



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
Education Policy and Planning Committee
AGENDA**

Tuesday, February 5, 2019

7:30 pm

**Queen Elizabeth Elementary School
921 Salter Street, New Westminster**

The New Westminster School District recognizes and acknowledges the Qayqayt First Nations, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

	Pages
1. <u>Approval of Agenda</u> - 7:30pm	
Recommendation: THAT the agenda for the February 5, 2019 Open Education Policy and Planning Committee meeting be adopted as distributed.	
2. <u>Presentations</u> - 7:31pm	
a. Queen Elizabeth Elementary School Learning Plan: Young Entrepreneurs - Growth Mindset	
3. <u>Comment and Question Period</u> - 7:51pm	
4. <u>Reports from Senior Management</u>	
a. Student Learning Accountability Report (M. McRae-Stanger) - 8:01pm	3
b. 2019-2020 Budget Process: Learning Initiatives & Directions (M. Naser) - 8:31pm	
c. 2021-2024 Draft District Calendars: Proposed Holiday Periods (M. Naser) - 9:01pm	78
d. Special Education Review Update (K. Hachlaf) - 9:11pm	

5. Trustee Reports

- a. District Gifted Education Program (Trustee A. Ansari) - 9:16pm

81

Recommendation:

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) that staff be directed to include markers of gifted / highly-able or twice-exceptional learners as part of the on-going Special Education Review.

AND

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) that staff be directed to identify learning enrichment options for gifted / highly-able or twice-exceptional learners.

- b. Trustee Liaison Assignment - Canadian Parents for French
(Trustee M. Gifford) - 9:26pm

6. General Announcements - 9:31pm

7. New Business

- a. School Presentation Format - 9:35pm

8. Adjournment - 9:45pm

Student Achievement in New Westminster Schools 2017–2018

Board Presentation
February 5, 2019

Learning Intentions:

Part 1: Social Emotional and Well Being

- Early Development Instrument (EDI)
- Middle Years Development Instrument (MDI)
- Student Learning Survey

Part 2: Achievement

- Foundation Skills Assessment (FSA)
- Graduation Rates
 - Special Education
 - Aboriginal Education
- Provincial Assessments

Part 3: Current Initiatives

Part 4: Looking Ahead



The Students of New West Schools 2017–2018

Factor	New Westminster	All BC Public Schools
Non Residents	4.0%	3%
English Language Learners	15%	11%
Aboriginal	5%	12%
French Immersion (Early and Late)	13%	9.5%
Special Education	7%	11%
Top 3 languages	English (64%) Mandarin (8%) Tagalog (6%)	English (75%) Punjabi (5%) Mandarin (3.6%)



Part 1: Social Emotional and Well Being Data

EDI
MDI

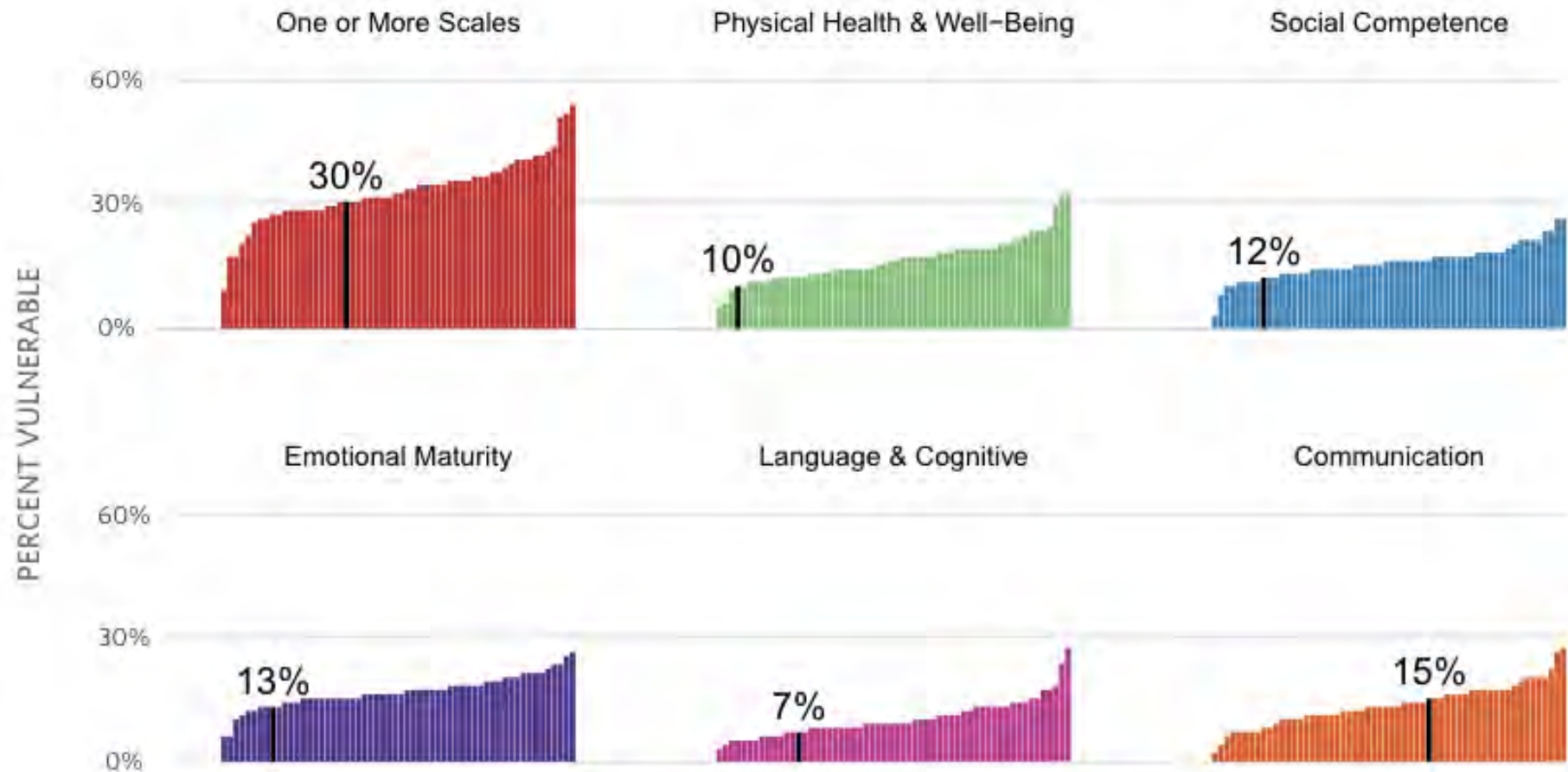
Student Learning Survey

Early Development Instrument (EDI)



HUMAN
EARLY LEARNING
PARTNERSHIP

New West in the Provincial Context



New West and BC: Waves 6 & 7

Vulnerability	NW Wave 6 2013-2016	BC Wave 6 2013-2016
Physical Health/ Well Being	10%	15%
Social Competency	12%	16%
Emotional Maturity	13%	16%
Language/Cognitive Development	7%	9%
Communication/ General Knowledge	15%	14%
Vulnerable 1 or more	30%	32%

*NW Wave 7 2016-2019	*BC Wave 7 2016-2019
11%	16%
11%	15%
13%	17%
7%	11%
14%	14%
28%	32%

NEW WESTMINSTER (SD 40) WAVE 2 - 6



EDI

WAVE 2 - WAVE 6 MEANINGFUL CHANGE ON VULNERABLE ON ONE OR MORE SCALES

Critical difference is a method that we use to determine whether a change in EDI vulnerability rates from one period to another (shown on this map), or between two neighbourhoods reflects a meaningful change in vulnerability, rather than a more minor change associated with measurement variations.

Change in EDI vulnerability rates	# of Neighbourhoods
Meaningful Decrease in Vulnerability	1
Meaningful Increase in Vulnerability	1
No Change	4
No Data/ Suppressed	0

	Meaningful Decrease in Vulnerability	1
	Meaningful Increase in Vulnerability	1
	No Change	4
	No Data/ Suppressed	0

For more information please visit:
earlylearning.ubc.ca/maps/edi

HUMAN
EARLY LEARNING
PARTNERSHIP





MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

a place of mind



HUMAN
EARLY LEARNING
PARTNERSHIP



WELL-BEING INDEX

OPTIMISM

e.g. I have more good times than bad times.

SELF-ESTEEM

e.g. A lot of things about me are good.

HAPPINESS

e.g. I am happy with my life.

ABSENCE OF SADNESS

e.g. I feel unhappy a lot of the time.

GENERAL HEALTH

e.g. How would you describe your health?



High Well-Being (Thriving)

Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



Medium to High Well-Being

Children who are reporting no negative responses, but fewer than 4 positive responses.



Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.

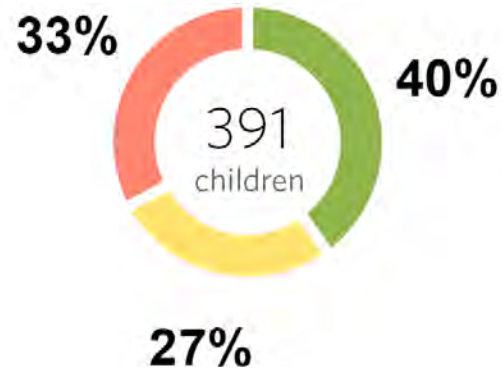


WELL-BEING INDEX

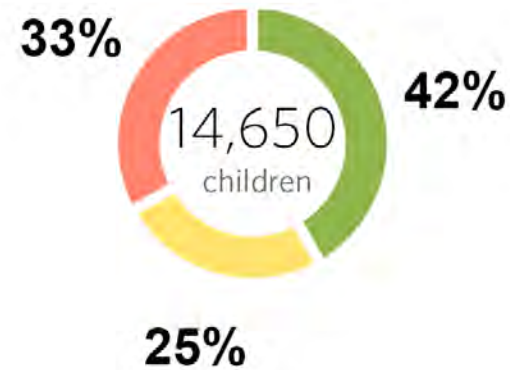
4

Grade 4 Stats:
505 total
77% participation
rate

NEW WESTMINSTER
GRADE 4



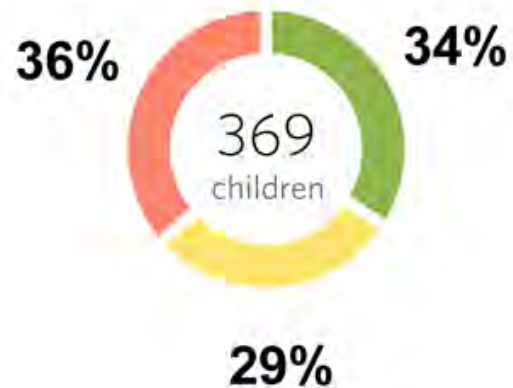
ALL PARTICIPATING DISTRICTS
GRADE 4



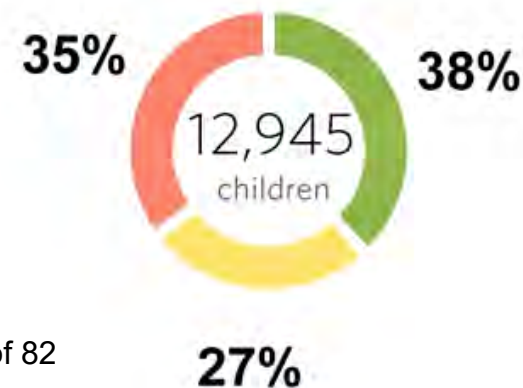
7

Grade 7 Stats:
483 total
76% participation
rate

NEW WESTMINSTER
GRADE 7



ALL PARTICIPATING DISTRICTS
GRADE 7

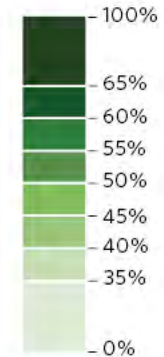




WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving



SD 40
40%

All Participating
Districts
42%

■ Data Suppressed
(<35 students)

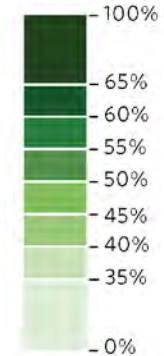
Note: Data are mapped using home postal codes, not by where children attend school.



WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving



SD 40
34%

All Participating
Districts
38%

Data Suppressed
(<35 students)

Note: Data are mapped using home postal codes, not by where children attend school.

ASSETS INDEX



ADULT RELATIONSHIPS

e.g. There is an adult (at school/home/community) who believes I will be a success.



PEER RELATIONSHIPS

e.g. When I am with other kids my age, I feel I belong.



NUTRITION & SLEEP

e.g. How often do you get a good night's sleep? How often do you eat breakfast?



