

Wednesday, December 12, 2012  
6:00 p.m.

District Education Office  
22225 Brown Avenue  
Boardroom

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## **A G E N D A**

*“The average pencil is seven inches long, with just a half-inch eraser –  
in case you thought optimism was dead” ~ Robert Brault*

### **A – OPENING PROCEDURES**

ITEM 1

1. Call to Order
2. Correspondence
3. Ordering of Agenda
4. Invitation for Public Input to matters on the Agenda

### **ANNUAL ORGANIZATIONAL MEETING MATTERS**

ITEM 2

1. Annual Report of Chairperson
2. Election of Board Officers / Nomination and Election Procedure
  - Chairperson of the Board
  - Vice-Chairperson of the Board
3. Remarks of Board Chairperson and Vice-Chairperson

### **B – CONFIRMATION OF MINUTES**

1. November 28, 2012

ITEM 3

### **C – PRESENTATIONS**

### **D – DELEGATIONS**

1. George Serra, President, MRTA – Child Poverty

ITEM 4

### **E – CHAIR REPORT**

1. Proposed Committee Appointments

ITEM 5

### **F – DEFERRED ITEMS**

### **G – TRUSTEE MOTIONS**

### **H – CHIEF EXECUTIVE OFFICER’S REPORT**

1. Decision Items
  - a) Superintendent of Schools
    - i. Report on Student Achievement
  - b) Deputy Superintendent

ITEM 6

- c) Secretary Treasurer
- 2. Information Items
  - a) Superintendent of Schools
    - i. Kindergarten Registration Update ITEM 7
  - b) Deputy Superintendent
  - c) Secretary Treasurer

## **I – COMMITTEE BUSINESS**

- 1. Committees of the Whole
  - a) 2011 - 2012 Finance
  - b) 2012 - 2013 Budget
  - c) Advocacy
  - d) Human Resources
- 2. Committee & Advisory Committee Reports
  - a) Aboriginal Education
  - b) Board Policy Development
  - c) District Student Advisory
  - d) Education
  - e) French Immersion Advisory
  - f) Inclusive Education
  - g) Transportation

## **J – QUESTION PERIOD**

- 1. Trustee Questions
- 2. Staff Questions
- 3. Employee Group Questions
- 4. DPAC Questions
- 5. Public Questions

## **K – TRUSTEE REPORTS**

- 1. BC School Trustees' Association Provincial Council
- 2. District Parent Advisory Council
- 3. Joint Parks and Leisure Services
- 4. Municipal Advisory & Accessibility
- 5. Ridge Meadows Community Arts Council
- 6. Ridge Meadows Education Foundation
- 7. Social Planning Advisory:  
[http://www.mapleridge.ca/EN/main/municipal/728/9982/spac\\_agenda\\_minutes.html](http://www.mapleridge.ca/EN/main/municipal/728/9982/spac_agenda_minutes.html)
- 8. Tzu Chi Foundation
- 9. Youth Society
- 10. Other Board Liaison Representative Reports
  - a) Good News Items
  - b) Public Disclosure of Closed Meeting Business ITEM 8

## **L – OTHER BUSINESS**

## **M – ADJOURNMENT**



ITEM 1

To: Board of Education

From: Chairperson  
Mike Murray

Re: **OPENING PROCEDURES**

Date: December 12, 2012  
(Public Board Meeting)

**Information/Decision**

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1. ***CALL TO ORDER***
2. ***CORRESPONDENCE (Information Item)***
3. ***ORDERING OF AGENDA (Decision Item)***

**RECOMMENDATION:**

THAT the Agenda be ordered as circulated.

4. ***Invitation for Public Input to matters on the Agenda***



ITEM 2

To: Board of Education

From: Secretary Treasurer  
Flavia Coughlan

Re: **ANNUAL ORGANIZATIONAL  
MEETING MATTERS**

Date December 12, 2012  
(Public Board Meeting)

**Decision**

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**1. ANNUAL REPORT OF CHAIRPERSON**

**RECOMMENDATION:**

THAT the Board receive the Annual Report of the Chairperson for information.

**2. ELECTION OF BOARD OFFICERS**

**BACKGROUND/RATIONALE:**

In accordance with Procedure 2915.1: Trustee Elections – Chairperson and Vice-Chairperson, prior to the commencement of the election, the process for the election of the Board Chairperson and Vice-Chairperson will be approved at the public Board meeting by Board Resolution.

**RECOMMENDATION:**

THAT the Board approve the Trustee Elections proceedings in accordance with Procedure 2915.1: Trustee Elections – Chairperson and Vice-Chairperson.

**NOMINATION AND ELECTION PROCEDURE**

**RECOMMENDATION:**

THAT the Board proceed to elect a new Chairperson and Vice-Chairperson in accordance with the attached nomination and election procedure.

*Attachment*

**3. REMARKS OF BOARD CHAIRPERSON AND VICE-CHAIRPERSON**

**SD 42 PROCEDURE: 2915.1**

**TRUSTEE ELECTIONS -  
CHAIRPERSON and VICE-CHAIRPERSON**

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**1. NOMINATION**

(a) Process Approval

Prior to the commencement of the election, the process for the election of the Board Chairperson and Vice-Chairperson will be approved at the public Board meeting by Board Resolution.

(b) Nomination Procedure

(i) The Chairperson will call for a motion:

THAT the Board proceed to elect a new Chairperson and Vice-Chairperson following the attached nomination and election procedure.

