THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
EDUCATION COMMITTEE MEETING
TO BE HELD WEDNESDAY, JANUARY 11, 2012 – 6:00 PM
BOARD ROOM

AGENDA

1. CALL TO ORDER
   The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. ELECTION OF VICE-CHAIR

7. APPROVAL OF THE MINUTES
   7.1 Minutes - November 2011

   That the minutes of the Education Committee meeting held November 9, 2011 be approved.

8. PRESENTATIONS

9. EDUCATIONAL UPDATE - Report from Ms. Frisson and Ms. Southwick
9.1 January 2012 Update

10. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

11. UNFINISHED BUSINESS

11.1 Superintendent's Report on Student Achievement - Referred from the December 14, 2011 Board Meeting

That the Board of Education of School District 68 (Nanaimo-Ladysmith) receives the Superintendent's Report on Student Achievement.

12. NEW BUSINESS

13. QUESTION PERIOD

Questions from the audience must be submitted in writing and given to the Board's Executive Assistant (Cathy Kelt) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

*Forms are available in the information rack near the entrance of the Board Room*

14. ADJOURNMENT
THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE
HELD NOVEMBER 9, 2011

PRESENT:
Trustees - Voting
J. Brennan, Chair
R. Dale
S. Welch

Staff
M. Munro, Superintendent/CEO
F. Frisson, Assistant Superintendent
C. Southwick, Assistant Superintendent
D. Reimer, Director of Communications
C. Kelt, Executive Assistant

NOT VOTING
N. Allen
D. Murchie
D. Neary

Meeting No. E3

ABSENT
IN ATTENDANCE
J. Smith CUPE Rep
H. Tarasewich, DPAC Rep
C. Lintott, NSAA Rep

CALL TO ORDER
The Chair called the meeting to order at 6:05 pm and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
There were no additions to the Agenda.

DELETIONS TO THE AGENDA
There were no deletions to the Agenda.

CHANGE IN ORDER
There was no change in order to the agenda.

APPROVAL OF THE AGENDA
IT WAS MOVED BY Trustee Welch
Folio E11/11/09-01
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES
IT WAS MOVED BY Trustee Welch
Folio E11/11/09-02
That the minutes of the Education Committee Meeting held October 12, 2011 be approved.
CARRIED UNANIMOUSLY

Minutes - November 2011
PRESENTATIONS

Ms. Wanda Erickson
Special Education Students

Ms. Wanda Erickson spoke to the Education Committee about ways she would like to see schools improve their support of students with neurological disorders.

- Allow students with neurological disorders to participate in special events such as Halloween.
- Don’t send students with neurological disorders home when they can’t meet certain behavioral standards.
- Engage parents in a discussion about how schools can better work with students with neurological disorders.
- Carry out a performance audit on the services schools are delivering to children with neurological disorders.
- Look at the connection between people who are homeless and people with neurological disorders.

EDUCATIONAL UPDATE - Report from Ms. Frisson and Ms. Southwick

Achievement Updates

Chair Brennan advised the Committee that the Chair of the Education Committee will be invited to sit on the Aboriginal Education Committee.

Ms. Southwick distributed an Educational Update from her and Ms. Frisson. She said that they would provide a written report each month.

Ms. Frisson and Ms. Southwick gave the Committee an update on several educational topics in the school district.

They said that in an effort to improve literacy achievement in the district, five schools in which a significant percentage of Grade 1 students were not meeting expectations by the end of the last school year are participating in a Grade 2 literacy project.

The Assistant Superintendents reported that the district is currently in the process of hiring additional teachers-on-call in the areas of...
secondary math and science, French Immersion and elementary generalists. In addition, an updated hiring process is being developed with the intention of hiring the very best teachers for the district.

A new Aboriginal Education Enhancement Agreement has been developed in conjunction with the Aboriginal communities and will be officially signed on December 1.

At the end of November the district will be hosting its first Level 1 Threat Assessment Training led by the district's own Threat Assessment Team.

The Assistant Superintendents are visiting Kindergarten classrooms in the district for the purpose of gathering information about the facilities available in each classroom.

The Committee previewed the new elementary report card system, which is web-based.

**CORRESPONDENCE**

**REFERRED FROM THE REGULAR BOARD MEETING**

There was no correspondence referred from the October Board Meeting.

**UNFINISHED BUSINESS**

There was no Unfinished Business on the Agenda this evening.

**NEW BUSINESS**

**Year-Round Schooling**

The committee reviewed information about year-round education.