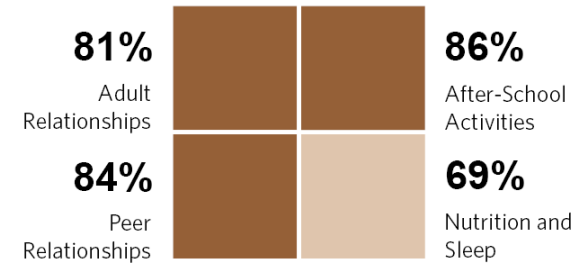
ORGANIZED ACTIVITIES

e.g. During last week after school how many days did you participate in educational lessons or activities?

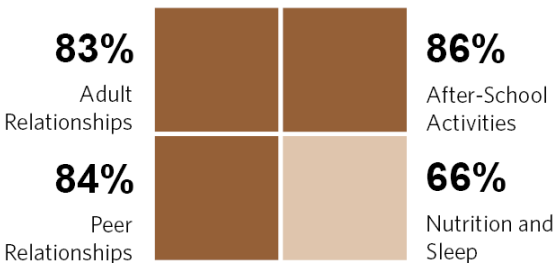
Percentage of children reporting the presence of the following assets in their lives:

Total number of children in district: 391

NEW WESTMINSTER
GRADE 4



ALL PARTICIPATING DISTRICTS
GRADE 4



<70% 70-79% 80-89% 90%+

Total number of children in district: 369

NEW WESTMINSTER
GRADE 7



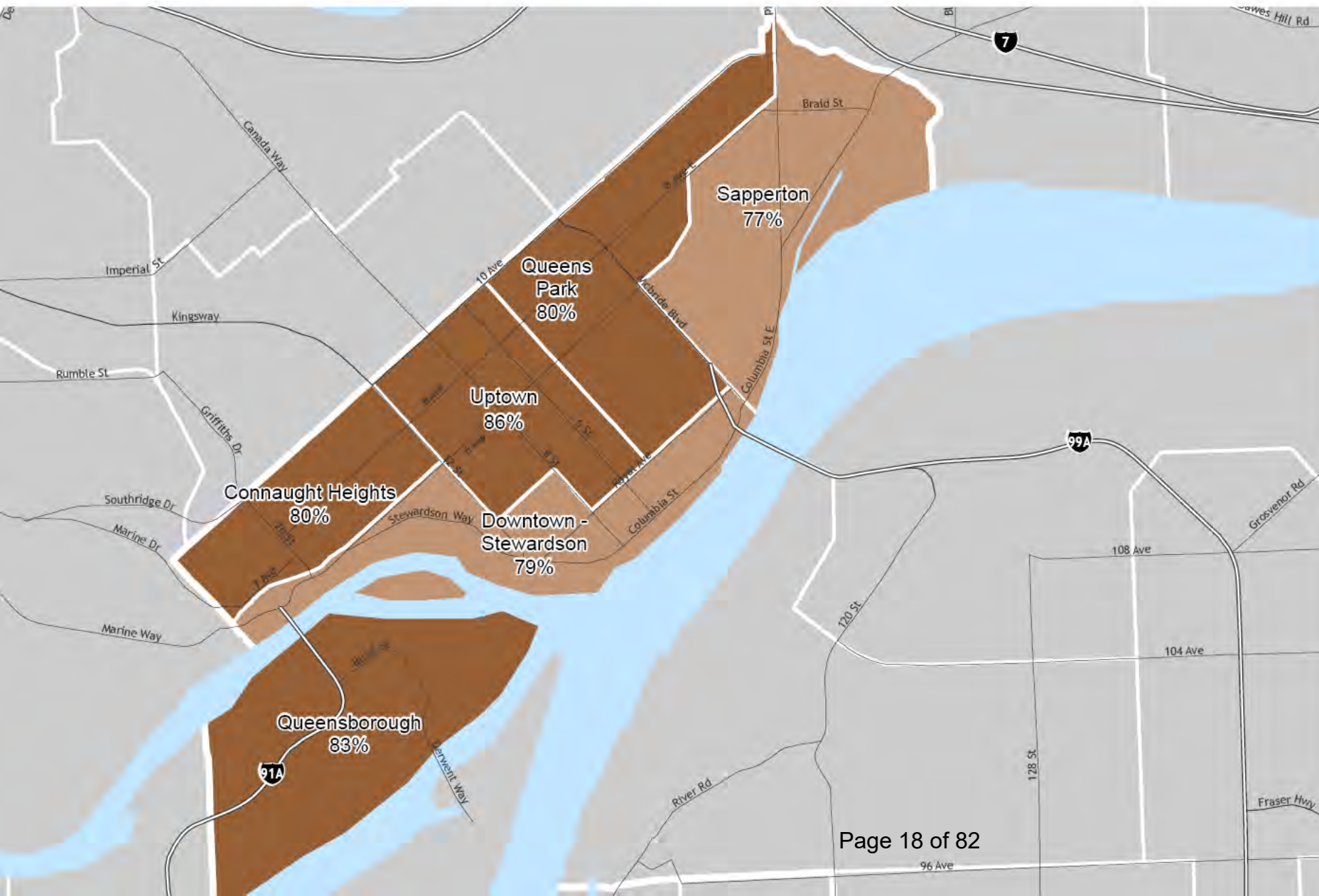
ALL PARTICIPATING DISTRICTS
GRADE 7



<70% 70-79% 80-89% 90%+



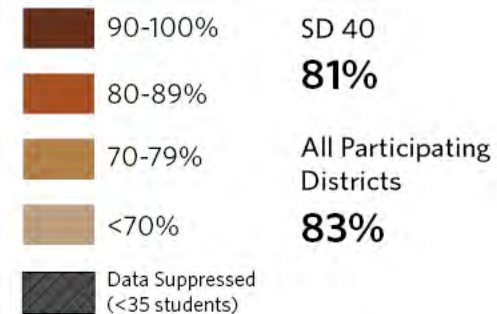
Fewer assets → More assets



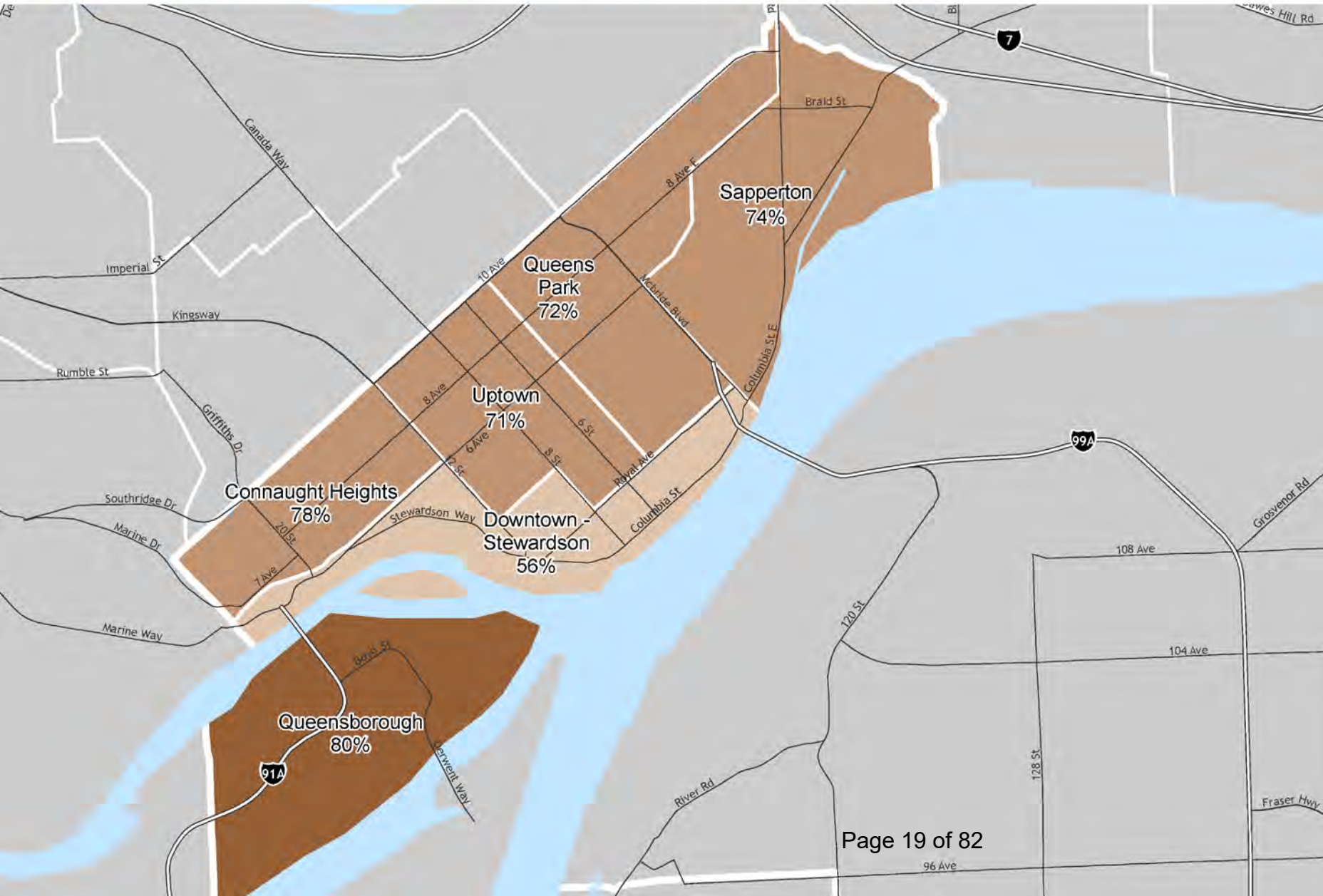
ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of adult relationship assets



Note: Data are mapped using home postal codes, not by where children attend school.



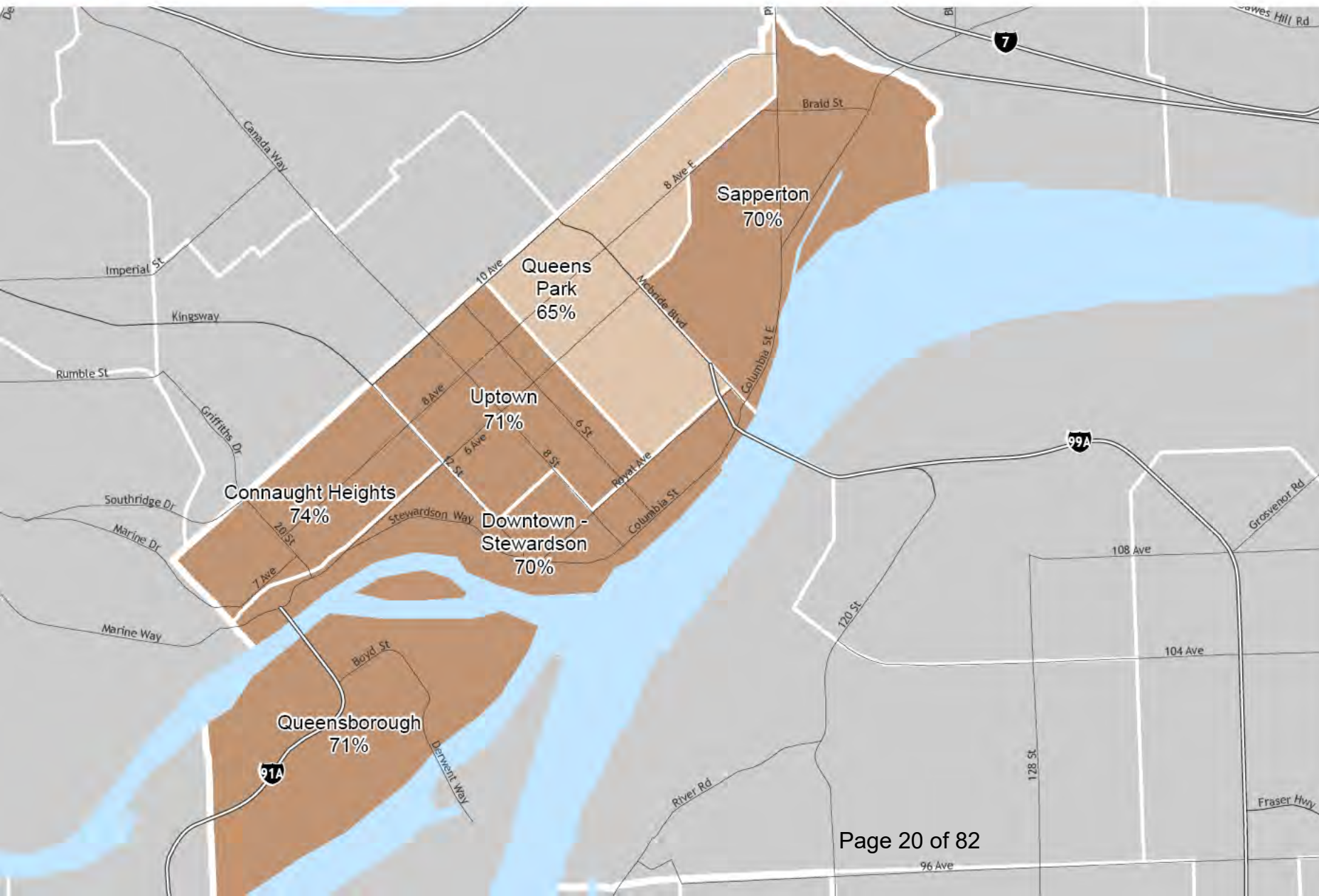
ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of adult relationship assets

	90-100%	SD 40
	80-89%	73%
	70-79%	All Participating Districts
	<70%	74%
	Data Suppressed (<35 students)	

Note: Data are mapped using home postal codes, not by where children attend school.