(ii) The Chairperson passes the gavel to the Secretary Treasurer who will Chair the meeting during the election process.

(iii) The Chairperson will call a first time for nominations, for Chairperson for a one year term. A seconder will not be required for nominations.

(iv) Each nominee will be asked whether he/she agrees to stand for election and can speak to the nomination.

(v) The Chairperson will call a second and third time for nominations for Chairperson for a one year term.

(vi) If after three (3) calls, there is only one nominee for the office, and that nominee accepts, the Chairperson declares that person the duly elected Chairperson of the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows), for a one (1) year period ended the next December.

## 2. ELECTION PROCEDURE

- (a) If more than one person is nominated, the Chair will call on scrutineers to distribute, collect and count the ballots.
- (b) The Chairperson will call for a motion to appoint scrutineers. The motion will read as follows:

THAT \_\_\_\_\_ and \_\_\_\_\_ be appointed scrutineers for the election of Board Chairperson and Vice-Chairperson.

- (c) Trustees will vote by secret ballot.
- (d) Scrutineers will report the results of each ballot to the Chairperson of the meeting, who shall announce the Trustee who has received the majority of the votes cast.
- (e) The Trustee receiving the majority of votes cast shall be declared elected. In accordance with *Robert's Rules of Order*, if on the first or subsequent ballots a nominee does not receive a majority, voting for the office with all nominees remaining on the ballots shall continue until a majority vote is obtained for a single candidate.
- (f) The Chair will then call for nominations for Vice-Chairperson of the Board of Education for a one (1) year term and repeat the above process, beginning at Item III.
- (g) If ballots were required, the Chairperson will call for the following motion:  
  
THAT the scrutineers destroy the ballots for the election of either Chairperson or Vice-Chairperson, or both and that the scrutineers are discharged with gratitude.
- (h) The Chairperson will then return the gavel to the newly elected Chairperson who will conduct the balance of the meeting.

**RECEIVED: October 10, 2012**



ITEM 3

To: Board of Education

From: Chairperson

Re: **CONFIRMATION OF MINUTES**

Date: December 12, 2012  
(Public Board Meeting)

**Decision**

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**RECOMMENDATION:**

THAT the Minutes of the November 28, 2012 Public Board Meeting be approved as circulated.

Attachment

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**IN ATTENDANCE:**

**BOARD MEMBERS:**

Board Chairperson – Mike Murray  
Vice-Chairperson – Eleanor Palis  
Trustee – Susan Carr  
Trustee – Ken Clarkson  
Trustee – Kathy Marshall  
Trustee – Sarah Nelson  
Trustee – Dave Rempel

**STAFF:**

Superintendent – Jan Unwin  
Secretary Treasurer – Flavia Coughlan  
Deputy Superintendent – Laurie Meston  
Assistant Secretary Treasurer – Peter Bullock  
Executive Assistant – Tracy Orobko

**ABSENT:**

Manager of Communication and Community Relations – Irena Pochop

**A. OPENING PROCEDURES**

**Call to Order**

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

The Chair welcomed and thanked everyone for attending.

1. **Correspondence**

- i. Michele Babchuk, Chair – School District No. 72 (Campbell River)  
*(November 5, 2012) Subject: Trades and Technology Programs*
- ii. Natasha Etherington  
*(November 9, 2012) Subject: Human Rights Victory*

**Moved:** Trustee Rempel

**Seconded:** Trustee Carr

THAT the Board receive all correspondence for information

**CARRIED**

2. **Ordering of Agenda**

**Moved:** Trustee Rempel

**Seconded:** Trustee Marshall

**Additions/Amendment:**

Correspondence – Natasha Etherington: Move to Deputy Superintendent Information Item

**CARRIED**

**Moved:** Trustee

**Seconded:** Trustee

THAT the Agenda be ordered as amended.

**CARRIED**

The Chair opened the floor to others wanting to speak to the Agenda.



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## B. CONFIRMATION OF MINUTES

### 1. November 7, 2012 Public Board Meeting Minutes

**Moved:** Trustee Rempel

**Seconded:** Trustee Carr

THAT the Minutes of the November 7, 2012 Public Board Meeting be approved as circulated.

**CARRIED**

## C. PRESENTATIONS

### *Safe Schools*

- Bruce Cummings, Manager of Safe Schools, Corporal A. Dunlop, NCO i/c Youth Resource Unit, RCMP

The Erase Bullying team: Katherine Shearer, Sherri Skerratt, Corporal A. Dunlop, and Bruce Cummings.

Corporal Dunlop provided background on her team and the relationship between the RCMP and the School District; Mr. Cummings provided a PowerPoint on “Safe Schools: Erase Bullying” and the student online reporting tool: “Take a Stand. Report It”. Administrative Secretary, Lynne Lloyd checks the site each day; when a report is made, the team is notified.

### Safe Schools: Erase Bullying

A regional training program consists of four levels over a five year period beginning with the implementation of Levels 1 and 2 in 2012/13. SD42 is partnered with SD35 (Langley).

Level 1: Preventing bullying and ensuring positive safe school cultures

Level 2: Introduction to school-based Violence Prevention Threat/Risk assessment

Level 3: Advanced school-based training

Highlights of ongoing development of School District protocols was provided including threat/risk assessment; Suicide risk assessment; school Codes of Conduct are under review.

