



School District No. 51 (Boundary)



Accountability Contract

2007 — 2008

Table of Contents

Success Stories.....	3
District Demographics.....	8
District Review May 2006 Response.....	11
District and School Connections	14
District Goal #1	15
Actions – Goal 1	16
District Goal #2	18
Actions – Goal 2	19
District Goal #3	19
Actions – Goal 3	20
Appendix A	27
Appendix B	34
Appendix C	35

Success Stories – SD51 on The Ball – Kids are “having a ball” learning!
“Active Sitting” ~ have you heard of it?



The Honourable Shirley Bond, Minister of Education and Jacquie Taylor, Superintendent of Achievement (on the right), both tried out active sitting on Stability Balls while visiting a Gr. 2~3 classroom at J.A. Hutton Elementary School in Grand Forks B.C. (SD51).

Stability balls enhance the learning environment and provide ergonomic seating. Benefits of sitting on the ball: promotes learning through movement, allows 'active sitting,' enhances attention and concentration, assists in improving posture, improves blood flow to all parts of the body [especially the brain], strengthens core [postural] muscles and back muscles, improves balance and coordination, and adjusts for customized fit.



Even the Board Office Staff is more on the ball – everyone is engaged in 'active sitting'.

Success Stories



Joan Holmes, member of the Boundary Aboriginal Advisory Committee presents Minister Bond with a gift during her visit last spring.



School District 51 Elementary Students celebrating National Aboriginal Day and the 1st Anniversary of the signing of our Enhancement Agreement.

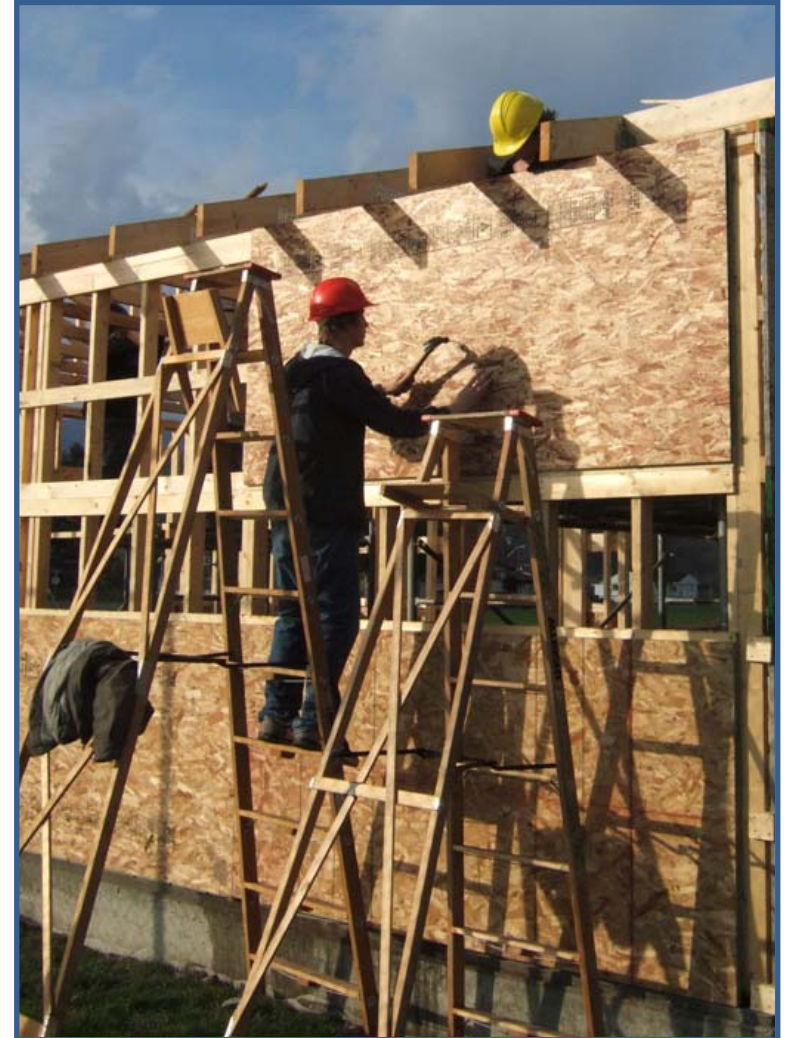


Kate Russell and Allanah Kenoras-Schwandt, Gold Prize winners at the National Aboriginal Youth Business Plan Competition in Halifax. Their business name: Ding Dong Delicious. This is the second year in a row a GFSS team has placed in the top three.

Success Stories



Grand Forks Secondary School Construction classes had hands on experience constructing a building with washroom facilities to store PE equipment for the school. The nearby tennis court and playing fields have now become much more convenient to use. Bill Duff, one of the school's shop teachers coordinated the project and the School District paid for the materials.



Success Stories

When an autistic child with extreme sensitivity to sensory inputs enrolled at Hutton Elementary; the school staff, District Special Education staff and the maintenance staff mobilized immediately to follow through on the POPARD consultant's recommendation to designate and develop a sensory control room for the student. An Art room was cleared out, maintenance mobilized and a dreary room became a wonderful haven for a special student at the school.



Dr. D.A. Perley Elementary School volunteers take a brief rest as they put the finishing touches on the expanded school playground. It always takes a community of folks to put in a playground at a school – the PAC who fund raised, parents who volunteered to do the installation, the City of Grand Forks that donated equipment and personnel, the School District Maintenance staff that supported the work and also look after the ongoing safety of the playground.



Doreen Sorensen, School Secretary in the Hutton Sensory Control Room

Success Stories



Lena



Joya

National Recognition for Two Boundary Central Secondary Students

Boundary Central Secondary is a small rural secondary school enrolling 170 students in grade 8 – 12. Eighty percent of the students ride a bus. Strong parental support and a dedicated teaching staff provide opportunities for motivated students.

Lena Danyluk, was selected for a Computer Studies seminar session at the University of Waterloo in Ontario. She was one of the top candidates and travelled this summer to Waterloo for a week-long session; Computer Sciences for Young Women.

Joya Danyluk attended the International Summer School for Young Physicists at Waterloo University this summer. Joya was selected from hundreds of applicants nationally and internationally.

Both sisters are back at BCSS for another school year.



(l) Boundary Central Secondary School Principal, Mr. Walt Osellame, at the December 2006 Innovations Showcase - Hyatt Hotel. BCSS runs a Fire Suppression course that gives students advance placement at College of the Rockies.

(r) Mr. Cam Spelay, teacher at BCSS at the Kootenay Boundary Regional Network of Performance Schools presentations.



CONTEXT

District Demographics

The Boundary District serves a resident population of 12,334. Approximately 67% of the dwellings are categorized as rural. Non-English speaking households comprise 4.2% of the population and 15.3% of the population identify themselves as Aboriginal. The School District population (September 30, 2007) is currently 1467 FTE. The population has been in decline since 1998.

- 825 elementary and 709 secondary students (includes adults)
- 242 Aboriginal students
- 26 students enrolled in low incidence/high cost special education programs
- 22 students enrolled in Severe Behavior program
- 16.5% of the student body is identified as Aboriginal

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

- Christina Lake, 22 km east of Grand Forks.
Going west from Grand Forks
- Greenwood, 51 km
- Midway, 53 km
- Rock Creek, 73 km
- Beaverdell, 125 km
- Big White Ski Resort, 210 km

The District Board Office is located in Grand Forks.

Regional Synergy: The Kootenay-Boundary Regional Consortium

School District #51 is one of six districts in the Kootenay-Boundary region of British Columbia. Other districts include School District #5 (Southeast Kootenay), School District #6 (Rocky Mountain), School District #10 (Arrow Lakes), School District #20 (Kootenay-Columbia) and School District #8 (Kootenay Lake). The districts have formed a consortium served by the Kootenay-Boundary Regional Planning Team and the services of a Regional Coordinator. The Kootenay-Boundary Regional Consortium enables the districts to work together on common goals, to achieve efficiencies and to benefit from learning together.

Unique Characteristics

The District continues to face the challenges associated with declining enrolment due to a weak primary industry based economy. This past year this issue has become even more severe as one of our primary employers is near bankruptcy. The fiscal reality facing the District has been how to keep small rural schools open with a full range of programs and services. During the 2002-2003 school year, the District moved to an altered calendar as well as the four-day school week to save costs. The adoption of the Four Day Week has permitted the District to move from a deficit to a surplus situation and this has allowed the District to fund programs targeted to early literacy and student achievement. The 1% funding protection provided by the Ministry for 2006-2007 and 2007-2008 school years has provided needed financial stability.

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 catchments areas. As a result of this model every elementary school in the District has a Family Center located in the school or on the school property. Family Centers provide a variety of community services for families and children including parenting programs, pre-school literacy programs, health and nutrition counseling, etc.

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

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

Strengths Based on Student Performance

Graduation rates continue to exceed provincial rates. In 2005-2006 graduation rates dipped but our analysis showed that families were leaving our communities to other provinces. We attribute this to the ongoing economic uncertainty in our region.