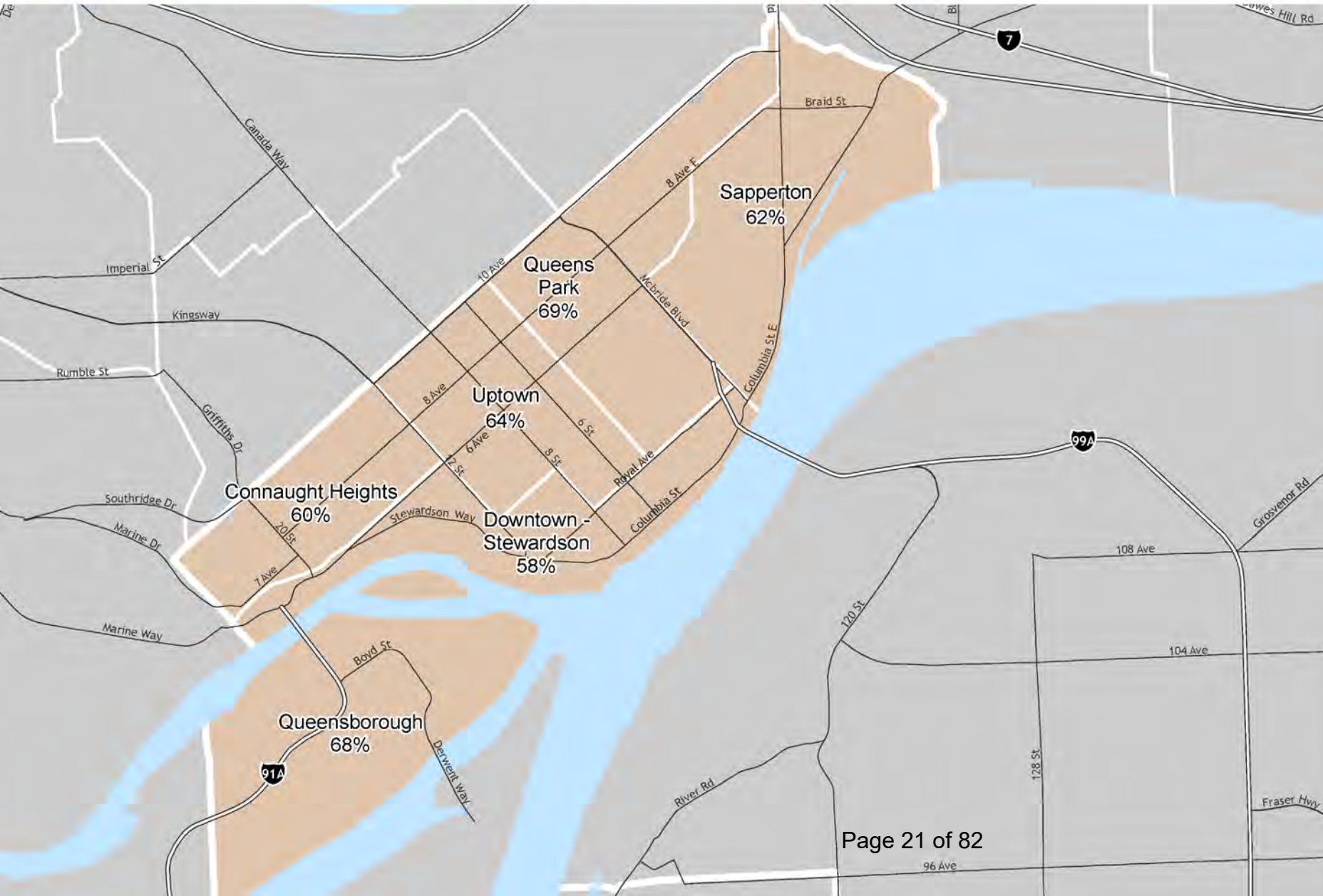
NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of nutrition and sleep assets

	90-100%	SD 40
	80-89%	69%
	70-79%	All Participating Districts
	<70%	66%
	Data Suppressed (<35 students)	

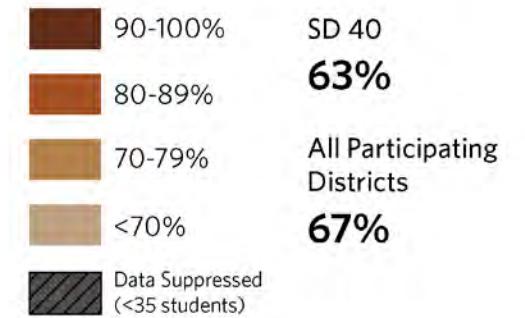
Note: Data are mapped using home postal codes, not by where children attend school.



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of nutrition and sleep assets



Note: Data are mapped using home postal codes, not by where children attend school.

Student Learning Survey

Student Learning 2017/2018

Participation Rates

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
New West	80%	70%	70%	60%

At school are you learning to be a critical thinker?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	44%	52%	40%	42%
New West	40%	50%	51%	41%
<i>Students reporting “many times” or “all of the time”</i>				

Do you feel welcome at school?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	71%	68%	63%	64%
New West	74%	69%	67%	61%
<i>Students reporting “many times” or “all of the time”</i>				

At school do you get to work on things you are interested in as part of your coursework?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	30%	25%	23%	27%
New West	25%	24%	25%	27%
<i>Students reporting “many times” or “all of the time”</i>				

At school are you learning ways to be more creative?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	41%	35%	22%	21%
New West	38%	37%	24%	18%
<i>Students reporting “many times” or “all of the time”</i>				

At school are you learning how to care for your mental health?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	57%	48%	33%	28%
New West	50%	46%	39%	27%
<i>Students reporting “many times” or “all of the time”</i>				

At school do you respect people that are different than you?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	78%	86%	81%	83%
New West	77%	86%	89%	92%
<i>Students reporting “many times” or “all of the time”</i>				



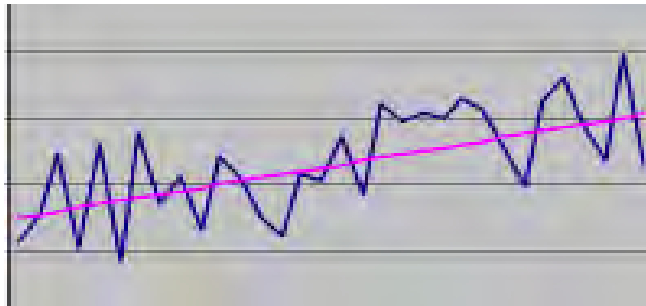
Part 2: Student Achievement Data

**FSA
Completion Rates
Provincial Assessments**

Please consider...



Number of Students



Fluctuations

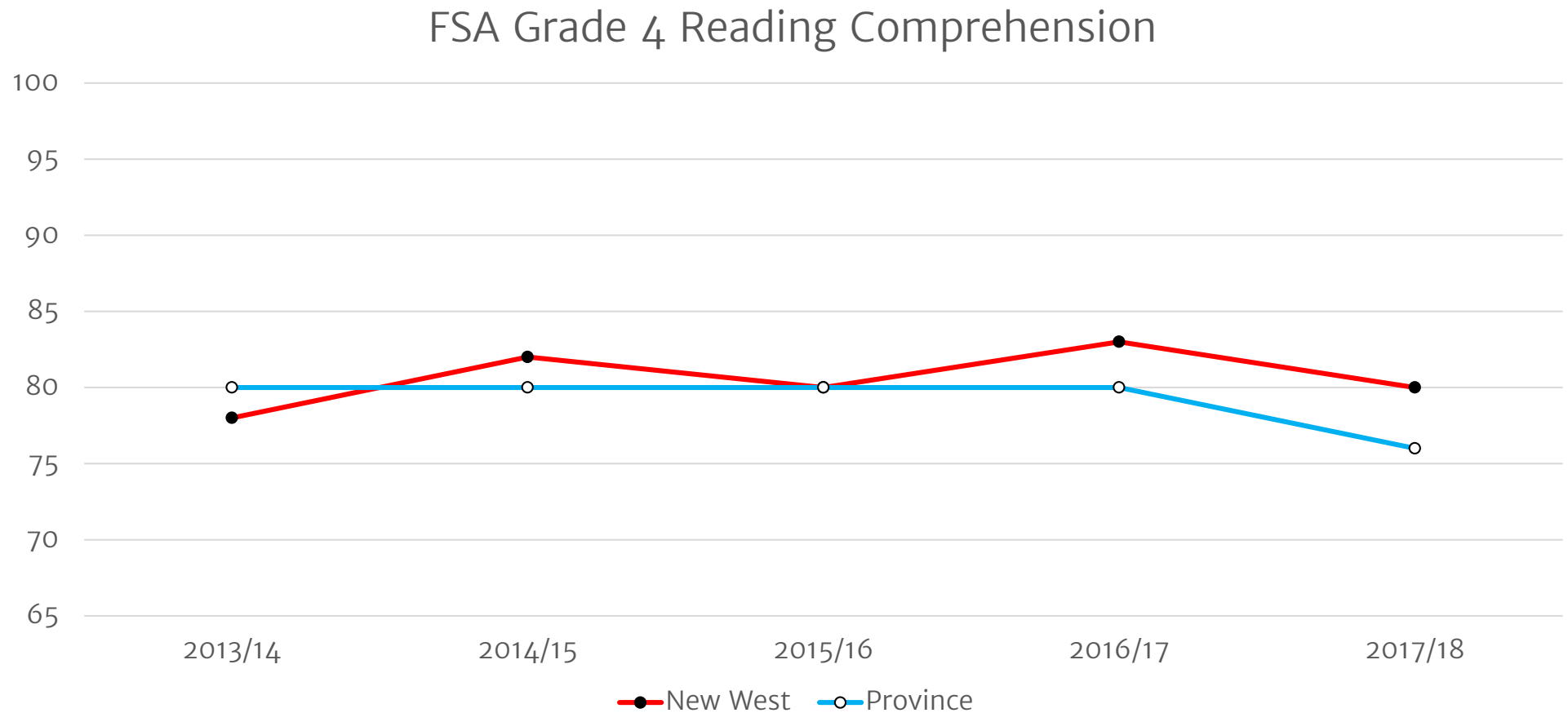


Exclusion Rate

A close-up photograph of a hand holding a pencil, poised to write on a white sheet of paper. The background is blurred, showing other people and papers, suggesting a classroom or study environment. A vibrant green decorative border with a leaf-like pattern runs vertically along the left edge of the image.

