



# Achievement Contract 2007/08

Respect is Fundamental • Learning is Central • Collegiality is Essential

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Submitted by Julie MacRae, Superintendent of Schools





## Our District Goals

The goals established by the District Education Leadership Team (DELT) after reviewing this year's school growth plans are:

### Goal 1

All of our students will be **literate**.

### Goal 2

All of our students will be **numerate**.

### Goal 3

All of our students will be **socially responsible** citizens.

### Goal 4

All of our students will be able to **transition successfully** through each phase of schooling: preschool, primary, intermediate, middle, secondary, and post-secondary.

*School District 72 is dedicated to the achievement of personal excellence for all members of its learning community.*



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Photo courtesy of Tourism North Central Island

## District Context

**S**chool District 72 is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River. The district also includes the outer islands of Read, Cortes, and Quadra.

Serving a population of just over 6,000 students in 20 schools, the district administers a budget of approximately \$47 million. Although the community population has remained stable, an aging

demographic has led to a steady decline in student enrolment. This has created the need for significant restructuring in the district, including the closure of schools and reorganization of programs.

The district has maintained its focus on gains in student achievement and providing its students with a broad array of high quality programs and services.

## District Information

### Community Demographics:

According to the 2006 census, Campbell River's population is 29,572 with a trading population of 60,000.

*Note: the following information is from the 2001 census as the 2006 census pertaining to these areas was not released at the time of printing:*

- Aboriginal population is 3,470 – an increase from the 1996 census.
- 1.75 per cent of the homes are non-English speaking.
- Number of dual parent families: 9,170 – 83 per cent.
- Number of single parent families: 1,905 – 17 per cent.
- Average family income: \$53,350.
- Percentage of families earning below \$30,000 in annual income – 25 per cent.

### School District 72 Profile:

Student population for the 2007/08 school year is 6,097, attending:

- 15 elementary schools
- 2 middle schools
- 2 secondary schools
- 1 alternate program (Robron Centre)
- 2 provincial resource programs (Oasis and HeadStart)



Photo courtesy of Tourism North Central Island

## Unique Characteristics

Campbell River, like many other British Columbia communities, continues to experience a decline in student enrolment.

In order to meet the diverse needs of learners within the district a concerted effort has been made to review delivery models and to implement programs that reach out to a wider community. Recently, the Robron Centre was re-opened to provide a home for a range of district and community programs and following a district review of French Immersion programs, elementary programs were consolidated in two schools.

Some examples of these initiatives include:

- Student services support teams organized by zones to meet the diverse learning styles and needs of students.
- A rural schools initiative and subsequent implementation of the eBlend program in order to provide outreach to students who desire an alternate delivery of educational programs.
- An 'in-house' alternative education program in middle schools to complement existing supports for at-risk youth.
- A summer school program, initiated in 1980, which continues to offer alternate pathways to course completion and an early reader's program that provides a boost to self-confidence and skills for struggling young readers.
- AVID, a pilot program in its second year, which focuses on 'learning to learn' for an identified group of middle school students at École Phoenix Middle School and has now moved to Carihi Secondary.
- An extensive career program that provides opportunities for students through co-operative education, secondary school apprenticeship, and ACE-IT.
- A French Immersion program which annually attracts one of the highest per-capita Kindergarten enrolment in the province.
- District leadership and participation with the community in programs such as *Early Development Instrument* (EDI), *Success by Six*, *Literacy Now*, and *Understanding the Early Years*.
- A highly skilled Aboriginal support workers team in place to liaise between home and school which results in greater student success and participation in schools.
- A Connected Learners project that has developed e-learning courses used by districts throughout the province.
- A district technology plan which guides infrastructure and educational goals.





## District Strengths

**G**uided by its mission statement, School District 72 offers innovative programs that contribute to the personal excellence of all its learning community members. Some examples include:

- an instructional support team providing teacher leadership in the areas of literacy, numeracy, technology, libraries, Aboriginal studies, and FSL.
- an early literacy intervention program operates in every school to ensure all students have equal opportunity of learning to read by the end of Grade 3.
- a second Aboriginal Enhancement Agreement implemented with the guidance of the Aboriginal Education Advisory Council.
- a district Aboriginal student celebration dinner to acknowledge Aboriginal student achievements.
- an inclusive, district-wide student services program integrates all students into classrooms. In all special education categories the district grade-to-grade transition rates are higher than provincial average.
- the district's Core Pro-D committee routinely brings teachers, administrators and district staff together to develop best instructional practices.
- the adoption of a school-wide effective behavioural support (EBS) approach to developing and teaching clear expectations for student behaviour in most district schools.
- the mentorship program for administrators new to the position or for those who wish to work collaboratively to improve their practice.
- a long-standing tradition of professional development for principals and vice-principals.
- expanded Connected Learners online course offering in areas of Principles of Math, Science 10, and Biology.
- creation of teacher leadership positions at middle and secondary school to facilitate student success as outlined in the school improvement plan.
- a time honoured annual zone and district track meet which draws together competitors from every elementary school in the district.
- a district tradition of celebration which acknowledges long service for all employee groups.

## Students at a Glance

- 2,787 elementary students
- 3,234 middle and secondary students
- 154 Continuing Education students
- 92 eBlend students
- 75 AVID students
- 76 alternate school students
- Aboriginal student population of 1,056
- 18 per cent of student population is Aboriginal
- 38 ESL students
- 261 ESD students
- 57 career program students
- 328 low incidence/high cost students
- 335 high incidence/low cost students
- 759 French Immersion students
- 65 international students





School District 72 • Campbell River

## School District 72's Response to the 2006 District Review Ongoing Activities

*Stronger connections between secondary teachers in all subject areas, and between sites, to build capacity around assessment and instructional practices to improve student achievement.*

### Recommendation 1 Response

- The Board of Education will continue working with both secondary schools' staff to develop stronger connections, joint programming and common timetables.
- Grad portfolio teachers were hired and will remain in place for the 2007/08 school year to assist implementation of the Grad Transitions program.
- Two summer institutes were designed to support both secondary and middle school math and science teachers.
- Both secondary schools' staff are now utilizing assessment practices advocated by Ken O'Conner in his book *How to Grade for Learning*. Subject area teachers have developed plans to incorporate these practices into their classrooms.
- Marking teams from the two secondary schools continue to work together in marking government exams.
- The district will continue to develop the assessment literacy of the middle and secondary teacher leaders, enabling them, in turn, to work with teachers in their own schools.

*Explicit reference to the Aboriginal Enhancement Agreement needs to be reflected in school improvement plans.*

### Recommendation 2 Response

- All administrators and school planning councils have been advised of their responsibility to reflect this practice in their School Growth Plans (called Student Success Plan in School District 72).
- The school planning template and guidelines now incorporate a requirement for Aboriginal achievement goals.
- The district principal of Aboriginal education continues to monitor and support this process.
- Principals have been in-serviced about Aboriginal learning styles.

*Build / improve connections with schools distant from the board office.*

### Recommendation 3 Response

- Additional student service support has been provided to assist school staff.



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- The Board of Education has increased the rural schools professional training fund allocation.
- The director of instruction will meet with staff from these schools to discuss how the district might be able to meet their needs around realizing their Student Success Plan goals.
- Teachers from rural schools were supported in accessing on-line professional development and taking part in a mentoring program.
- Teacher-librarian support for rural schools has been increased.
- The creation of an instructional support team has also increased support for teachers in remote schools.

*Organize and consolidate data and provide further assistance to schools in the aggregation and disaggregation of data utilized in developing school improvement plans. Data from some school district instruments are not being reported in school improvement plans.*

#### **Recommendation 4 Response**

- Superintendent and District Educational Leadership Team (DELT) meetings have been used to develop these skills in principals and teacher leaders.
- The Board of Education has created a clerical staff position, which includes providing data analysis support directly to schools.

*Continue to examine the practices and procedures related to transitions.*

#### **Recommendation 5 Response**

- All four of the secondary and middle schools participated in at least five transition meetings in the spring. The teacher leaders who organized these meetings will continue to organize more throughout the year.
- Kindergarten transitions are reviewed each April with our community early learning partner groups.
- A booklet has been developed and distributed to parents of special need students entering Kindergarten.
- Two Strong Start Centres will open in September 2007.
- Elementary to middle school transition program (SmartStart) held during late summer is in the process of being completed for the second year and it is hoped that both middle schools will be involved next year.
- Principals have reviewed grade-to-grade transition data and have implemented new procedures to monitor student withdrawals.
- A transitions goal has been added as a fourth goal to this contract.





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## District and School Connections

Now in its ninth year of the school growth planning process (referred to as Student Success Plan in School District 72), the district has worked in consultation with administrators, teachers, and parents to develop a model which supports school efforts to plan for student success.

School Planning and Parent Advisory Councils assist schools in reviewing school-level data to develop school growth plans that establish goals and set targets for student achievement. The District Education Leadership Team (DELT) analyses Student Success Plan goals and targets, providing the foundation for the district Achievement Contract.

School District 72 provides training and support for members of the School Planning Councils (SPC) to build a broader understanding of student achievement. The core goals of literacy, numeracy and social responsibility are often at the centre of school growth plans. However, there are unique and independent goals that also acknowledge and serve a diversity of student needs.

Special training sessions for School Planning Councils are held to provide each school's SPC information about the district budget and individual school resource allocation. A transparent budget development process invites participation from all partner groups and contributes to an understanding of resource allocation decisions and service levels within School District 72. This year trustees invited School Planning Council input into recommendations for expenditure of surplus funds.

Several structures exist to enhance the connections between school and community. Each school hosts the school board's Education Committee at an annual meeting that provides an opportunity for schools to share highlights of their Student Success Plan and invites parents to pose clarifying questions to the board.

The Aboriginal Education Advisory Council creates an opportunity for the district principal of Aboriginal education and representatives of each of the local bands to meet and to ensure elements of the Aboriginal Education Enhancement Agreement are reflected in both the Student Success Plans and the district Achievement Contract.

Within the Superintendent's meeting, principals from similar catchment areas are brought together to become aware of the goals at elementary, middle and secondary school levels and to build a greater sense of 'team' in working towards common literacy, numeracy, and social responsibility goals.

An active District Parent Advisory Council (DPAC) meets monthly and ensures that a trustee, school principal, the superintendent and union representatives can hear parent initiatives and concerns and gather information about current district goals and activities.

An additional director of instruction position has been created by the board with a view to improving SPC support and supporting school-based administrators in their instructional leadership roles.





School District 72 • Campbell River

## Summary of Assessments

### Reading and Writing

District Reading Assessment for Grade 1  
District Reading Assessment for Grade 3  
FSA Reading Results for Grade 4  
District Reading Assessment for Grade 6  
FSA Reading Results for Grade 7  
District Reading Assessment for Grade 9  
District Writing Assessment for Grade 2  
FSA Writing Results for Grade 4  
District Writing Assessment for Grade 5  
FSA Writing Results for Grade 7  
Achievement Rates for Grade 10 Language Arts  
Participation Rates for English 12

### Numeracy

FSA Numeracy Results for Grade 4  
FSA Numeracy Results for Grade 7  
Achievement Rates for Grade 10 Math Essentials  
Achievement Rates for Grade 10 Principles of Math  
Participation Rates for Principles of Math 11

### Social Responsibility

Grade 5 Contributing to the Classroom & School Community  
Grade 5 Solving Problems in Peaceful Ways  
Grade 8 Contributing to the Classroom & School Community  
Grade 8 Solving Problems in Peaceful Ways

### Transitions

Successful Grade-to-Grade Transitions  
Graduation Rates Within Six Years of Entering Grade 8  
Transitions from School to Career Opportunities

*During the 2007/08 school year, a review will be done to determine the value and benefits of the current assessments.*

*The district is aware of the need to gather district data in the area of numeracy. Numeracy results are good across the district, but, in an effort to be certain that all student needs are being met, a team is currently looking at what useful measures could be valuable indicators for the district to trace.*

*Much of the rich data that exists in the district will be converted to cohort data over the next two years.*



## Objective: Goal 1

To improve the reading and writing levels of students in K-12.

## Rationale: Goal 1

- Analysis of district assessments and FSA indicate a need to continue to focus on reading and writing in order to improve student achievement in these areas. District data in Grades 1, 2, and 3 show significant increases in numbers of students 'not yet meeting' expectations in both Aboriginal and non-Aboriginal students.
- Cohort data just being compiled has begun to show trends of decreasing levels of achievement through the middle years.

## OUR RESULTS • Grade 1 District Reading Assessment

### Objective

To improve the reading skills of all Grade 1 students.

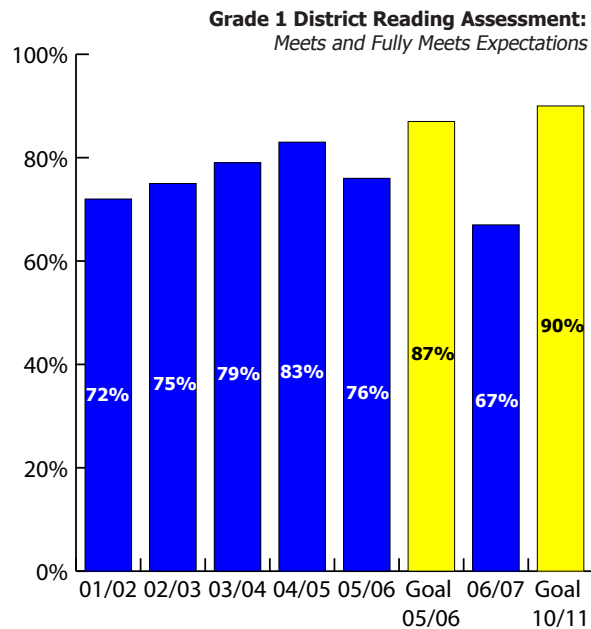
### Target 2007/08

Continued progress towards the goal of 90 per cent.

### Grade 1 District Reading Assessment: 2006/07

\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
49%	18%	33%



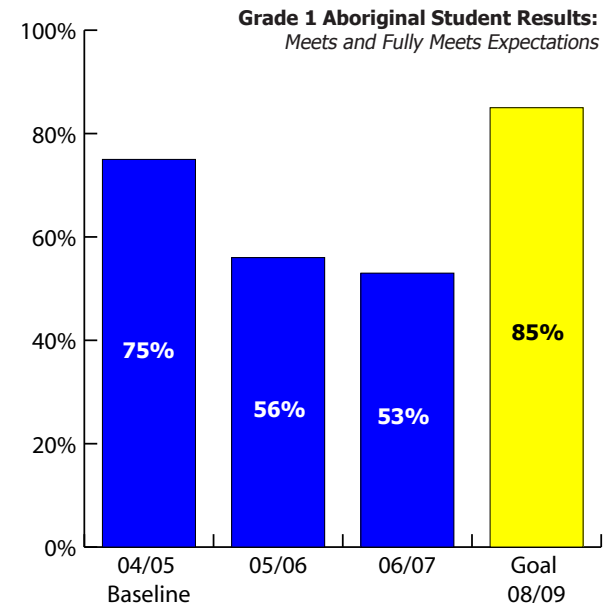
The three year drop in achievement is a serious concern. For 07/08 the primary intervention program will be changed to target specific groups of students that are not meeting expectations.