Ongoing initiatives and programs were highlighted.

The Chair congratulated Bruce Cummings on his recent appointment.

**Moved:** Trustee Rempel

**Seconded:** Trustee Clarkson

THAT the Board receive Bruce Cummings, Manager of Safe Schools and Corporal A. Dunlop presentation for information.

**CARRIED**

### *Breaking Down the Walls*

- Grant and “Friends”

Grant Frennd, Principal, Garibaldi Secondary School introduced student leaders: Josie, Kiera, Brady and provided a video on Phil Boyte and his *Breaking Down the Walls* initiative.

Each of the students provided their own powerful personal experiences with the program which includes team building and trust exercises.

The initiative was a launching pad for the school and the ‘Power of Rituals’ which have been introduced to the school including monthly assemblies with food served following and the creation of an in-house food

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bank. Mr. Frend expressed how proud he is of his students who “lead amongst their peers”. Overall school empathy has changed and made an impact on school culture.

**Moved:** Trustee Rempel

**Seconded:** Trustee Carr

THAT the Board receive Grant’s “Frends” presentation for information.

**CARRIED**

**D. DELEGATIONS**

**E. CHAIR REPORT**

**F. DEFERRED ITEMS**

**G. TRUSTEE MOTIONS**

**H. CHIEF EXECUTIVE OFFICER’S REPORT**

**1. Decision Items**

- a) Superintendent of Schools**
- b) Deputy Superintendent**
- c) Secretary Treasurer**

Statement of Financial Information (“SOFI”)

The Secretary Treasurer provided background on the report. The schedule of remuneration includes salary, taxable benefits and expenses. Also reported are the payments made to vendors (supplies and services) over \$25K. The SOFI will be posted to the website.

The Chair opened the floor to questions.

**Moved:** Trustee Rempel

**Seconded:** Trustee Palis

THAT the Board approve the School District Statement of Financial Information for the fiscal year ended June 30, 2012; and that the said statement be submitted to the Ministry of Education.

**CARRIED**

Financial Statements – First Quarter

The Secretary Treasurer provided background on the Financial Statements attached to the Agenda. These are very preliminary numbers. Staff will provide the Board with an amended budget in February.

**Moved:** Trustee Rempel

**Seconded:** Trustee Palis

THAT the Board approve the First Quarter Financial Statements.

**CARRIED**

Policy 2925: Trustees – Provision of Resources

The Chair introduced Policy 2925 which was originally adopted in May 2010. Staff was requested to research other school districts. The policy has been reviewed by the Board Policy Development Committee and is now being forwarded to the partner groups and public for final feedback. The ‘disposal’ policy referred to will also be reviewed over time. The chair opened the floor to questions.

Discussion ensued regarding the ‘assigns specific resources’ wording. Clarification was made whereby provisions of resources are done in bulk and in accordance with terms of agreements of acquisition of specific devices. Specific requests are reviewed based on business cases submitted by individuals.

Concerns were raised regarding there being a common platform for all employee groups - not just Trustees. The Board was reminded a shared network drive has been created for additional access which addresses the matter of a paperless meeting.

Clarification was made with respect to terms of disposal - applies to all employees in the same manner.

Clarification was made regarding Apple vs. Dell product purchases referencing the grade 6/7 Laptop programs.

Discussion ensued regarding use of technology and meeting specific tasks. Clarification was made regarding the Request for Proposals process. All groups are consulted determining volumes and equipment required and is done when the contract is up for renewal: typically a three year cycle.

A summary was provided and it was proposed and agreed to give the Board Policy Development Committee the latitude to revise and send to stakeholders for requisite feedback.

A friendly amendment was proposed whereby the words “and amended” be added to the original motion to which the Board agreed.

**Moved:** Trustee Rempel

**Seconded:** Trustee Clarkson

THAT the Board approve the Board Policy Development Committee’s recommendation that Policy 2925: Trustees – Provision of Resources, be received by the Board and amended for continuation with the consultation process.

**CARRIED**

## **2. Information Items**

### **a) Superintendent of Schools**

#### Teacher Coverage Under WorkSafeBC

The Superintendent clarified the value of extra-curricular activity and that it would be covered by WorkSafe BC.

**Moved:** Trustee Rempel

**Seconded:** Trustee Marshall

THAT the Board receive the Superintendent’s Report for information.

**CARRIED**

### **b) Deputy Superintendent**

The Chair stated he was sorry to see Ms. Etherington leave the meeting and passed the matter to Deputy Superintendent Meston who referred to a June 2010 report. At the time, effective early screening, tiered models of support, and adult learners were areas identified. Katherine Shearer, District Principal, is working with the MRTA on continued initiatives.

- 2007/08 - 52% of students with learning disabilities graduated with a Dogwood;
- In 2008, a committee was implemented for staff to intervene and work with classroom teachers;
- 2008/09 graduation rate increased to 68%;

- 2009/10 - 67%; and
- 2010/11 - 75%.

Provincially, the rate of graduation is 65%. SD42 continues to look at initiatives and what it can do to support all students acknowledging it is difficult to meet the needs of everyone, but is important to address the needs of all students in need of support. Each need has a different intervention process. The Chair opened the floor to questions.

It was agreed the Deputy Superintendent will contact Mrs. Etherington.

**Moved:** Trustee Rempel

**Seconded:** Trustee Palis

Receive the report for information.