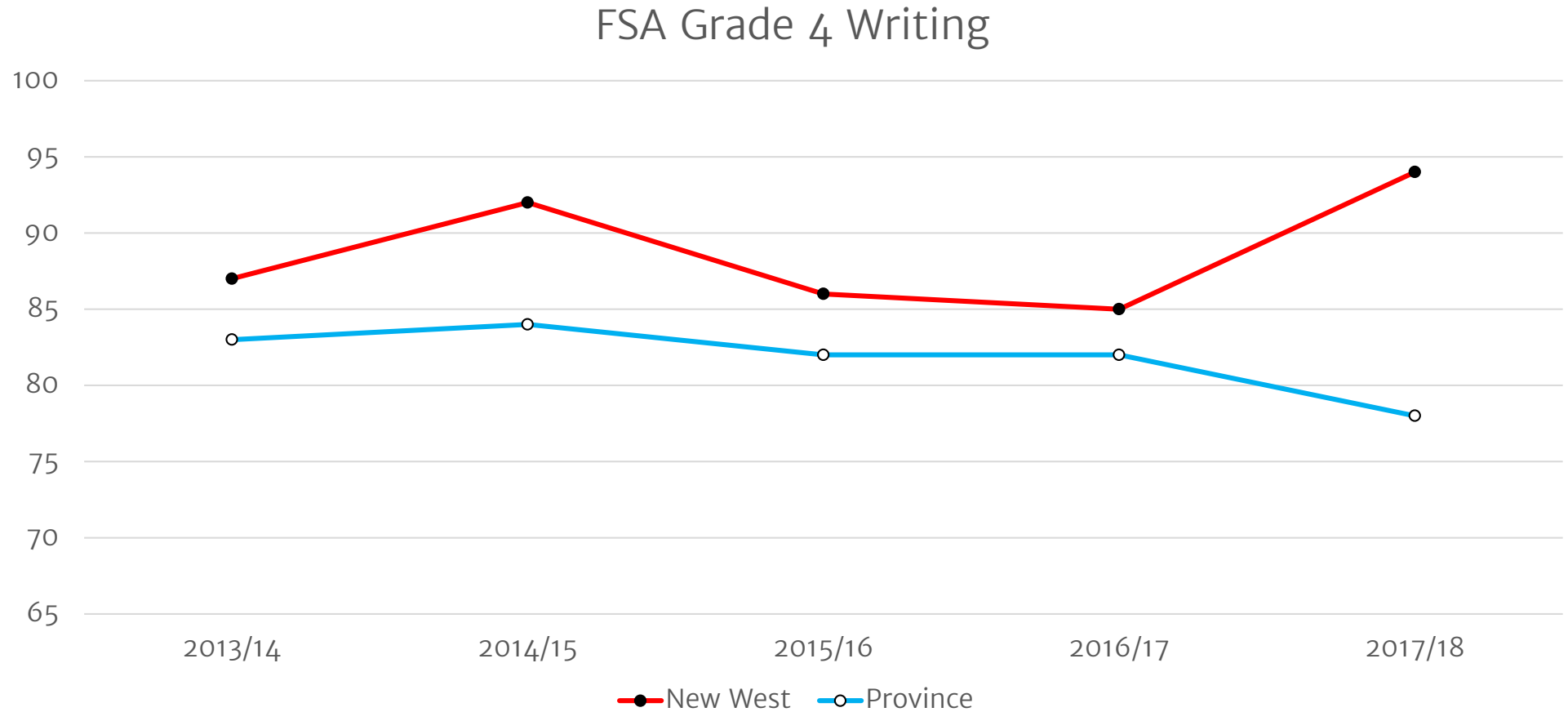
Foundation Skills Assessment

Grade 4 Reading Comprehension: Meeting or Exceeding Expectations-5 year trend



2017/2018-505 students in cohort: 409 wrote =81% participation rate

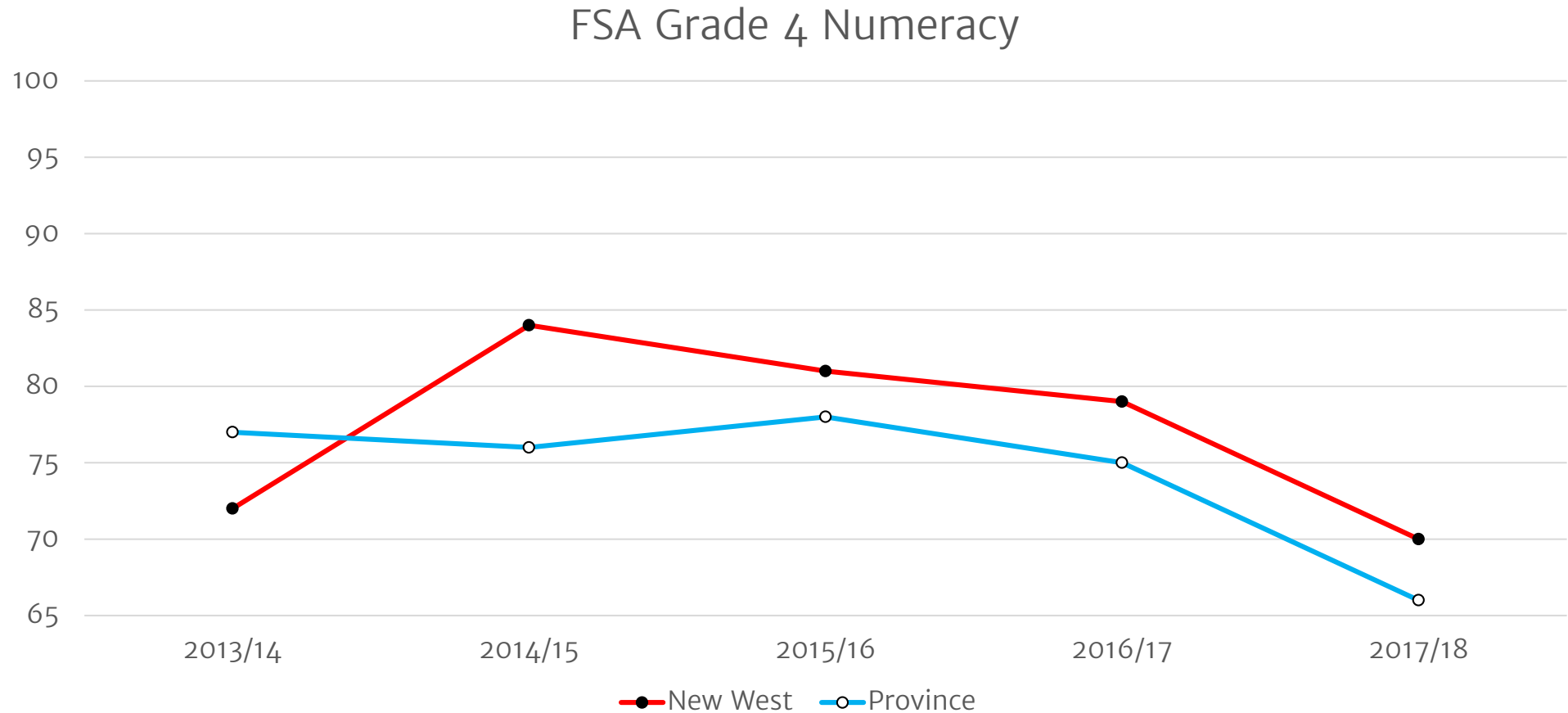
Grade 4 Writing: Meeting or Exceeding Expectations-5 year trend



2017/2018-505 students, 399 students wrote =79% participation rate

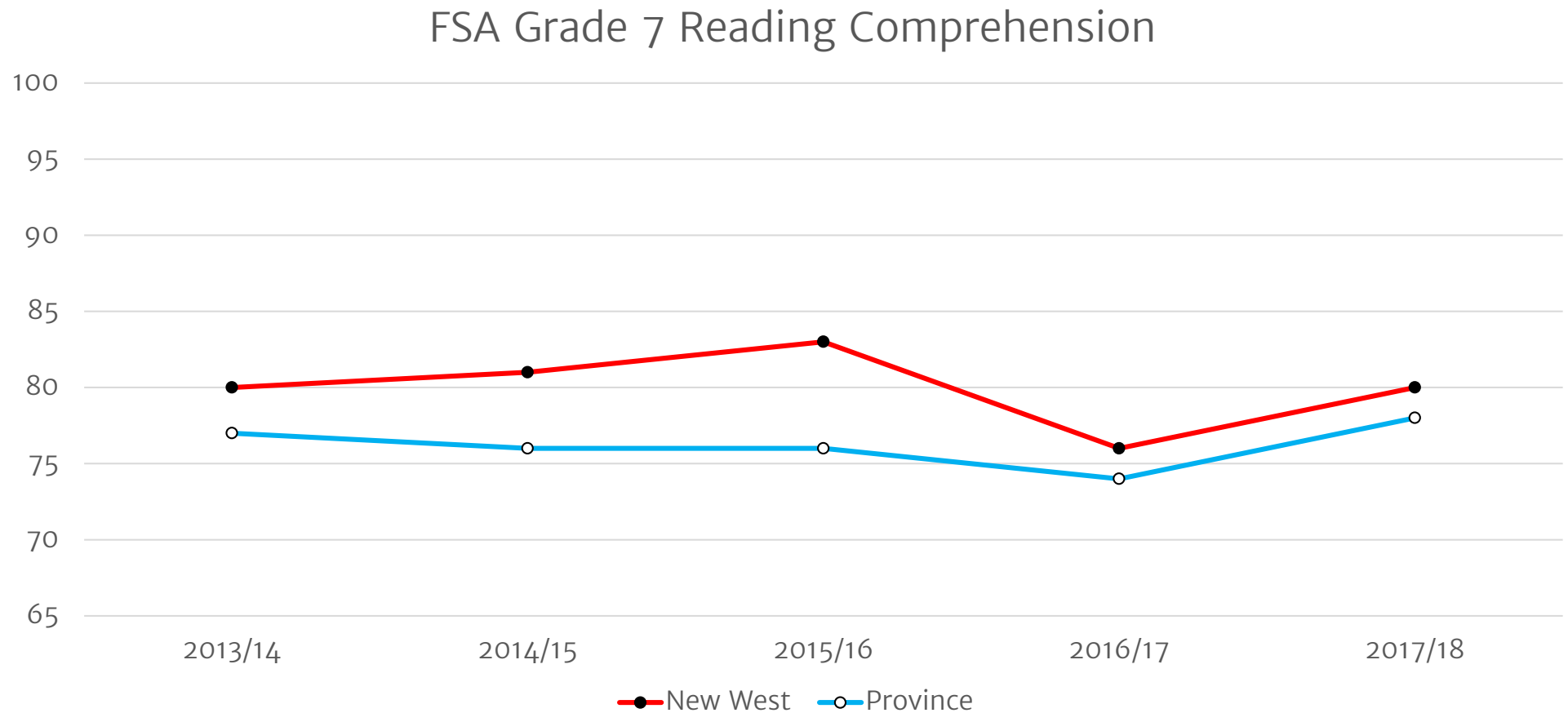
Grade 4 Numeracy

Meeting or Exceeding Expectations-5 year trend



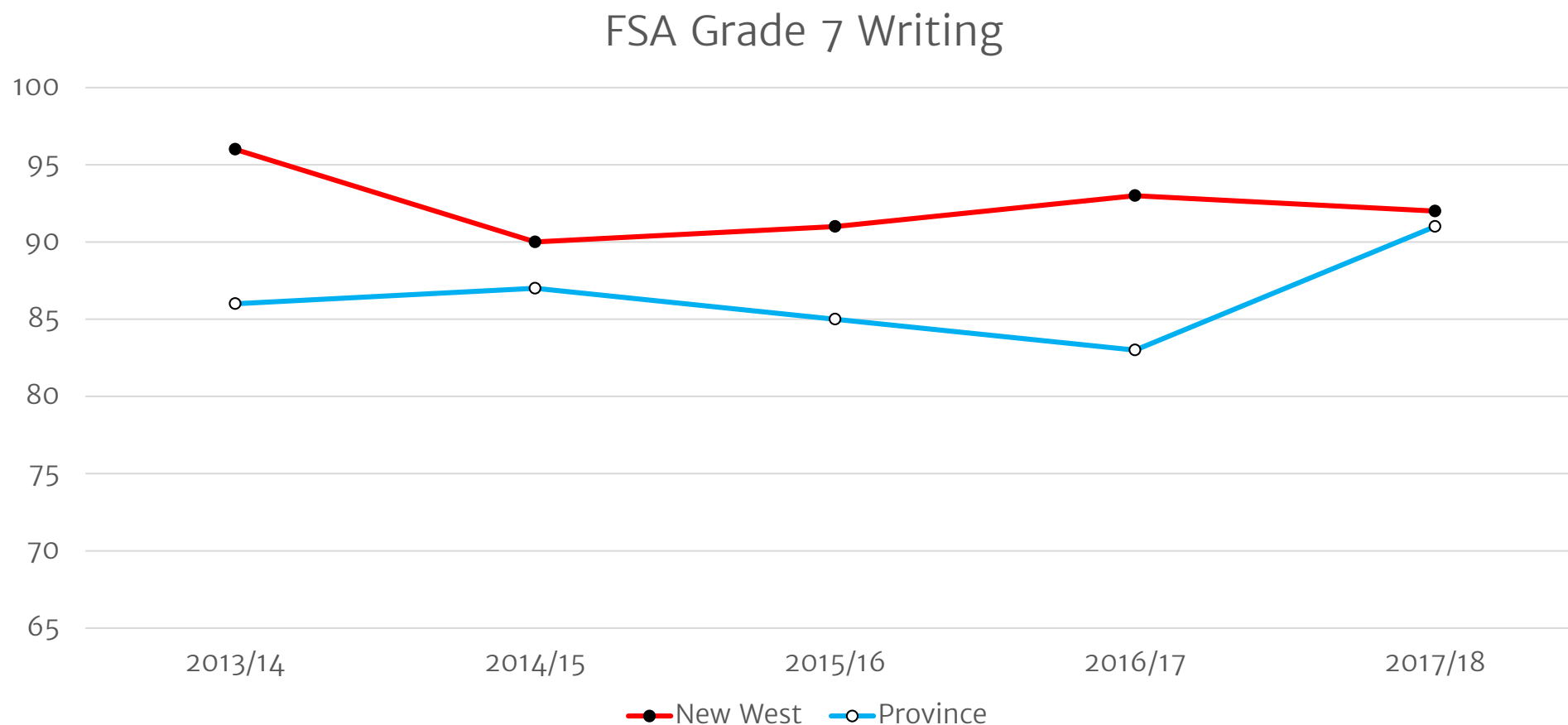
2017/2018-505 students, 409 wrote = 81% participation rate