Each year more students are self-declaring their aboriginal heritage. Our Enhancement Agreement report shows that rates of achievement for our Aboriginal students outperform the province and continue to generally improve.

District Priorities

The Board and senior management staff in School District #51 are committed to ensuring that students have opportunities to be successful through quality instruction, and the application of research on learning and assessment to the classroom. A variety of structures and resources have been put in place to support staff development including:

- **Trustee Initiative Grant** to support implementation of school plans at \$67/fte.
- **Assessment for Learning funding** to support collaborative marking and formative assessment for learning in both the fall and spring.
- **Literacy Initiative funding** to continue the development of Literacy goals in our district classrooms.
- **The creation of a District Vice-Principal of Student Services position** which was filled by a registered school psychologist to provide support to School Based Teams and individual students.
- **Nutrition funding** to schools to help “hungry kids” in our District – children learn better on a full stomach.
- **Financial support for Literacy Mentors** equivalent to 1.25 fte.
- **More Teaching Assistants** in schools than in the last five years even though the number of categorized students is down.
- **Class size averages have been significantly lower** than the provincial average and for 2007-2008 they are lower than in 2006-2007.

District Review May 2006 Response

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

The Team respectfully suggests recommendations in the following areas:

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

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

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

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

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

Since the review the following initiatives are in place to meet the recommendations:

Setting Direction

- To assist SPCs with their work, the District participated in the two webcasts held in 2006-2007 for SPCs.
- The District now has a contract with Adminfo Resources Inc. to provide key information on each school and a composite for the District. The first set of data was delivered June 27, 2006.
- The District has developed District Wide Assessment tools for grades 1 through 9 for Reading and Writing based on School District No. 40's SMART Learning Tools. There is a formative assessment each fall and a summative assessment each spring. Data has now been gathered for 2006-2007 and will be gathered for 2007-2008. All Secondary schools are now fully participating.
- The District has contracted with Dr. John Taylor to assist in developing an instrument to warehouse the District Wide Assessment data and to report it out. This initiative is co-piloted with SD40. A final product is due in the fall of 2007.
- During the past 4 years the District has provided schools, upon successful application, with a Trustee Initiative Grant to support Literacy projects and support for at-risk and vulnerable students. On September 7, 2006, an open meeting for teachers, administrators and trustees was held to discuss re-purposing the funds toward supporting School Growth Plans and District Accountability Contracts. For 2007-2008 the grant amount has not changed but now all the funds go to schools for School Growth Plan implementation, Literacy initiatives and support for at-risk and vulnerable students. District initiatives are funded separately.
- On September 19, 2006 a community Roundtable Meeting was held for a public discussion of the District Review Report.

Organizing for Improvement

- The District has formed a committee to participate in the development of the District Accountability Contract. Invitations were sent to the local teacher union, CUPE, administrators, Aboriginal Advisory Committee and DPAC. All groups are participating in the meetings except for the teachers' union and CUPE.
- DPAC relationships have been strengthened. District policy now recognizes the DPAC. Meeting rooms, conference calling and funding are provided for its operations due to the geography of the district. Members of the District Leadership or a trustee or both attend all DPAC meetings. DPAC has been invited to send delegates to the Parent Congress, Rural Conference, Innovative Conference, and participate in the development of the 2007-2008 Accountability Contract. Parents have come forward and participated in all these opportunities.

Building Learning Communities

- Every year School District No. 51 uses three of its Non-Instructional Days at the beginning of the last full week in August. This year we focused on cross-school and cross-grade collaboration. We had events planned for the entire District as well as breaking into groups – primary, intermediate and secondary. Topics included Elementary ELA implementation, Power of 10 by Trevor Caulkins, Diversity Training and Safe Schools report out to secondary teachers on their new secondary student safety survey piloted at the two schools
- The Board approved resources to release five teachers for a total of 1.25 fte to act as Literacy Facilitators across the grades.
- A District Aboriginal Advisory Council continues to function and monitor the implementation of the District Enhancement Agreement signed on June 21, 2006.

Achieving Results

- All kindergarten teachers in the district have re-committed to participate in year three of the Kindergarten Project.
- For the 2006-2007 school year the District created and supported an Interim School Psychologist position. This teacher has a Masters in Psychology and has now completed the supervised practicum. The District is benefiting by being able to provide psychology services to students and to secure the services of a fully accredited psychologist in the future. For 2007-2008 this position is continuing and called District Vice-Principal of Student Services. The candidate is now a fully qualified and registered school psychologist in BC and Alberta.
- The District has renewed its efforts to have all schools register with the Network of Performance Based Schools and to actively engage in action research.
- The District completed a review process of the Four Day Week calendar. An independent consultant was hired to assist in the process. The District has re-affirmed its commitment to the Four Day Week calendar and made public the review report.
- District Wide Numeracy assessment will be taking place in February 2008 and the data will be entered in Mark Tracker for analysis and monitoring individual student progress.

District and School Connections

School Planning Councils were established in each of our schools during the 2002-2003 school year and continue functioning to this date. Each School Growth Plan is developed through the work of the School Planning Council. School District policy requires plans to be submitted to the Superintendent's office in early June for review and adjustment if necessary and then for Board approval but this process has been pushed back to early September by Board motion. In the transition to an Achievement Contract this date is under review. It should be noted that teachers in School District 51 do not participate on School Planning Councils or in the development of the District Accountability Contract. They have been invited but have declined.

School Growth Plans and the District Accountability Contract were circulated to Trustees, DPAC, district staff and school principals, discussed and where required appropriate changes made. School Growth Plans were approved at the October 9, 2007 Board meeting. The District Accountability Contract was approved at the October 23, 2007 Board Meeting. In the transition to an Achievement Contract this process is under review. It is recognized that the District has been operating under an inadequate process in this part of the collaborative process. Efforts will be made to not only adjust the timelines of this process to fit the July 15th submission date but to improve on the collaborative process between SPCs and the District and the approval process for the development and approval of School Growth Plans.

Information from the School Growth Plans, progress on the 2006-2007 Accountability Contract and the 2006 District Review recommendations determined District goals.

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

The goals presented in this year's Accountability Contract essentially represent a continuation of the work undertaken at each of our ten District schools over the past three years. Design and format decisions have been considered to acknowledge the transition to a three-year rolling plan annually updated and aligned to the Superintendent's annual report on achievement. During the 2005 – 2006 school year, ten of our schools selected improvement in the area of 'Literacy' as their primary goal. In addition, two schools selected improvement in the area of 'Numeracy' as a goal, while two identified improvement in the areas of 'Social Responsibility' as a goal.

This year the District focus on these same three goals continues.

Summary of School Improvement Plan Goal Areas

District Goals	Percentage of Schools With This Goal In School Growth Plan	Percentage of Students Affected With This Goal Area In School Growth Plan	Enhancement Agreement
Literacy (Reading and or Writing)	100%	100%	Yes (Reading) Reference - Page 15 EA
Numeracy	40%	77%	Yes Reference - Page 15 EA
Social Responsibility	50%	61%	Yes Reference - Page 16 EA

Summary of District Goals

1. To improve student achievement in Literacy
2. To improve student achievement in Numeracy
3. To improve student levels of Social Responsibility

GOALS AND OBJECTIVES

District Plan to Achieve Targets

DISTRICT GOAL #1

"To improve student achievement in Literacy"

Rationale

Ten of ten schools identified improved student performance in the area of Literacy as a goal in their School Improvement Plan. As such, a focus for the current school year will be to continue to build on the work undertaken during the past three years focusing on building student capacity in the area of reading and writing achievement. To this end, the District's long-term goal in this area is to have 90% of student's grades 1 to 9 meeting or exceeding expectations by 2010 (excluding students on IEPs for cognitive impairments) on the District Reading and Writing Assessment. The Aboriginal Enhancement Agreement also identified reading as a specific target.

DISTRICT PLAN TO ACHIEVE TARGETS

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

Supporting data – Appendix A

Targets – Appendix A

Actions

- District-wide Writing and Reading assessment will enter its third year as a District-wide practice as a means for gauging ongoing student achievement in both Reading and Writing. Performance Standards set for students of a similar age will be used for assessing achievement. Data gathered from these sessions will be used to plan effective lessons that incorporate skill training in areas of greatest weakness.
- Implement the SmartLearning Assessment for Reading and Writing Grades 8 – 9.
- Convert all District Assessment Data to the new SmartLearning Writing and Reading files developed by Dr. John Taylor and compatible to Mark Tracker.
- Support collaboration between schools regarding successful literacy strategies, teachers coaching teachers, SMART Learning with leadership provided by the District Literacy Mentors.
- Demonstration and Reflection Cycles will be held with a view to further strengthening and consolidating teachers' instructional strategies for use in their classrooms.
- Encourage all schools to participate in (make commitment to) the Network of Performance Based Schools.
- Allocate funds to support participation in the regional literacy sharing sessions.
- Continue membership in the Kootenay-Boundary Consortium of School Districts.