**CARRIED**

**c) Secretary Treasurer**

**I. COMMITTEE BUSINESS**

Inclusive Education. Trustee Clarkson reported the first parent information meeting is in January encouraging all Trustees to attend (date t.b.a.). The importance of social and emotional learning and the evaluation process was discussed.

French Immersion Advisory. Trustee Nelson reported on the groups' enthusiasm. Key concerns include: allocation of resources and the continuity of the program when students reach secondary.

**J. QUESTION PERIOD**

**K. TRUSTEE REPORTS**

Municipal Advisory & Accessibility. Trustee Marshall indicated the group is looking forward to attending the Board meeting on January 16<sup>th</sup> where they will talk about employment opportunities for persons with disabilities and the assistance of transitioning graduating students with post-secondary through mentoring and/or aiding with transitioning.

Social Planning Advisory. Trustee Nelson thanked the Executive Assistant for adding the link to the Agenda.

Good News Items

Congratulations were given to Pitt Meadows Secondary grade 8 students on their Inquiry Projects.

Congratulations were given to the organizers of the success of BookFest. Libraries are encouraging enthusiastic readers and are becoming more of a vibrant hub to schools.

Reports on the recent BCSSA/BCSTA Leadership Education Conference were provided commenting how well Canada rates in the world in terms of public education and in Canada, how well BC does recognizing the quality. Principals, Sean Nosek and Clayton Maitland made presentations which were well received.

The Board commended staff and thanked the Chef and servers for the successful 25 year recognition event. Comments overheard from recipients were how much they love the School District – in whatever role.

The staff at Whonnock Elementary thanked the Rotary, Superintendent and the School Board for music program funding at an event held at the school earlier today where the musical talents were demonstrated.

The Chair recognized Trustees Marshall and Rempel who were recently awarded the Queen's Jubilee Medal for years of community service – making a difference in the community.

**OTHER BUSINESS**

**L. ADJOURNMENT**

**Moved:** Trustee Rempel

**Seconded:** Trustee Marshall

THAT the meeting of the Board be adjourned at 7:50 p.m.

**CARRIED**

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Mike Murray, Chairperson

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Flavia Coughlan, Secretary Treasurer



ITEM 4

To: Board of Education

From: Chairperson

Re: **DELEGATIONS**

Date: December 12, 2012  
(Public Board Meeting)

**Information**

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Child Poverty

George Serra, President  
Maple Ridge Teachers' Association

**RECOMMENDATION:**

THAT the Board receive George Serra's report on Child Poverty for information.



ITEM 5

To: Board of Education

From: Chairperson

Re: **PROPOSED COMMITTEE  
APPOINTMENTS**

Date: December 12, 2012  
(Public Board Meeting)

**Decision**

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**RECOMMENDATION:**

THAT the Board receive and approve the attached proposed committee appointments for a period of one year commencing December 12, 2012.

Attachment

## Board Committee Representatives for 2013

### Internal Representation

- |                              |   |
|------------------------------|---|
| 1. Education                 | S. Carr, S. Nelson, E Palis (Alt.)        |
| 2. Aboriginal Education      | S. Carr, E. Palis, S. Nelson (Alt.)       |
| 3. Human Resources           |   |
| a. <u>HR Liaisons</u>        |   |
| Principals/VPs               | D. Rempel                                 |
| MRTA                         | E. Palis                                  |
| CUPE                         | K. Clarkson                               |
| Exempt                       | S. Nelson                                 |
| 4. Inclusive Education       | S. Nelson, K. Clarkson                    |
| 5. Budget                    | Committee of the Whole                    |
| 6. Finance                   | Committee of the Whole                    |
| 7. Policy Advisory           | M. Murray, S. Carr, F. Coughlan, J. Unwin |
| 8. French Immersion Advisory | E. Palis, K. Marshall (Alt.)              |
| 9. District Student Advisory | All Trustees Alternating                  |

### External Representation

- |   |  |
|---|--|
| 1. Joint Parks and Leisure Services                           | M. Murray, D. Rempel, E. Palis, K. Marshall (Alt.) |
| 2. Social Planning Advisory                                   | All Trustee Rotating                               |
| 3. Municipal Advisory Committee<br>on Accessibility ("MACAI") | K. Marshall, M. Murray (Alt.)                      |
| 4. Ridge Meadows Community Arts Council                       | D. Rempel, M. Murray (Alt.)                        |
| 5. District Parent Advisory Council ("DPAC")                  | All Trustees Rotating                              |
| 6. Tzu Chi Foundation   | D. Rempel, S. Carr (Alt.)                          |
| 7. Youth Centre Society                                       | S. Carr, K. Marshall (Alt.)                        |
| 8. BCSTA Provincial Council                                   | K. Clarkson  |
| 9. BCPSEA   | E. Palis   |

### Other Representation

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| 1. Ridge Meadows Education Foundation | K. Marshall, M. Murray, S. Carr |
|---------------------------------------|---------------------------------|



To: Board of Education

From: Superintendent  
Jan Unwin

Re: **REPORT ON STUDENT  
ACHIEVEMENT**

Date: December 12, 2012  
(Public Board Meeting)

**Decision**

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**BACKGROUND/RATIONALE:**

Section 22 of the *School Act* includes the following:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board...,

(b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year."

Section 79.3 goes on to say:

"On receipt of a report submitted by a superintendent of schools under section 23(1)(b.1), the board must, on approval of the report,

(a) immediately, and in any event no later than January 31 of the school year in which the board receives the report, submit that report to the minister, and

(b) as soon as practicable, make the report available to the public."

