School Inquiry Growth Plans
  - Learning Team Challenge Growth Mindset
- Kootenay Boundary BSTA Branch meeting planning August 26 and September 3, 2014



Agenda

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Project Heavy Duty

## **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.

Student Population – May 30, 2014						
Elementary	786					
Secondary	486					
TOTAL	1272					
Students enrolled in Alternate School Program	22					
Students of Aboriginal Ancestry	345 or 27%					

School—Enrolment	Community	Distance from District Board Office
Christina Lake Elementary School—79	Christina Lake	22 km east of Grand Forks
J.A. Hutton Elementary School—246	Grand Forks	Grand Forks
Grand Forks Secondary School—340	Grand Forks	Grand Forks
Walker Development Centre—20	Grand Forks	Grand Forks
Dr. D.A. Perley Elementary School-255	Grand Forks	Grand Forks
Greenwood Elementary School—33	Greenwood	40 km west of Grand Forks
Midway Elementary School—32	Midway	53 km west of Grand Forks
Boundary Central Secondary School—124	Midway	53 km west of Grand Forks
West Boundary Elementary School—110	Rock Creek	73 km west of Grand Forks
Beaverdell Elementary School—9	Beaverdell	125 km west of Grand Forks
Big White Community School—24	Big White Ski Resort	210 km west of Grand Forks

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 Kootenay Boundary.

#### **Unique Characteristics**

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



	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 a four-day week calendar. The adoption of the four-day week has permitted the District to move from a deficit to a surplus budget. This allowed the District to fund programs targeted at early literacy, student choice, and meeting personalized student needs. The funding protection provided by the Ministry of Education from 2006-2007 to 2014-2015 has provided needed financial stability to our District.

The School District has partnered with the 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 support services for families and children such as parenting programs, pre-school literacy programs, health and nutrition counseling.

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 our Aboriginal graduation rate is 20% above the Provincial average
- The Ministry of Education Longitudinal Achievement Contract data shows that SD51 adds greater value to learners the longer they stay in School District 51
- The School District continues to offer a greater variety and depth of Career and Trades experiences to our students every year
- The daily caring and nurturing of our students by all our staff to meet the socialemotional and learning needs of all our students

Year	Ab. Ed Grad Rate	Over all Grad Rate
2011-12	93.2 %	93.7 %
2012-13	81.9	82.1

Agenda

#### DISTRICT PRIORITIES

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

Each year the number of students selfdeclaring their Aboriginal heritage is increasing. Our Enhancement Agreement report shows that rates of achievement for our Aboriginal students outperform the province. In 2012-2013, graduation rates continued above the provincial average for Aboriginal students (81.9%) and all students (82%).

#### School District

Boundary



**DOGWOOD COMPLETION WITHIN 6 YEARS** 

	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10	05/06 to 10/11	06/07 to 11/12	07/08 to 12/13
Similar districts - maximum	85.6%	83.4%	82.6%	80.2%	88.2%	97.9%	94.6%	88.4%	90.1%
Similar districts - minimum	60.0%	59.7%	64.6%	60.9%	57.6%	60.8%	59.1%	66.7%	65.5%
This district	85.0%	80.7%	81.1%	84.0%	83.8%	85.4%	94.2%	93.7%	82.1%
Province (public only)	79.1%	79.4%	79.4%	77.9%	78.3%	79.0%	80.3%	81.2%	83.1%

## **School District**

**Boundary** 

#### GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2007/08 TO 2012/13, B.C. PUBLIC SCHOOLS



The Board of Education and Senior Management in School District No. 51 are committed to ensuring students become successful in their educational pursuits through quality instruction and a high level of engaged student learning.

We are committed to the following principles in supporting learning in SD51:

- All students will receive the personalized support they require to make them successful learners.
- Class size and student composition will be considered when building and supporting all classes in SD51.
- Class size averages have been lower than the provincial average and will continue to be lower in 2014-2015.
- Students will have access to multiple forms of technology to help support them show what they know.