- School I.E.P. teams will assess student progress in attaining their literacy goal and modify plans where necessary to promote student achievement.
- Continue implementing the Kindergarten Project continua with a focus on oral language and social responsibility. Implement the field testing of the reading and writing continua spring 2008.
- Continue with our community partnerships to deliver the Ready Set Learn parent/child pre-school sessions in each elementary school.
- The District will provide 1.25 fte release time to be shared between 5 teachers to fill the role of Literacy Mentors.
- 'Trustee Initiative Grants' totaling \$100,000 or \$67/fte will be available to schools as they focus on specific school learning goals in their School Growth Plans.
- Staffing
 - i. Average class sizes K – 12 will be lower than the provincial average and lower than the 2006-2007 district average
 - ii. Teaching Assistant time will be increased across the district for the “grey” area students
 - iii. A registered school psychologist will be hired at the District level
 - iv. Launch an Elementary Behaviour Program to assist with students in crisis. Teacher staffing at 1.0 and T.A. staffing at .5 fte
- School-Based Teams will continue to function at each of our District schools to identify student problems and areas of weakness with respect to individual reading, writing and social responsibility skills. Struggling aboriginal students will have a student support plan developed.
- The District will continue financial support for each school's nutrition program for hungry students.
- Provide a bank of TOC days for Literacy Learning Mentors to use for planning and supporting promising teaching practices and work together to support colleagues in their respective schools.
- Grade 8 & 9 English teacher participation in the Kootenay-Boundary English Dynamics Team to continue.

- Provide the opportunity for all teachers to participate in the BCELS Assessment web casts. Provide two locations to reduce travel time and expense.
- Provide school district services and resources for the Early Childhood Development community to access professional development through web conferencing and other cross-sector sharing.
- Form a District team to participate in the Struggling Readers project initiated by the Kootenay-Boundary Regional Consortium

District Goal #2

“To increase student numeracy skills”

Rationale

Analysis of FSA numeracy results, review of Grades 4-7 student report card marks, evidence from school growth plans indicate that students are not succeeding to the level desired in Grades 4 – 8. Results from the Vancouver Island Numeracy Assessment to be administered in 2007 – 2008 will indicate target areas to inform instruction.

Supporting Data – Appendix B

Observations

- Grade 4 Numeracy FSA result in 2005-06 (75% meeting or exceeding) is higher than the five year achievement average (72%) for Aboriginal students meeting or exceeding expectations. In addition, this is a significant improvement over the result of the 04-05 class when 59% of Aboriginal students met or exceeded expectations.
- Grade 7 Numeracy FSA result for 2005-06 (67% meeting or exceeding expectations) is significantly lower than the 2004-05 result of 83%. In addition, this is the lowest score of the last five years which has an average score of 81%. It is very disappointing that this apparent cohort had 78% meeting or exceeding expectations on the grade 4 FSA in 2002-03.

- Essentials of Math 10 result in 2005-06 (80% with a C- or better) is significantly lower than the 2004-05 result of 100% attaining a C- or better.
- Principles of Math 10 result in 2005-06 (81% with a C- or better) is significantly lower than the 2004-05 result of 93% attaining a C- or better.

Targets – Appendix B

Actions

Implement a Math assessment tool to monitor the development of students' basic skills and problem-solving abilities district wide grades 2 – 8.

Power of Ten Non-Instructional day for all elementary teachers. If agreement is reached with all schools, the District will enter into a three-year agreement for support from Power of Ten.

Purchase all teachers grade appropriate Power of Ten resource manual by Trevor Caulkins.

Purchase 'MathLinks', a Western and Northern Canadian Protocol approved program for all grade 7 students and support the implementation.

Provide additional teacher selected workshops to elementary teachers to support numeracy achievement.

Participate in the Interior Numeracy Network (GRINN).

Refine the work of the Numeracy Group to monitor, develop and implement initiatives to support this goal.

District Goal #3

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

Rationale

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

Supporting Data – Appendix C

In our 2006-2007 Accountability Contract, the District planned to develop an instrument to collect data using the Social Responsibility Performance Standards. During the course of the year we took advantage of the opportunity to join a three-year research project with the Institute For Safe Schools of British Columbia at the University College of the Fraser Valley. This research group has developed the Safe School Social Responsibility Survey for Secondary Students (SSRS). This is a longitudinal survey that measures students’ perceptions of personal safety, self esteem social responsibility, substance use, school connectedness, community involvement and home life. The primary purpose for the survey is to provide school districts with comprehensive data and support as they plan for safe and socially responsible learning environments.

As part of this project the district is receiving:

- Consultation how the use of the survey fits with district priorities
- Detailed data reports to each participating school and the school district
- Presentations to district and school staff on research findings
- Ongoing support in using the data to facilitate planning
- Longitudinal data in each of at least three years to monitor change over time

As a partner in this project the District will participate in the development of similar surveys for middle and elementary schools.

Comments

Over the years, we have placed great emphasis on having high expectations of students and on teaching students what socially responsible behaviour looks like. Thus far, our work with student level data has been mainly limited to collection of Provincial and District-developed student survey responses. Data we have received from the SSSRS will be the baseline data for this goal.

Targets

- i. Students at all secondary grades feeling safe most times at school 5% more by Spring 2009
- ii. Students perceive to be safe at school 90% of the time by Spring 2009

Action

- Provide the Roots of Empathy program in all Kindergarten classes 2007-2008
- Restructuring of our Alternate Program – addition of an Elementary Behaviour Program
- All grade 4 and 5 students will participate in the “Friends” program for anxiety reduction and depression prevention
- All schools will have a Child and Youth worker at their school. Allocated time pro-rated based on the enrollment of the school
- The Respectful Relationships program will be delivered to all grade 7-9 students, utilizing gender balanced adults and teen mentor facilitators
- The District will sponsor a teacher, parent and community session on Respectful Relationships
- Continue our partnership with Safer Boundary Community Partnership Initiative (see attachment)
- Secondary Schools will participate in the fourth provincial Adolescent Health Survey (AHS IV)
- Support for schools in their implementation of strategies related to social responsibility goals in school plans.
- Participate in the Safe School and Social Responsibility Survey for Secondary Schools (Institute for Safe Schools of British Columbia) spring 2008 and 2009

On Going Priorities

Aboriginal Education

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

1. Aboriginal content/culture will be incorporated into classroom curriculum and school environments.

2. Aboriginal support workers will be hired to support the cultural and socio-emotional support components.
3. Aboriginal Education curricular support teachers will work in classrooms with teachers to integrate key concepts across all curriculums.
4. Academic focus for our Aboriginal students in literacy.
5. Individual Student Support Plans written for Aboriginal students Not Meeting Expectations on any provincial assessment, school-wide read and write assessment, failing course grade, incomplete or more than 10% absenteeism.

School Health

Our elementary schools are adopting Action Schools and other activities that promote health and activity. Our food services are in compliance with Ministry Guidelines and ahead of schedule.

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 SD#8 in 2006 – 2007. Student goal attainment will be recorded at each report card cycle. The ongoing monitoring of the quality of the goals and the evaluation strategies in the IEP's of students in the Low Incidence categories is being carried out. Professional dialogue regarding continued improvement is making a difference.

Community Partnerships

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

We are in the second year of a three-year project to implement the Respectful Relationships program (renamed by Grand Forks youth as the Violence Intervention and Prevention Program) at Grand Forks Secondary School, Boundary Central Secondary School, Greenwood Elementary, Midway Elementary, Christina Lake Elementary, Hutton Elementary and Perley Elementary.

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

2. Union of BC Municipalities – Community Methamphetamine Response Program.

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

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

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

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

Objective 4: To engage local business in harm reduction.

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

2007 – 2008 Accountability Contract: Transition Plan

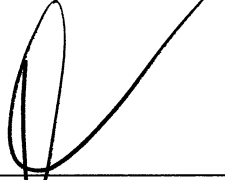
	Yes	No	Comments
There is a plan in place to develop and implement codes of conduct that meet the provincial standards.	√		The schools have codes of conduct in place. They have until December to complete their review.
There is a process to implement, monitor and annually review the code of conduct at each school in the district..		√	In development
There is a plan in place to implement daily physical activity in all schools for all students.		√	Elementary schools have already implemented. Plan for secondary schools to be developed.
Tobacco free schools legislation is implemented with a monitoring process in place.	√		
There is a policy for monitoring and responding to anaphylaxis emergencies at each school in the district.		√	Under development by the Board Policy Committee.
The 2005 <i>Guidelines for Food and Beverage Sales in BC Schools</i> are fully implemented.	√		
There is a plan in place to implement the September 2007 <i>Revised Guidelines for Food and Beverage Sales in BC Schools</i> .	√		
A School Planning Council is in place and functioning in each school.	√		
The Board of Education has reviewed school fees for compliance with legislation.	√		
The Board of Education has reviewed their appeals bylaws and procedures for compliance with section 11 of the <i>School Act</i> .		√	Under development by the Board Policy Committee.