Grade 7 Reading Comprehension: Meeting or Exceeding Expectations-5 year trend



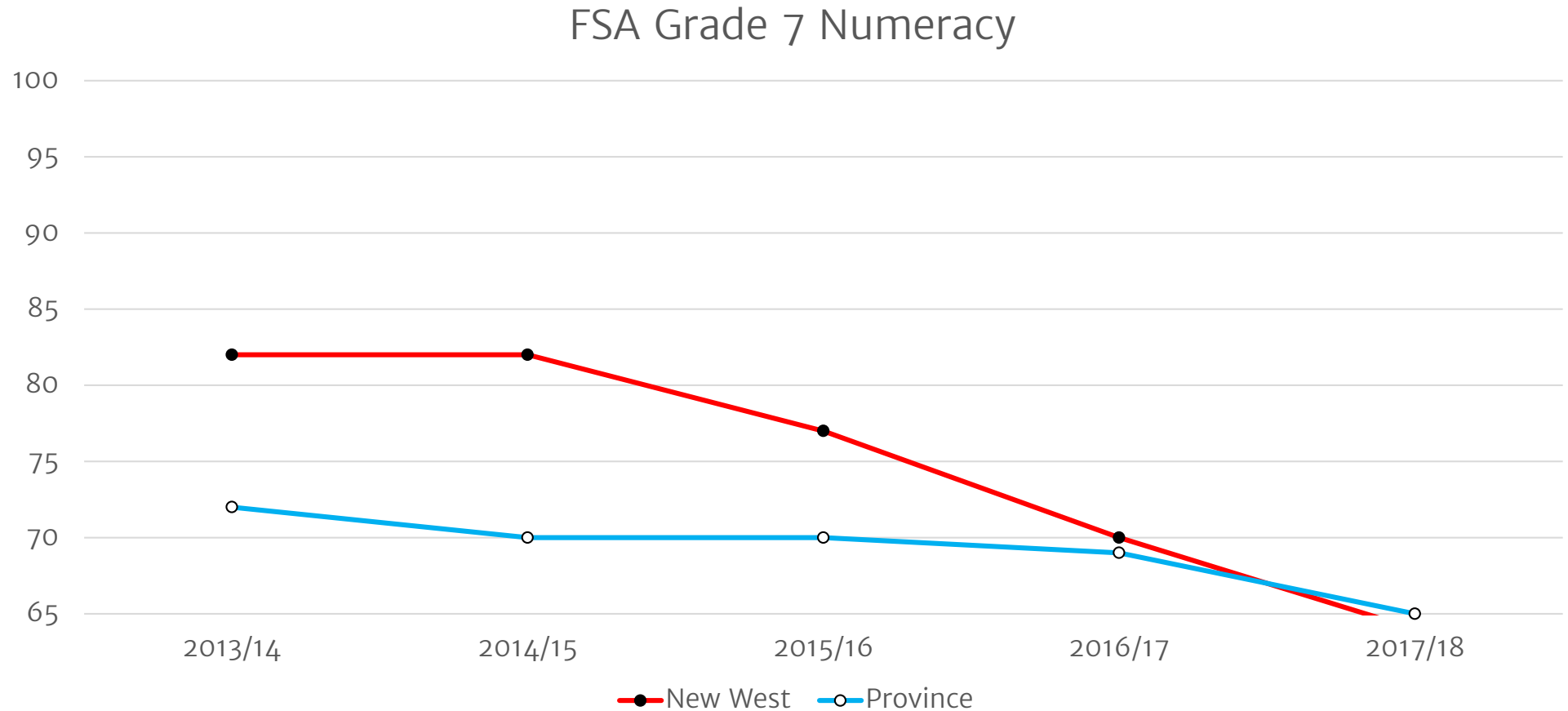
2017/2018-483 students, 416 wrote = 86% participation rate

Grade 7 Writing: Meeting or Exceeding Expectations-5 year trend



2017/2018-483 students, 396 wrote = 82% participation rate

Grade 7 Numeracy: Meeting or Exceeding Expectations-5 year trend



2017/2018 483 students 415 wrote 86% participation rate

Completion Rates

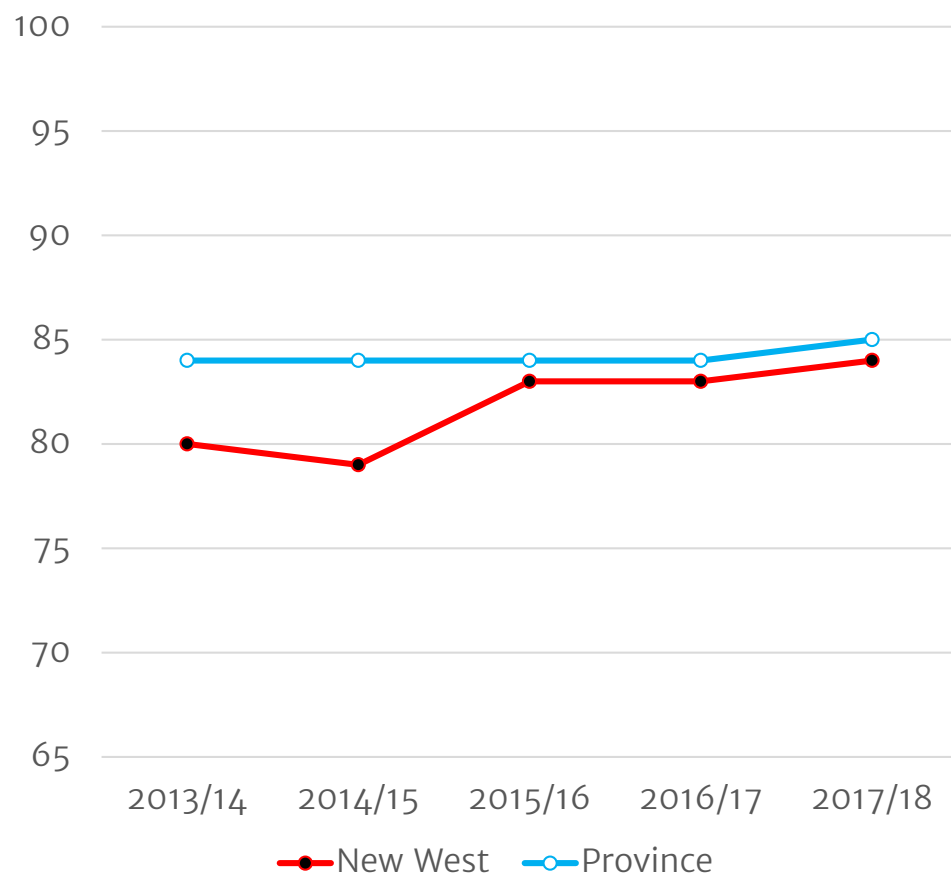


Definition:

The number of students who complete secondary school with a British Columbia Certificate of Graduation or a British Columbia Adult Graduation Diploma, within six years of when they enroll in grade 8, adjusted for migration in and out of the province.