### Target 2007/08

Continued progress towards the goal of 85 per cent.

### Grade 1 Aboriginal Student Results: 2006/07

Fully Meets	Meets	Not Yet Within
41%	12%	47%





## OUR RESULTS • Grade 3 District Reading Assessment

### Objective

To improve the reading skills of all Grade 3 students.

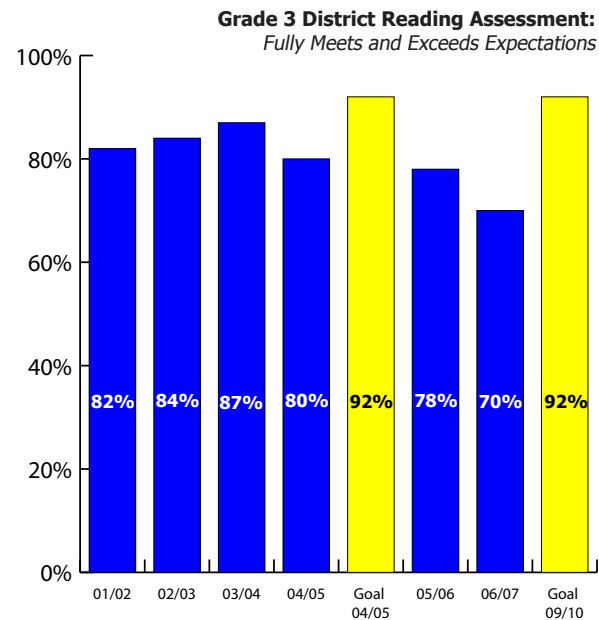
### Target 2007/08

Continued progress towards the goal of 92 per cent.

### Grade 3 District Reading Assessment: 2006/07

\* includes Aboriginal students

Exceeds	Fully Meets	Meets	Not Yet Within
19%	51%	27%	3%

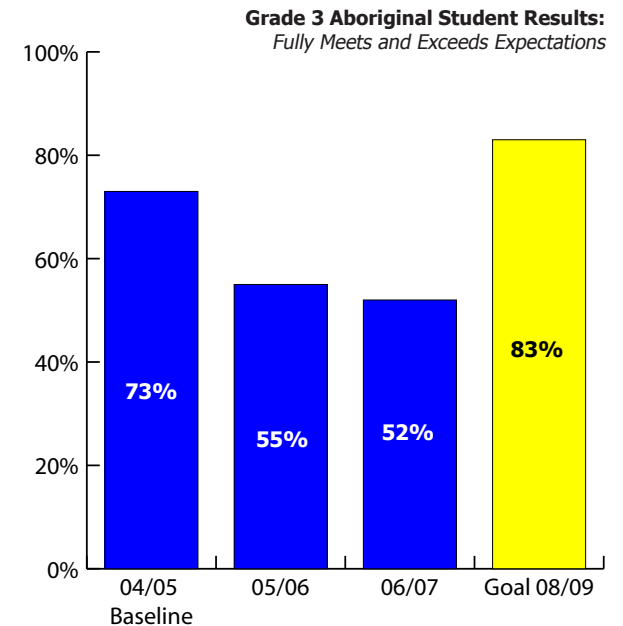


### Target 2007/08

Continued progress towards the goal of 83 per cent.

### Grade 3 Aboriginal Student Results: 2006/07

Exceeds	Fully Meets	Meets	Not Yet Within
9%	43%	39%	9%



## OUR RESULTS • Grade 4 FSA Reading Results

### Objective

To improve the reading skills of all Grade 4 students.

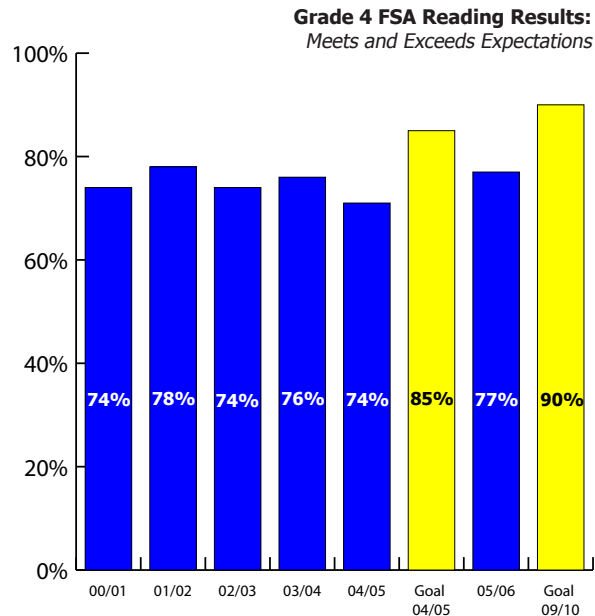
### Target 2007/08

Continued progress towards the goal of 90 per cent.

### Grade 4 FSA Reading Results: 2005/06

\* includes Aboriginal students

Meets and Exceeds	Not Yet Within
77%	23%



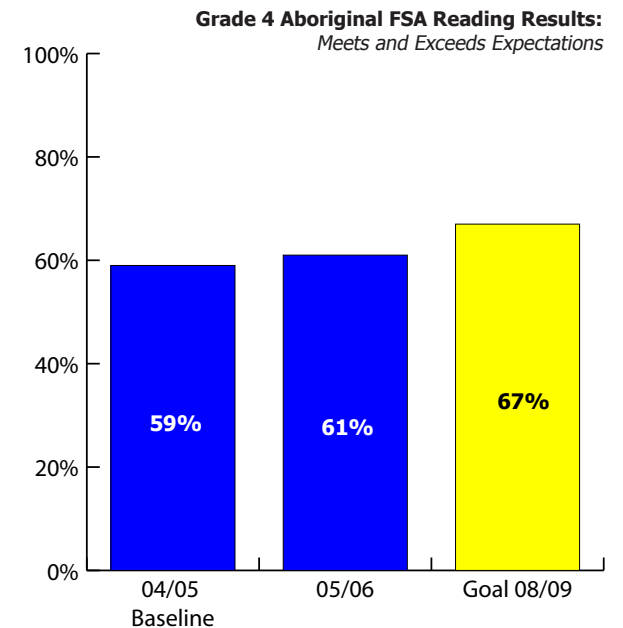
\*2006/07 data unavailable

### Target 2007/08

Continued progress towards the goal of 67 per cent.

### Grade 4 Aboriginal FSA Reading Results: 2005/06

Meets and Exceeds	Not Yet Within
61%	39%



## OUR RESULTS • Grade 6 District Reading Assessment

### Objective

To improve the reading skills of all Grade 6 students.

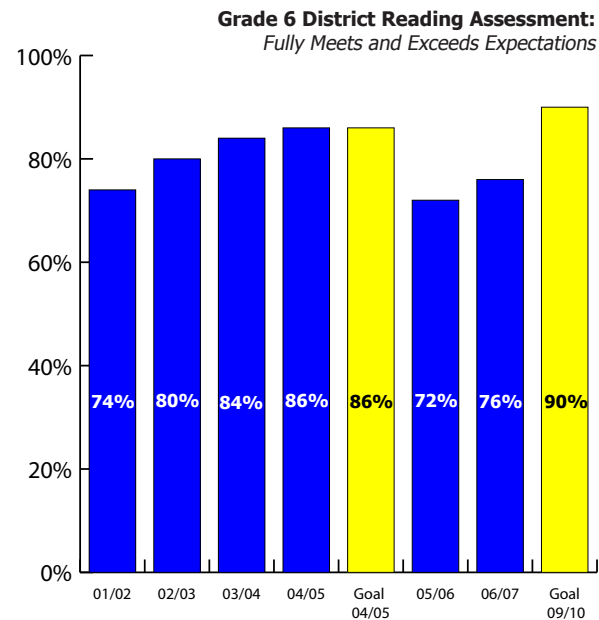
### Target 2007/08

Continued progress towards the goal of 90 per cent.

### Grade 6 District Reading Assessment: 2006/07

*\* includes Aboriginal students*

Exceeds	Fully Meets	Meets	Not Yet Within
21%	55%	24%	1%



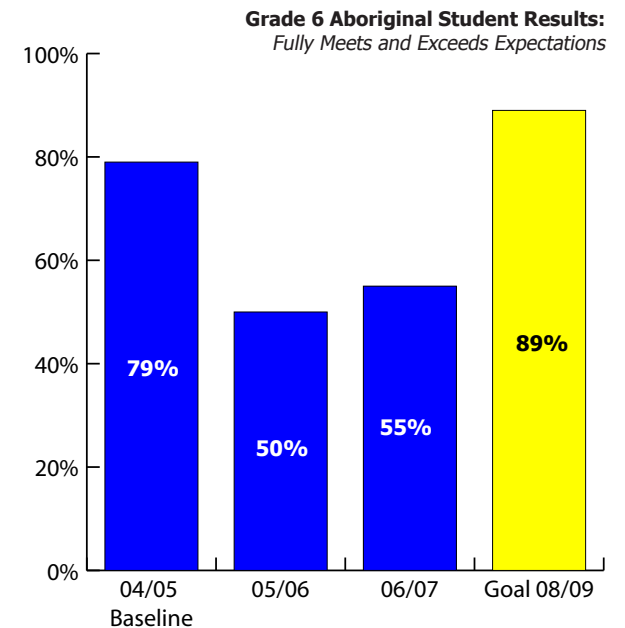
More schools used Fall DART to inform planning and instruction.

### Target 2007/08

Continued progress towards the goal of 89 per cent.

### Grade 6 Aboriginal Student Results: 2006/07

Exceeds	Fully Meets	Meets	Not Yet Within
11%	44%	41%	5%





## OUR RESULTS • Grade 7 FSA Reading Results

### Objective

To improve the reading skills of all Grade 7 students.

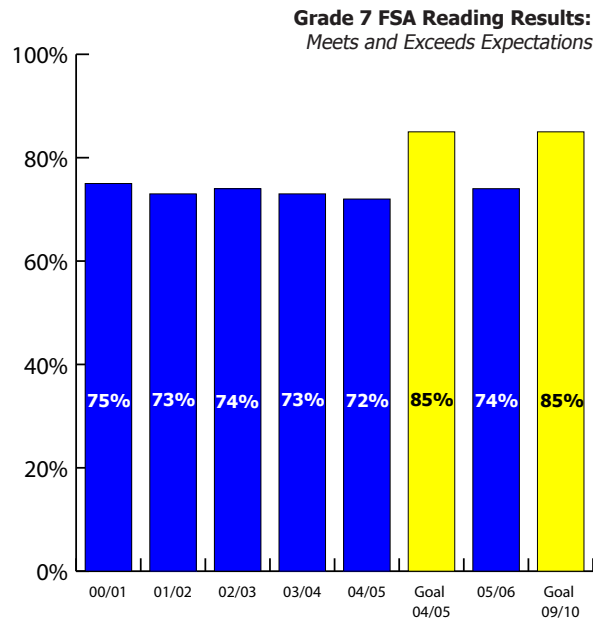
### Target 2007/08

Continued progress towards the goal of 85 per cent.

### Grade 7 FSA Reading Results: 2005/06

\* includes Aboriginal students

Meets and Exceeds	Not Yet Within
74%	26%



\*2006/07 data unavailable

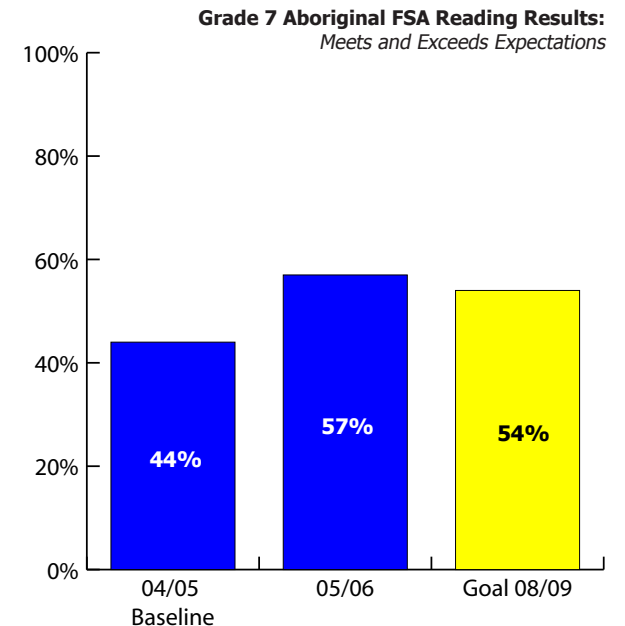
Aboriginal Advisory Council  
will meet late Fall of 2007  
to review and revise targets  
at the Grade 7 and Grade 9  
levels.

### Target 2007/08

Maintain the achieved target of 54 per cent.

### Grade 7 Aboriginal FSA Reading Results: 2005/06

Meets and Exceeds	Not Yet Within
57%	43%



## OUR RESULTS • Grade 9 District Reading Assessment

### Objective

To improve the reading skills of all Grade 9 students.

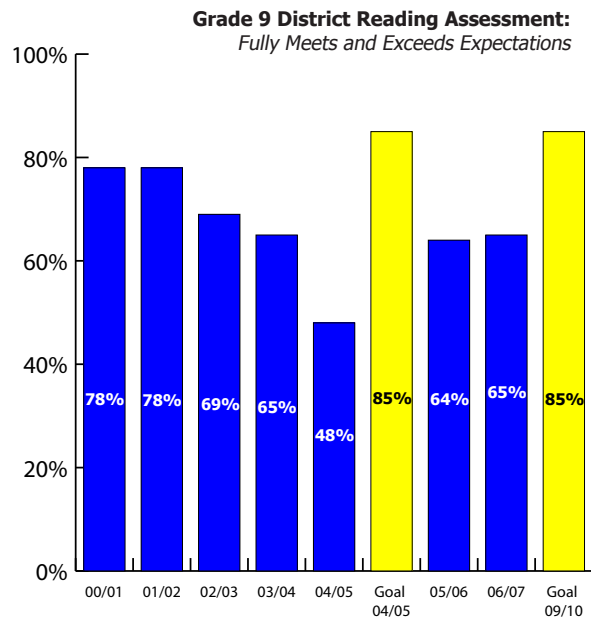
### Target 2007/08

Continued progress towards the goal of 85 per cent.

### Grade 9 District Reading Assessment: 2006/07

\* includes Aboriginal students

Exceeds	Fully Meets	Meets	Not Yet Within
17%	49%	31%	4%

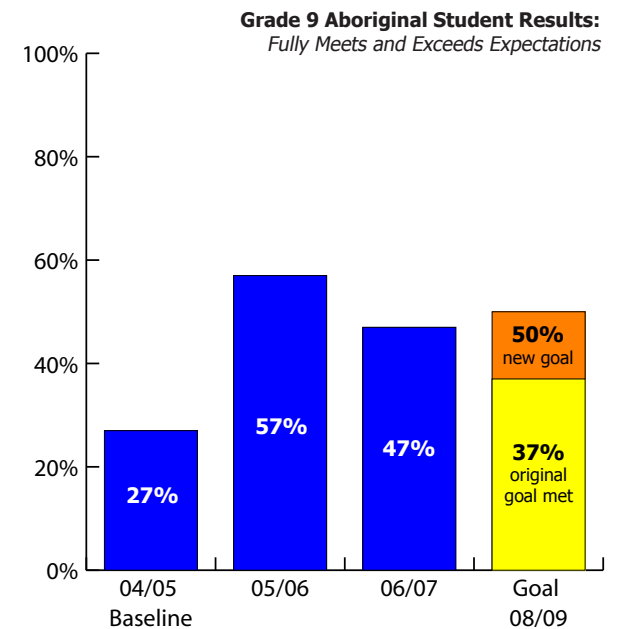


### Target 2007/08

Continued progress towards the new goal of 50 per cent.