#### **District - Average Class Size**

#### 051 Boundary

Source: Class size data collection (as of October 15) from BC public schools.

District - Average Class Size	Kindergarten	Grade 1 - 3	Grade 4 - 7	Grade 8 - 12
District - Average Class Size	17.9	19.2	24.3	19.1
Province - Average Class Size	Kindergarten	Grade 1 - 3	Grade 4 - 7	Grade 8 - 12
Province - Average Class Size	19.3	21.5	25.7	23.0



## **District and School Connections**

All School Growth Plans are developed through the work of the School Staff 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 a conversation with District staff prior to Board approval. A Non-Instructional Day has been dedicated to school-based planning and School Growth Plan development.

School Growth Plans and the District Accountability Contract are circulated and discussed with Trustees, DPAC, District staff, school Principals and all school communities. A School District information meeting was held with each school community to share the Achievement Contract, educational directions and District finances this past winter.

Three goals from our 2013-2014 Achievement Contract have been carried into our 2014-2015 Achievement Contract. Literacy data has been collected, analyzed and used to guide practice in the District since 2005 - 2006 through District-wide Read and Writes.

#### **Student Achievement**

The Board of Education in School District No. 51 (Boundary) is committed to providing student learning opportunities that develop individual and unique potentials, thus enabling students to become mature responsible citizens with inquiring minds and engaged learning skills.

#### **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 is excited to learn, contribute, and achieve personal success.
- Provide every learner with the knowledge to make safe and healthy choices.
- Every learner crossing the stage with dignity, purpose and options.

District goals for the 2014-2015 Achievement Contract were shaped from reviewing all School Growth Plans, the 2013-2014 Achievement Contract and our Board Office Staff/school community information meetings.

#### **Strategic Actions**

- Align District in-service, professional development and school-based noninstructional 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 the Kootenay-Boundary Regional Consortium.
- Provide connection opportunities for all teachers working on Inquiry Projects.
- Continue to support the work of our Project-Based Learning Team.
- Provide celebration opportunities to all Inquiry-Based Teams.
- Embed common non-instructional days across the District to foster connections in Inquiry and Innovative practices.

#### **Immediate Actions**

- Support and deepen the work of our Health Promoting Schools Coordinator.
- Provide professional development grants to all Project-Based Learning initiatives.
- Better support and train our Principals and Vice Principals to lead learning initiatives in SD51.
- Provide social/emotional professional development to our Child and Youth Counsellors.
- Strengthen our Community Network in partnership with the City of Grand Forks.
- Expand our online course offerings and blended learning opportunities.



Agenda

## **Goals & Expectations**

## 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 classrooms and teacher professional development this year. We believe teacher ownership of their own professional learning has the greatest potential to positively impact student achievement.

The District began the work of Inquiry last August when we invited Judy Halbert and Linda Kaiser to speak to our teaching staff during our August Days District Pro-D. We had hoped to have all schools participate in an Inquiry Process for their School Growth Plans and we encouraged staff to take part in Inquiry teams. We will continue that work in the 2014/15 school year.

All School Growth Plans were completed with a school Inquiry Process this year. An example can be seen below:



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#### Actionable Items

- All school staffs will be provided "Inquiry Process" time at school staff meetings.
- Teacher Inquiry teams will be provided with District grants to support their Inquiries.
- 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.
- Senior District staff will meet with all School Principals bi-annually for updates on the school's Inquiry Learning Teams and Principal Inquiry Growth plans.
- To embed Inquiry as a teaching strategy across the District.

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.



We are tracking all School Growth Plans and have provided time for each Principal and Vice Principal to provide the successes and challenges on their Inquiry Growth Plan work at our District Leadership Team meetings.