2007 – 2008 District Accountability Contract: Transition Plan

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

Oct 23/07
Date


Superintendent of Schools


Board Chair

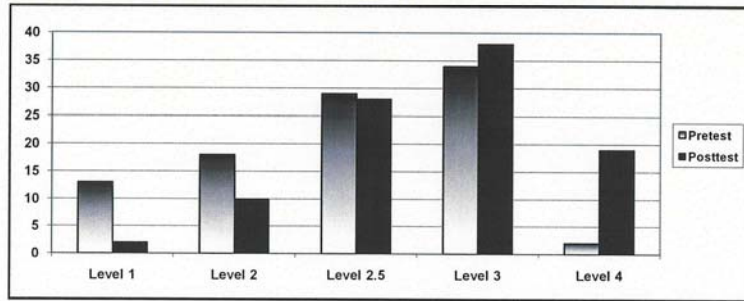
Appendices

APPENDIX A

School District No. 51 (Boundary) District Wide Reading Assessment Grade 3

Number of students at each level	Pretest						Posttest					
	Level					TOTAL	Level					TOTAL
	1	2	2.5	3	4		1	2	2.5	3	4	
Boys	11	8	16	15	0	50	2	8	14	19	7	50
Girls	2	10	13	19	2	46	0	2	14	19	12	47
First Nations	2	2	4	4	0	12	0	2	3	4	2	11
ESL	0	0	2	0	0	2	0	0	1	1	0	2
IEP	6	2	0	1	0	9	0	4	2	1	1	8
TOTAL CLASS	13	18	29	34	2	96	2	10	28	38	19	97
PERCENT OF CLASS	14%	19%	30%	35%	2%	100%	2%	10%	29%	39%	20%	100%

Number of students at each level



CROSS-TABULATION OF PROGRESS DURING YEAR

NOTE.

- Level 1 = Not Yet Within Expectations
- Level 2 = Minimally Meeting Expectations
- Level 2.5 = Satisfactorily Meeting Expectations
- Level 3 = Fully Meeting Expectations
- Level 4 = Exceeding Expectations

Measures of success

Pretest Level	Posttest Level					TOTAL
	1	2	2.5	3	4	
1	2	7	3	0	0	12
2	0	3	9	5	0	17
2.5	0	0	10	19	0	29
3	0	0	3	14	17	34
4	0	0	0	0	2	2
TOTAL	2	10	25	38	19	94

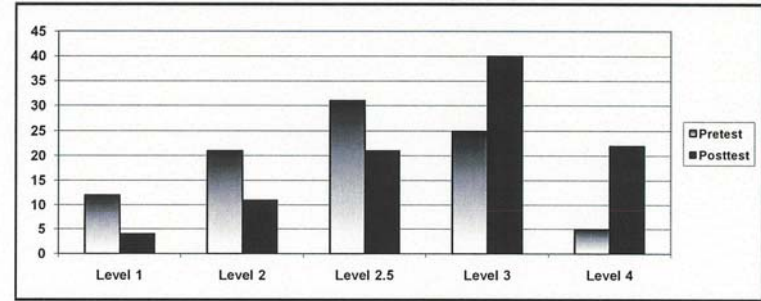
Percentage reaching Level 2.5 = 82 out of 94 students = 87.2%

Percentage advancing at least one level = 60 out of 92 possible students = 65.2%

School District No. 51 District Wide Writing Assessment Grade 3

Number of students at each level	Pretest						Posttest					
	Level					TOTAL	Level					TOTAL
	1	2	2.5	3	4		1	2	2.5	3	4	
Boys	11	12	14	11	1	49	4	8	10	18	11	51
Girls	1	9	17	14	4	45	0	3	11	21	11	46
First Nations	4	3	3	3	1	14	1	3	2	5	2	13
ESL	0	0	2	0	0	2	0	0	0	2	0	2
IEP	7	1	1	0	1	10	4	4	2	0	1	11
TOTAL CLASS	12	21	31	25	5	94	4	11	21	40	22	98
PERCENT OF CLASS	13%	22%	33%	27%	5%	100%	4%	11%	21%	41%	22%	100%

Number of students at each level



CROSS-TABULATION OF PROGRESS DURING YEAR

NOTE.

- Level 1 = Not Yet Within Expectations
- Level 2 = Minimally Meeting Expectations
- Level 2.5 = Satisfactorily Meeting Expectations
- Level 3 = Fully Meeting Expectations
- Level 4 = Exceeding Expectations

Measures of success

Pretest Level	Posttest Level					TOTAL
	1	2	2.5	3	4	
1	4	6	1	0	0	11
2	0	4	12	4	1	21
2.5	0	0	7	19	5	31
3	0	0	0	13	12	25
4	0	0	0	1	4	5
TOTAL	4	10	20	37	22	93

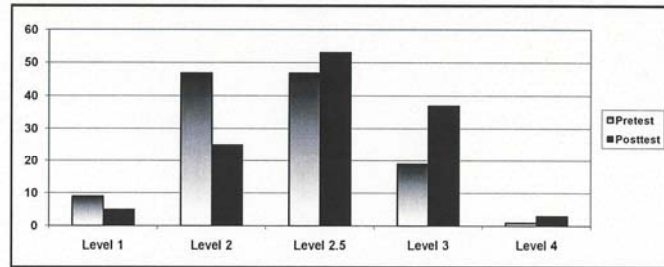
Percentage reaching Level 2.5 = 79 out of 93 students = 84.9%

Percentage advancing at least one level = 60 out of 88 possible students = 68.2%

School District No. 51 (Boundary) District Wide Reading Assessment Grade 6

Number of students at each level	Pretest						Posttest					
	Level					TOTAL	Level					TOTAL
	1	2	2.5	3	4		1	2	2.5	3	4	
Boys	8	30	19	7	0	64	3	18	28	14	1	64
Girls	1	15	26	12	1	55	1	6	24	22	2	55
First Nations	3	10	4	2	0	19	1	4	8	3	1	17
ESL	0	0	0	0	0	0	0	0	0	0	0	0
IEP	4	5	0	2	0	11	3	5	2	1	0	11
TOTAL CLASS	9	47	47	19	1	123	5	25	53	37	3	123
PERCENT OF CLASS	7%	38%	38%	15%	1%	100%	4%	20%	43%	30%	2%	100%

Number of students at each level



CROSS-TABULATION OF PROGRESS DURING YEAR

NOTE:

- Level 1 = Not Yet Within Expectations
- Level 2 = Minimally Meeting Expectations
- Level 2.5 = Satisfactorily Meeting Expectations
- Level 3 = Fully Meeting Expectations
- Level 4 = Exceeding Expectations

Measures of success

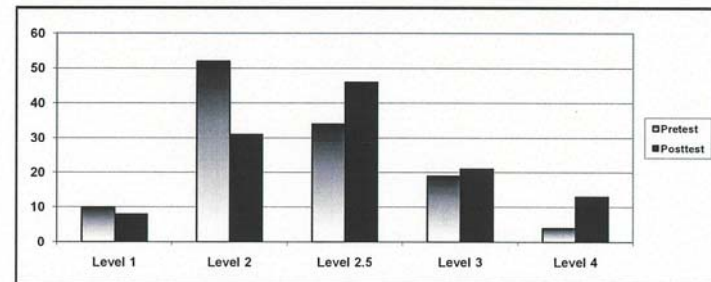
Percentage reaching Level 2.5 = 89 out of 116 students = 76.7%
Percentage advancing at least one level = 53 out of 115 possible students = 46.1%

Pretest Level	Posttest Level					TOTAL
	1	2	2.5	3	4	
1	3	4	1	0	0	8
2	0	15	22	6	0	43
2.5	1	3	22	17	2	45
3	0	1	6	11	1	19
4	0	0	1	0	0	1
TOTAL	4	23	52	34	3	116

School District No. 51 (Boundary) District Wide Writing Assessment Grade 6

Number of students at each level	Pretest						Posttest					
	Level					TOTAL	Level					TOTAL
	1	2	2.5	3	4		1	2	2.5	3	4	
Boys	8	36	20	6	0	70	7	23	26	11	2	69
Girls	2	13	14	13	4	46	1	7	19	9	11	47
First Nations	3	10	3	0	0	16	3	3	10	0	0	16
ESL	0	0	0	0	0	0	0	0	0	0	0	0
IEP	6	8	1	1	0	16	4	8	3	0	1	16
TOTAL CLASS	10	52	34	19	4	119	8	31	46	21	13	119
PERCENT OF CLASS	8%	44%	29%	16%	3%	100%	7%	26%	39%	18%	11%	100%

Number of students at each level



CROSS-TABULATION OF PROGRESS DURING YEAR

NOTE:

- Level 1 = Not Yet Within Expectations
- Level 2 = Minimally Meeting Expectations
- Level 2.5 = Satisfactorily Meeting Expectations
- Level 3 = Fully Meeting Expectations
- Level 4 = Exceeding Expectations