- A literature and research review of year-round education by Elizabeth A. Palmer and Amy E. Bemis looks at the advantages and disadvantages of year-round education.

- A guide to year-round education outlines the different types of programs.

- A BCTF annotated bibliography and synthesis of the research looks at the question of whether year-round schools
improve student learning.

The discussion of the topic centered around whether there might be educational benefits to a year-round calendar.

IT WAS MOVED BY Trustee Dale

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that the year-round calendar be referred to the Board’s strategic planning process.

CARRIED UNANIMOUSLY

Trades Training for the 21st Century - Positioning the District for the Ship Building Industry

The Committee members reviewed the new Best Practices Guide published by the B.C. Technology Education Association. Topics discussed included safety of students in technology education classes, class sizes relative to the amount of space in a school shop, teacher qualifications and the need for education assistants to have training when they are supporting a student who is enrolled in a technology education class.

IT WAS MOVED BY Trustee Dale

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that it supports the immediate establishment of a provincial advisory committee as recommended in the Best Practices Guide in the BC Technology Education Association through BCSTA.

CARRIED UNANIMOUSLY

IT WAS MOVED BY Trustee Dale

That the Board of Education of School District 68 (Nanaimo-Ladysmith) refers to staff the Best Practices Guide from the BC Technology Education Association for consideration by the Secondary Task Force in Nanaimo.

CARRIED UNANIMOUSLY

QUESTION PERIOD

There were no questions this evening.
ADJOURNMENT
Folio
E11/11/09-06

IT WAS MOVED BY Trustee Dale
That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 8:45 pm.
School District 68 (Nanaimo-Ladysmith)

ASSISTANT SUPERINTENDENTS’ REPORT

Education Committee Meeting

Wednesday, January 12, 2012

1. Grade Two Project

In an effort to improve literacy achievement in our district, we have identified five schools where a significant percentage of grade one students were not meeting expectations by the end of last school year. Currently in grade two at Bayview, Brechin, Fairview, Georgia, and Mountain View, these children and their class benefit from extra supports during this school year.

So far, two meetings took place, with eight teachers participating. Shelley Belezay led the meeting with Elizabeth Pennell, Jane Carroll and Connie MacArthur assisting. Teachers exchanged ideas as to interventions and teaching strategies they have used successfully. They also agreed to use two assessment tools: Benchmarks and the Early Primary Reading Assessment (EPRA).

They are working cooperatively at the school level to enhance instruction in the area of literacy.

2. Educational Technology Advisory Committee

This committee met without the participation of the teacher representatives and is making plans to start the process of making recommendations to put into action the recommendations in the Review. Our next step is to share this information with Administrators during the week of January 9th.

3. Threat Assessment Training

On November 29 and 30 we hosted our first Level I Threat Assessment Training session led by the District Threat Assessment Team Members Darren Brick, Tim Davie and Francine Frisson. We have trained a team of administrators, TIC’s, Counsellors as well as RCMP officers and MCFD personnel. This session was fully subscribed with nobody cancelling and a waitlist. Our February session is already fully subscribed. We can train 25 people at a time.

4. Assessment and Accountability Task Force

This committee is comprised of two parties, the Board representatives and the NDTA. With the current job action, we have been unable to meet so there has been no progress with this committee since last school year.

5. Hiring Teachers On Call

The TOC application process included 230 applicants for elementary, secondary and French Immersion positions on the Teacher On Call list. From that list 108 were long-listed, and 30 were short-listed. So far we have interviewed 26 of those who were short-listed, hired 20 and have four more to interview.”
6. Kindergarten Facilities

We have visited every Kindergarten classroom for the purpose of compiling information regarding the facilities aspect of the program. We have devised an initial prioritized list of needs. Some schools have been advised that they are the recipients of additional funding to equip their rooms. Others are in the process of working with Facilities as they need mill work done. One goal is to bring as many classrooms as possible to a certain standard.

7. Aboriginal Education Enhancement Agreement #3

On Thursday, December 1st, our third Aboriginal Education Enhancement Agreement was signed at Beban Park Auditorium. In attendance were representatives from each of our Aboriginal Communities, Trustees, the Ministry of Education, the City of Nanaimo, Senior Management, over a hundred grade four students, teachers, administrators and members of the public. This was a joyous and powerful event and bodes well for the learning of our Aboriginal students.