	SD51 School Growth Plans 2014/15								
School		Торіс							
	Social Emotional Connectedness	Self Regulation	Social Responsibility	Grit	Numeracy	Reading	Writing		
Big White Community School							x		
Beaverdell Elementary School	х					х			
West Boundary Elementary School	х					х			
Midway Elementary School	х					х			
Boundary Central Secondary School		x							
Greenwood Elementary School	х					x			
Hutton Elementary School			x						
Grand Forks Secondary School	х			х					
Perley Elementary School		x	x						
Walker Development Center	x								
Christina Lake Elementary School			x		x				

On the table below all Inquiry School Growth Plan topics can be seen:

We have chosen to reflect the School Growth Plan goals of Social Emotional Support and Reading into our Achievement Contract.

#### Target

Our target is to have a minimum of 50% of our teaching staff participating on a teacherlead Inquiry or Innovative Learning Team. We hope to see 100% of the District's teaching staff regularly working on their school's inquiry teams.

	2013/14	2014/15	Target
School staff involvement in school wide Inquiry project	20%	100%	100%
Individual teachers involved in professional Inquiry project	25%	?	50%

#### At school, do you have opportunities to work together

on projects with your classmates? (Many times or All the time)

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	Target
Grade 7	37%	42%	47%	22%			60%
Grade 10	45%	39%	56%	36%			70%
Grade 12	37%	35%	29%	40%			70%

#### At school, do you have opportunities to work on things you are interested in as part of your coursework? (Many Times or All the Time)

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	Target
Grade 7	22%	27%	25%	23%			50%
Grade 10	29%	24%	38%	25%			70%
Grade 12	27%	21%	22%	25%			60%

#### **District Inquiry**

If we provide resource grants to Inquiry Teams and allow for Inquiry conversation and progress reporting out opportunities at all school staff meetings and District Leadership Team meetings, will we see an increase in the percentage of teachers and Principals genuinely involved in the Inquiry process?



## Goal 2: To improve student achievement in Reading

#### **District Rationale to Achieve Goal 2**

This year we will focus specifically on improving reading results for students enrolled in SD51 Early Years programs to Grade 4. During the Superintendent of Achievement's visit by Rick Davis in November 2013 he shared our District's newly created Barrell Graphs of Longitudinal Student Achievement. These graphs show that School District 51 (Boundary) is a 'Value Adding' school district, showing we improve the percent of students meeting or exceeding on various metrics as they move through our system to school completion. Over the last four years of cohort averaging, SD51 students have performed above the provincial mean in three of the four metrics (Grade 7 FSA Reading, Grade 10 English Exam and Six Year Graduation). Reading results for the Grade 4 FSA are the only metric in which Boundary students are performing below the provincial average. Based on this analysis, and school growth plan inquiries across the District, we will target the improvement of Early Years to Grade Four reading achievement.



#### Longitudinal Achievement Outcomes Grade 4 to Graduation

Agenda



#### Performance Indicators and Targets: Grade 1—4 Students Meeting/Exceeding on SD51 Reading Assessment

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Target
District Reading - Grade 1	84%	77%	70%	80%	73%	Strike	72%	Strike			80%
District Reading - Grade 2	84%	87%	85%	83%	84%	Strike	69%	Strike			87%
District Reading - Grade 3	87%	92%	86%	89%	85%	Strike	86%	Strike			92%
District Reading - Grade 4	93%	91%	94%	87%	88%	Strike	87%	Strike			95%
FSA Reading - Grade 4			77%	79%	86%	85%	82%	84%			90%

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#### Actionable Items

#### Early Learning

- Support all Early Learning educators and K-4 teachers with Literacy programming
- Build Self-Regulation skills with a focus on the work of Stuart Shanker
- Develop Reading Intervention programs for K-3, to be implemented in all schools by 2015/16

#### Instructional Strategies

- Promote and provide training on explicit Tier 1 teaching of 5 pillars of reading strategies
- Implement focused Tier 2 reading intervention systems in all schools starting in Grade 1
- Continue supporting strong literacy instructional practices of our Primary teaching staff
- Develop an Individual Literacy Support plan for all students not meeting expectations from Spring grade 1 to grade 4
- Build networks of shared instructional practice with our K-3 teachers in conjunction with the CR4YR provincial initiative