### Grade 9 Aboriginal Student Results: 2006/07

Exceeds	Fully Meets	Meets	Not Yet Within
15%	32%	46%	7%



## OUR RESULTS • Cohort Data: Grade 3 and Grade 6 Comparison

*This cohort data reflects the growth in student achievement between Grade 3 and Grade 6 as measured on the district reading assessment.*

### District Reading Assessment:

Grade 3 students in 2001

Exceeds	Fully Meets	Meets	Not Yet Within
29%	38%	28%	4%

### District Reading Assessment:

Grade 6 students in 2004

Exceeds	Fully Meets	Meets	Not Yet Within
32%	52%	15%	0%

### District Reading Assessment:

Grade 3 students in 2002

Exceeds	Fully Meets	Meets	Not Yet Within
35%	47%	15%	2%

### District Reading Assessment:

Grade 6 students in 2005

Exceeds	Fully Meets	Meets	Not Yet Within
23%	63%	13%	1%

### District Reading Assessment:

Grade 3 students in 2003

Exceeds	Fully Meets	Meets	Not Yet Within
37%	47%	14%	2%

### District Reading Assessment:

Grade 6 students in 2006

Exceeds	Fully Meets	Meets	Not Yet Within
13%	59%	26%	2%

### District Reading Assessment:

Grade 3 students in 2004

Exceeds	Fully Meets	Meets	Not Yet Within
35%	45%	18%	2%

### District Reading Assessment:

Grade 6 students in 2007

Exceeds	Fully Meets	Meets	Not Yet Within
21%	55%	24%	1%



## OUR RESULTS • Grade 2 District Writing Assessment

### Objective

To improve the writing skills of all Grade 2 students.

**Participation Rate:** 2006/07

92 per cent

**Target 2007/08**

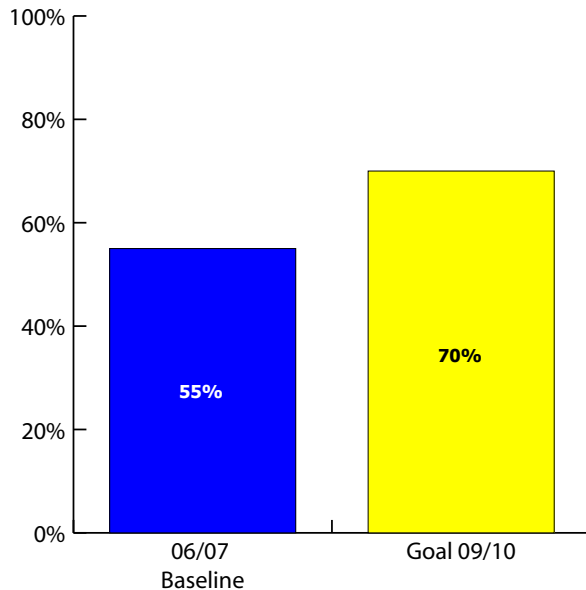
Continued progress towards the goal of 70 per cent.

**Grade 2 District Writing Assessment:** 2006/07

\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
55%	36%	9%

**Grade 2 District Writing Assessment:**  
Fully Meets Expectations



\*2006/07 is baseline data.

**Participation Rate:** 2006/07

81 per cent

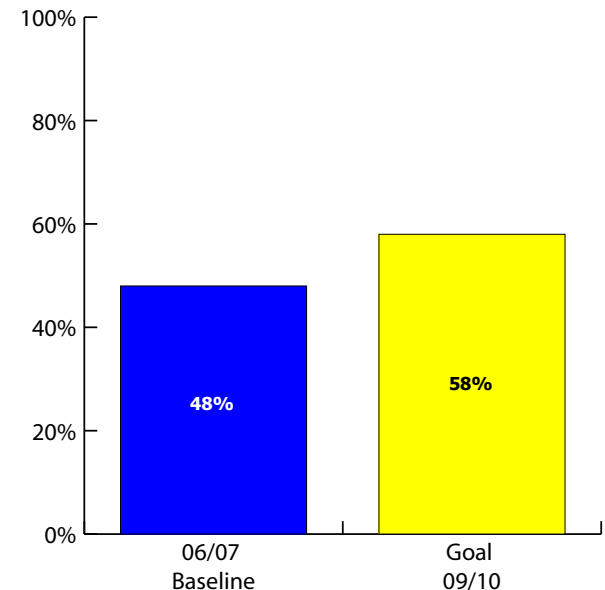
**Target 2007/08**

Continued progress towards the goal of 58 per cent.

**Grade 2 Aboriginal Student Results:** 2006/07

Fully Meets	Meets	Not Yet Within
48%	33%	18%

**Grade 2 Aboriginal Student Results:**  
Fully Meets Expectations



## OUR RESULTS • Grade 4 FSA Writing Results

### Objective

To improve the writing skills of all Grade 4 students.

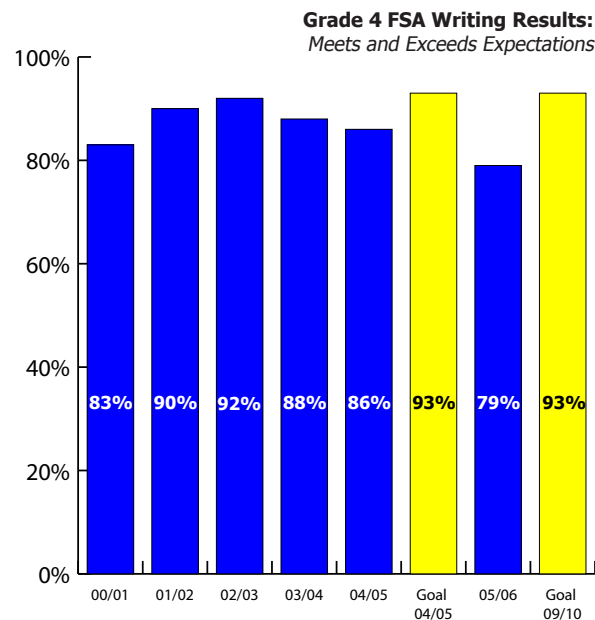
### Target 2007/08

Continued progress towards the goal of 93 per cent.

### Grade 4 FSA Writing Results: 2005/06

\* includes Aboriginal students

Meets and Exceeds	Not Yet Within
79%	21%



\*2006/07 data unavailable

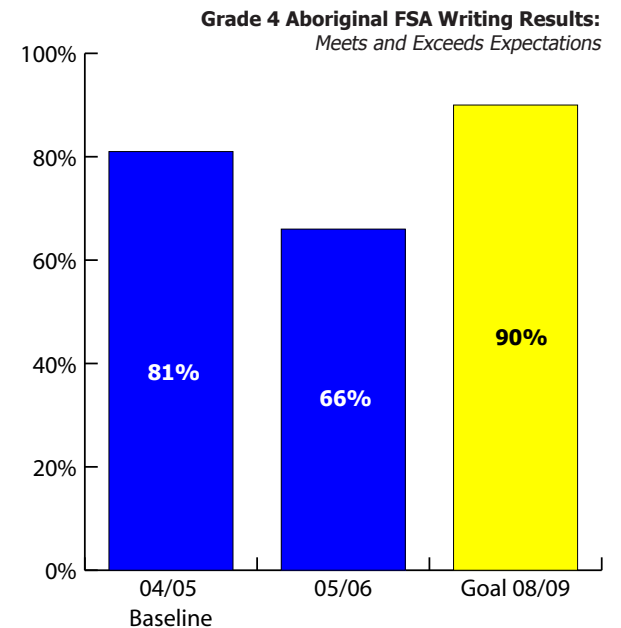
The district will continue to monitor achievement in writing by conducting district-wide writes in Grades 2, 5 and 8. This data will be used as baseline data and analysed in order to improve student achievement.

### Target 2007/08

Continued progress towards the goal of 90 per cent.

### Grade 4 Aboriginal FSA Writing Results: 2005/06

Meets and Exceeds	Not Yet Within
66%	34%



## OUR RESULTS • Grade 5 District Writing Assessment

### Objective

To improve the writing skills of all Grade 5 students.

**Participation Rate:** 2006/07

81 per cent

**Target 2007/08**

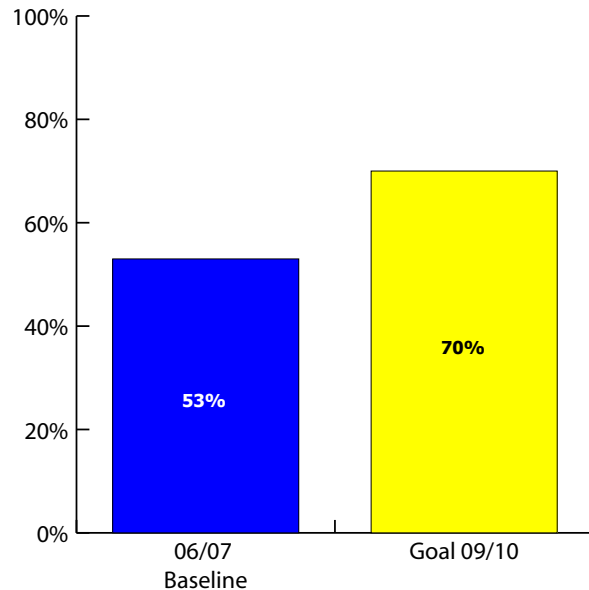
Continued progress towards the goal of 70 per cent.

**Grade 5 District Writing Assessment:** 2006/07

\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
53%	41%	6%

**Grade 5 District Writing Assessment:**  
Fully Meets Expectations



\*2006/07 is baseline data.

**Participation Rate:** 2006/07

72 per cent

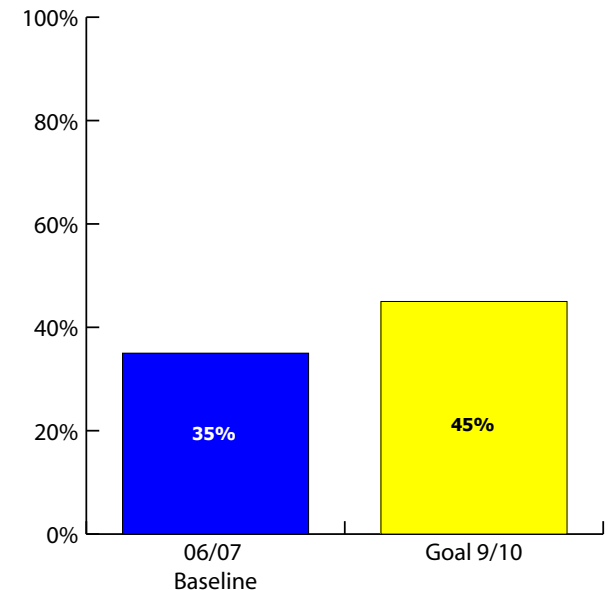
**Target 2007/08**

Continued progress towards the goal of 45 per cent.

**Grade 5 Aboriginal Student Results:** 2006/07

Fully Meets	Meets	Not Yet Within
35%	53%	12%

**Grade 5 Aboriginal Student Results:**  
Fully Meets Expectations





## OUR RESULTS • Grade 7 FSA Writing Results

### Objective

To improve the writing skills of all Grade 7 students.

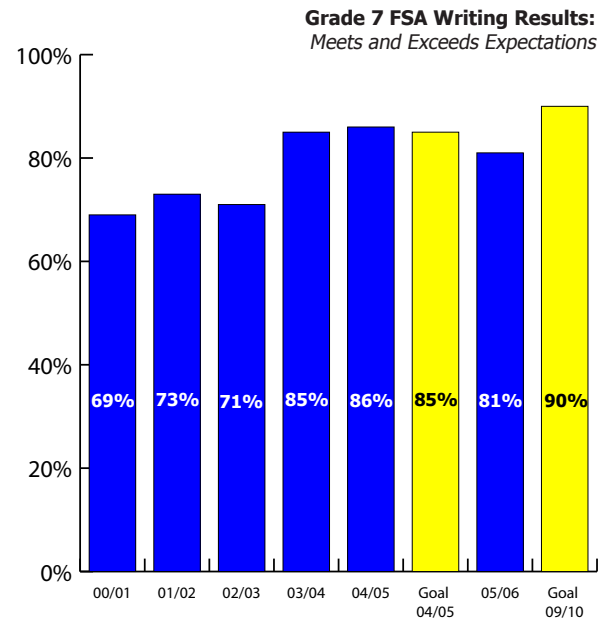
### Target 2007/08

Continued progress towards the goal of 90 per cent.

### Grade 7 FSA Writing Results: 2005/06

\* includes Aboriginal students

Meets and Exceeds	Not Yet Within
81%	19%



\*2006/07 data unavailable

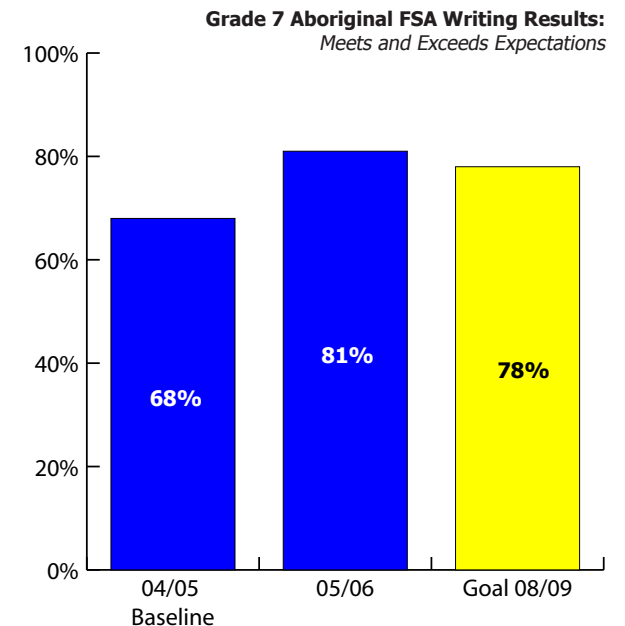
The district will continue to monitor achievement in writing by conducting district-wide writes in Grades 2, 5 and 8. This data will be used as baseline data and analysed in order to improve student achievement.

### Target 2007/08

Maintain the achieved target of 78 per cent.

### Grade 7 Aboriginal FSA Writing Results: 2005/06

Meets and Exceeds	Not Yet Within
81%	19%



## OUR RESULTS • Grade 10 Language Arts Results

### Objective

To improve the achievement of Grade 10 students as assessed by the Language Arts final mark.