**RECOMMENDATION:**

THAT the Board approve the Superintendent's Report on Student Achievement for December 2012 for submission to the Minister of Education no later than January 31, 2013.

Attachment

# Superintendent's Report on Student Achievement 2012/13

School District No: 42

School District Name: Maple Ridge & Pitt Meadows

## 1. Improving Areas of Student Achievement

### *What is improving?*

#### 1. Improving Literacy Using Technology

With district support, teachers have been able to integrate the use of iPods in their daily literacy teaching routines. These new tools allow teachers to observe how technology can be used to improve student learning, and to improve reading fluency in particular. The specific goals of the project are to increase students' engagement in school, reading fluency and oral language abilities.

#### 2. Graduation Rates

We have placed an emphasis on getting students to successful graduation over the last several years and are seeing some real improvement for our resident students in that area. Grad rates will continue to be an area of focus in School District 42, but we also feel strongly that it is not only important to us that students graduate, but also that they exit our system with the skills necessary to succeed in the world of work they will enter. We will continue to work towards engagement inside our entire system and we will continue to work towards providing students with many choices so that they can find and follow their passion.

#### 3. Graduation Rates for Students with Learning Disabilities

The number of students ministry identified as having learning disabilities who are successfully receiving a dogwood diploma within six years.

### *What evidence confirms this area of improvement?*

1. In January 2012 with 7 classes, 18% of students in the iPod classes were not meeting the four dimensions of accuracy, phrasing, smoothness, and pace. By May 2011, only 4% of students were not yet meeting the expectations on the Multidimensional Fluency Scale.

#### 2. Ministry Data - 6 Year Graduation Rate

	2007/08	2008/09	2009/10	2010/11	2011/12
All Students	76	77	78	79	83.5
Resident Students	82	84	84	89	87.4
Aboriginal Students	64	59	63	62	67

### 3. Graduation Rates for Students with Learning Disabilities

The Ministry of Education reported Grad rates for students with Learning Disabilities as outlined in the How are We Doing Report. The major concern with this data is that it is a year delayed.

	2006/07	2007/08	2008/09	2009/10	2010/11
School District 42	54	52	68	67	75
Province	61	59	59	61	65

## 2. Challenging Areas

### *What trends in student achievement are of concern to you?*

1. We are not where we would like to be with student success as it relates to our Aboriginal Learners. Although we are starting to see improvements both at the elementary level and the grad rate level, we are still concerned about the number of learners in the middle years who either become disengaged, or leave school.
2. Even though our grad rates have been improving, we are still concerned about the students who do not successfully move from grade to grade. We are also concerned about those who do not successfully exit our system. We want to find ways to track and to capture those who are not graduating and provide them options to re-enter our system in a way that will suit their needs and their passion.
3. The number of students identified by the ministry as having Behaviour Disabilities but who nevertheless successfully graduate with a Dogwood diploma within six years had been increasing until the 2010/11 school year, when we saw a drop. It would be important to have the 2011/12 data in a timely manner so we can see if the drop was an aberration or if it is a trend.

### *What evidence indicates this is an area of concern?*

1. Attendance issues at Kindergarten for Aboriginal Learners are concerning us, so we are working diligently with our Aboriginal Education department to figure out ways we can reach young learners in an alternative way.

Percentage of Aboriginal Students, by grade, Missing 15 Days or More as of March 2012:

K-28; Gr.1-36; Gr.2-27; Gr.3-19; Gr.4-17; Gr.5-30; Gr.6-29; Gr.7-33; Gr.8-35; Gr.9-42; Gr.10-47; Gr.11-36; Gr.12- 24

In terms of graduation rates, we know that if Aboriginal Learners can get to grade 12, they will graduate at the same rate as Non Aboriginal Learners. The data that concerns us is the number of Aboriginal students who are not getting to the graduation years. (See figure 1.)