#### Assessment

- District SMART reading assessments for grade 1 to 4
- Grade Four FSA Reading
- Investigate K-4 teachers use of a variety of District-level reading achievement instruments (DRA, PM Benchmarks, SMART reading, etc.)
- Using balanced assessment (of/for/as learning)
- Continuing use of timely and effective feedback
- Involving students in the assessment process
- Empowering performance-based assessments
- Encouraging teachers to pilot new assessment templates and rubrics to communicate student learning



## READING FOUNDATION SKILLS ASSESSMENTS

Percentage Meeting/Exceeding Expectations

**Expressed as Percentiles** 



NOTES

 Apparent Cohorts include ALL students with usable FSA data. This includes students who left the district after Grade 4 and students who entered the district before Grade 7.

2. All results shown are based on percentages of assessed students. Non participants are not included.

#### **Foundation Skills Assessments**

Reading Boundary

#### **GRADE 4**

STUDENTS MEETING OR EXCEEDING EXPECTATIONS



|--|

#### Reading Boundary

**GRADE 7** STUDENTS MEETING OR EXCEEDING EXPECTATIONS



#### **District Inquiry**

Will providing teacher choice of District assessment reading instruments, focused reading interventions for Tier 2 students, and a focus on Self-Regulation development in students (Kindergarten to grade 4) improve reading achievement by the end of the primary years?

# Goal 3: To increase students' access and use of technology to deepen learning and authentically communicate their knowledge.

### **District Rationale to Achieve Goal 3**

Focused engagement for all learners and teachers with emergent technologies will more naturally occur when students are given many and varied opportunities to use technology to deepen their learning and "show what they know".

Inquiry, project-based, and expeditionary learning are all premised on authentic competency development which occur when students are challenged to explore learning challenges through authentic interests and passions. Emergent technologies support such explorations and allow students to show, in a great variety of ways, what they are discovering and learning.

#### Actionable Items

#### 1. Instructional Strategies

- Promote the use of Project-Based Learning in classrooms throughout the District.
- Provide professional development to implement Inquiry-Based instruction.
- Identify exemplary instructional practices that utilizes classroom based and individual assistive technology to enhance student learning for all.
- Develop student and teacher competencies with digital literacy.
- Develop a District mindset to use technology to positively impact student achievement in the evolving 21st century Personalized Learning paradigm.
- Provide Innovation Grants to teachers who value and seek opportunities to use technology as a tool for learning, for increasing student engagement and extending learning beyond the curriculum.
- Continue to provide laptops for all elementary and secondary teachers.
- Implement a bi-annual conversation with building Principals regarding use of technology to deepen learning and authentically communicate student knowledge.

#### Actionable Items (cont'd)

## 1. Instructional Strategies (cont'd)

- Develop an active District Committee on Technology in Learning.
- Adoption of a common set of software tools K-7 and 8- 12 across the District to support digital student learning.
- Support blended learning opportunities for teachers and classrooms.
- Provide all educators with a teaching environment that includes access to Smart Boards, projectors, document cameras and mobile technology.
- Supporting staff with a series of ongoing professional development opportunities focusing on digital tools during common professional development workshops.

#### 2. Infrastructure Development

- Maintain key technological support structures, services and initiatives to continue to provide District-wide access to digital technology.
- Provide supportive levels of funding that encourage ongoing development of innovative instructional uses of technology.
- 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.