Measures of success

Percentage reaching Level 2.5 = 76 out of 112 students = 67.9%
Percentage advancing at least one level = 50 out of 108 possible students = 46.3%

Pretest Level	Posttest Level					TOTAL
	1	2	2.5	3	4	
1	3	6	0	0	0	9
2	5	16	22	3	0	46
2.5	0	5	20	8	1	34
3	0	1	1	7	10	19
4	0	0	1	1	2	4
TOTAL	8	28	44	19	13	112

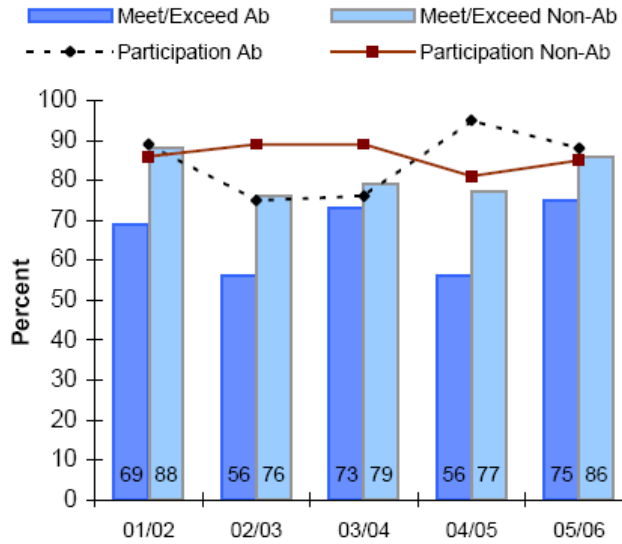
Reading: SmartLearning Assessment

Performance Indicators	Performance Targets*	Results reaching 2.5	Performance Target Advancing one level	Performance Result Advancing one level	Summary of Progress
District Reading Assessment Gr.1 n=85	2006/2007: 84% 2007/2008: 86%	2005/2006: 81% 2006/2007: 88%	2006/2007: 2007/2008: 80%	2005/2006: 2006/2007: 88%	Grade 1 target exceeded. Cohort did make gains over the course of the year. Aboriginal: 4: by the Spring 1 below 2.5 and 2 in exceeding expectations
District Reading Assessment Gr. 2 n=89	2006/2007: 84% 2007/2008: 86%	2005/2006: 81% 2006/2007: 85%	2006/2007: 2007/2008: 70%	2005/2006: 2006/2007: 68%	Grade 2 target exceeded and as a cohort showed gain. Aboriginal: 20. In the Fall 11 below 2.5 and in the Spring 5 below 2.5 and 11 in meeting or exceeding.
District Reading Assessment Gr. 3 n=97	2006/2007: 84% 2007/2008: 86%	2005/2006: 81% 2006/2007: 87%	2006/2007: 2007/2008: 70%	2005/2006: 2006/2007: 65%	Grade 3 target exceeded and as a cohort showed gains. Aboriginal: 12. In the Fall 4 below 2.5 and in the Fall only 2 and w had moved into exceeding.
District Reading Assessment Gr. 4 n=70	2006/2007: 80% 2007/2008: 86%	2005/2006: 76% 2006/2007: 95%	2006/2007: 2007/2008: 70%	2005/2006: 2006/2007: 65%	Grade 4 target exceeded and as a cohort showed gains. Aboriginal: 5. By Spring all were w.5 or higher.
District Reading Assessment Gr. 5 n=106	2006/2007: 80% 2007/2008: 82%	2005/2006: 76% 2006/2007: 91%	2006/2007: 2007/2008: 70%	2005/2006: 2006/2007: 72%	Grade 5 target exceeded and as a cohort showed excellent gains. Aboriginal: 19. In the Fall 13 were below 2.5 and by the spring only 3.
District Reading Assessment Gr. 6 n=123	2006/2007: 80% 2007/2008: 82%	2005/2006: 76% 2006/2007: 77%	2006/2007: 2007/2008: 55%	2005/2006: 2006/2007: 46%	Grade 6 target but less than half the children improved one level. Aboriginal: 17. In the Fall 13 below 2.5 and by the spring 5.
District Reading Assessment Gr. 7 n=113	2006/2007: 80% 2007/2008: 82%	2005/2006: 76% 2006/2007: 84%	2006/2007: 2007/2008: 55%	2005/2006: 2006/2007: 53%	Grade 7 target exceeded and as a cohort showed gains. Aboriginal: 18. In the Fall 9 below 2.5 and in the Spring 5.

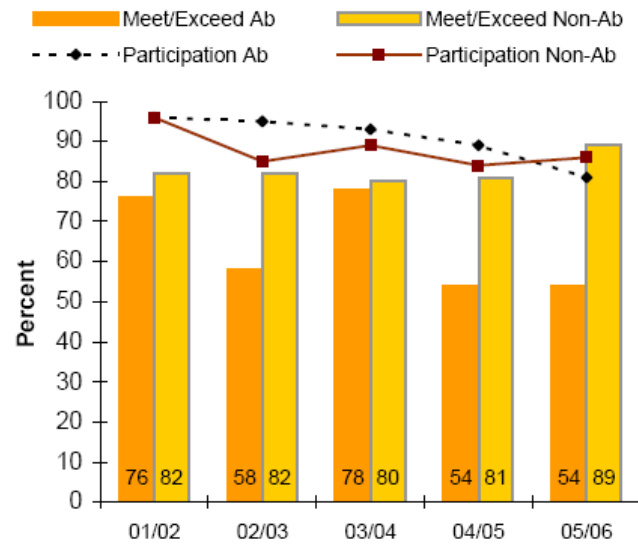
*The District Wide Reading Assessment is the SmartLearning Reading Assessment developed by SD40. This assessment uses a 5 point scale. The percentage means the number reaching or exceeding 2.5 in May of each school year. The assessment is administered in the fall and spring of each year. The District provides all teachers a .5 TOC for anchor marking and .5 fte for teacher student conferencing.

** This target indicates the percentage advancing at least one level between the fall formative assessment and the spring summative assessment.

District Data: Grade 4 FSA Reading

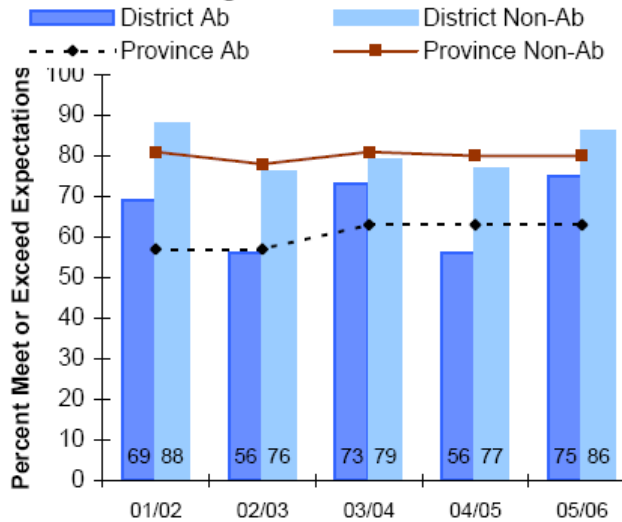


District Data: Grade 7 FSA Reading



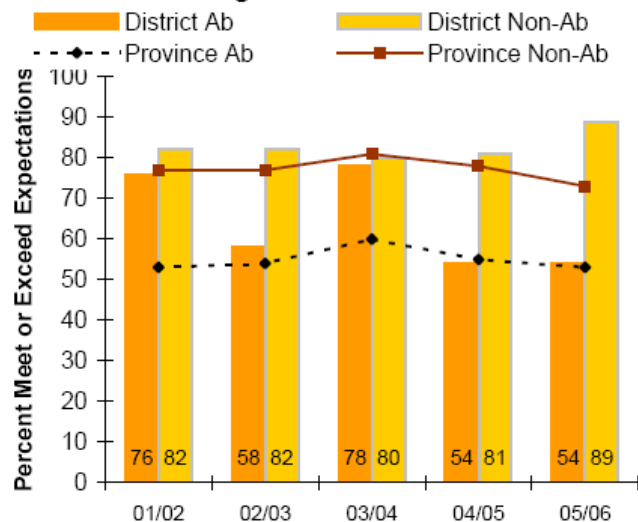
Comparison Results:

Gr 4 FSA Reading



Comparison Results:

Gr 7 FSA Reading

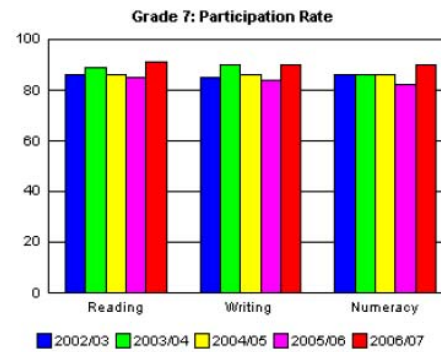
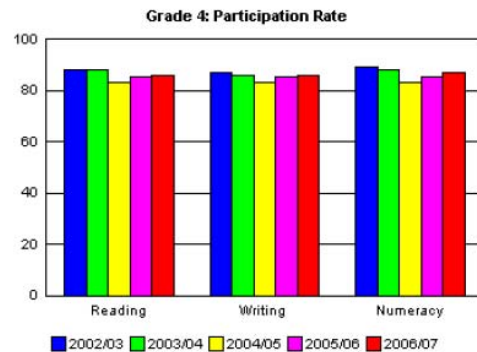


Grade 4 Reading FSA result for 2005-06 show the highest result (75%) of Aboriginal students meeting or exceeding expectations over a five year period. In addition, this is a significant improvement from the 2004-05 result of 56% of Aboriginal students meeting or exceeding expectations.