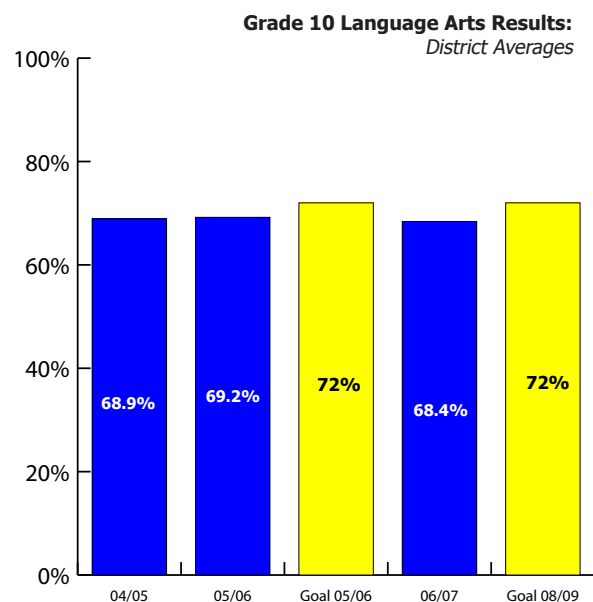
### Target 2007/08

Continued progress towards the goal of 72 per cent.

### Grade 10 Language Arts Results: 2006/07

\* includes Aboriginal students

	04/05		05/06		06/07	
	Jan.	June	Jan.	June	Jan.	June
District Averages	66.81%	70.13%	69.64%	68.14%	67.02%	69.83%
Provincial Averages	69.59%	70.77%	70.42%	70.44%	70.10%	71.75%

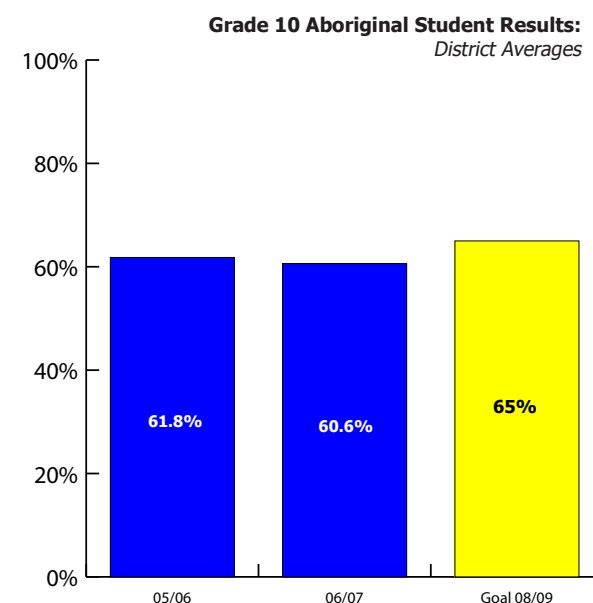


### Target 2007/08

Continued progress towards the goal of 65 per cent.

### Grade 10 Aboriginal Student Results: 2006/07

	05/06	06/07
District Averages	61.8%	60.6%
Provincial Averages	* Aboriginal student provincial averages unavailable	



## OUR RESULTS • Grade 12 English Participation Rates

### Objective

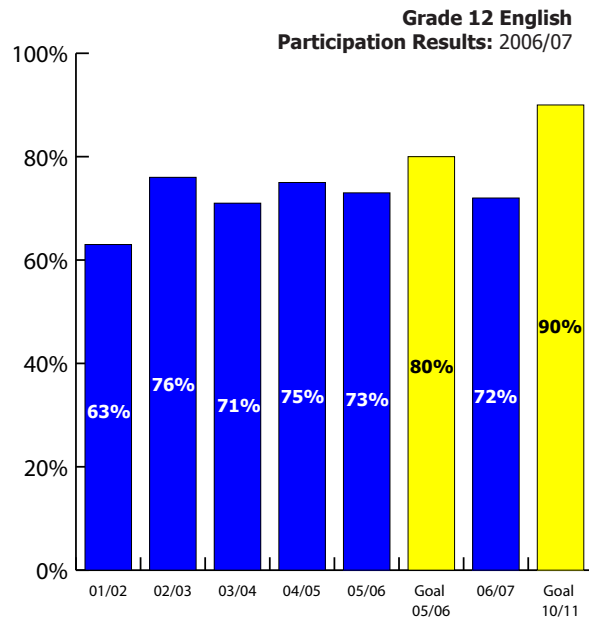
*To improve the participation rate of students in English 12.*

### Participation Rate

72 per cent

### Target 2007/08

*Continued progress towards the goal of 90 per cent.*



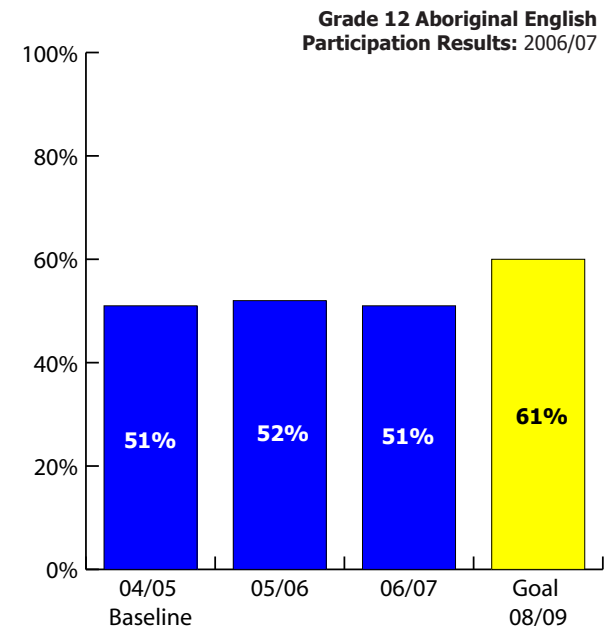
*Secondary schools have set a goal to improve participation rates in English 12. Teacher leaders will work with district staff to improve the literacy skills of students at all levels of secondary.*

### Participation Rate

51 per cent

### Target 2007/08

*Continued progress towards the goal of 60 per cent.*







## Literacy Goal: Reading

Structures	Strategies	Timeline (07/08)
K-6 Administrators Meeting	<ul style="list-style-type: none"> <li>• Examination of what really matters in elementary reading.</li> <li>• Examine district reading results. Discuss individual school plans.</li> <li>• Develop assessment calendar for schools.</li> <li>• Have a portion of each meeting directly related to sharing of practices and progress being made at schools on the topic of improving reading.</li> </ul>	September 2007 September 2007  September 2007 October - June
Instructional Support Staff	<ul style="list-style-type: none"> <li>• Provide support to schools in order that they can conduct an action research project in this area based on assessment for / as learning and best practices to improve student learning.</li> <li>• Planning for instruction using the DART: Schools will be assigned to individuals of the instructional support team. Schools will identify at-risk Aboriginal and non-Aboriginal learners and create school's plan for supporting these students.</li> <li>• Create instructional planning sheet for using the DART's "Assessment for Instruction" data.</li> <li>• Six week check-in will occur at each school.</li> <li>• Literacy support teachers will use <i>Literacy in Action</i> (whole class) and <i>Soar to Success</i> (intervention) with teachers.</li> <li>• Literacy, library, and Aboriginal support teachers will visit with each school to examine school reading resources budget and needs including Aboriginal content.</li> </ul>	September - June  September / October  August  October - June September - May February 2008
Teacher Leaders	<ul style="list-style-type: none"> <li>• Instructional support staff / directors to meet with humanity leaders to review plan.</li> <li>• Support their Pro-D by registering them for Faye Brownlie's Leadership Academy.</li> <li>• Provide appropriate supports and opportunities to plan for instruction.</li> <li>• Teacher leaders will meet in joint department meetings to promote and coordinate the use of effective literacy strategies throughout the curriculum areas.</li> </ul>	September  September 30  September - June  Throughout the year



School District 72 • Campbell River

Structures	Strategies	Timeline (07/08)
Assessment	<ul style="list-style-type: none"> <li>• Administer benchmarks in Grade 1 and 2.</li> <li>• Speech pathologists administer oral language screen in September for all Kindergarten students.</li> <li>• Administer Grade 3, 6, 9, and 10 DART assessment in fall and spring – replaces District Reading Assessment</li> <li>• Schools to keep data from September to compare with May data. The identification of at-risk learners (including our Aboriginal learners) need to be highlighted and a plan to support them needs to be documented coordinated through the SBT.</li> </ul>	<p>January and June</p> <p>September and May</p>
L.A. Teachers	<ul style="list-style-type: none"> <li>• Organize a session with principals and L.A. teachers to review best practices (both classroom and school-wide structures and strategies) around reading.</li> <li>• Promote best instructional practices based on the specific needs of students with learning challenges through the development and implementation of effective IEP's.</li> </ul>	October
AVID Program	<ul style="list-style-type: none"> <li>• Develop a plan to promote effective "AVID strategies" throughout the district that makes a difference for improving reading, such as Cornell Notes and WICR.</li> <li>• Introduce AVID strategies that make a difference at August Pro-D day to generate awareness.</li> <li>• See appendix for Phoenix' and Carihi's AVID site team plan for details.</li> <li>• AVID director to work closely with and support Sandowne school who will be implementing an intermediate AVID program in the next school year.</li> </ul>	<p>August - January</p> <p>August 28</p> <p>September 30</p> <p>September - June</p>
Pro-D	<ul style="list-style-type: none"> <li>• Teachers are encouraged to join book clubs: Book club choices for 2007/08 are: <i>Classrooms that Work: They Can All Read and Write</i>; <i>Building Background Knowledge for Academic Achievement: Research that Works in Schools</i></li> <li>• A course will also be offered to educators called "Understanding by Design" with Leyton Schnellert and Andrea Matza.</li> </ul>	September - March
Island Leadership Academy	<ul style="list-style-type: none"> <li>• Focus the inquiry for one of the teams we send to the academy around literacy and supporting at-risk learners.</li> </ul>	
Ready-Set-Learn	<ul style="list-style-type: none"> <li>• Continue to foster an appreciation and understanding for literacy by sharing language games and discussing the importance of reading with children.</li> </ul>	



School District 72 • Campbell River

Structures	Strategies	Timeline (07/08)
Learning Resources	<ul style="list-style-type: none"> <li>• A plan for conducting inventory of key learning resources at each school will be developed during the school year.</li> <li>• Literacy, library, and Aboriginal support teachers will visit each school to examine school reading resources budget and needs, including Aboriginal content.</li> <li>• Encourage the purchase of text sets – variety of levels based on subject and curricular goals to support curricular areas.</li> </ul>	<p>September - June</p> <p>February 2008</p>
Technology Support Teacher	<ul style="list-style-type: none"> <li>• Continue to work with the IT department and schools to ensure schools have the software they need to support the reading needs of our students.</li> </ul>	

## Literacy Goal: Writing

Structures	Strategies	Timeline (07/08)
Instructional Support Staff	<ul style="list-style-type: none"> <li>• Provide support to schools in order that they can conduct an action research project in this area based on assessment for / as learning and best practices to improve student learning.</li> <li>• Facilitate a meeting of teachers to produce student exemplars of various levels of writing that can be placed on the schools website to be used for sharing.</li> <li>• Work with our middle / secondary schools and their literacy teacher leaders to help educators use the writing performance standards to plan for instruction.</li> </ul>	<p>September - June</p> <p>September - December</p> <p>September - May</p>
Assessment	<ul style="list-style-type: none"> <li>• Schools with writing as a student success goal will do a school-wide write in fall in order to plan for instruction.</li> <li>• District-wide writing assessments in Grades 2, 5, and 8.</li> </ul>	<p>September</p> <p>May</p>
Pro-D	<ul style="list-style-type: none"> <li>• Pro-D course offered next year: "A Writer's Year" with Faye Brownlie and Marni McMahan. Texts: <i>What's Next for this Beginning Writer</i>; <i>Supporting Struggling Writers in the Elementary Classroom</i>.</li> </ul>	September to March
AVID Program	<ul style="list-style-type: none"> <li>• Promote the use of AVID strategies such as WICR, essay writing basics and interactive journals to improve student writing.</li> <li>• Provide AVID Pro-D support for schools whose goals focus around writing improvement.</li> </ul>	September to June





School District 72 • Campbell River

Structures	Strategies	Timeline (07/08)
Technology Support Teacher	<ul style="list-style-type: none"> <li>• Technology support teacher will work with the IT department, student services, and schools to ensure the schools have software that meets the needs of specific students to develop their writing skills.</li> <li>• Technology support teacher will work with teachers to create projects that line up both the technology outcomes with the intended learning outcomes of the various curriculum areas especially as they relate to improving writing.</li> <li>• Will be offering a course "Computers for Learning" which will integrate technology with instructional strategies and project ideas.</li> </ul>	September - June

## Literacy Goal: Oral Language

Structures	Strategies	Timeline (07/08)
Replace Oral Language Screen with Speech and Language Pathologists	<ul style="list-style-type: none"> <li>• SLP's will create oral language screen.</li> <li>• Speech pathologists will assess the oral language levels of Kindergarten students in the district in the fall. The results will be used by schools to plan for support.</li> <li>• Student services will work with SBT to provide support for students of concern.</li> <li>• SPL's will be working with ESD teachers regularly to develop confidence in using various oral development programs and strategies.</li> </ul>	June 2007 September - October September - June
Assessment	<ul style="list-style-type: none"> <li>• Fall oral language screening assessment will be used as baseline data for the district.</li> <li>• Provide performance standard for oral language to intermediate teachers and provide support for how they would use this to guide their instruction.</li> <li>• Literacy support teacher to work with other teachers and special services staff to create a strategies booklet for developing oral language.</li> </ul>	October September - May
Language Arts Curriculum	<ul style="list-style-type: none"> <li>• Literacy teacher to in-service schools on oral language curriculum.</li> </ul>	September to May



Structures	Strategies	Timeline (07/08)
Learning Resources	<ul style="list-style-type: none"> <li>• Offer Pro-D that provides an overview of the three oral language development programs: Moe the Mouse, Talking Tables, and Power Speak.</li> <li>• Develop Power Speak oral language program.</li> </ul>	<p>August 28</p> <p>September - March</p>
Interaction Grants	<ul style="list-style-type: none"> <li>• Encourage school staffs to conduct inquiry based projects focussing on improving the orgal language development of our at-risk students.</li> </ul>	



## Objective: Goal 2

To improve the numeracy skills of K-12 students.

## Rationale: Goal 2

- Analysis of FSA and government exam results indicate a need to improve the numeracy level of our students over the established five-year time frame.
- It is increasingly important for students to be numerate in order to achieve their goals.
- There is a need to improve the performance of Aboriginal students on math assessments.
- Twelve schools with K-6 students have set a numeracy goal.
- The Aboriginal Education Enhancement Agreement includes numeracy goals for Aboriginal students.
- Both middle schools have identified numeracy as a goal.
- Participation rates in Principles of Math 11 are below the provincial average.

## OUR RESULTS • Grade 4 FSA Numeracy Results

### Objective

To improve the numeracy skills of all Grade 4 students.