#### Target

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

#### Student Technology Survey (Grade 4 to 12)

	2014	2015	2016	Target
Daily	12%			50%
Weekly	58%			100%

#### In the average school year, how often do you use a computer?

#### You decide when you want to use a computer to work on assignments.

	2014	2015	2016	Target
Daily	11%			40%
Weekly	29%			100%

#### Use of computer or personal device to:

#### Create presentations or produce multi-media projects.

	2014	2015	2016	Target
Daily	2%			30%
Weekly	9%			50%
Monthly	36%			100%

#### Word process a document.

	2014	2015	2016	Target
Daily	7%			30%
Weekly	33%			50%
Monthly	15%			100%

#### Use the internet to research.

	2014	2015	2016	Target					
Daily	33%			40%					
Weekly	40%			70%					
Monthly	22%			100%					

#### If I want to learn something new or solve a problem I refer to online help (Youtube, google, etc.)

	2014	2015	2016	Target
Daily	18%			40%
Weekly	32%			60%
Monthly	28%			100%

#### **District Inquiry**

If the District provides access to digital tools and professional development, will we see an increase in the percentage of students reporting they access technology to deepen learning and communicate their knowledge?



# Goal 4: To improve the positive, social emotional connectedness of our students to their school experience through school initiatives supported by our Health Promoting Schools Coordinator.

## **District Rationale to Achieve Goal 4**

Many of the District's school growth plans have inquiry questions focused on improving school connectedness, pro-social behavior and self-regulation skills of students. Student mental health is a recurring challenge throughout our schools and is a consistent theme embedded in many SD51 school growth plans.

Through Satisfaction Surveys, Grade 4 and 7 Middle Development Years Instruments (MDI) and the 2013 McCreary Study we have data to support this area of growing concern.

We know that student achievement and positive competency development is directly affected by student mental and physical health. For the 2014 – 2015 school year we want our Health Promoting Schools Coordinator to have a District focus on student mental health (social emotional challenges).

How many adults in the school care about you? (percent responding 2 adults or more)								
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	Target
Grade 4	100%	98%	95%	95%	96%			100%
Grade 7	72%	93%	96%	91%	83%			100%
Grade 10	73%	78%	78%	87%	82%			100%
Grade 12	78%	84%	88%	86%	88%			100%

#### Satisfaction Surveys

#### **Do you feel welcome at your school?** (Many Times or All of the Time)

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	Target
Grade 4	84%	81%	83%	90%	77%			100%
Grade 7	67%	80%	85%	83%	76%			95%
Grade 10	59%	67%	74%	73%	74%			85%
Grade 12	68%	74%	77%	68%	83%			85%

#### Do you like school? (Many Times or All of the Time)

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	Target
Grade 4	46%	50%	63%	75%	48%			75%
Grade 7	30%	48%	40%	51%	44%			65%
Grade 10	32%	41%	56%	47%	45%			65%
Grade 12	46%	45%	52%	39%	63%			75%

#### Middle Years Development Index

#### Percent of Students in" thriving" category for Connectedness with Adults at School

	11/12	12/13	13/14	14/15	15/16	Target
Grade 4	78%	79%	77%			100%
Grade 7			76%			100%

Percent of Students in" thriving" category for their sense of a positive school climate

	11/12	12/13	13/14	14/15	15/16	Target
Grade 4	68%	84%	74%			90%
Grade 7			63%			85%

#### Percent of Students in" thriving" category for their sense of a positive school belonging

	11/12	12/13	13/14	14/15	15/16	Target
Grade 4	69%	80%	73%			90%
Grade 7			69%			90%

#### **McCreary Study (2013)**

# **Mental Health - Despair**

Felt despair in the past month	Provincial*	SD51 2013	SD51 2008†
Not at all	48%	53%	57%
A little		23%	19%
Some, enough to bother me		8%	9%
Quite a bit	52%	9%	9%
Extremely so, to the point I couldn't do my work or deal with other things		7%	6%

\* Provincial results have been approximated based on assumption of 50% male and 50% female distribution † Data not reported (NR) in 2008

# **Mental Health – Anxiety & Stress**

Felt stress in the past month	Provincial*	SD51 2013	SD51 2008†
Not at all	17%	23%	17%
A little		28%	36%
Some, enough to bother me	74%	20%	19%
Quite a bit		20%	15%
Extremely so, to the point I couldn't do my work or deal with other things	9%	8%	13%

\* Provincial results have been approximated based on assumption of 50% male and 50% female distribution † Data not reported (NR) in 2008