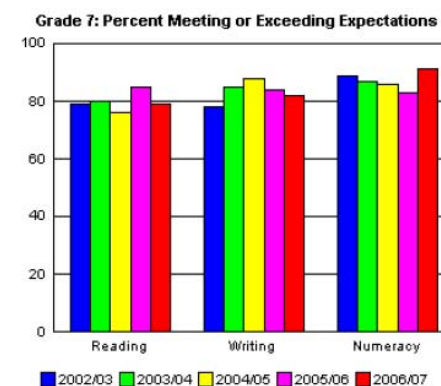
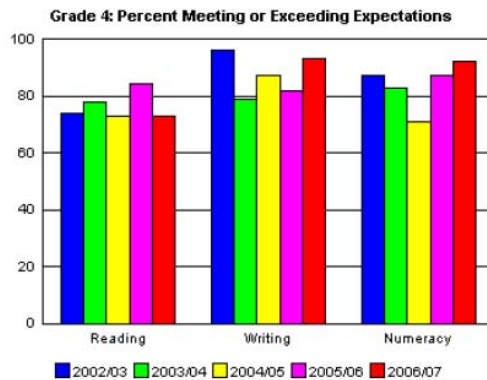
- Grade 7 FSA result for 2005-06 is virtually unchanged from the previous year (54%) of grade 7 Aboriginal students meeting or exceeding expectations and continues a downward trend for Aboriginal students over a five year period. In addition, Aboriginal students saw a marginal decrease in Reading from their grade 4 FSA result in 2002-2003 (from 56% to 54% meeting or exceeding expectations). It is discouraging that non-aboriginal students made significant gains in Reading from their grade 4 scores in 2002-03 (from 76 % to 89% meeting or exceeding expectations).

SD51 2006-2007 District Composite

Participation Over Time, 2002/03 - 2006/07



Performance Over Time, 2002/03 - 2006/07



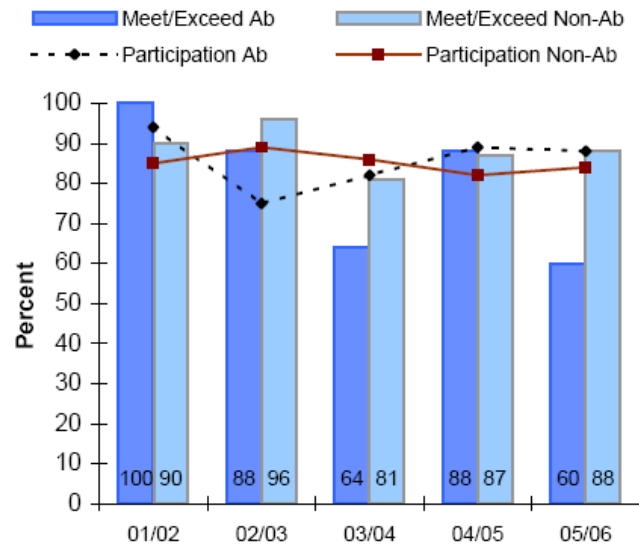
Writing: SmartLearning Assessment

Performance Indicators	Performance Targets*	Results reaching 2.5	Performance Target Advancing one level	Performance Result Advancing one level	Summary of Progress
District Writing Assessment Gr.1 n=85	2006/2007: 85% 2007/2008: 87%	2005/2006: 83% 2006/2007: 90%	2006/2007: 2007/2008: 90%	2005/2006: 2006/2007: 94%	Grade 1 target exceeded and made excellent gains. Aboriginal: 6 students all but one at 2.5 or better and all but one progressed one level
District Writing Assessment Gr. 2 n=89	2006/2007: 85% 2007/2008: 87%	2005/2006: 83% 2006/2007: 79%	2006/2007: 2007/2008: 90%	2005/2006: 2006/2007: 81%	Grade 2 target not exceeded but made gains over the course of the year. Aboriginal: 21 students in the Fall 12 below 2.5 in the Spring only 6 and 9 in meeting or exceeding
District Writing Assessment Gr. 3 n=97	2006/2007: 85% 2007/2008: 87%	2005/2006: 83% 2006/2007: 85%	2006/2007: 2007/2008: 70%	2005/2006: 2006/2007: 68%	Grade 3 target met and gains were made over the course of the year. Aboriginal: 13 in the Spring 7 below 2.5 and in the fall 4.
District Writing Assessment Gr. 4 n=70	2006/2007: 84% 2007/2008: 84%	2005/2006: 82% 2006/2007: 76%	2006/2007: 2007/2008: 60%	2005/2006: 2006/2007: 52%	Grade 4 target not met and only half the students advanced one level. Aboriginal: 6. No significant change in achievement
District Writing Assessment Gr. 5 n=106	2006/2007: 84% 2007/2008: 86%	2005/2006: 82% 2006/2007: 87%	2006/2007: 2007/2008: 60%	2005/2006: 2006/2007: 58%	Grade 5 target met and reasonable gains over the course of the year. Aboriginal: 18. In the Fall 8 below 2.5 and in the Spring only 1. Good progress
District Writing Assessment Gr. 6 n=112	2006/2007: 84% 2007/2008: 84%	2005/2006: 82% 2006/2007: 68%	2006/2007: 2007/2008: 60%	2005/2006: 2006/2007: 46%	Grade 6 target not met and less than half the students advanced one level. Aboriginal: 16. In the fall 13 below 2.5 and in the Spring only 6.
District Writing Assessment Gr. 7 n=103	2006/2007: 84% 2007/2008: 84%	2005/2006: 82% 2006/2007: 84%	2006/2007: 2007/2008: 60%	2005/2006: 2006/2007: 54%	Grade 7 target not met and less than half the students advanced one level. Aboriginal 19. In the Fall 6 below 2.5 and in the Spring only 1. Very good progress.

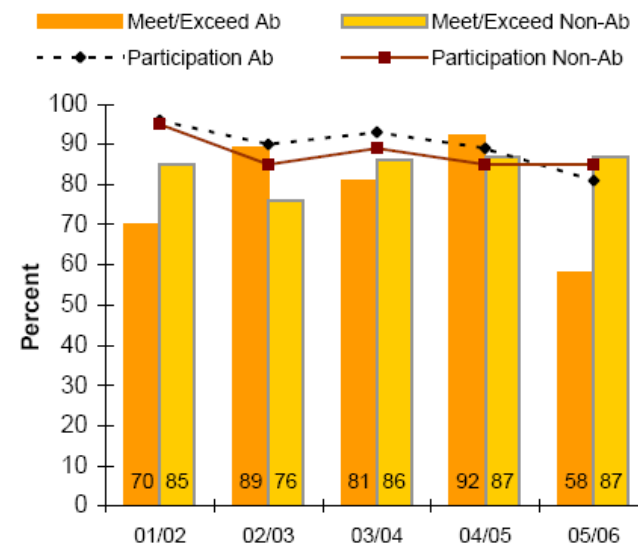
* The District Wide Writing Assessment is the SmartLearning Reading Assessment developed by SD40. This assessment uses a 5 point scale. The percentage means the number reaching or exceeding 2.5 in May of each school year. The assessment is administered in the fall and spring of each year. The District provides all teachers .5 TOC for anchor marking and .5 FTE for teacher student conferencing.

** This target indicates the percentage advancing at least one level between the fall formative assessment and the spring summative assessment.