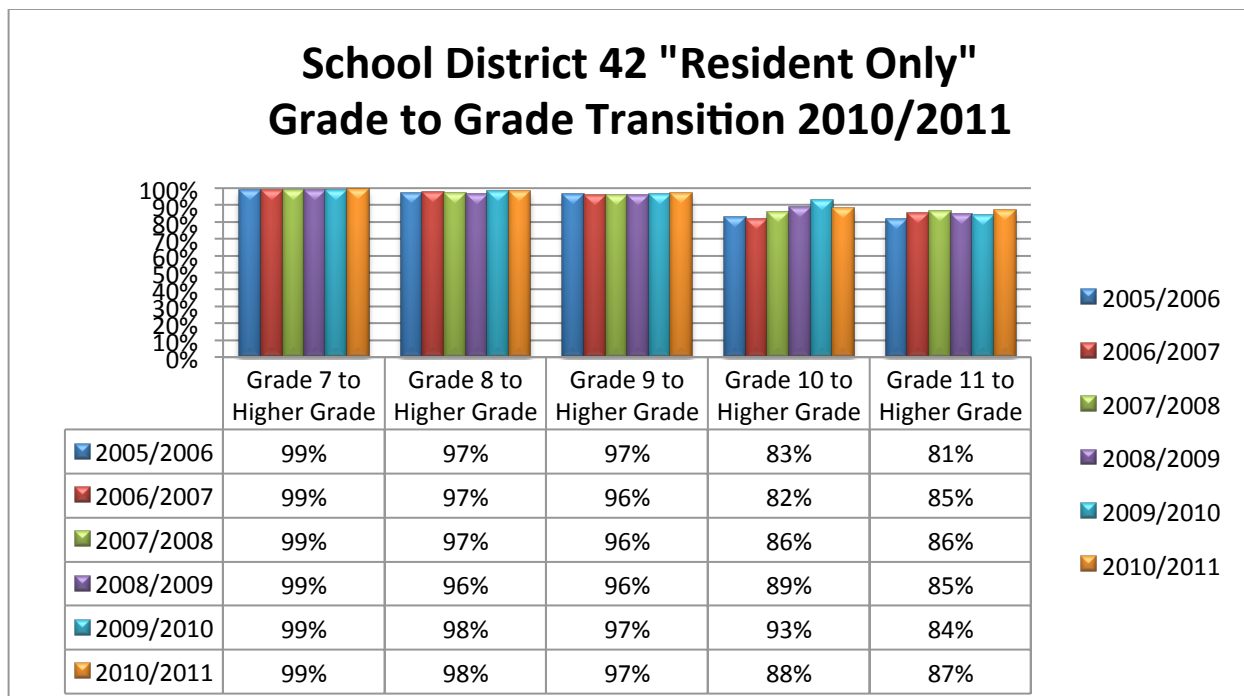
Figure 1

### School District 42 Eligible to Grad Rate %

<i>Year</i>	<i>All Students</i>	<i>Aboriginal Students</i>
2005/06	94	91
2006/07	93	95
2007/08	95	92
2008/09	94	93
2009/10	96	94
2010/11	93	94

2. After grade 10, the grade to grade transition rate declines pervasively. We need to dig deeper into this data and determine why this is the case, year after year. (See figure 2.)

Figure 2



3. The Ministry of Education reported Grad rates for students with Behaviour Disabilities as outlined in the How Are We Doing Report.

	2006/07	2007/08	2008/09	2009/10	2010/11
School District 42	37	35	38	49	40
Province	31	30	32	36	39

### 3. Programs / Performance / Results & Interventions

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

#### 1. Reading Racer Summer program

Early literacy intervention is a strong focus for our school district. Our elementary schools have established processes for monitoring the progress of our primary students and for providing extra support to struggling students. That said, we still have students who require more assistance and who tend to lose literacy skills over the summer months. In order to address these issues, we have developed a highly successful summer French/English literacy program for our grade one and two students who are emergent readers.

2. We have realized the goals and plans outlined in our last Achievement Contract by planning and implementing a very successful Summer Learning Program that had Project Based Learning as its foundational learning strategy. All students completed their projects successfully and met the gap in learning outcomes identified by the home school teachers. Our survey results indicate that students enjoyed their experience. We are now seeing other teachers follow this initiative by introducing PBL or guided inquiry into their classroom practice.

*Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?*

#### 1. Results:

Grade 1 Reading Racers:

Gains in reading levels varied from 1 to 6 with the average being 3 reading levels

Grade 2 Reading Racers:

Gains in reading levels varied from 1 to 8 with the average being 3.8 reading levels

Grade 2 Apprentis Lecteurs:

Gains/decreases from -4 to +5. (The decrease is due to a more consistent/stringent way of evaluating student reading. In each case that a student's level decreased, moreover, challenges in comprehension rather than in decoding were the underlying cause.)

Student gains ranged from 1 to 5 reading levels with the average being 2 reading levels.

Also assessed were the 200 most commonly used words. This is where the largest gains took place. In June, word recognition ranged from 51/200 to 176/200, with an average of 111/200; in July, the lowest was 142/200 and the highest was 199/200, with an average of 183/200.

2. 100% of the students in the project-based Summer Learning Program completed the program successfully. The level of the project presentations indicated that deep learning and engagement were prevalent.

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

We were unable to implement new achievement programs due to job action. Everything that we moved forward on was a continuation from last year.

#### **4. Targets (Summarize the targets set out in your Achievement Contracts**

*I.) Literacy: Identify your district's target(s) for literacy.*

School District 42's target for literacy is rooted in the commitment to a continuous improvement cycle for literacy that starts where the kids are. Each student is unique and supporting his or her literacy goals is a complicated process that involves all aspects of schooling.

*State the specific evidence and measures of student achievement in literacy and the results that have been realized.*

iPod Literacy project

Seven grade 3 and 4 classrooms in School District No. 42 have a unique opportunity to use iPod Touches within their classroom setting. With district support, teachers have been able to integrate the use of iPods in their daily literacy teaching routines. These new tools allow teachers to observe how technology can be used to improve student learning, and to improve reading fluency in particular. The specific goals of the project are to increase students' engagement in school, reading fluency, and oral language abilities.

At the beginning of the project, with 2 classes in February 2011, 23% of students in the sample pilot iPod class were not meeting the four dimensions of accuracy, phrasing, smoothness, and pace. By comparison, only 5% of students were not yet meeting the expectations on the Multidimensional Fluency Scale in May 2011. In January 2012 with 7 classes, 18% of students in the iPod classes were not meeting the four dimensions of accuracy, phrasing, smoothness, and pace. By May 2012, only 4% of students were not yet meeting the expectations on the Multidimensional Fluency Scale.