Agenda

	2013/14	2014/15	2015/16	Target
Kindergarten	74%			80%
Grade 1	71%			80%
Grade 2	75%			85%
Grade 3	77%			85%
Grade 4	67%			85%
Grade 5	71%			85%
Grade 6	73%			90%
Grade 7	73%			90%
Grade 8	81%			90%
Grade 9	89%			90%
Grade 10	77%			85%
Grade 11	73%			85%
Grade 12	65%			80%

#### Percentage of Students with Better than 90% Attendance

#### **Actionable Items**

- Child and Youth Counsellors small group social emotional programs
- Aboriginal Support teachers and workers Individualized Learning Plan work
- Self-regulation school-based focus for all primary teachers
- Further developing community partnerships with Child and Youth Mental Health and Boundary Family and Individual Services Society (BFISS)
- Community partnerships with Early Learning Agencies
- Strong partnership with Human Early Learning Project (HELP)
- Mandt System training for all Educational Assistants, Child and Youth Counsellors and Special Education/Learning Assistance teachers
- School belonging and connectedness based goals
- Aboriginal Elders active participants in school based programs
- Health Promoting Schools Coordinator continued work in supporting mental health initiatives in SD 51.
- Complete SD15 School Health Survey grades 4—12 in 2014-2015.

#### Assessment

- Student attendance
- Satisfaction Survey results
- Aboriginal Student Surveys
- EDI and MDI results
- McCreary Centre Study
- SD 51 Health Promoting Schools Survey

#### **District Inquiry**

If SD51 invests in professional learning for our Child and Youth Counsellors, School Counsellors, Education Assistants, and classroom teachers, will we better meet the social emotional needs of our students?

**Ongoing Priorities** 

#### **Declining Enrolment**

The Boundary communities have resource-based economies, primarily forestry and agriculture. 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.



**Enrolment Decline** 

#### 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.

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#### Aboriginal Education

Achievement 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 well-being.

#### Inquiry dialogue for annual reports:

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

#### Individual Education Plan (IEP) Goal Completion

We continue to focus on the writing of clear and appropriate IEP goals for students. Special Education and Learning Assistance teachers complete an annual internal audit of categorized students' red binders and IEPs. Student goal attainment will be recorded at each report card cycle. The ongoing monitoring of the quality of goals and evaluation strategies in the IEPs of students in the Low Incidence categories is occurring. Continuous professional dialogue regarding ongoing improvement of IEP writing is making a difference in the quality of goals being written.



#### **Community Partnerships**

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, RCMP (Victim Services) 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.

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 3. 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).

#### **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 2014-2015. 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 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.

#### **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)

Date: July 15, 2014

Doug Lacey

Director of Learning School District No. 51 (Boundary)

Teresa Rezansoff

Board Chair School District No. 51 (Boundary)

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#### Jeanette Hanlon, Secretary-Treasurer Summer 2014 Report



The Maintenance, Custodial and Technology Departments all worked hard to have 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:

#### **Beaverdell Elementary**

• New storage shed built

#### **Christina Lake Elementary**

- Painted and re-carpeted the office
- Painted hallways

#### Dr. D. A. Perley Elementary

- Conduit replacement between Perley and Glanville Centre
- Re-surfaced gym floor using latex sealer
- Installed Perley sign
- Removed lockers in primary area and replaced with metal hangers and boot racks
- Moved band program back to the portable

#### Grand Forks Secondary

- Renovated Room 208 as a project-based learning room
- Did repairs in the custodian room
- New shutter door installed in kitchen in multipurpose room
- Replaced gym exit doors

#### John A. Hutton Elementary

- HVAC upgrade
- Painted and re-carpeted library, office and staffroom
- Shortened current library shelves in primary area
- Installed infra-red water fountain

#### West Boundary Elementary

- Partial HVAC upgrade (work to be completed at a later date)
- Replaced nutrition room carpet and sink area

#### **Greenwood Elementary**

- Painted and replaced flooring
- Replaced staffroom counter and sink

#### Walker Development Centre

• Painted the mansard

#### Miscellaneous

- Hoist inspections
- Fire system inspections
- Removed and put back furniture in schools where projects were happening
- Reorganized existing space at the bus garage
- Installed various smart boards and projectors around the District

Fewer work orders were completed this summer; maintenance will begin working on these during the fall.