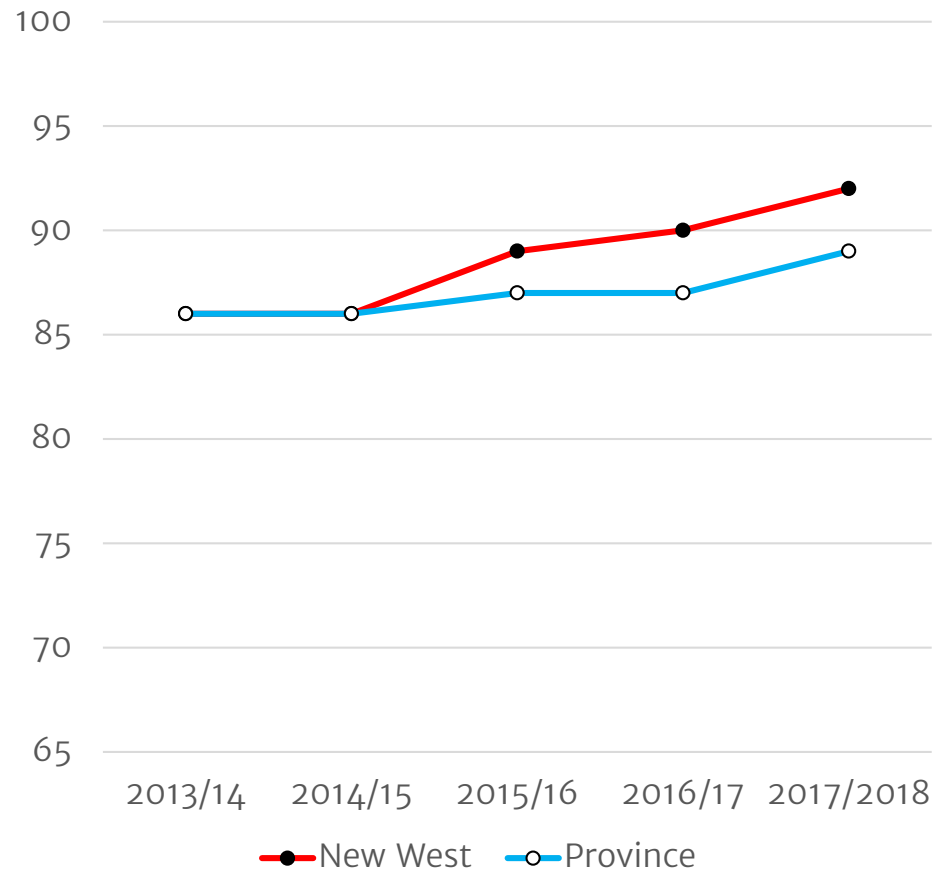


6 Year Completion Rates: New West and Province



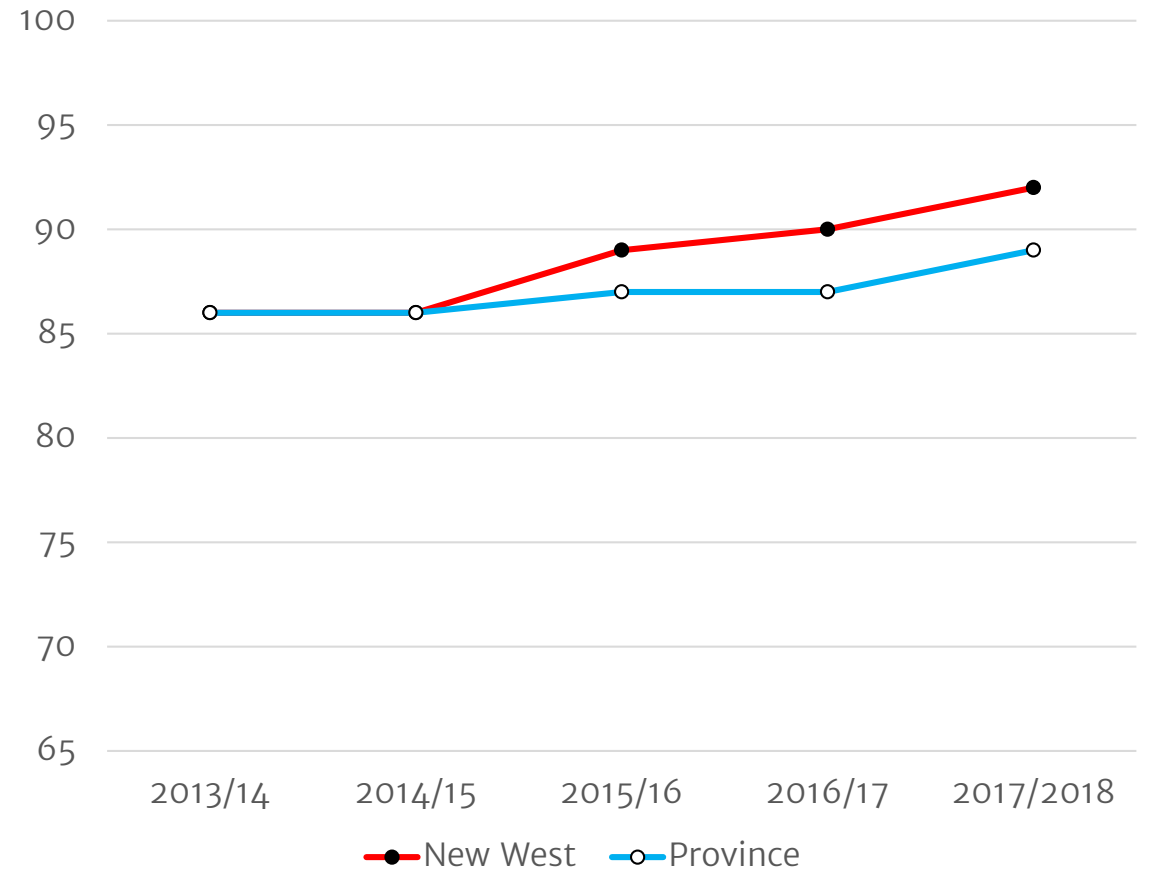
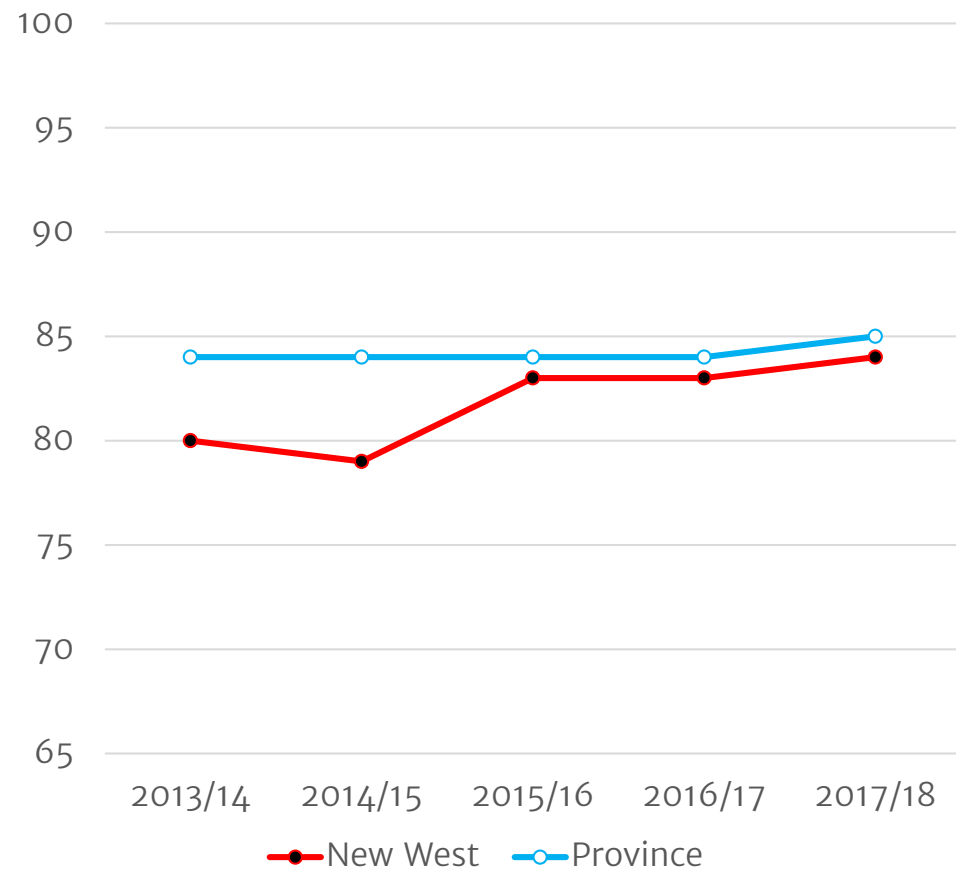
Year	Cohort size	NW	BC
13/14	569	80%	84%
14/15	555	79%	84%
15/16	568	83%	84%
16/17	522	83%	84%
17/18	511	84%	85%

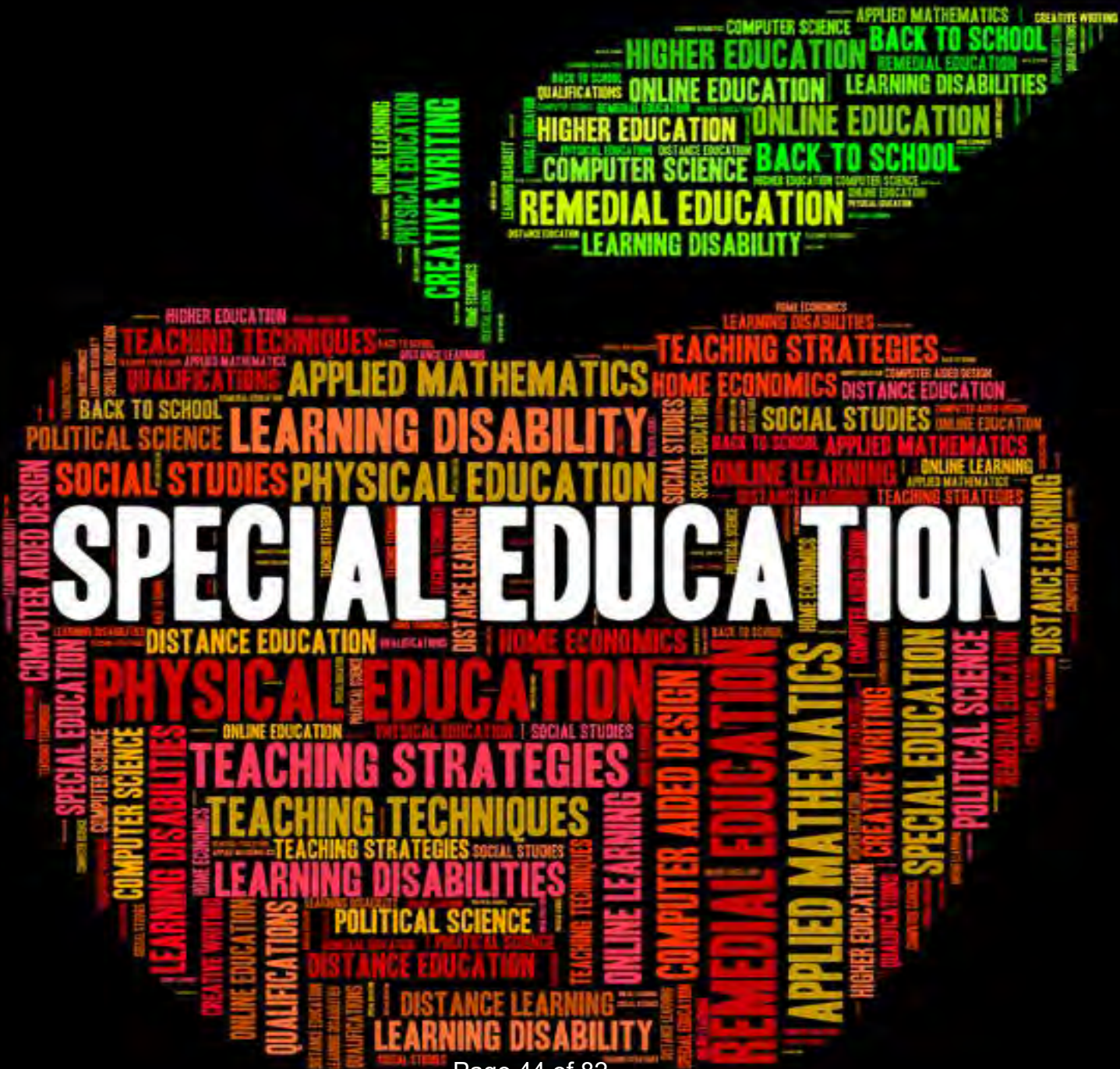
6 Year Completion Rates: BC Residents Only



Year	Cohort	NW	BC
13/14	569	86%	86%
14/15	555	86%	86%
15/16	568	89%	87%
16/17	522	90%	87%
17/18	511	92%	89%

All Students Compared to BC Residents





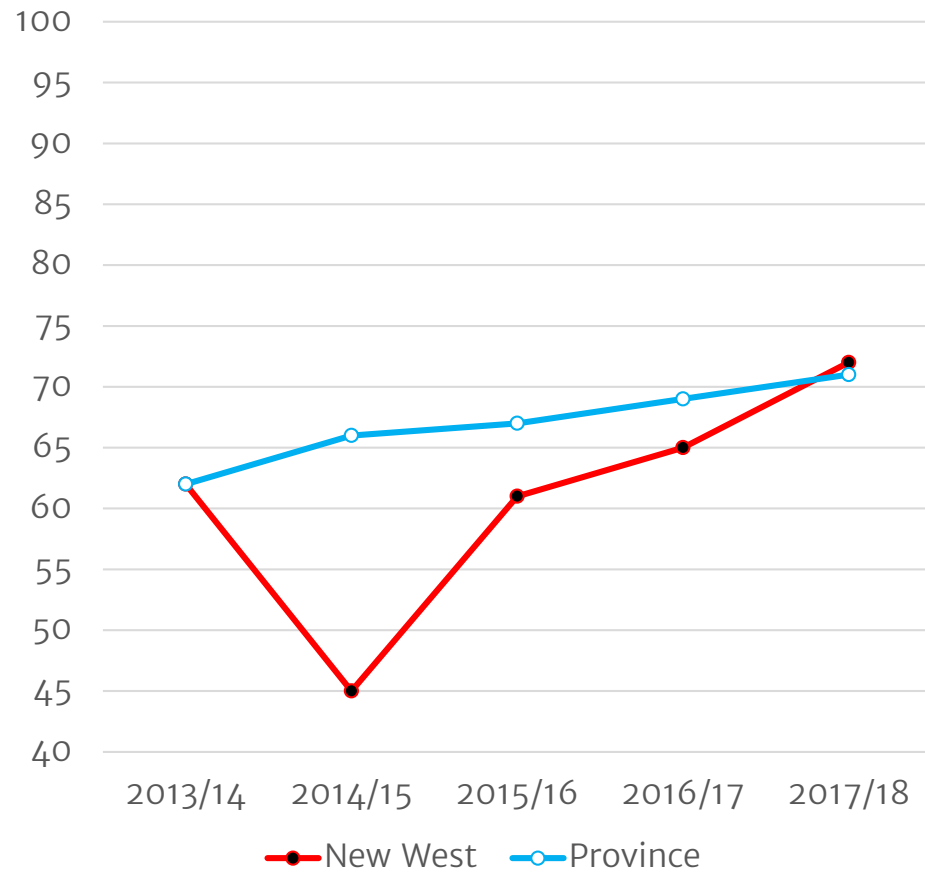


School Certificate of Completion Program: Evergreen

The Evergreen Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of *some* students with special needs on an Individual Education Plan, who have met the goals of their education program, other than graduation. Students are placed on the Evergreen program only at the Grade 10 level and in consultation with parents and the School Based Team.