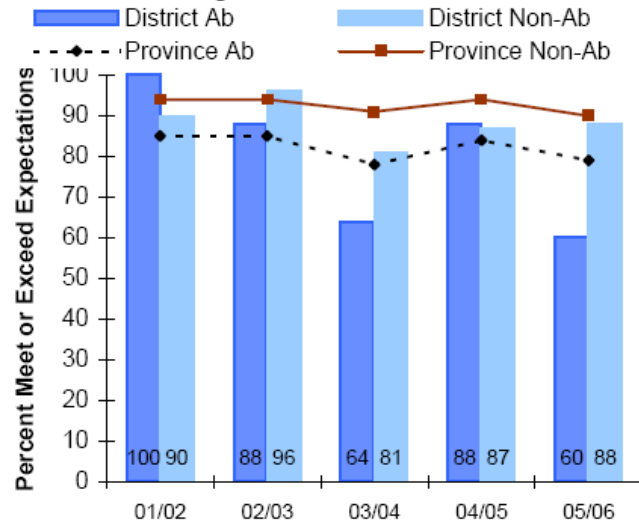
District Data: Grade 4 FSA Writing



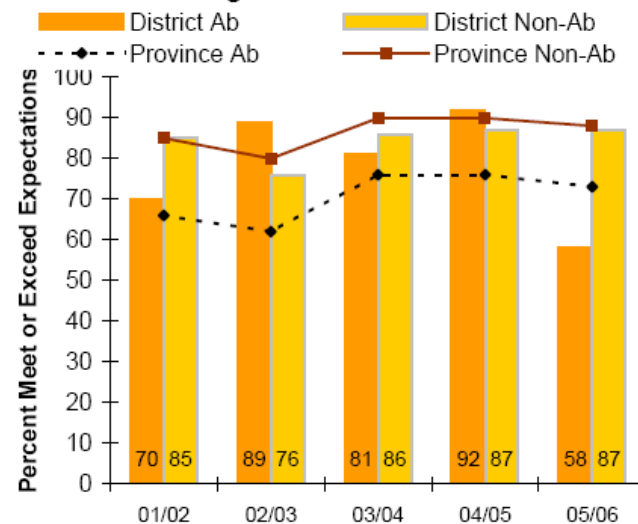
District Data: Grade 7 FSA Writing



**Comparison Results:
Gr 4 FSA Writing**



**Comparison Results:
Gr 7 FSA Writing**

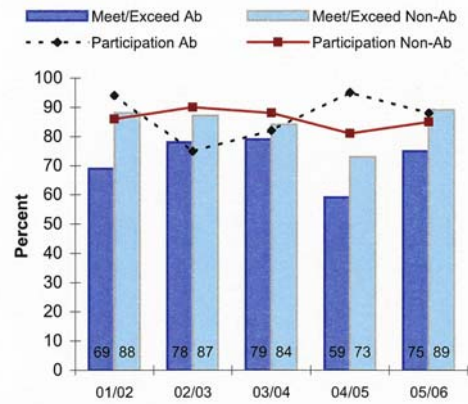


Comment

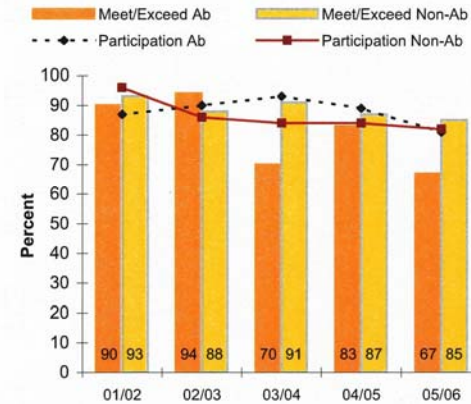
A disappointing drop in achievement in 05/06 for both grade 4 & 7 results

APPENDIX B

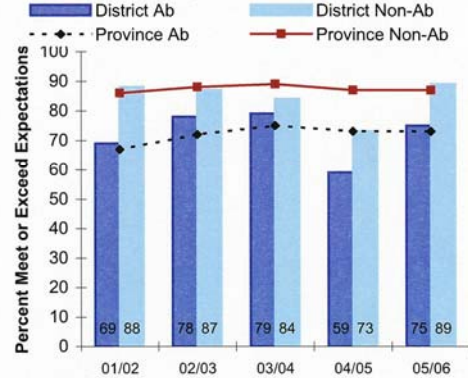
District Data: Grade 4 FSA Numeracy



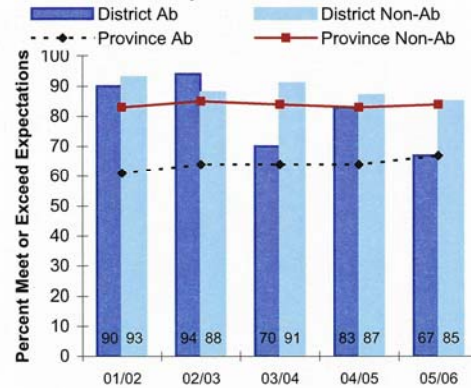
District Data: Grade 7 FSA Numeracy



**Comparison Results:
Gr 4 FSA Numeracy**



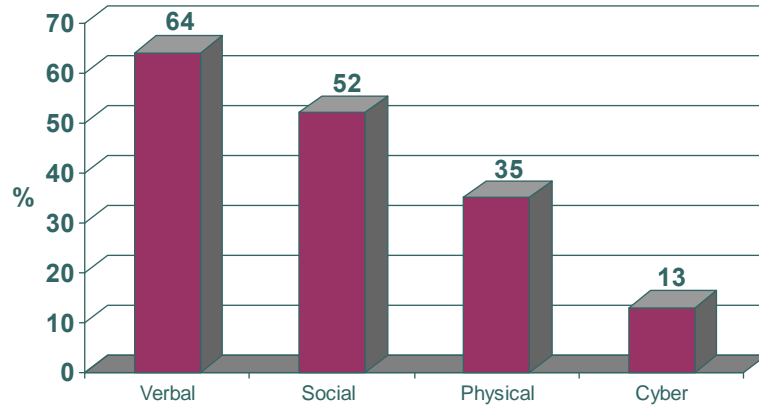
**Comparison Results:
Gr 7 FSA Numeracy**



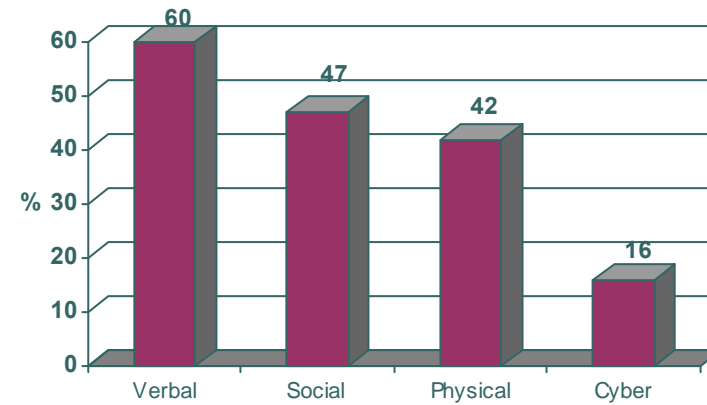
Note: Report card marks for Spring 2007 are yet to be compiled.

APPENDIX C

Forms of Bullying - Vict.
Reported once or more during school year



Forms of Bullying - Perp.
Reported once or more during school year



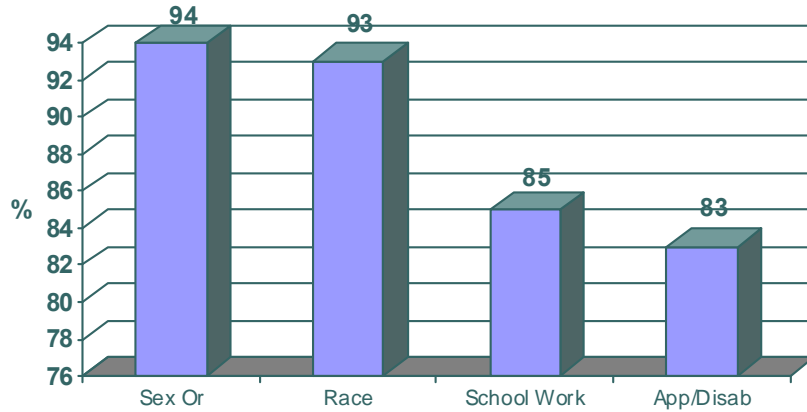
SECTION B

Much publicity has been given to the serious problems that teens face these days. Based on your experiences at school or school events, this school year, please indicate how often the following things will happen to you.

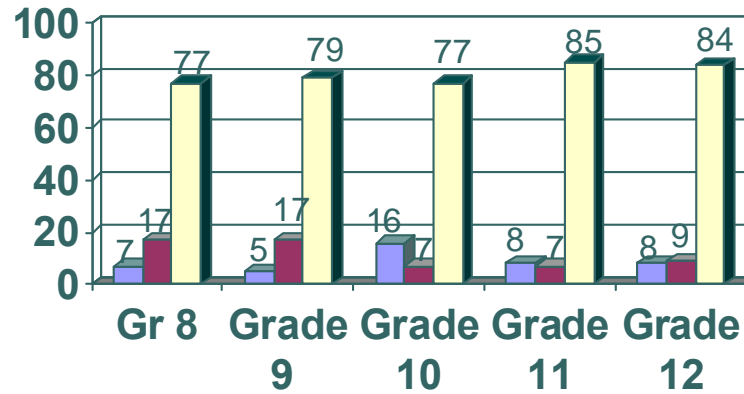
20. How often are you worried or afraid that you will...		Never	Hardly ever	Some of the time	Most of the time	Always
a	be physically attacked or hurt by a student or group of students?	56	31	9	4	2
b	be attacked or threatened with a weapon?	67	22	7	2	2
c	be talked into doing things you are not comfortable with by other students?	41	34	19	3	3
d	have rumours or gossip spread about you?	22	28	31	10	9
e	be forced to engage in sexual acts by other students?	77	17	3	2	2
f	be verbally harassed or embarrassed at school?	31	36	21	8	5
g	be made fun of or left out because of your culture or race?	83	10	4	1	2
h	be made fun of or left out because of your physical appearance or a physical disability?	64	19	10	3	3
i	be made fun of or left out because of how well or poorly you do in school?	68	17	9	3	2
j	be made fun of or left out because of your sexual orientation (straight, gay, bisexual)?	89	5	3	1	2

How often are you worried or afraid that you will be made fun of or left out because...