Francine Frisson
Assistant Superintendent

Chris Southwick
Assistant Superintendent
The Superintendent’s Annual Report on Student Achievement
School District 68 (Nanaimo-Ladysmith)

Submitted by

David Hutchinson
Superintendent/CEO

Submitted to

The School District 68 Board of Education

December 14, 2011
1. Improving Areas of Student Achievement

What is improving?

Completion Rates
In 2010/11, completion rates for all students increased. Most notably, completion rates for those Aboriginal students who graduated with a Dogwood diploma within six years of starting grade 8 for the first time went from 43.1% in 2009/10 to 52.1% in 29010/11.

Required Provincial Exams
Over the last five years the results have increased for all students writing Math 10, Applications and Essentials, Science 10 and for students with special needs, the number of students receiving a C+ or better has increased.

Evidence

Completion Rates
Over the previous year, completion rates representing the percentage of students who graduate with a Dogwood diploma within six years of starting Grade 8 for the first time increased for:

- All students from 68.2% to 69.6%
- Girls from 70.4% to 71.3%
- Boys from 66.2% to 68%
- Aboriginal students from 43.1% to 52.1%
- ESL students from 50.4% to 55.8%
- Students with special needs from 30.4% to 32.1%

Required Provincial Exams
Math 10, Applications and Essentials: The blended final marks for 2010/2011 will be the last marks for these courses and the number of students receiving a C+ or better has risen from 33% to 55% and 40% to 47% in applications and essentials respectively over the last five years.

Science 10: All students who received a C+ or better has increased from 53% to 59% over the last five years.

Socials 11: The number of students with special needs receiving a C+ or better has risen from 31% five years ago to 41% in 2010/2011.

2. Challenging Areas

What trends in student achievement are of concern to you?
Superintendent’s Annual Report on Achievement

- the achievement of males compared to females, particularly in Social Studies 11, English 12, and Math 10 Foundations and PreCalculus
- the achievement of Aboriginal students as compared to All students
- the achievement of students with special needs
- grade to grade transitions for all students shows a declining trend, and
- completion rates for students with special needs

What evidence indicates this area of concern?

Social Studies 11: The number of males achieving a C+ or better in this course is significantly lower than the number of females, 71% to 59%.

English 12: The number of students receiving a C+ or better has not changed significantly in five years, decreasing slightly from 68% to 66%. Of concern is the number of males and Aboriginal students who received a C+ or better in English 12, 58% and 52% respectively.

Mathematics 10, Foundations and PreCalculus: The 2010/2011 results are the first for this particular course. Although only 8% of all students failed the course, 23% of Aboriginal students failed, with only 34% of them receiving a C+ or better in the blended mark category. At the same time 59% of non-aboriginal students received a C+ of better, indicating a significant gap in performance.

Grade to Grade Transitions to a Higher Grade: There has been a steady decline in the number of all students who make successful transitions from grade 6 to grade 11, 84% in 2005/2006 to 79% in 2009/2010. The decrease for females was only 2%, from 84% to 82%, but the decrease for males was 84% to 77%, for Aboriginal students it was 75% to 69% and for students with special needs the drop was significant, 78% to 52%.

Six Year Completion Rates: The completion rate for all students has fallen from 75.4% five years ago to 69.6% in 2010/2011. Although, the eligible grade 12 and first-time grade 12 graduation rates have risen slightly from 89% to 92% and 75% to 76% respectively.

Programs/Performance/Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

The overall goals in the previous Achievement Contracts that every student: a) will complete grade twelve and b) demonstrate safe, caring and orderly behaviours were not met.

The objectives of improving graduation and completion rates were only partially met.

The objective that every child would meet expectations in Grade four reading, writing and numeracy were not met.

The objective of improving the pass rates in required provincial exams were partially met.
Comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

Based on the evidence previously sited, the efforts of educators to understand the Aboriginal context and support Aboriginal student learning appears to be making a significant difference.

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

1.) Identifying vulnerable students:

Primary Project
In the 2011/2012 District Achievement Contract, one of our objectives is that every child will meet expectations in Grade 4 reading, writing, and numeracy. Consequently we have initiated a project in which we identified all our vulnerable grade ones based on the BC Performance Standards. We are hopeful that this early identification and support of struggling readers will result in more students reading at grade level as they enter grade four. Although we captured a “District” picture of the reading levels of all grade ones, we are focusing our initiatives at schools with the greatest incidence of at-risk early readers, many of whom are Aboriginal learners.

The aim of identifying and targeting at-risk readers is that we will be able to assist more of our students in reading at or above grade level, one of the most common predictors of school success; at the same time we aim to build district capacity to support vulnerable learners.