\*2006/07 data unavailable

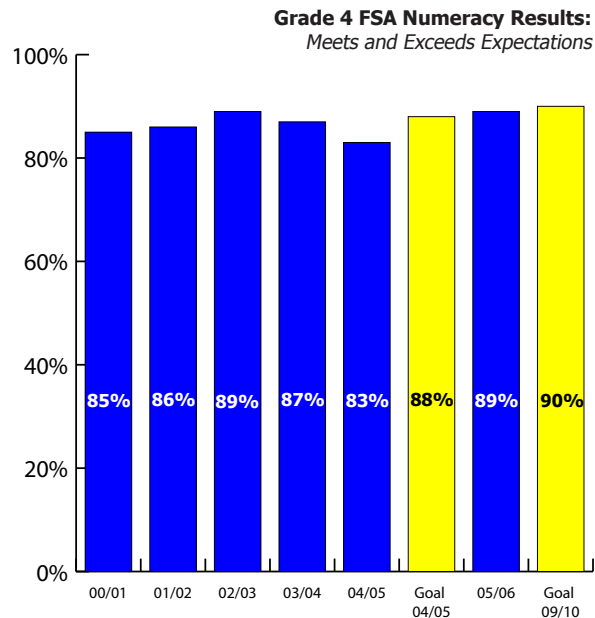
### Target 2007/08

Continued progress towards the goal of 90 per cent.

### Grade 4 FSA Numeracy Results: 2005/06

\* includes Aboriginal students

Meets and Exceeds	Not Yet Within
89%	11%

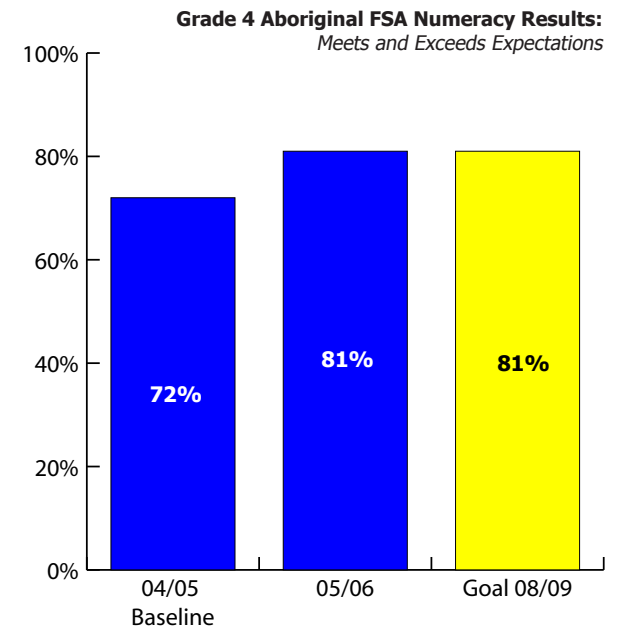


### Target 2007/08

Maintain the achieved target of 81 per cent.

### Grade 4 Aboriginal FSA Numeracy Results: 2005/06

Meets and Exceeds	Not Yet Within
81%	19%



## OUR RESULTS • Grade 7 FSA Numeracy Results

### Objective

To improve the numeracy skills of all Grade 7 students.

### Target 2007/08

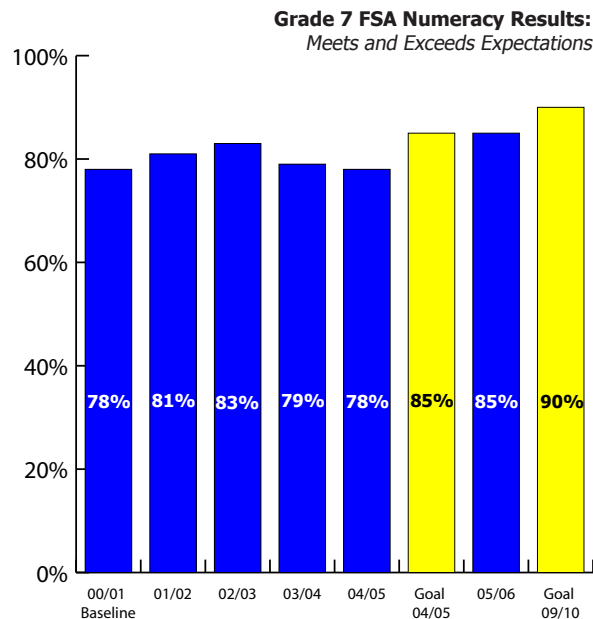
Continued progress towards the goal of 90 per cent.

\*2006/07 data unavailable

### Grade 7 FSA Numeracy Results: 2005/06

\* includes Aboriginal students

Meets and Exceeds	Not Yet Within
85%	15%

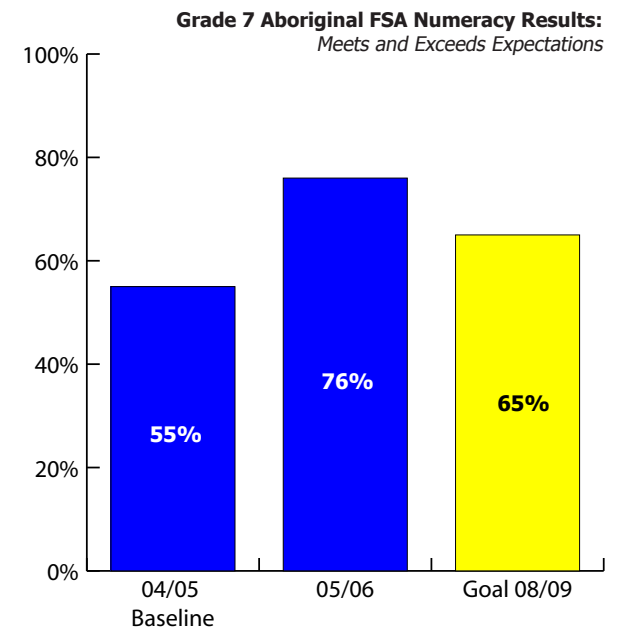


### Target 2007/08

Maintain the achieved target of 65 per cent.

### Grade 7 Aboriginal FSA Numeracy Results: 2005/06

Meets and Exceeds	Not Yet Within
76%	24%





## OUR RESULTS • Grade 10 Math Essentials Results

### Objective

To improve the achievement of Grade 10 students as assessed by the Math Essentials 10 final marks.

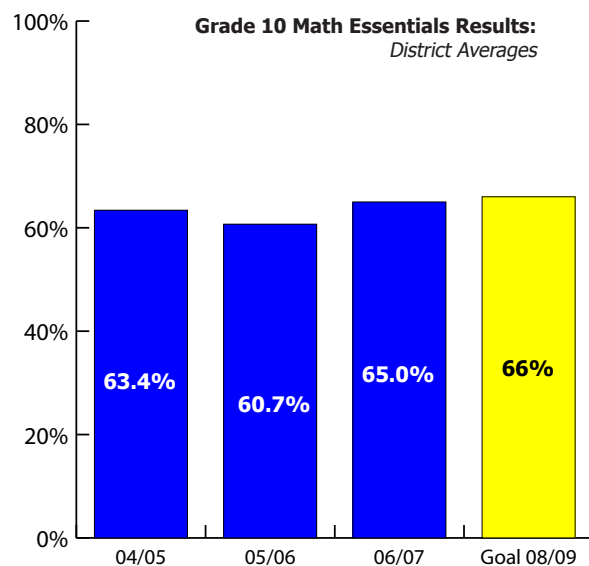
### Target 2007/08

Continued progress towards the goal of 66 per cent.

### Grade 10 Math Essentials Results: 2006/07

\* includes Aboriginal students

	04/05		05/06		06/07	
	Jan.	June	Jan.	June	Jan.	June
District Averages	61.82%	64.18%	60.95%	59.05%	64.16%	65.81%
Provincial Averages	62.72%	63.45%	63.6%	62.49%	63.38%	64.6%



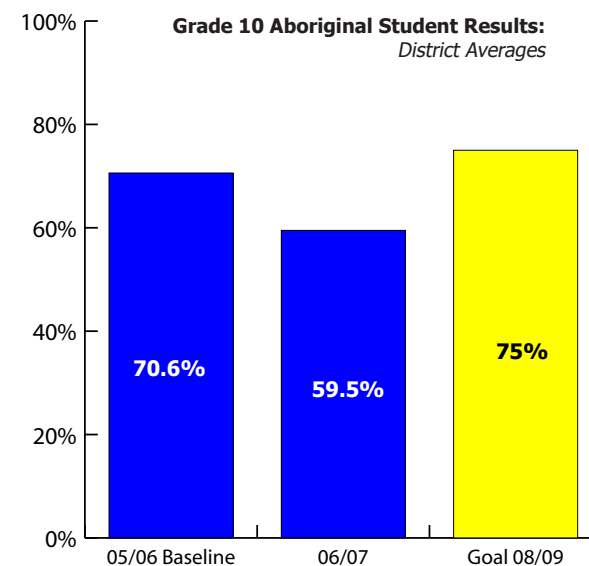
Numeracy is a district goal from Grades K -12. Improved instruction at all levels should result in improved results at Grade 10.

### Target 2007/08

Continued progress towards the goal of 75 per cent.

### Grade 10 Aboriginal Student Results: 2006/07

	05/06	06/07
District Averages	70.6%	59.5%
Provincial Averages	* Aboriginal student provincial averages unavailable	



## OUR RESULTS • Grade 10 Principles of Math Results

### Objective

To improve the achievement of Grade 10 students as assessed by the Principles of Math 10 final marks.

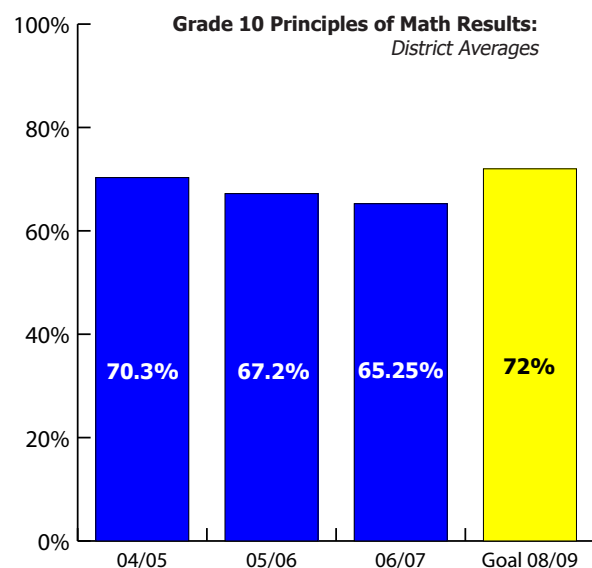
### Target 2007/08

Continued progress towards the goal of 72 per cent.

### Grade 10 Principles of Math Results: 2006/07

\* includes Aboriginal students

	04/05		05/06		06/07	
	Jan.	June	Jan.	June	Jan.	June
District Averages	71.7%	67.44%	65.67%	66.93%	65.98%	66.52%
Provincial Averages	70.22%	69.97%	69.04%	68.69%	69.69%	70.31%



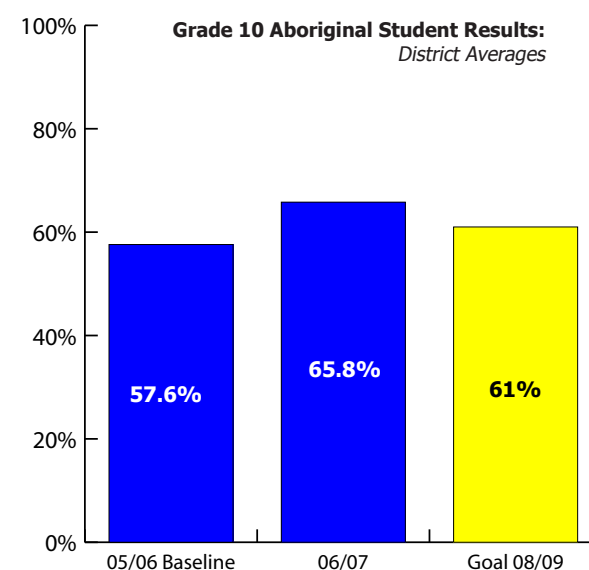
Aboriginal targets have been established in collaboration with the District Aboriginal Advisory Committee.

### Target 2007/08

Maintain the achieved goal of 61 per cent.

### Grade 10 Aboriginal Student Results: 2006/07

	05/06	06/07
District Averages	57.6%	65.8%
Provincial Averages	* Aboriginal student provincial averages unavailable	



## OUR RESULTS • Grade 11 Principles of Math Participation Results

### Objective

*To improve the participation rate of students in Principles of Math 11.*

#### Participation Rate

68 per cent

#### Target 2007/08

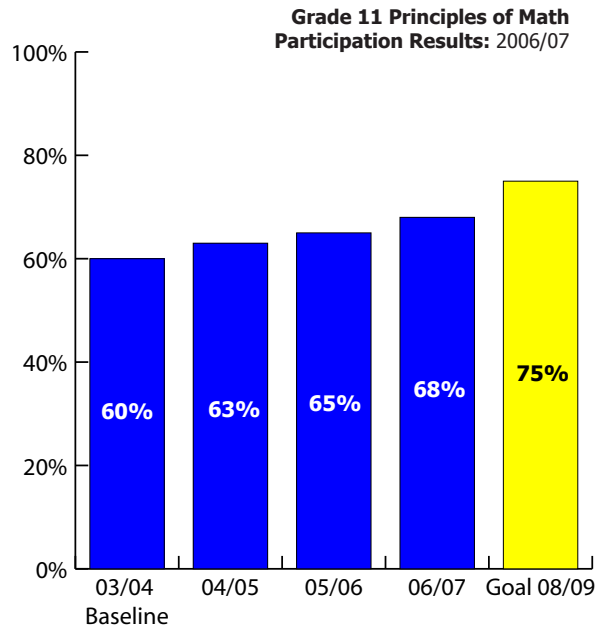
*Continued progress towards the goal of 75 per cent.*

#### Participation Rate

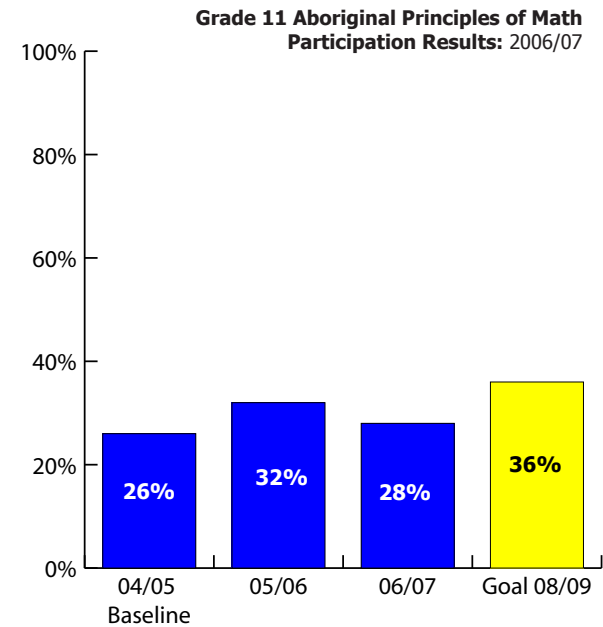
28 per cent

#### Target 2007/08

*Continued progress towards the goal of 36 per cent.*



Aboriginal targets have been established in collaboration with the District Aboriginal Advisory Committee.