(% never/hardly ever worried)

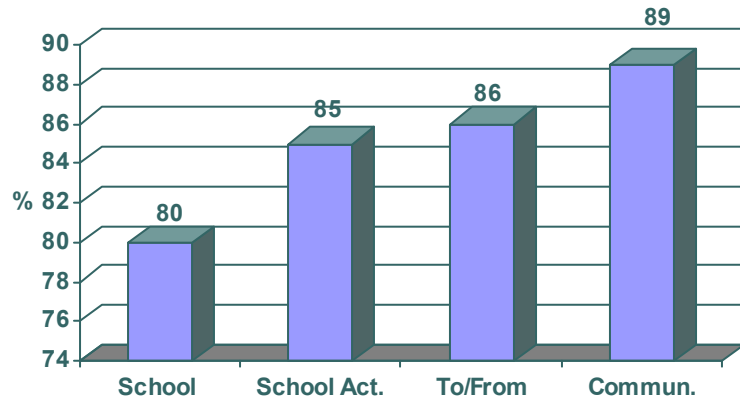


I feel safe at school.



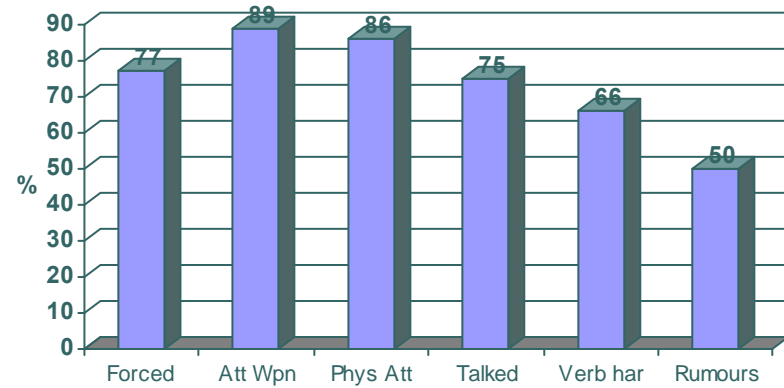
Perceived Safety

% who report feeling safe most of the time/always

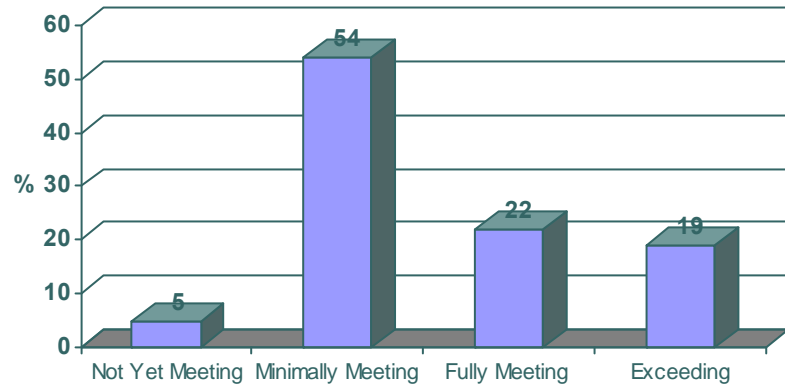


How often are you worried or afraid that you will be...

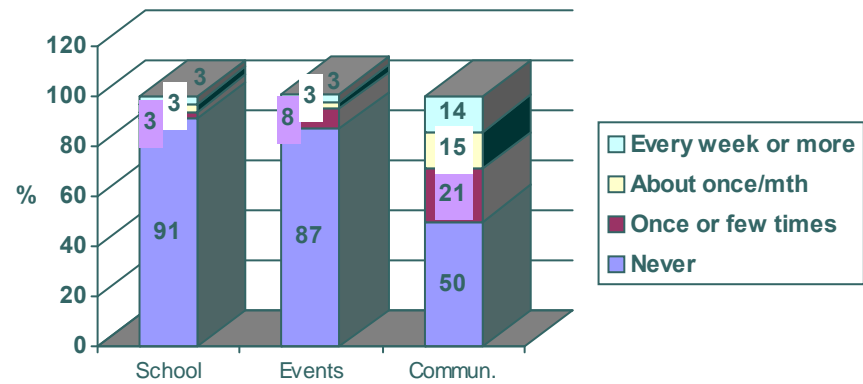
(% never/hardly ever worried)



Social Responsibility
Valuing Diversity and Defending Human Rights



How often have you consumed more than 5 alcoholic beverages at one time - at school, school events or in the community?



youth and others to active citizenship. The Violence Intervention and Prevention Team is beginning to address safer community issues and is already bringing youth to active citizenship within their schools.

3. **Develop a Boundary Four Pillars Strategy.** Support the development of consensus on a comprehensive, achievable strategy on drug and alcohol misuse using a balanced Four Pillars approach including prevention, harm reduction, treatment and enforcement. Current actions include working collaboratively on a Boundary Community Response to Methamphetamine Project and hosting Green Thumb and Headlines Theatre productions.
4. **Explore ways to enhance economic security.** We plan to collaborate with the RDKB Economic Development Officer to explore ways to increase community voice in community economic development planning. We will also explore opportunities to collaborate with local financial institutions and others around financial asset development information and programming and continuing to participate at the regional employment training table.

Safer Boundary Community Initiative:
Creating safer communities one action at a time

The Safer Boundary Community Initiative project exists to increase safety in the Boundary. We do this by:

1. Supporting community development projects
2. Offering leadership training
3. Increasing community safety awareness.
4. Connecting and engaging community members.

Working with Youth, Aboriginal peoples, and Families with young children with a commitment to:

1. Collaboration
2. Inclusion
3. Empowerment
4. Education.

During the past year we have:

1. Recruited and trained Community Animators and other emerging leaders on process facilitation skills.
2. Developed and pilot tested the “Working Together Well” leadership curricula.
3. Recruited and trained Adult Facilitators and Youth Teams to provide the “Violence Information Prevention Program” in Grand Forks Senior Secondary School, Boundary Central Secondary School and all grade seven classes in five Elementary Schools in collaboration with School District #51, community partners and Salt Spring Women Against Violence and Abuse, the developers of the Respectful Relationships Curricula.
4. Developed and implemented the “Violence Information Prevention Program” for students in Grades 7 and 8 in collaboration with School District 51 and other community partners based on the Respectful Relationship Curricula.
5. Worked with the Boundary Local Métis Association to develop and implement the “Connecting Youth with Elders Project”.
6. Work with the Community Youth Table.

7. Supported the development of a Boundary Four Pillars Table and collaborated with the City of Grand Forks, Village of Midway and community partners on the “Community Response to Methamphetamine Project”.
8. Partnered with the “Our Kids: Feel the Power Initiative” with Community Cafes.
9. Actively participated in community tables including the Child and Youth Committee of the Boundary Communities, Boundary Interagency Group and Boundary Family Violence Prevention and Intervention Committee.
10. Hosted a successful Summer Institute on Community Development with the theme “Building Relationships for a Safer Community.”

This year we will:

1. Develop communication tools about community safety.
2. Offer a Summer Institute featuring Dr. Martin Brokenleg.
3. Support and Mentor 3-5 community development projects.
4. Offer leadership training to 36+ participants.
5. Actively participate in existing community groups to enhance connection.
6. Continue the development and implementation of the “Violence Information Prevention Program” in collaboration with School District 51 in grades 7, 8 and 9 throughout the district.
7. Provide ongoing training and mentoring for the Adult Facilitators and Youth Teams with the “Violence Information Prevention Program” with local resources resulting from the enhanced capacity and leadership developed during the first year of programming.
8. Continue to work with the Community Youth Table.
9. Continue to support and mentor the Aboriginal community.
10. Connect families with young children to address their priority concerns.


This project is supported by over 20 community partners. The Government of Canada National Crime Prevention Strategy is a partner in this initiative.

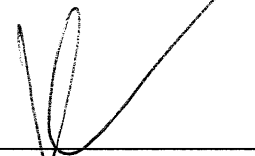
September 19, 2007

2007 – 2008 District Accountability Contract: Transition Plan

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

Oct 23/07
Date


Superintendent of Schools


Board Chair