Teams of grade two teachers from four schools are working collaboratively and creatively to develop a system of supports for at-risk early readers. Working with the staff of the targeted elementary schools will provide us with the experience of learning, planning and implementing strategies that work in the context of our District. We will encourage an inquiry-based approach that allows for innovation and experimentation; celebration and recognition of successes; involving students and parents/families and community members. We will track the cohort as it moves through the primary grades so that by the end of grade four we have a way of evaluating our project.

2.) Building Success for Aboriginal students:

Aboriginal Education
Growing levels of success for Aboriginal learners reflect the growing circle of support available to Aboriginal students at each of our schools. As a result of an Aboriginal awareness workshop, created by Aboriginal Education SD68 and Aboriginal Education Vancouver Island University, there is a growing awareness and understanding of Aboriginal history and perspectives as they relate to a contemporary context. To date over 150 District employees have participated in this workshop and with this growing level of awareness is a concomitant level of support for Aboriginal learners.
3.) **On-going Actions to Support All Goals in District Achievement Contract**

Improve collaborative processes to ensure success for each student:

- Follow a district communication plan to ensure collaboration toward defining success for each and every learner,
- Continue the process of collaboration with the Aboriginal Communities now that the third Enhancement Agreement is signed,
- Align the work of departments including Student Support Services, Aboriginal Education, Information Systems and Learning Alternatives to support initiatives which increase the achievement of vulnerable students.

Improve primary literacy skills, pass rates on required Provincial Exams, course completions, transitions and graduation rates.

- Provide a broad range of professional learning opportunities focused on research-based effective, instructional strategies
- Evaluate our systems to improve transitions for our most vulnerable students especially our Children in Care
- Implement recommendations from the IBM Technology Review to improve access as well as skills for all students
- Discuss and make decisions about the necessary components of “Response to Intervention” across universal, strategic and intense instruction

**Targets**

1.) **Literacy:**

**Target:** By spring 2014, student pass rates on required Provincial exams will increase by 5%.

English 10: The 2011/2012 English 10 results indicate that we are holding the line at a 3% to 5% percent failure rate, but with a diminishing number of students who receive a C+ or better in their blended final marks. The number of female students receiving a C+ or better, increased from 77% to 78% and the number of males from 56% to 59%.

**Five Year Trend: Percent of English 10 Students Who Earn C+ or Better**

<table>
<thead>
<tr>
<th></th>
<th>Course Mark</th>
<th>Exam Mark</th>
<th>Blended Final Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SD 68 Results</strong></td>
<td>2006/07</td>
<td>2010/11</td>
<td>2006/07</td>
</tr>
<tr>
<td>All Students</td>
<td>67</td>
<td>69</td>
<td>63</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>49</td>
<td>60</td>
<td>43</td>
</tr>
<tr>
<td>Special Needs</td>
<td>47</td>
<td>56</td>
<td>31</td>
</tr>
<tr>
<td><strong>All Public Schools</strong></td>
<td><strong>Course Mark</strong></td>
<td><strong>Exam Mark</strong></td>
<td><strong>Blended Final Mark</strong></td>
</tr>
<tr>
<td>All Public Students</td>
<td>65</td>
<td>69</td>
<td>65</td>
</tr>
</tbody>
</table>
Target: By spring of 2014, all students who are able will be meeting or exceeding expectations at the Grade 4 level in reading.

Similar to provincial results, our FSA results have neither declined nor increased significantly on all three subtests on the grade 4 & FSA’s. However, we are below the provincial average for both Aboriginal and Non-Aboriginal students.

### Grade 4 FSA Reading Results SD68/Province

<table>
<thead>
<tr>
<th></th>
<th>Perform. Level</th>
<th>Not yet Meeting</th>
<th>Meeting</th>
<th>Exceed.</th>
<th>% of students writing FSA meeting &amp; exceeding 0-10</th>
<th>% of students writing FSA meeting &amp; exceeding 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD68</td>
<td>15%</td>
<td>22%</td>
<td>57%</td>
<td>7%</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>SD Aboriginal</td>
<td>21%</td>
<td>35%</td>
<td>42%</td>
<td>2%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>SD68 special needs</td>
<td>27%</td>
<td>23%</td>
<td>48%</td>
<td>2%</td>
<td>58%</td>
<td>69%</td>
</tr>
<tr>
<td>All Public Schools</td>
<td>15%</td>
<td>16%</td>
<td>57%</td>
<td>12%</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>All Aboriginal</td>
<td>21%</td>
<td>28%</td>
<td>46%</td>
<td>5%</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>All special needs</td>
<td>37%</td>
<td>24%</td>
<td>36%</td>
<td>4%</td>
<td>62%</td>
<td>62%</td>
</tr>
</tbody>
</table>

2.) **Completion Rates: Identify your district’s targets for completion rates**

Target: Increased Completion. By spring 2012 we will have a district plan for success for each learner.