## Numeracy Goal

Structures	Strategies	Timeline (07/08)
Numeracy Support Teacher	<ul style="list-style-type: none"> <li>• Coordinate and facilitate the vision of elementary numeracy network.</li> <li>• Review and support the numeracy goals of the elementary schools.</li> <li>• Work with teachers and school in using assessments (DMA) to guide instruction.</li> <li>• Work side-by-side with teachers in the classroom to develop instructional and assessment practices that align with the philosophy of the revised math curriculum.</li> <li>• Encourage teachers to start looking at the revised curriculum and promote the use of <i>Math Makes Sense</i> as a source of support.</li> <li>• Provide support and resources for family math nights.</li> </ul>	September - June  September, January, June  September - June  September - June
Elementary Numeracy Network	<ul style="list-style-type: none"> <li>• Overall goals this year include:               <ul style="list-style-type: none"> <li>- increase elementary teachers' comfort and confidence level in teaching the new curriculum</li> <li>- create lessons to support the <i>Math Makes Sense</i> resource (to fill in the gaps)</li> <li>- engage in an action research project</li> </ul> </li> </ul>	September - June
Middle and Secondary Teacher Leaders	<ul style="list-style-type: none"> <li>• Instructional support staff / directors to meet with teacher leaders to review their school's numeracy plans.</li> <li>• Support their Pro-D by registering them for Faye Brownlie's Leadership Academy.</li> <li>• Provide appropriate supports and opportunities to plan for instruction based on appropriate school assessments.</li> <li>• Teacher leaders will work with the literacy teacher leaders in the district / their school to promote and coordinate the use of effective literacy strategies which will support improving literacy.</li> </ul>	September  September 30  September - June  Throughout the year
Assessment	<ul style="list-style-type: none"> <li>• Promote the use of the DMA in September at all middle and elementary schools as the assessment for learning tool.</li> <li>• Schools will identify and record both Aboriginal and non-Aboriginal students who are at-risk and the school's plans to support and monitor their progress.</li> <li>• Establish a numeracy assessment team to review...</li> </ul>	September



Structures	Strategies	Timeline (07/08)
School Support Conversations	<ul style="list-style-type: none"> <li>The Directors of Instruction together with the Director of Student Services and the District Principal of Aboriginal Education will meet with each elementary school (an administrator and learning assistance teacher) and each middle / secondary school and Robron Centre (leadership team) to hear about successes and discuss the schools plans and progress for those students who have been identified as at-risk.</li> </ul>	
Pro-D	<ul style="list-style-type: none"> <li>Pro-D course offered next year: <i>Making Connections - Mathematics in the Primary Years</i> with Carole Saundry and Lorill Vining and <i>Intermediate Math - Beyond the Algorithm</i> with Trevor Calkins and Lorill Vining.</li> <li>Book clubs offered include: <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i> by Robert Morzano and <i>How the Brain Learns</i> by David A. Sousa</li> </ul>	September to March
AVID Program	<ul style="list-style-type: none"> <li>Promote the use of AVID strategies such as the use of interactive notebooks.</li> </ul>	September - June
Island Leadership Academy	<ul style="list-style-type: none"> <li>Focus the inquiry for one of the teams we send to the academy around numeracy and supporting at-risk learners.</li> </ul>	
Technology Support Teacher	<ul style="list-style-type: none"> <li>Destination Math</li> <li>The further development of online courses...</li> <li>Technology support teacher will work with IT department, student services, and schools to ensure the schools have software that meets the needs of specific students to develop their numeracy skills and understanding.</li> <li>Technology support teacher will work with teachers to create projects that line up the technology outcomes for math.</li> <li>Will be offering a course "Computers for Learning" which will integrate technology with instructional strategies and project ideas.</li> </ul>	





School District 72 • Campbell River

## Objective: Goal 3

To acquire the skills needed to become socially responsible citizens.

## Rationale: Goal 3

- Most schools identified social responsibility as a goal area or a maintenance goal in their school growth plans.
- Analysis of satisfaction survey results indicates a need to continue to develop strategies to improve social responsibility through student contributions to classrooms and school community.
- Research indicates that positive school culture creates a sense of belonging, which in turn promotes academic achievement.
- It is important for our students as Canadian citizens to become contributing members of their communities.
- To have safe and caring schools, students must have the attitudes and skills to be socially responsible.
- The BC Performance Standards provide a unique opportunity for students to self-assess levels of social responsibility.
- Planning guide for social responsibility / safe schools survey identified target areas for future focus.

## OUR RESULTS • Social Responsibility: Contributing to the Classroom & School Community

### Objective

To acquire the skills needed to become socially responsible citizens.

#### Participation Rate

91 per cent

#### Target 2007/08

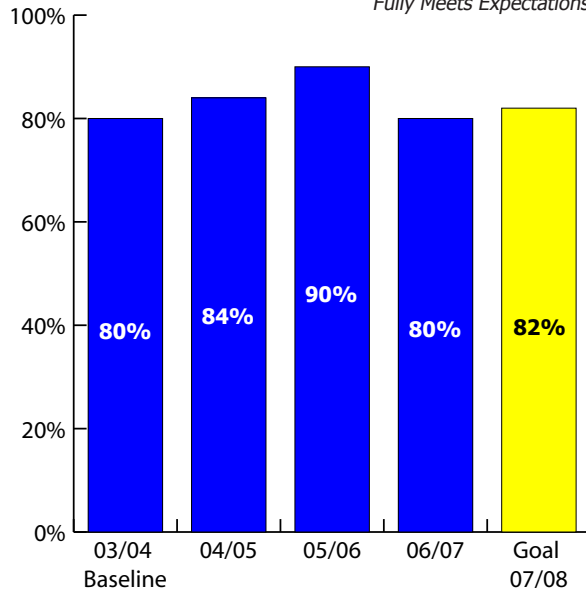
Continued progress towards the target of 82 per cent.

#### Grade 5 Social Responsibility Results: 2006/07

\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
80%	18%	2%

Grade 5 Social Responsibility Results:  
Fully Meets Expectations



#### Participation Rate

73 per cent

#### Target 2007/08

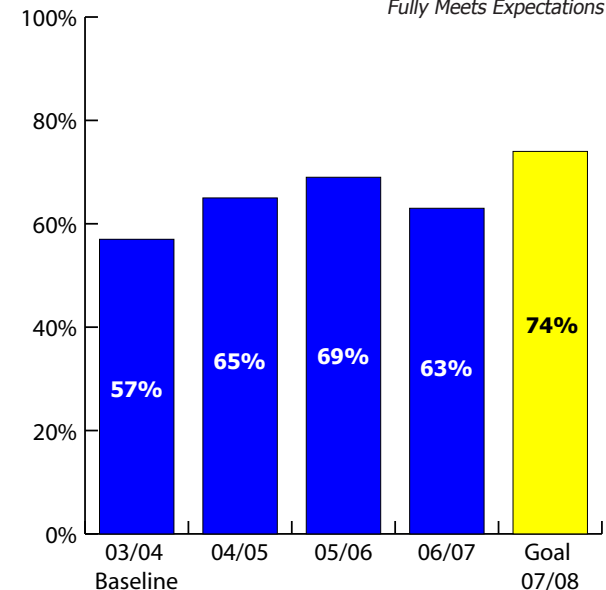
Continued progress towards the goal of 74 per cent.

#### Grade 8 Social Responsibility Results: 2006/07

\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
63%	34%	3%

Grade 8 Social Responsibility Results:  
Fully Meets Expectations



## OUR RESULTS • Social Responsibility: Solving Problems in Peaceful Ways

### Objective

To acquire the skills needed to become socially responsible citizens.

#### Participation Rate

91 per cent

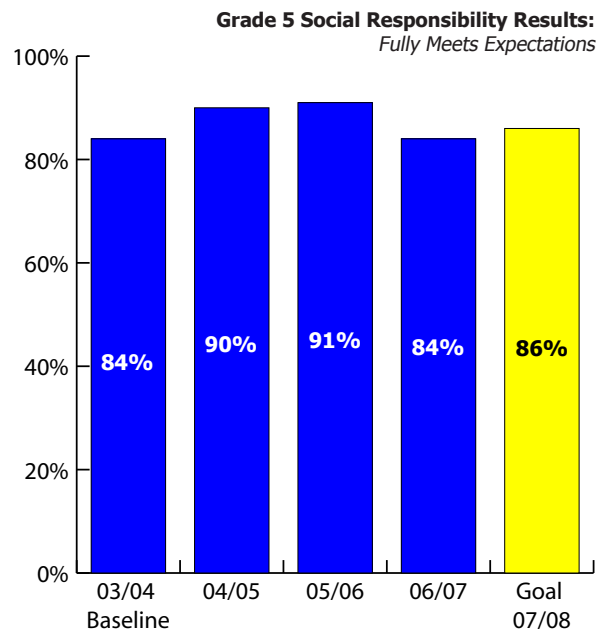
#### Target 2007/08

Continued progress towards the target of 86 per cent.

#### Grade 5 Social Responsibility Results: 2006/07

\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
84%	14%	2%



#### Participation Rate

73 per cent

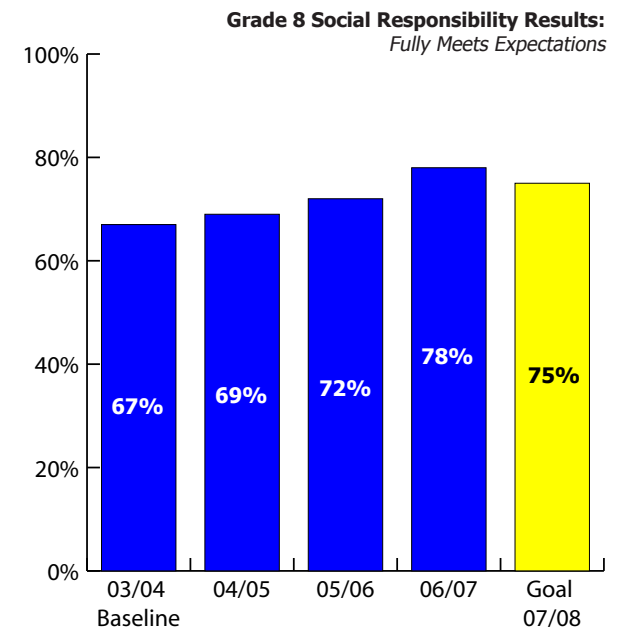
#### Target 2007/08

Maintain the achieved target of 75 per cent.

#### Grade 8 Social Responsibility Results: 2006/07

\* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
78%	19%	3%



## OUR RESULTS • Provincial Satisfaction Survey Results

### Objective

*To meet or exceed provincial results in each satisfaction survey area.*

### Participation Rates

Grades 3 & 4, 87 per cent; Grade 7, 83 per cent; Grade 10, 74 per cent; Grade 12, 52 per cent; elementary parents, 33 per cent.

- We met or exceeded the provincial results.  
 \* Within 1% of provincial results.

### Provincial Satisfaction Survey Results: 2006/07 (percentage of respondents who answered *All of the Time* or *Many Times*)

Background Indicators	2004/05	2005/06	2006/07	2007/08
<i>Do you try to do your best at school?</i>				
Grade 3 & 4	89%	89%	90%*	
Grade 7	78%	83%	84%	
Grade 10	75%	72%	76%	
Grade 12	57%	58%	64%*	
<i>At school, do you respect people who are different from you?</i>				
Grades 3 & 4	93%	91%	88%	
Grade 7	79%	92%	85%	
Grade 10	90%	84%	84%	
Grade 12	62%	84%	85%	
Elem. Parents	78%	80%	82%	
<i>Do you feel safe at school?</i>				
Grades 3 & 4	84%	84%*	89%	
Grade 7	65%	68%	76%	
Grade 10	75%	68%	73%	
Grade 12	78%	73%	78%	
Elem. Parents	84%	85%	85%	

Background Indicators	2004/05	2005/06	2006/07	2007/08
<i>At school, are you bullied, teased or picked on?</i>				
Grade 3 & 4	15%	12%*	11%	
Grade 7	16%	9%	11%*	
Grade 10	6%	7%	8%	
Grade 12	6%	7%*	3%	
Elem. Parents	15%	10%	8%	
<i>Do you know how your school expects students to behave?</i>				
Grade 3 & 4	92%	89%	88%*	
Grade 7	77%	85%	83%*	
Grade 10	66%	67%*	67%	
Grade 12	61%	63%	69%	
Elem. Parents	84%	88%	90%	

*Individual schools will be encouraged and supported to target actions to address results that appear to be below the district / provincial norm.*



School District 72 • Campbell River

## Strategies: Goal 3

- District-wide student self-assessment data will be gathered in November and May at Grades 5 and 8 using two sections of the performance standards: *Contributing to the Classroom and School Community* and *Solving Problems in Peaceful Ways*.
- Students are encouraged to target an individual social responsibility area for improvement and to monitor growth in this goal area..
- Codes of Conduct are developed, reviewed, and communicated with the school community annually.
- Schools administer the satisfaction surveys to determine strengths and needs in establishing safe and caring schools.
- Professional development opportunities are offered to teachers to further develop skills using the social responsibility performance standards.
- Effective Behaviour Support (EBS) is available to all schools.
- Schools are encouraged to develop a behaviour matrix.
- The district encourages and promotes school participation in community-based events and environmental issues that develop social consciousness. Examples include: Cops for Cancer, Terry Fox Run and Pitch In campaign
- A Roots of Empathy program is offered in most elementary schools.
- An established district social responsibility committee meets throughout the year to identify needed supports for safe and caring schools.

## Structures: Goal 3

- DELT reviews code of conduct annually on behalf of the Board of Education.
- All schools annually complete a rubric which assesses attributes of safe and caring schools.
- The District Education Leadership Team (DELT) sets goals and priorities for supporting schools based on school growth plans (student success plans).
- The district education centre stocks and distributes resources that support social responsibility initiatives.
- The district has three trained EBS coaches available to support EBS implementation.
- Core Pro-D and DELT coordinate efforts to provide opportunities through the district professional development day and grants to support best practices in social responsibility.
- Schools annually review, communicate, and file (with the district)a code of conduct that defines behavioural expectations.





- A district threat assessment team involving community partners guides development of safety protocols and facilitates threat assessment training.
- Schools provide a wide range of opportunities for students to actively connect with the larger community to support acts of citizenship (i.e. - student leadership, peer helpers, Interact, citizenship reaffirmation ceremony, Youth for Diversity, Aboriginal student leadership, etc.)
- A community drug and alcohol prevention worker works with students in need of targeted intervention.
- Alternative education programs and behaviour resource workers support students with specific learning and/or behavioural needs (i.e. - Elm Alternate, Kwibido, Quest, Connections, eBlend, behaviour resource team).
- Network of performance-based schools and district interaction grants provide funding opportunities to support action research which focuses on social responsibility projects.



School District 72 • Campbell River

## Objective: Goal 4

To ensure our students transition successfully from grade-to-grade and from school to adult life.

## Rationale: Goal 4

- The 2005/06 district review recommended increased focus on transitions for students in School District 72.
- Transition rates from grades 6 to grade 11 appear consistently high in School District 72. However, analysis of baseline data indicates a need to continue to improve grade-to-grade transitions, particularly between grade 11 and 12 and grade 12 and graduation.
- Analysis of baseline data indicates a need to focus on Aboriginal transition rates between grade 11 and 12 and grade 12 and graduation in support of the second Aboriginal Education Enhancement Agreement.
- Recent district discussions have focussed on tracking individual students who are registered according to Ministry data as 'non-completers'. Although Ministry data does not appear to match the district's, there is recognition that there is considerable work to be done in improving completion rates.
- Transition from school to a distinct career pathway has altered in recent years due to changes in the graduation program and shifting scope of career programs offered. Enrollment in programs such as ACE-IT, Co-op Education, Work Experience 12A/12B, and SSA will now be tracked individually.