The Evergreen Certificate is not a graduation credential

Special Education Completion Rates



Year	Cohort	Evergreen	NW	BC
13/14	75	5	62%	62%
14/15	75	5	45%	66%
15/16	82	6	61%	67%
16/17	58	5	65%	69%
17/18	58	*	72%	71%

Aboriginal Students

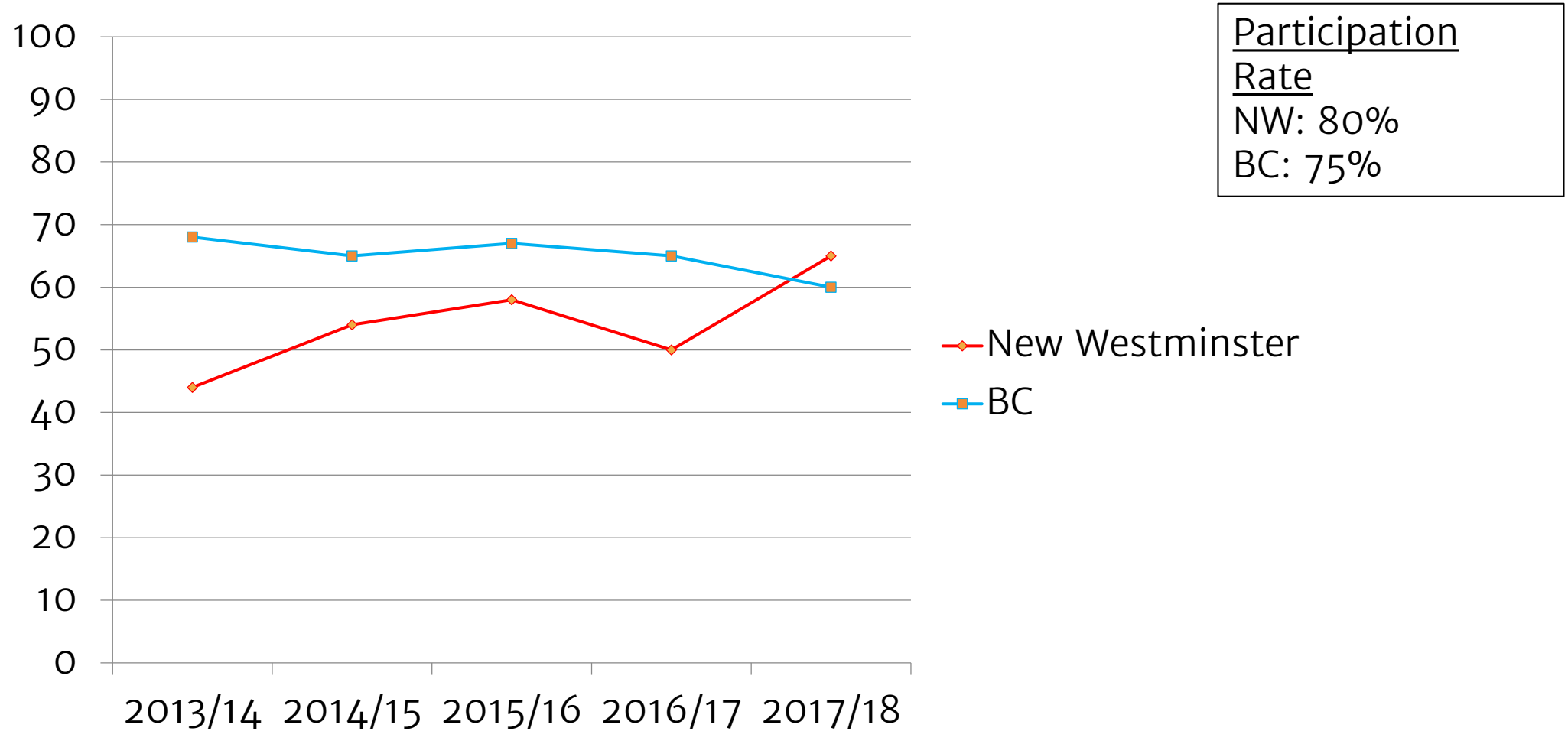


Student Statistics

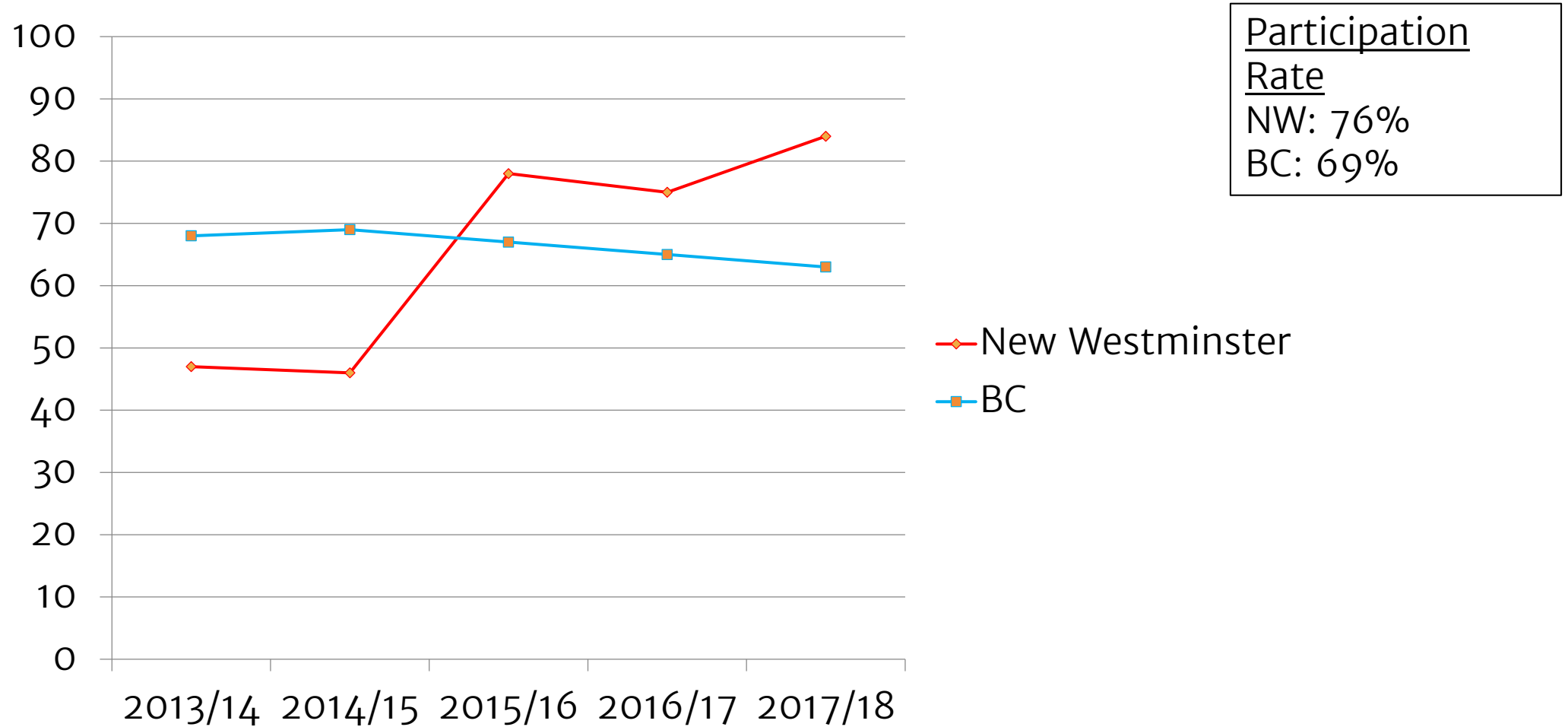
- 4.2% self identify as Aboriginal (Provincial: 11.2%)
- 15% of our students with special needs are of Aboriginal descent
- 52% of our students in care are of Aboriginal descent



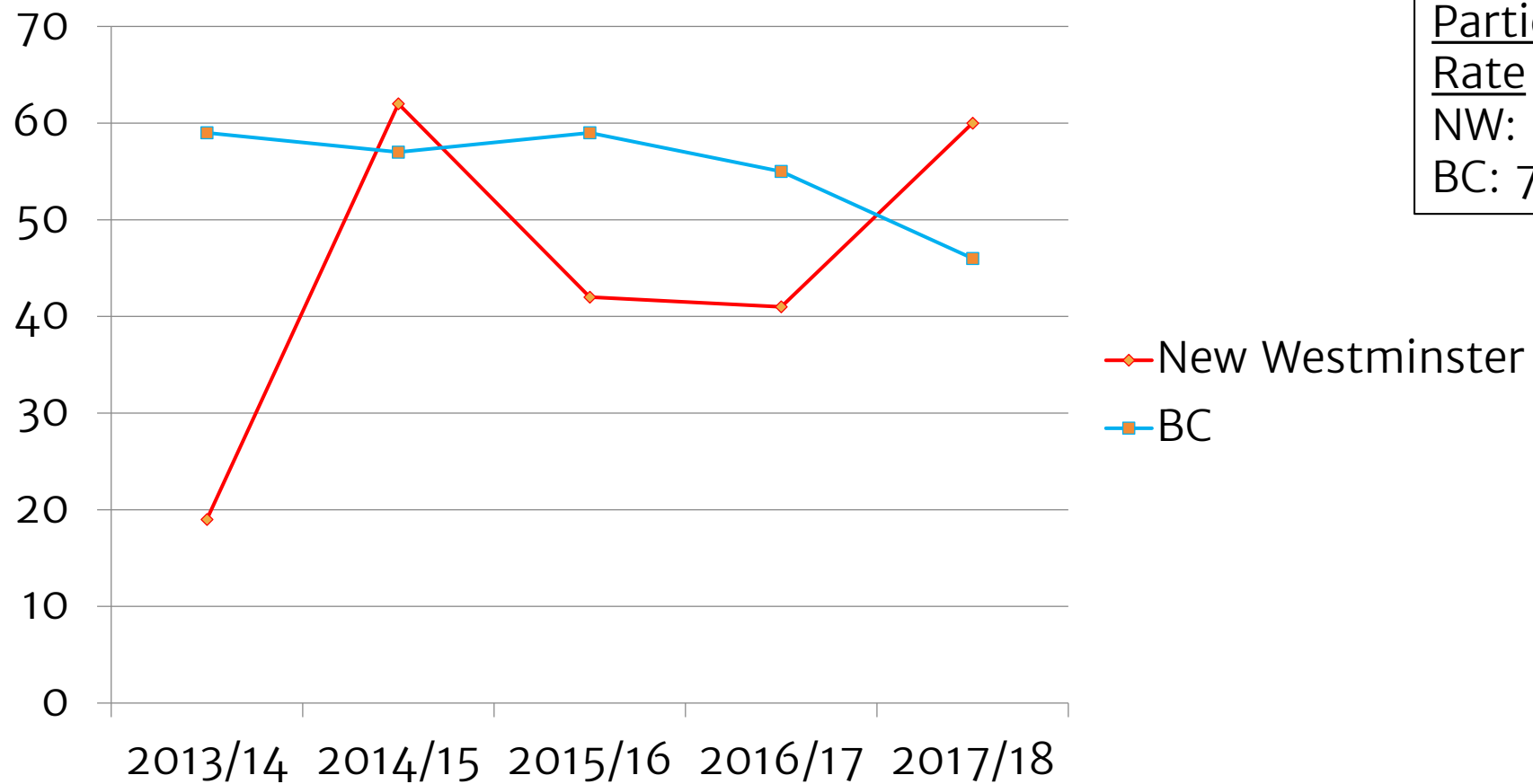
Grade 4 Reading Comprehension: Aboriginal Students