### Graduation & Completion Rates SD68

<table>
<thead>
<tr>
<th></th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six year Dogwood All Students</td>
<td>75%</td>
<td>72%</td>
<td>71%</td>
<td>68%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Six Year Dogwood Aboriginal</td>
<td>46%</td>
<td>44%</td>
<td>44%</td>
<td>43%</td>
<td>52%</td>
</tr>
<tr>
<td>Six Year Dogwood Special Needs</td>
<td>30%</td>
<td>32%</td>
<td>28%</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>1st Time Gr 12 Dogwood All Students</td>
<td>75%</td>
<td>80%</td>
<td>73%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>1st Time Gr 12 Dogwood Aboriginal</td>
<td>47%</td>
<td>52%</td>
<td>48%</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td>1st Time Gr 12 Dogwood Special N.</td>
<td>48%</td>
<td>51%</td>
<td>33%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Eligible Grade 12 All Students</td>
<td>89%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Eligible Grade 12 Aboriginal</td>
<td>70%</td>
<td>79%</td>
<td>84%</td>
<td>88%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Superintendent’s Annual Report on Achievement
3.) **Aboriginal Education: identify your district’s targets for Aboriginal student improvement.**

**Target:** By the spring of 2014 student pass rates on required Provincial exams will increase by 5 percent (Achievement Contract)

**Targets:** Continued Progress (Third Aboriginal Education Enhancement Agreement #3)

- English 10: Aboriginal student success rates increased from 49% to 53% for students achieving a C+ or better on the exam.

- Math 10, Apprenticeship and Workplace: The blended final marks for 2010/2011 showed that 47% of Aboriginal students received a C+ or better in comparison to 39% for their non-Aboriginal peers. This applied, hands-on course clearly supports Aboriginal learners.

- Math 10, Principles: The number of Aboriginal students achieving a C+ or better in this course has risen significantly over the last five years from 26% to 42%.

- Science 10: The number of Aboriginal students achieving a C+ or better has risen significantly over the last five years from 25% to 41%.

- Social Studies 11 & BC First Nations Studies 12: The number of Aboriginal students achieving a C+ or better in socials 11 has risen over the last five years from 44% to 53%. Likewise, the number of Aboriginal students succeeding in BC First Nations Studies 12 has risen from 57% to 61%.

- Communications 12: Over the last five years the number of Aboriginal students achieving a C+ or better has improved significantly from 30% to 48%.

**Target:** By the spring of 2014 student transition, completion and graduation rates will increase by 5%. (Achievement Contract)

**Target:** Continued Progress (Aboriginal Education Enhancement Agreement #3)

- Six Year Completion: Aboriginal six year completion rates have improved from 46.2 to 52.1% over the last five years.

- Eligible Grade 12: The percent of Aboriginal students who possessed a graduation program at the start of their grade 12 year also increased from 23% to 27%.

- First-Time Grade 12: The number of first-time grade 12 Aboriginal graduates increased from 14% to 18%.

**5. Children in Care**
Summary of our work and efforts in meeting the needs of Children in Care

SD68, MCFD, Foster Parent Community Representative, and Kw’umut Lelum have formed a very successful working committee which we have named Pathway to Success: A Children in Care Initiative. We have created a mission, values and a vision to guide us in our work.

Mission: Our purpose is to provide leadership aimed at improving the life chances for children in care.

Values: We value open, honest and respectful communication between committed adults who promote optimism and forward thinking in collaborative, child and youth centered actions.

Vision:
- As a result of our leadership, children in care will be connected, included, attached and will have a strong sense of belonging wherever they are on their journey.
- We will work collaboratively to develop programs that result in resilient, independent, confident, hopeful, healthy and happy children who have a strong sense of self-worth and strength.
- Our initiatives will result in children in care who are supported, understood, anchored, connected and resources by multiple sources, systems and/or organizations.
- We acknowledge that children in care need to be informed, have a voice of their own, and participate in the development of their own plans that have appropriate cultural elements that build a sense of safety.

We have successfully completed two major projects in June 2011.