*\* This goal is in developmental stages as it is a new addition, which focuses district efforts to increase the number of students meeting with success.*

## OUR RESULTS • Successful Grade-to-Grade Transitions

### Objective

To increase the percentage of students who successfully advance from grade-to-grade.

\*2006/07 is baseline data.

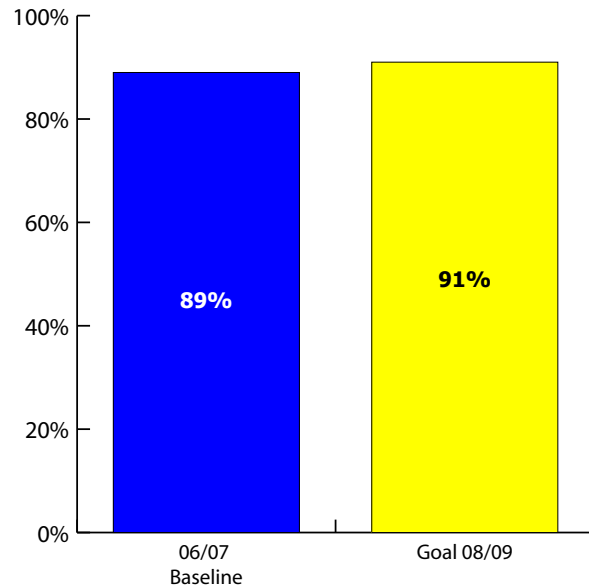
### Target 2007/08

To increase transition from Grade 11 to 12 by 2 per cent.

### Non-Aboriginal Grade-to-Grade Transitions: 2006/07

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
District Averages	100%	100%	100%	98%	89%	80%
Provincial Averages	100%	100%	100%	98%	91%	82%

Grade 12 to Graduation Transition Results:  
District Averages



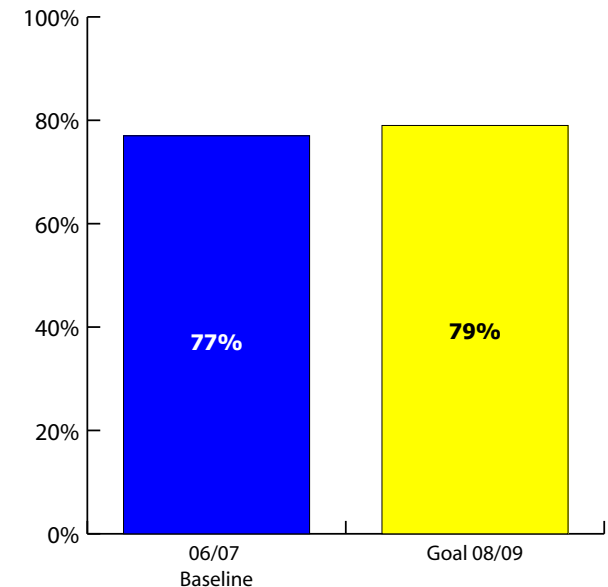
### Target 2007/08

To increase transition from Grade 11 to 12 by 2 per cent.

### Aboriginal Grade-to-Grade Transitions: 2006/07

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
District Averages	100%	99%	96%	96%	77%	50%
Provincial Averages	100%	97%	92%	83%	66%	48%

Grade 12 to Graduation  
Aboriginal Transition Results: District Averages



# OUR RESULTS • Graduation Rates Within Six Years of Entering Grade 8

## Objective

To increase the percentage of students who graduate within six years of entering Grade 8.

\*2006/07 data unavailable

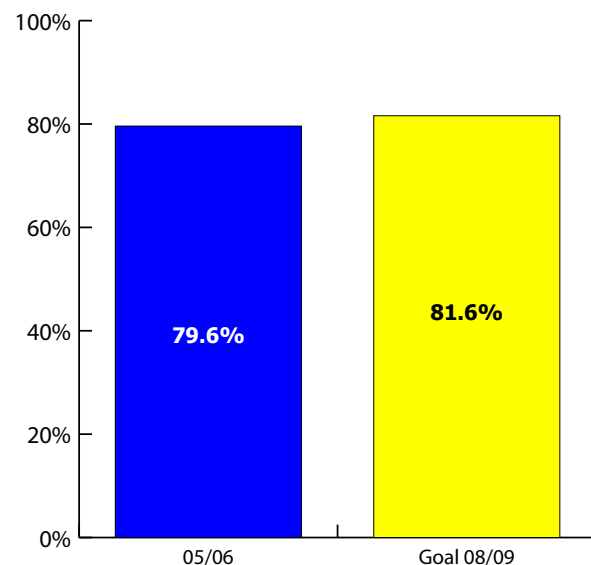
## Target 2007/08

To increase percentage of students who graduate within six years of entering Grade 8 to 2 per cent.

## Non-Aboriginal Grade 8 to 12 Graduation Rate: 2005/06

	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06
District Averages	80.2%	77.9%	81.3%	81.1%	80.1%	79.6%
Provincial Averages	78.8%	80%	81.6%	82.2%	82.2%	82.3%

Grade 8 to 12 Graduation Rates:  
District Averages



The district has a combined 05/06 graduation rate of 75.4 per cent, compared to a provincial average of 79.1 per cent.

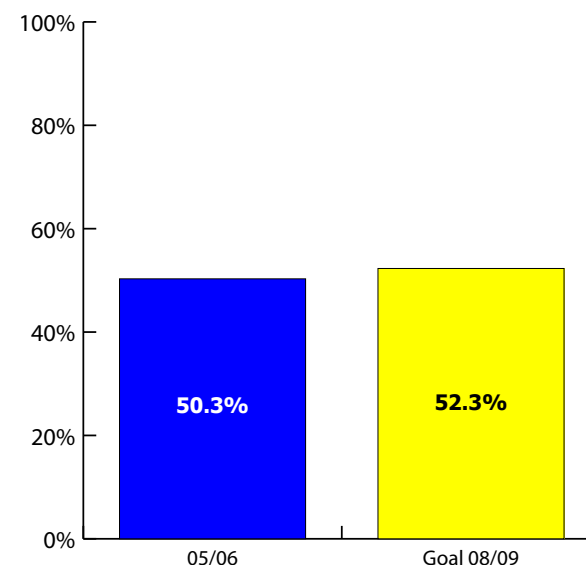
## Target 2007/08

To increase percentage of students who graduate within six years of entering Grade 8 to 2 per cent.

## Aboriginal Grade 8 to 12 Graduation Rate: 2005/06

	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06
District Averages	41.7%	49.5%	34.1%	56%	46.2%	50.3%
Provincial Averages	42.3%	42.4%	45.7%	46.3%	47.7%	46.8%

Grade 8 to 12 Aboriginal Graduation Rates:  
District Averages





## OUR RESULTS • Transitions from School to Career Opportunities

### Objective

*To increase the percentage of students making transitions from school to post-secondary and from school to career opportunities.*

### Target 2007/08

*To increase the number of students participating in each career program by 10 per cent.*

### All Career Program Placements: 2006/07

*\* includes Aboriginal students*

Career Program	06/07	07/08	08/09	09/10	10/11
Senior Secondary Apprenticeships	9				
Co-op	72				
Work Experience 12A / 12B	30				
Summer Trades	10				
ACE IT	23				
Special Needs Work Experience	31				
Grade 9 Program YES 2 IT	151				

### Target 2007/08

*To increase the number of Aboriginal students participating in each career program by 10 per cent.*

### Aboriginal Career Program Placements: 2006/07

Career Program	06/07	07/08	08/09	09/10	10/11
Senior Secondary Apprenticeships	0				
Co-op	2				
Work Experience 12A / 12B	2				
ACE IT	1				

*Given the broad range of career program options and differing program requirements the district will track programs separately to determine levels of participation in each career pathway.*



School District 72 • Campbell River

## Strategies: Goal 4

- District development of a universal tracking form to facilitate follow-up with students who do not transition from grade-to-grade and students who are registered with the Ministry as 'non-completers'.
- District development of a tracking system to follow students entering the world of work or post-secondary education.
- Review of identified students who have been noted as 'non-completers'.
- School board initiation of teacher-leader positions to support literacy, numeracy, and social responsibility goals within middle and secondary schools.
- Use of AVID tutors.
- Introduction of transitions facilitators to support students in the development of their transition plans from school to careers and post-secondary education.
- Celebration of student success in annual events: Aboriginal celebration dinner, Aboriginal graduation ceremony, and Robron Centre Continuing Education graduation.
- Provision of career program support at the school and district level in order to facilitate participation and success in career program options: Cooperative Education, Career Preparation, and Secondary School Apprenticeship.
- Expansion of community participation and connection to career programs through a variety of opportunities including Spotlights, Take Your Teen to Work, Career Camps, and skill development programs and explore the increased participation in the secondary school career fairs and apprenticeship (SSA) program.
- Increase Aboriginal student participation and success in career programs by providing opportunities such as the Aboriginal career fair.
- Explore Trades In Training and Accelerated Credit Enrolment in Industry Training to promote participation in career development.
- Life skills training for special needs students in preparation for work experience placements.

## Structures: Goal 4

- Annual SD72 summer school program providing course completion and advance credit courses.



School District 72 • Campbell River

- One-to-one transition planning for low incidence special need students moving from grade-to-grade or school-to-school.
- Transition support for young learners with special needs as they move from preschool to kindergarten.
- Full day kindergarten for Aboriginal students.
- Aboriginal support workers and Aboriginal educational assistants to provide academic and emotional support for students and their families.
- District Review and Referral Team which meets monthly to review appropriate placement and/or supports for 'at risk' students.
- Continued exploration of potential 'alternate pathways' provided with co-ordination through the Robron Centre (ie. E-Blend, Elm Street Alternate, Continuing Education, Connections.....)
- Continued work with Aboriginal Advisory Committee and Aboriginal Support Department to acknowledge successful role models and to identify needs of students requiring additional supports (eg. Aboriginal student celebration dinner and Aboriginal graduation celebration).
- Establishment of a full-time Kwibido program in partnership with Laichwiltach Family Life for vulnerable Aboriginal secondary school students.
- Annual review of internal programs and support structures available to at-risk students.
- District commitment to training and development of staff to support implementation of the AVID program.
- Career programs staffing consisting of a district career co-ordinator responsible for community liaison and for work placement of all students. Each secondary school has maintained a career facilitator position. Career programs are supported by the assistant superintendent.
- Local district development of a BAA course for Cooperative Education 12.
- Staffing to support trade programs initiatives.
- Liaison between secondary schools and North Island College.
- Core Pro-D and DELT coordinate efforts to provide opportunities through district professional development day and grants to support best practices in career development.
- Summer trades program offered annually.

# Appendix 1

## Student Success Plans Summary

Achievement Contract 2007/08

School	Literacy	Numeracy	Social Responsibility	Other
<b>Elementary Schools</b>				
Cedar	To improve student achievement in the area of literacy through a focus on oral language development.	To improve student attitudes and achievement in the area of numeracy.	To develop a greater sense of social responsibility among the students of Cedar Elementary School.	<ul style="list-style-type: none"> <li>• Too many to mention. (See Student Success Plan)</li> </ul>
Discovery Passage	<i>Improve student achievement in literacy, especially writing.</i>	Improve student achievement in numeracy.	<i>To continue a school wide focus on social responsibility that will have a direct impact on students' attitude, learning and achievement.</i>	To improve the overall physical health, fitness and well-being of our students.
École des Deux Mondes	Develop assessment tools to evaluate students' French language skills to be able to monitor their progress through elementary school.	<i>To improve problem-solving in French.</i>	<i>Improve students' social skills so that they contribute to the classroom and community by being welcoming, friendly, kind and helpful.</i>	<ul style="list-style-type: none"> <li>• Roots of Empathy</li> <li>• Monitor Aboriginal student progress.</li> <li>• French Oral</li> </ul>
École Willow Point	<i>To continue to improve student achievement in reading and writing.</i>	<i>To improve student achievement in numeracy.</i>	<i>To improve student achievement in the skills of contributing to the classroom community and solving problems in peaceful ways.</i>  To create and build a positive school climate.	<ul style="list-style-type: none"> <li>• <i>Aboriginal goals embedded.</i></li> <li>• <i>Action Schools</i></li> </ul>
Georgia Park	<i>To improve students' abilities in reading comprehension.</i>	<i>Continue with the implementation of Math Makes Sense. Plan common math times to support all learners.</i>	To create a safe, caring, respectful, and accepting community where everyone feels that they contribute and belong.	<ul style="list-style-type: none"> <li>• Action Schools</li> <li>• Integrate technology in all learning.</li> <li>• <i>Aboriginal goals embedded.</i></li> <li>• <i>Roots of Empathy</i></li> </ul>
Ocean Grove	To have more of our students meeting or exceeding expectations in reading comprehension.		<i>To develop and improve social responsibility in all Ocean Grove students.</i>	

\* *Italicized goals are maintenance goals.*



School	Literacy	Numeracy	Social Responsibility	Other
Oyster River	<i>Maintain and improve literacy skills.</i>	To deepen the mathematical understanding, skills, and knowledge of our students and to foster a positive attitude towards math.	<i>To continue to improve the social and intellectual development of students at Oyster River by focussing on personal responsibility, and build awareness of what self-control, leadership, and bullying look, sound, and feel like.</i>	• Action Schools
Penfield	<i>To have Penfield students become better writers and thereby better communicators.</i> <i>To continue to improve student performance in reading comprehension.</i>	<i>To continue to have students become better problem-solvers.</i>	<i>To continue to improve students sense of social responsibility.</i>	• Action Schools
Pinecrest	<i>To identify and support students struggling in literacy.</i>	<i>To identify and support students struggling in numeracy.</i>	Students will learn how to stay healthy and be safe at school.	• <i>Aboriginal goals embedded.</i> • <i>Fitness and Nutrition</i> • <i>Action Schools</i> • <i>Roots of Empathy</i>
Ripple Rock	To improve literacy levels of students at all grades including gathering baseline data on oral language skills.		<i>To reflect our core values in our school community through positive tone and behaviour.</i>	• <i>Aboriginal goals embedded.</i>
Sandowne	<i>To improve our students' performance in writing.</i>	<i>To improve performance in problem-solving and understanding concepts.</i>	<i>To continue the focus on social responsibility and healthy living.</i>	
<b>Middle Schools</b>				
École Phoenix	<i>To help students become successful readers who can understand and use the information that they read.</i>	<i>To improve our students skills in numeracy.</i>	<i>To create a safe and respectful learning community to which people belong and contribute.</i>	<i>To help students build strong, positive and healthy relationships that support academic success.</i> • <i>Aboriginal goals embedded.</i> • <i>AVID</i> • <i>Smart Start program</i>