Student reading results, data, and audio samples: <http://schools.sd42.ca/ipod/results>

*II.) Completion Rates: Identify your district's target(s) for completion rates.*

School District 42 has identified several targets with respect to completion rates. The completion rates identified by the Ministry are, of course, on that list, including 5 year eligible, 1st time in grade 12, and

the 6 year rate. Beyond these measures, we have begun to look more closely at the 3 year transition into post secondary education, adult graduation numbers, and grade to grade transition rates.

Over the past 5 years, we have paid close attention to our resident rates in each of these areas. As a school district hosting a large number of short term non residents, we noticed, as we compared our results to our surrounding districts, that the difference between 'all students' and 'resident students' was comparatively significant in SD 42.

We have identified our target as:

1. Always looking for improvement from year to year as completion rates and grade to grade transition data gets reported out. (This strategy of each year being better than the last has been proven to be more successful than actually picking a number and then maybe or maybe not achieving the number.)
2. Learning every story of every student that does not succeed in terms of graduating within 6 years.

***State the specific evidence and measures of student achievement for completion rates and the results that have been realized.***

As seen in the chart below, School District 42 has made significant gains in the 6 year graduation results for each of the past 5 years. While these rates are good, we have recently begun our review of the specific data to help us better understand why some students do not graduate. This exercise, we believe, has contributed to the improved results we now show. Teachers, administrators and all staff have a clear understanding of what is expected in terms of meeting the needs of our students, engaging all learners, and keeping the doors open at times when students feel they can no longer commit to their education.

**Ministry Data - 6 Year Graduation Rate**

	2007/08	2008/09	2009/10	2010/11	2011/12
All Students	76	77	78	79	83.5
Resident Students	82	84	84	89	87.4
Aboriginal Students	64	59	63	62	67

***III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.***

Target: To increase graduation and successful school completion rates for Aboriginal learners.

The true objective is continual improvement from one year to the next. This objective is particularly pertinent in the foundational area of attendance for students of Aboriginal Ancestry. With annual improvement in this area, the targets for all the goals for Aboriginal Education will be more readily attained.

***State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.***

#### 6 Year Completion Rates

Year	All Students	Aboriginal Students
2005/06	75.0	60.7
2006/07	77.4	63.5
2007/08	75.5	63.9
2008/09	76.7	59.3
2009/10	77.6	62.0
2010/11	79.2	62.1
2011/12		67 (1st year of direct intervention with students in the grad program)

## 5. Children in Care

***Summarize the work and your efforts in meeting the needs of Children in Care.***

Each school has a staff member who oversees programs for students in Ministry of Children and Family Development Care (MCFD). School-based staff members work with district staff and MCFD to plan educational programs, to coordinate Integrated Case Management meetings, to coordinate Family Case Planning Meetings, etc. School-based staff members liaise with the school district contact (who in turn liaises with MCFD) in order to provide intervention with respect to attendance, academic achievement, and social-emotional development and behaviour. Schools take a strength-based approach to meeting student needs. The school district contact liaises with MCFD to improve practices related to supporting students in MCFD (e.g., identification, monitoring, and support).

***What categories of Children in Care have been successfully identified and are being monitored? (i.e.) continuing custody orders, temporary custody orders, other...***

Processes are in place to ensure that Ridge Meadows MCFD staff members provide written notification to the respective school when students from within our community have Continuing Custody Orders, Temporary Custody Orders, or Voluntary Care Agreements. Where students from outside our community are placed in homes within our community and their social workers have not informed the school about MCFD involvement, the MCFD youth team leader provides the school with contact information regarding the child's or youth's social worker. When a student registers in SD42 from outside our community, consistent with best practices, the school-based staff member encourages schools to request an ICM prior to registration in School District No. 42.

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

Social workers, foster parents, school staff, and community partners routinely participate in intervention and support meetings (e.g., Integrated Case Management and Family Case Planning Meetings are routine).



During June, 2012, the district contact for overseeing programs for students in MCFD care established a Community Care Team consisting of representation from MCFD, Child & Youth Mental Health, Pacific Legal & Education Association (PLEA), Alouette HomeStart, Maple Ridge Parks & Leisure, Ridge Meadows Youth Diversion, Royal Canadian Mounted Police, and SD42. The Community Care Team meets regularly to review and plan for meeting the needs of the children and youth in the community who have the most complex needs—the majority of whom are in MCFD care.

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

We examined transition rates for our students identified as Children in Care. We found that of the 82 students identified as Children in Care, February 2012:

63 transitioned successfully from one grade to the next;

6 were classified in the same grade (although 4 are in a program where completing 2 grades in the same year is highly possible);

9 students graduated;

4 were identified as unknown. We looked deeper into the situation of these 4 students and have found that each one was enrolled in schools outside our District.

## **6. Early Learning**

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

Continuing our comprehensive mentoring program for teachers new to teaching full day kindergarten.