Project 1: defining roles and responsibilities of MCFD and SD68 personnel (including school mentors) to guide their work with children in care, alerting schools of changes in status and working together to develop plans to ensure social-emotional health as well as academic progress; and

Project 2: development of a “Mentor’s Handbook” to guide and support mentors in the various aspects of their role.

Our next project this school year is the development of an annual workshop starting in January 2012 which will be repeated on a twice annual basis every winter and every fall. The workshops is for school administrators, mentors, social workers, and foster parents to better understand the various elements involved when a child is in care, understand one another’s roles, and to bring foster parents into the mix so everyone has the same information. Another major component of the workshop is to deepen the understanding of all concerned regarding local Aboriginal culture and traditions.

What categories of Children in Care have been successfully identified and are being monitored?
SD68, MCFD, and Kw’umut Lelum have devised a shared data collection system that gives us up to date access to information about our children in care with continuing custody orders, temporary custody orders and those in care by agreement. MCFD logs in from their location and updates the data and SD68 does the same from the district office.

We continue to work in this area of data collection because our desired outcome is to track our students and focus on their academic achievement, transitions and graduation rates.

**What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?**

- A monthly meeting of the Pathway to Success: A Children in Care Initiative
  - Representatives from SD68, MCFD, CYMH, Kw’umut Lelum and the foster parent community group.
- Annual Community Workshops (three part series per school year)
- Annual Project Celebration (early July)
- Joint Data Collection System
- Listserv for the initiative

**What results are being achieved by students within the identified categories?**

- A mentor is assigned for each child in care
- Tracking process for student movement out of their neighbourhood school and into a new living/school situations.

6. **Early Learning**

**Summary of SD68’s Early Assessment in kindergarten classes.**

At this time, SD68 utilizes teacher-developed classroom assessments. From a district perspective we’re promoting the Ontario Elementary Teachers’ Association assessments tools regarding observation and play.

The district’s Early Developmental Indicators (EDI) instrument from the UBC initiative, Human Early Learning Partnership continue to demonstrate that a significant number of our students entering kindergarten come from families that can be deemed vulnerable in one of more categories of the assessment.

Differences between Wave 3 to Wave 4 neighbourhoods in Nanaimo reflect an increase in vulnerability in 9 of 14 neighbourhoods. In the 9 neighbourhoods all increases demonstrated a critical difference. The overall vulnerability rate is 34%.

The level of vulnerability by scale is: Physical Health and Well Being 17%, Social Competence 16%, Emotional Maturity 15%, Language and Cognition 14%, and Communication 12%.

**What strategies are in place to address the needs identified?**

Our first Community Literacy Plan goal to creating a community website which facilitates
communication with families and the general public is increasingly being accessed by members of our community. This website www.myreadingtree.ca enables families to hear about many of the community-based activities and programs available, including our eight StrongStart Centers, regional library programs, and parks and recreation activities. We believe that community-based initiatives are key in helping to decrease the vulnerabilities in our communities and with increased communication and cooperation between SD68 and our community partners, we can make a difference.

7. Other Comments

In the Nanaimo-Ladysmith School District, we are continuing to work with our partner groups to find measures that are meaningful to us at the local level. Parent and teacher workshops have been held to discuss assessment and a Task Force composed of District Staff, a parent representative and the Nanaimo District Teachers’ Association Executive members was struck to work toward a more consistent approach to assessment throughout the District. Unless we have measures that have meaning to everyone, and are of value to our community, they will not serve to increase our capacity to develop, to grow, to deepen our work and to move forward together to improve student learning.

Our third Aboriginal Education Enhancement Agreement has been signed and is one of the first in the Province to utilize an inquiry based approach to goals/questions. The main aim of the Agreement is to find ways to ensure full efforts to build success for Aboriginal learners, and the new Agreement continues to share many of the District goals with regard to achievement. Efforts across the district supporting Aboriginal students appear to be making a difference as evidenced by five years of results in the second Agreement.

Our district vision of success for all rests on three important questions: how do we collaborate and communicate to define success in SD68, how can we ensure success for each students and how can we support and value our diverse learners so each student is successful.

We continue to build and sustain capacity for the educators in our district through a commitment to aligning resources, structures, functions and processes that support student learning.

Although the district supports many families and students who are deemed vulnerable and living in poverty, we continue to promote having high expectations for all students and we continue to work to improve student success.

Respectfully submitted,

David Hutchinson
Superintendent/CEO
SD 68 (Nanaimo-Ladysmith)