#### Technology Department

The Technology Department has been busy with the following:

- Collection and redeployment of hardware after employee displacement/rehires.
- GFSS Room 208 lab dismantled; all power and network drops removed. These will be reinstalled once furniture placement has been decided.
- All Lenovo Windows operating systems upgraded in secondary labs and admins from 32 to 64 bit.
- GFSS Room 207 lab upgraded to Microsoft Windows 8.1. This is a test and the next logical step for Windows deployment.
- AO MacBook refresh. This is a challenge for those who require BCeSIS as the new hardware does not support the older software requirements.
- Cisco ASA (firewall) replacement with the Palo Alto firewall device. This provides several benefits to our network. It consolidates web filtering, firewall functionality and enhanced security features. The older hardware has been decommissioned.
- Cisco ISE deployment This provides network security enhancement for student wireless BYOD's.
- FirstClass 12 upgrade
- Purchased iPad carts (with 30 ipads) for Christina Lake and Greenwood Elementary Schools
- Upgrade to Christina Lake and West Boundary Elementary Schools wireless to support more devices
- Student and staff user account maintenance
- New SPED laptops (28 of the Lenovo x130 series) received and inventoried. Image needs to be created and will be deployed as soon as possible.
- Creation of Remote Desktop Server This is used for BCeSIS users (and Windows applications) that can't run on their own computers.

The strike has hampered several of the Technology projects such as collection and redeployment of devises as well as deployment of new laptops.

#### **Finance**

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

Lynn Heriot, Payroll Administrator, did Records of Employment for ten month support staff, teachers on call, as well as teachers who had temporary assignments.

#### Expenditure Report

The Board will not see an expenditure report for 2014/2015 until November.

#### **Enrolment and Other Ministry Forms**

Due to the current dispute, the Ministry may make changes to reporting deadlines.

#### Trustee Election – November 15, 2014

Nomination papers are ready for pick up. Nominations will be received at the School Board Office from 9:00 am on September 30, 2014 to 4:00 pm October 10, 2014. There will be an information session for candidates on Monday, October 6, 2014, 7:00 p.m. at the School Board Office.



# August 2014 Report

Director of Learning Doug Lacey

## **Professional Development and Learning**

#### **District Leadership Team Learning**

I have been leading principal and vice principal readings, discussions and dialogues with the whole leadership group using Michael Fullan's, "*A Rich Seam*": *How New Pedagogies Find Deep Learning*. This is occurring daily during the current strike action. The readings are giving us time to engage with the District Accountability Contract, School Growth Plans, District Inquiry, and the Provincial Transformation of Education Directions.

## **Special Education and Student Services**

- Last year, the District commissioned fifty individual student assessments or reassessments, thanks to the work of our school special education staff, Joanne Gidney, District Vice-Principal of Student Services, and Brenda Fitzner, District Educational Psychologist.
- Mrs. Gidney and I are currently developing a plan for an Education Assistant inservice for the year. Mandt training will be one of our focused areas for this group.
- Mrs. Gidney and Mrs. Fitzner improved the protocols and procedures for student referral from school-based teams and school special education staff to give more focus to Response to Intervention practices in schools.
- With Karly Olsen, District Health Promoting Schools Coordinator, I attended a conference on Youth and Mental Health challenges in July. Karly and I are working on a plan to support our schools in this area of challenge.