- Established a new mentoring network for teachers new to teaching blended classes (k/1 and k/1/2).
- Expanded the after school Kindergarten network (renamed the Early Learning Network) to include grade one and two teachers, giving teachers a venue to meet with colleagues to discuss topics of interest and grow our district's commitment to play based learning.
- Supporting a network of interested grade one and two teachers in exploring and dialoguing about the importance of play based learning and in sharing their successes and challenges.
- Reviewing the kindergarten data from June 2011 with the Aboriginal Education department and continuing the dialogue about how to enhance achievement of young Aboriginal learners.
- Continuing to support early learning initiatives such as:
  - o StrongStart – provide monthly professional development for staff
  - o Ready Set Learn – several schools now offering a series of sessions rather than a one-time event. In addition, in partnership with The ACT theatre and the Maple Ridge Arts Council, we offer a final community event open to all 3 year olds with a special guest artist such as Norman Foote
  - o Welcome to Kindergarten – expanding this year to 16 schools
  - o PALS (Parents as Early Literacy Supporters) – half of the district's elementary schools now involved
- In April 2012, twenty teachers complete an SFU two year Graduate diploma called Learning in the Early Years. This was in-depth program, focussing on teacher practice and professional development through 'best practice' in early learning. Consideration is being given to offer a new cohort again in May, 2013.
- Beginning an Aboriginal PALS group at Katzie First Nations using the new Aboriginal PALS materials.
- Established a networking group for teachers interested in pursuing documentation to highlight and report on students' learning.
- Have teacher/support teacher teams from three schools involved in the Ministry reading initiative.

- Have begun to review the data we are collecting in early learning (particularly in literacy and numeracy) with a specific focus on how to develop data sets that support a developmentally based and personalized learning framework
- Working on aligning the strategies and interventions implemented by the ESL department, the Aboriginal department and Students Support Services so that there is more alignment in the educational services that students receive.

## 7. Other Comments

We have observed and are working on some improved assessment and reporting practices that will lead us to do things differently and thus impact student learning into the future.

We are supporting “grass roots” initiatives as we are seeing many great ideas coming from teacher collaboration and we know this will also improve student learning.

We continue to support Teacher Professional Development as we believe that this is where dialogue for continued improved pedagogy will take place.

We are committed to a “students first” vision, which will continue to help us determine the areas of focus for the future.

There is a commitment to excellence in this district and we will remain focused on doing the best we can to ensure all students achieve success, whatever that may look like for each individual student.



ITEM 7

To: Board of Education

From: Superintendent  
Jan Unwin

Re: **KINDERGARTEN REGISTRATION**

Date: December 12, 2012  
(Public Board Meeting)

**Information**

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**BACKGROUND/RATIONALE:**

Originally we had intended to have On-Line Kindergarten Registration up and running for 2013. Due to the fact that there are many parts of building the infrastructure for this process and our commitment to excellence, we have decided to postpone this process until 2014. This will allow us to ensure that the on-line process works efficiently and effectively and will also give us lots of time to advertise the process. For this year, we will follow the process and timelines attached.

**RECOMMENDATION**

THAT the Board receive the Superintendent's Report for information.

Attachment

## Kindergarten Registration Dates for the 2013-14 School Year

**The following criteria will be used to determine order of placement of students:**

1. Siblings of students already attending desired elementary school (currently in grades K-6)
2. IN catchment (proof of residence required)
3. IN catchment daycare (proof of daycare in catchment required)
4. OUT of catchment without siblings
5. OUT of district (Register at the District Education Office – 22225 Brown Avenue, Maple Ridge)

<b>Jan. 21 – 24</b>		
<b>Sibling Registration</b>	<b>School/Program</b>	<b>Where to Register?</b>
Registration <i>only</i> for students with acceptance criteria 1	English school French Immersion Montessori Kanaka Creek Elementary	Register at the school that sibling(s) attend
Registration <i>only</i> for students with acceptance criteria 1 on <b>January 21</b> only. <i>Time tba</i>	Environmental School	Allco Park – Shelter 1

<b>Jan. 28 – Feb. 01</b>		
<b>Registration for Choice Schools</b>	<b>School/Program</b>	<b>Where to Register?</b>
Registration for acceptance criteria 2-5	French Immersion	Register at French Immersion catchment school
<i>(If a parent wants their child to attend a FI school other than their catchment school, they still register at their FI catchment school and indicate 1<sup>st</sup> and 2<sup>nd</sup> choice on registration form)</i>		
Registration for acceptance criteria 2-5	Montessori	Hammond Elementary
Registration for criteria 2 & 3 only	Kanaka Creek Elementary	Kanaka Creek Elementary
<i>(Out of catchment students who want to go to Kanaka Creek register at their catchment school Feb. 4-8 and put Kanaka Creek as their 1<sup>st</sup> choice)</i>		
Registration for acceptance criteria 2- 5 on <b>January 28 &amp; 29</b> only. Times tba	Environmental School	Allco Park – Shelter 1
<b><i>All out-of-district students register at DEO</i></b>		

<b>Feb. 04 - 08</b>		
<b>Registration for English School</b>	<b>School/Program</b>	<b>Where to Register?</b>
Registration for acceptance criteria 2-5	English School	Register at catchment school
<b><i>All out-of-district students register at DEO</i></b>		

### Registration Times

Registration start times for all schools (except Environmental):

- January 21, 28, & February 4 only: 7:30 a.m.

Registration start times on all other dates to be determined by individual schools.



ITEM 8

**RECORD**

**2012-2013**

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

**November 28, 2012**

Call to Order  
Motion of Exclusion  
Correspondence  
Ordering of Agenda  
Confirmation of Minutes – November 7, 2012  
Chair Report  
Superintendent Information Items  
Committee Business  
Trustee Reports  
Adjournment

Meeting called to order at 3:42 p.m.  
Approved  
No correspondence  
Approved as amended  
Approved as circulated  
Received for information  
Received

Adjourned at 3:57 p.m.