\* *Italicized goals are maintenance goals.*

School	Literacy	Numeracy	Social Responsibility	Other
Southgate	<i>To optimize student abilities in literacy.</i>	<i>To optimize student abilities in numeracy.</i>	<i>A focus on respect for self, others, and the environment.</i>	To improve student achievement and satisfaction through use of technology. • Aboriginal goals embedded.
<b>Secondary Schools</b>				
Carihi	To develop and implement a school wide literacy program beginning at Grade 10. A Grade 10 reading assessment and a school-wide write in September were used to help develop the literacy program.	Improve the Math 10 and 12 provincial exam results by identifying key skills required by Grade 10s and coordinate approaches to Math 10 and 12.	To create and maintain a school culture which is responsive to the individual and the school community through the development of a healthy school committee (teachers, parents, students).	<ul style="list-style-type: none"> <li>• Gather data for Healthy Schools.</li> <li>• Create a general trades training program.</li> <li>• Improve the Ace-It program.</li> <li>• <i>Continued development of AVID program.</i></li> <li>• Reduce fail rate in Science.</li> <li>• <i>Continue to meet diverse needs of Aboriginal students.</i></li> </ul>
Timberline	<i>To continue with year five of the implementation of the school's literacy initiative.</i>		<i>To improve student achievement through increased positive social interactions between students and adults within a safe and inclusive environment.</i>	<i>To enhance student achievement through the standardization of subject area evaluation practices amongst staff. To engage students in their learning by helping them attend more and actively participate in class.</i> <ul style="list-style-type: none"> <li>• Addictions awareness and reduction (drugs and alcohol)</li> <li>• Nutrition education and practice</li> <li>• Active lifestyles</li> </ul>

\* *Italicized goals are maintenance goals.*

School	Literacy	Numeracy	Social Responsibility	Other
<b>Outlying Schools</b>				
Cortes	<i>To identify and support students who are struggling in literacy.</i>	To identify and support students who are struggling in numeracy.	<i>Socially responsible, safe and happy in the school community.</i>	To highlight school program in the community with the view to increasing enrolment. • Fully develop pre-K • Middle & secondary sports teams (volleyball) • Fine arts emphasis
Quadra	<i>Maintain development of reading and writing skills.</i>	<i>To grow student numeracy skills.</i>	To promote active and healthy living including socially responsible behaviour.	• <i>Aboriginal goals embedded.</i>
Sayward	<i>To maintain the frequency of use and effectiveness of reading strategies.</i>	<i>To increase the math skills of students at Sayward school.</i>	• <i>Healthy living</i> • Responsible student behaviour	• <i>Action Schools</i> • Aboriginal goals embedded.
Surge Narrows	<i>To improve the reading and writing of all students.</i>		<i>To improve the social responsibility of students at school and in the community.</i>	
<b>Other</b>				
Robron Centre	To identify and support students and adults with literacy issues.			To increase school completion and successful transition from school to career or post-secondary.

\* *Italicized goals are maintenance goals.*

## Appendix 2



# **Campbell River Aboriginal Education Enhancement Agreement 2004-2009**



Submitted by Stella Bates,  
District Vice-Principal  
of First Nations Education

School District 72  
Campbell River, B.C.



## Preamble

The Aboriginal Education Advisory Council (AEAC) is a partnership between the Cape Mudge First Nation, Campbell River First Nation, Xwémalkwu First Nation, Klahoose First Nation, Kwakiutl District Council, North Island Metis Association, Nuu-Chah-Nulth Tribal Council and the Campbell River School District 72.

This Aboriginal Education Enhancement Agreement (AEEA) has been developed and will be implemented with the guidance and approval of the AEAC with the vision and spirit of improving the educational performance of all Aboriginal Learners within the School District's jurisdiction.

The AEAC and School District No. 72 acknowledge and honour the special relationship that exists with the First Nations in whose traditional territories they operate. They also recognize and honour the historical and critical importance original peoples place on the preservation of their language and culture.

Further, they recognize the primacy of each First Nation's language and culture within its traditional territory. This AEEA is inclusive of all people of Aboriginal Ancestry and honours the School District's special relationship with the:

- Laich-Kwil-Tach people and supports their commitment to the preservation of their language and culture. Further this AEEA acknowledges and honours Laich-Kwil-Tach as the principal language of this territory and School District No. 72, and will continue to support the development of its programs and curriculum;
- Xwémalkwu people and support their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of Xwémalkwu language program and curriculum;
- Klahoose people and supports their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of First Nations language programs and curriculum;





- Metis people and supports their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of First Nations language and programs and curriculum;
- Member Nations of the Kwakiutl District Council;
- Member Nations of the Nuu-Chah-Nulth Tribal Council.



Notwithstanding the aforementioned obligations the Aboriginal Education Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District No. 72. In respect and honour of all Aboriginals we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

### **Principles of the Aboriginal Education Enhancement Agreement**

The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education; one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal Communities developed one of the first Local Education Improvement Agreements (LEIA) in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and Non-Aboriginal students.

In this, the renewed AEEA, the aim will be to continue to build on the successes that resulted from the first LEIA by increasing the number of Aboriginal students who are achieving at or above expected levels.

The Campbell River School District will work in partnership with individual schools and Aboriginal Communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- District Accountability Contract
- School Based Aboriginal Action Plans
- Aboriginal Education Assistants
- Aboriginal Education Support Teachers
- School Growth Plans
- Aboriginal Education Advisory Council
- Aboriginal Youth Support Workers
- Aboriginal Language & Culture Program



The first LEIA provided the education community with a unique opportunity to reduce the gap in performance levels between Aboriginal and non-Aboriginal students.

Significant gains were made in the areas of early and primary literacy. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal Communities and School District to:

- Increase Aboriginal family involvement in the schools
- Research and implement programs and learning strategies that better met the needs of Aboriginal students
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community

**I**n order to maintain the gains that have been realized at the primary level through the first LEIA, there needs to be a continued effort on the part of the Aboriginal Communities, families and educators to provide the services and support that are essential to building success for Aboriginal students at this foundational level.

School District No. 72 remains committed to maintaining the gains made in primary literacy and numeracy and these will be supported by the primary maintenance goal:

1. Provision of sustained and relevant early literacy & numeracy support for Aboriginal Learners
2. Increased awareness and identification of educational strategies and structures to support Aboriginal learner's needs
3. Increased knowledge and respect for Aboriginal histories and cultures throughout the district
4. Increased participation rates of Aboriginal parents, families and communities in education



**Mother, Child and the Moon**  
by Stacia Goodman,  
Grade 10 Carihi student,  
2002-03

## **Aboriginal Enhancement Agreement Goals for Aboriginal Students**



1. Year by year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels. (Grades 4-9)

### *Rationale for the Goal:*

The need to improve the performance levels for our Aboriginal students at the intermediate and middle school levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systematic strategies that promote successful learning at this challenging stage of development. Without continued academic and social progress in the intermediate and middle school grades, a graduation program can become out of reach, thus closing many doors to future opportunities.

2. Year by year improvement in the rates of Aboriginal students who graduate with a Dogwood Certificate.

### *Rationale for the Goal:*

Graduation rates improved somewhat throughout the first LEIA but results were inconsistent and so the goal must be maintained. Ministry data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade to grade. The greatest rate of drop off in transition rates happens at the secondary level. Data, collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons. The renewed AEEA will focus on transition rates as a means of improving graduation rates for Aboriginal students. Transitions present special challenges for Aboriginal students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-district or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development.

3. To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals.

*Rationale for the Goal:*

Aboriginal students may graduate without a suitable range of post-secondary entrance requirements, and are frequently returning to school after graduation to “upgrade” to meet these requirements. Course selection and relevant skill development need to go hand in hand for Aboriginal students in order that their graduation programs reflect their skills, knowledge, passions and future goals. All too often a graduation program for an Aboriginal student includes Communications and Essentials Math in combination with a limited science and social studies background. Aboriginal students are often unaware of the wide range of post-secondary and career options available to them. The new graduation program in combination with the renewed AEEA, presents an opportunity to ensure that Aboriginal students are being targeted, supported and encouraged to include appropriate post-secondary prerequisites in their graduation programs.



4. Increase a positive sense of identity and self-acknowledgement for Aboriginal students.

*Rationale for the Goal:*

A positive sense of self-identity and self-acknowledgement are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible and which support them in developing positive attitudes, attendance and achievement.



## Appendix 3

### Literacy Now Campbell River Community Plan

Campbell River has been selected as a pilot site to develop a district literacy plan. The transitional district literacy plan is presented here.



## Appendix 3



# **School District 72 (Campbell River)**

## **District Literacy Plan**

October 2007



Approved by Julie MacRae,  
Superintendent of Schools

School District 72  
Campbell River, B.C.

*Julie MacRae*



## **District Context**

**C**ampbell River is located on the east coast of central Vancouver Island extending north to Sayward and south to Oyster River. The district also includes the outer islands of Read, Cortes and Quadra.

Serving a population of just over 6,000 students in 20 schools, the district administers a budget of approximately \$47 million. Although the community population has remained stable, an aging demographic has led to a steady decline in student enrolment.

The district has maintained its focus on gains in student achievement and providing its students with a broad array of high quality programs and services.

## **Community Demographics**

- Population of 30,000 with a trading population in the region of 60,000.
- An Aboriginal population of 3,470 – increasing.
- 1.75% of homes are non-English speaking.
- 83% dual parent families.
- Average family income \$53,350.
- 25% of population below \$30,000 in family income.

## **District Profile**

- 15 elementary schools
- 2 middle schools
- 2 secondary schools
- 1 alternate program
- 2 provincial resource programs (Oasis and Head Start)

## **Literacy in SD72**

Campbell River has been recognized for many years as a leading district in the province for its work in literacy and early literacy initiatives. The district has been heavily involved in the literacy initiatives developed jointly with the Island Network and Island Literacy. Campbell River was also a lead player in the development of the DART assessment which is becoming a standard of assessment in the region and across the province.

Long term data exists in the district, which will allow for careful consideration of cohort data over time. The district's association with Faye Brownlie and Leyton Schnellert in conjunction with a well established professional development program has led to widespread excellence in best practices instruction and collaborative cultures in schools.

## Progress to Date

The number one goal of the School District 72 achievement contract is to improve the reading and writing levels of all students in the district. This goal is supported by many initiatives in the district and aligns well with the pillars of *ReadNow BC*. Some examples of these initiatives are:

Improving the number of children who read successfully:\*

- Maintaining the literacy support teacher to directly support the spread of best practice instruction across the district.
- Developing a planning guide to support the assessment for learning of the DART assessment.
- Supporting teachers and schools in planning instruction based on early assessments.
- Implementing six week check-ins with 11 schools to monitor progress of students.
- Literacy teacher leaders will be supported in district schools.
- Staff teams from schools focusing on writing will be supported by attending the Leadership Academy sessions with Faye Brownlie this year.
- Promote best instructional practices in developing strategies for literacy in IEPs for special needs students.
- Expand the use of AVID strategies across school staffs.
- Develop exemplars of student writing that can be shared with schools and posted on the district website so that it is accessible to the community as well.
- District-wide writing assessments at Grades 2, 5 and 8 with an emphasis on developing cohort data that will indicate relative success of interventions and instructional plans.
- Begin oral language screening in Kindergarten and provide interventions as necessary through speech and language pathologists (SLPs).
- Provide in-service in schools on oral language curriculum.

Improving the number of Aboriginal students who read successfully:\*

- Continue the operation of the three extended day Kindergartens – providing rich environments for language development and exposure to literacy experiences.
- Schools through formative assessments will identify at-risk Aboriginal students and develop intervention plans for improving

the achievement of identified students.

- Literacy and Aboriginal support teachers will visit all schools together to assess suitability and availability of resources to support Aboriginal student reading.
- Continue extensive support for Aboriginal literacy through ESD programs in all schools.
- Staff schools with proportionate teaching assignments targeted to Aboriginal learners.

**\* *Each of these strategies and structures are found in the School District 72 Achievement Contract.***

The remaining two pillars of *ReadNow BC* are also evident within the district and the community. The number of children entering school ready to learn and the number of adults who have literacy and essential skills necessary to compete in today's labour market and to function in everyday life:

- School District 72 is a full partner in the development of Literacy Now Campbell River – a local literacy program with the vision statement: *Campbell River Literacy Now is dedicated to providing quality inter-generational literacy experiences to enable all citizens to reach their goals.*
- Beginning in September 2004, a working group has gathered on a regular basis to formulate a strong community plan. Representing early literacy in this group are such organizations as: School District 72, Campbell River Community Literacy Association, Laichwiltach Family Life Society, Literacy BC Regional coordinator, A Family Place – Family and Children Services, Success by Six, Altrusa, Sunrise Development – Pacific CARE, Vancouver Island Regional Library branch manager, and Understanding the Early Years.
- The goals of this working group are: 1) to increase awareness in the community of both literacy issues and resources, including increasing the access to existing programs; 2) to create new programs to provide support for under served groups in the community.

By working into the future in the collaborative manner in which the community literacy plan has developed, the literacy leaders in the Campbell River community and the School District 72 team will be able to coordinate efforts so that we may all maximize the use of and access to, the many literacy resources in the community. Through our ongoing collaboration, we will strengthen the preparedness for success



of pre-school students for entering Kindergarten by: promoting the community resources that are available, continuing to develop and support initiatives like Head Start and Strong Start and our extended day Kindergarten programs, enhancing the connections between pre-school families and our schools through expansion of our Ready, Set, Learn programs, and through coordinated efforts between the school district and the many community agencies that are actively engaged in promoting success in all ways for the youngest and most at-risk members of our community.

As previously stated, School District 72 has been actively involved with these community literacy activities and goals for the past several years – this involvement forms the basis of our Community Literacy Plan.

### **Anticipated Next Steps**

1. Preliminary discussions have begun in two of the three outlying communities in our district – Sayward and Quadra Island. Over the duration of the 2007/08 school year, these discussions will expand to include Cortes Island and to develop preliminary plans to assess needs, identify resources and establish goals and objectives for the outlying communities.
2. An integral part of the plans for the outlying communities will be examining connections to Campbell River and looking at links between the communities that will allow for the sharing of available resources.
3. The combined district and community plans will be approved by the Board of Education and the representatives of the community planning group prior to submission to the Ministry of Education.
4. Implementation of the plans contained in each of the plans will begin immediately following approval by local bodies.
5. During the 2007/08 school year the plans will be monitored at the district level through school planning councils for the individual school plans, which have formed the basis of the district's Achievement Contract. The individuals and agencies indicated in the community plan will also monitor and update plans as they evolve. Both plans will be reworked in light of progress and new data as it becomes available, and will be re-submitted to the Ministry of Education on or before July 15, 2008.
6. Draft plans or early steps will be reported from the outlying communities at this reporting.

**Reporting**

1. The transitional district literacy plan will be filed with the Ministry of Education by October 31, 2007.
2. An electronic copy of the plan will be forwarded to:  
educ.literacy@gov.bc.ca
3. Plans will be put in place to begin the next report which will be required for July 2008.

## Appendix 4

### 2007/08 Accountability Contract: Transition Plan School District 72 (Campbell River)

	Yes	No
There is a plan in place to develop and implement codes of conduct that meet the provincial standards.		
There is a process to implement, monitor and annually review the code of conduct at each school in the district.		
There is a plan in place to implement daily physical activity in all schools for all students.		
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.		
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> .		

Oct 23, 2007  
Date

Julie MacRae  
Julie MacRae, Superintendent of Schools

George MacLagan, Board of Education Chairperson