## **Aboriginal Education**

- Wanda Hecht and Marilyn Hanson have developed the presenter list for the 2014/15 school year, and will communicate this to all schools at the end of strike action.
- All of our Aboriginal students will be supported with the Learning Plan format developed by Marilyn Hanson, and we are continuing to develop processes to improve classroom teachers' connectedness to the individual Aboriginal student learning plans.
- I have been working with David Seven Deers on the "Gateway" initiative. We will propose this to the Board at the first Board Meeting of the school year.

## **Ministry Reporting**

• Completed the Annual Aboriginal Education Report in July.



September 3, 2014

Ref: 176710

Doug Lacey Director of Learning School District No. 51 (Boundary) Email: Doug.Lacey@sd51.bc.ca

Dear Doug:

Thank you for sending your eighth **Annual Report on Aboriginal Education** on behalf of your partners and District. The Report is very informative and has many reasons for celebration. As always, it establishes the longstanding commitment your District and partners have to Aboriginal education and highlights the Key Actions from the 2013-2014 school year. It is encouraging to read how you are working with classroom teachers towards personalizing education services through the use of Aboriginal student enhancement plans. The systemic changes you mention that create ownership and shared responsibility of Aboriginal education at the school level will continue to strengthen your program and the progress towards your Enhancement Agreement goals.

Each of the Goal areas clearly articulates the rationale, data and analysis. I appreciate the efforts to create cohort data to better track Aboriginal students as they journey through your District. I look forward to your further investigation regarding some of the findings that you noted in your Aboriginal student survey analysis. I also wonder about differences found in Grade 9 students where they appear to be less confident and less proud of themselves. The satisfaction survey results are also interesting and I am curious if you have looked at this data using cohort tracking. It is promising to see the commitment to the use of inquiry throughout your District, including your Enhancement Agreement, as well as the inclusive strategies stemming from the inquiry.

Not only has the use of locally developed Aboriginal student surveys informed the programming decisions that you are making, but the results from the Aboriginal Awareness & Knowledge, Sense of Belonging and Physical Well-Being rubric will also be interesting. The use of rubrics such as these is of interest to your partners both locally and provincially. Again, the ongoing commitment to ensuring inclusive cultural opportunities is commendable. The pictures and statements made by the staff, students and BANAC members really give me a glimpse into the heart of the enhanced services provided throughout the District.



Ministry of Education Aboriginal Education

Mailing Address: PO Box 9887 STN PROV GOVT Victoria BC V8W 9T6 Location: 4<sup>th</sup> Floor, 620 Superior Street Victoria BC

Learning Division

Logo Artist: Chris Paul

Telephone: 250-356-1891

Website:http://www.bced.gov.bc.ca/abed/ Agenda

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The academic data is informative and I appreciate how you have linked the enhancement plans with increased student achievement for all Aboriginal students. The Longitudinal Achievement Outcomes data is a very useful tool to look back at District accomplishments and changes in programming to determine the value of the services for students. This data and the cohort tracking that you are currently embarking on will assist the District in providing personal culturally responsive programming to continue to improve and maintain Aboriginal student achievement. As you know, the correlation of each of the four Goal areas is vital and that without their being a balance between those four areas it is difficult to achieve success. The personalized plans are not only an excellent way to increase awareness, track progress and provide services specific to an Aboriginal student's needs, but shows how those needs and services are balanced. Thank you for continuing to include the documents that you use to carry out your work; it is important to share your full story with the broader Aboriginal community and education sector.

We will post your Report with others we have received on our website at <u>http://www.bced.gov.bc.ca/abed/annual\_reports/welcome.htm</u>. I encourage you to review some of the other district reports to see what neighbouring districts are doing to increase results. We will encourage other districts to connect with you, particularly around your innovative use of data, rubrics, and enhancement plans.

Finally, please extend my thanks to your staff, parents and families for their continued work to support students each day. I look forward to connecting with you in the Fall.

Sincerely,

badwallack

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pc: Kevin Argue
Superintendent of Schools
School District No. 51 (Boundary)
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Colleen Hannah Enhancement Agreements Coordinator Aboriginal Education, Learning Division Ministry of Education **Email: Colleen.Hannah@gov.bc.ca**