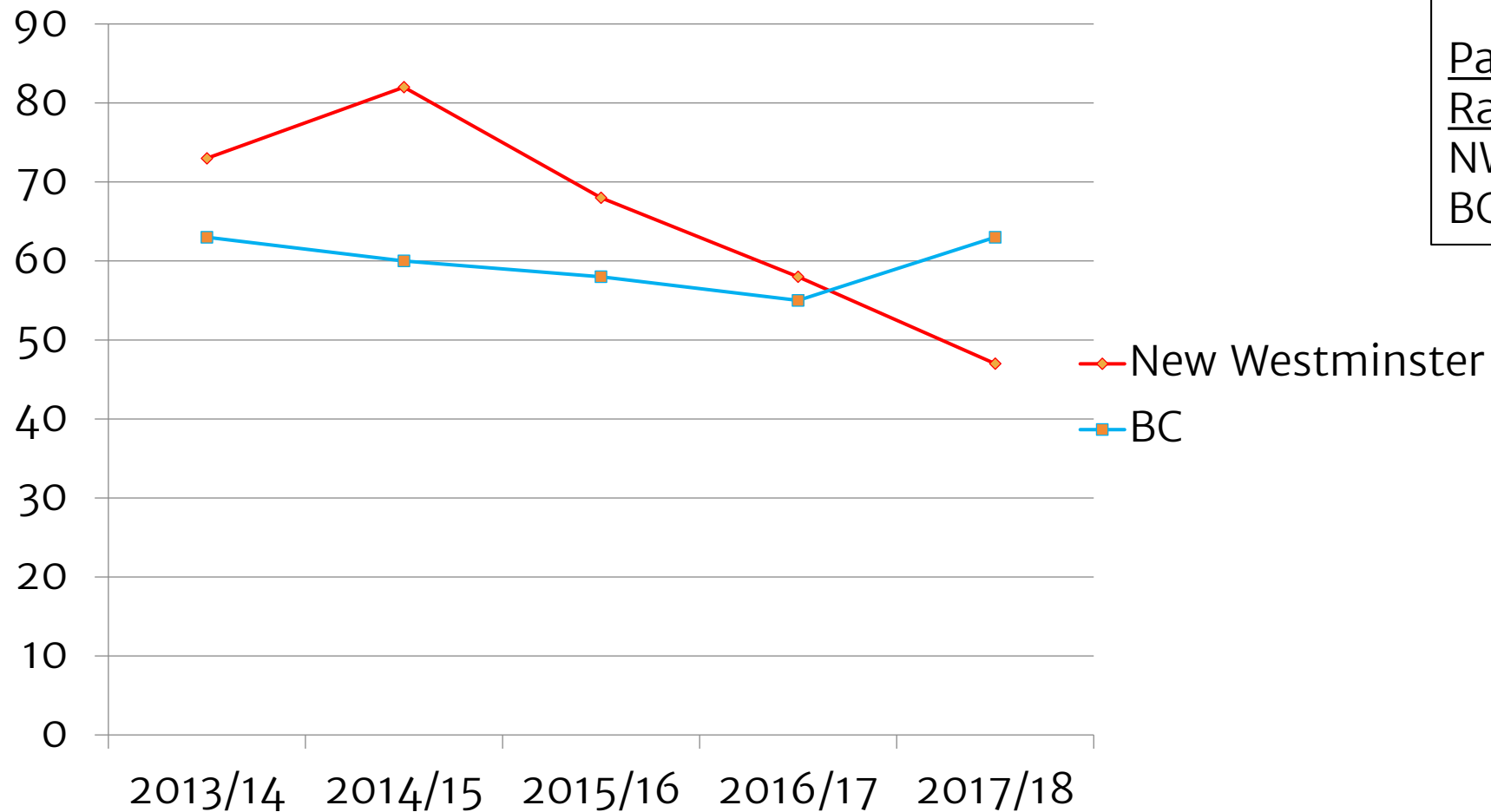
Grade 4 Writing: Aboriginal Students



Grade 4 Numeracy: Aboriginal Students



Grade 7 Reading Comprehension: Aboriginal Students

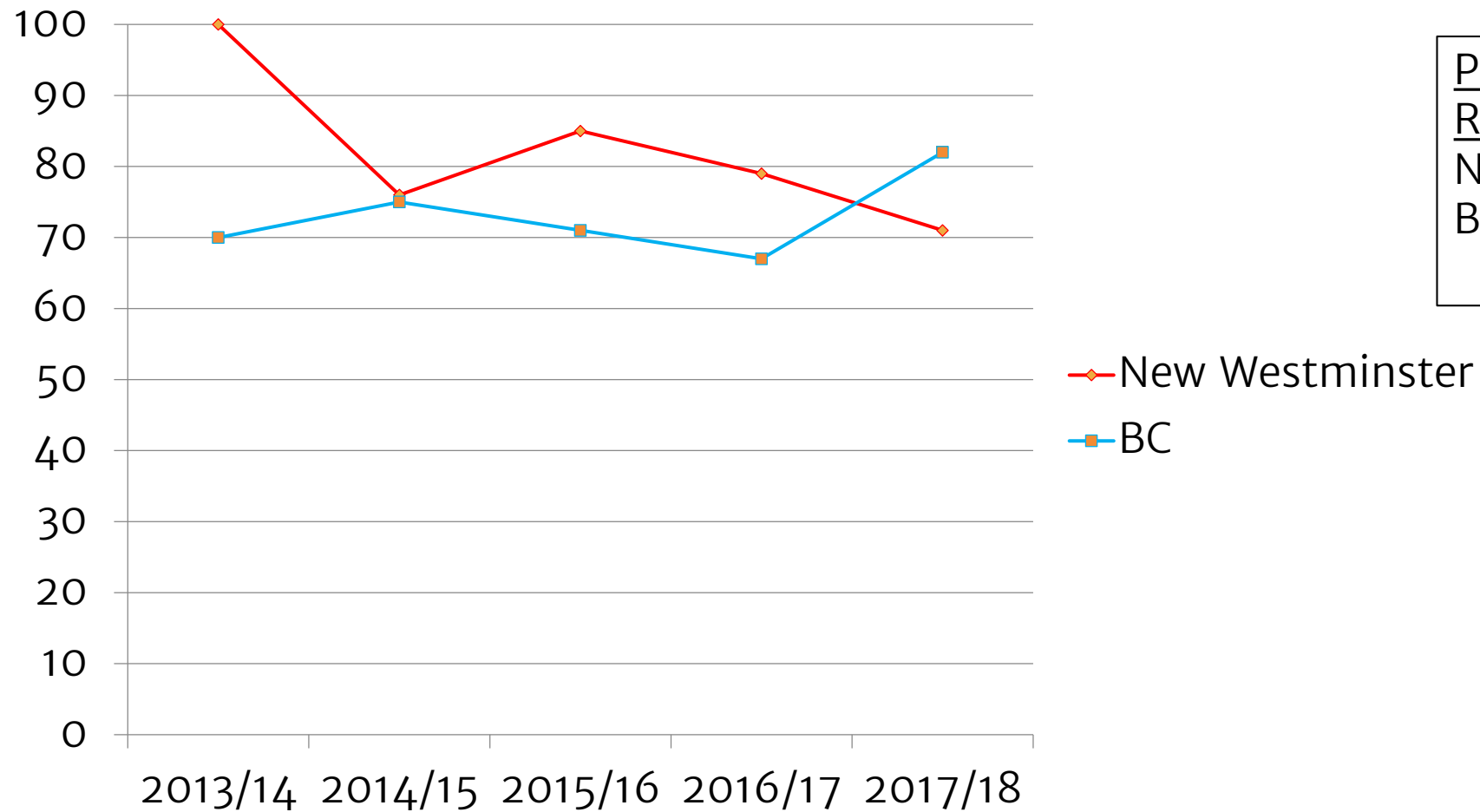


Participation
Rate

NW: 83%

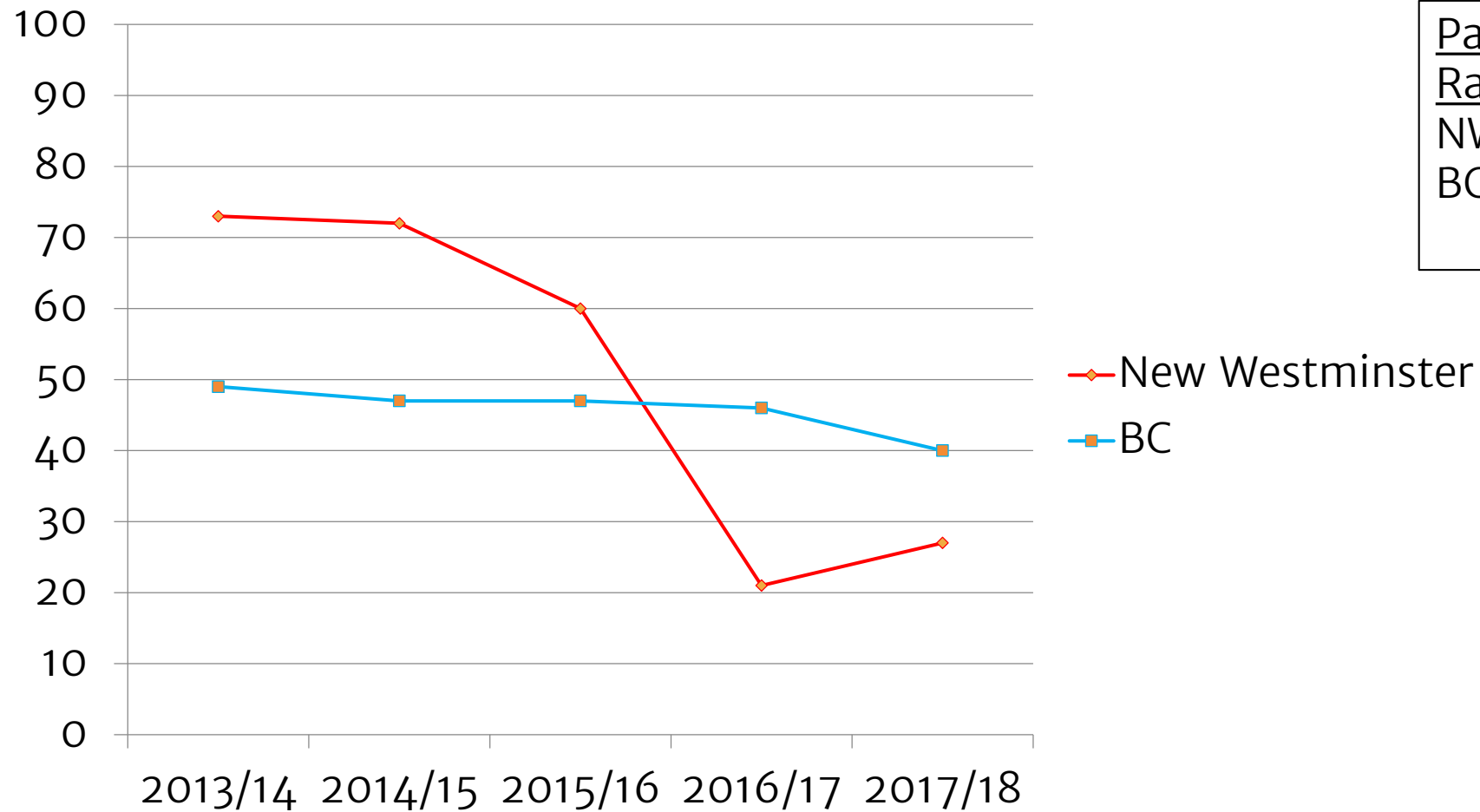
BC: 73%

Grade 7 Writing: Aboriginal Students



Participation
Rate
NW: 78%
BC: 65%

Grade 7 Numeracy: Aboriginal Students



Participation
Rate

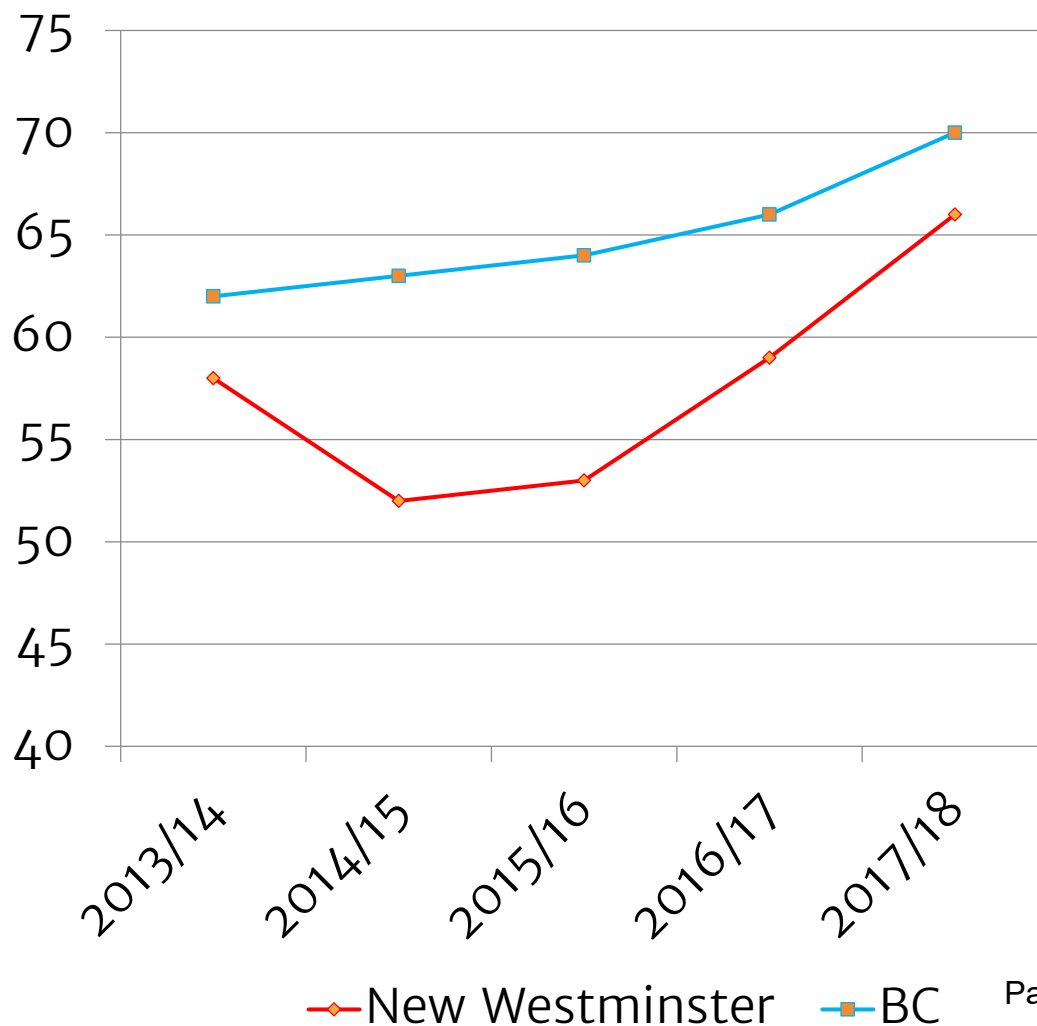
NW: 83%

BC: 73%

—◆— New Westminster

—■— BC

6 Year Completion Rate: Aboriginal Students



Year	Cohort	NW	BC
13/14	43	58%	62%
14/15	44	52%	63%
15/16	47	53%	64%
16/17	30	59%	66%
17/18	36	66%	70%

What does the Aboriginal Data Mean?



Provincial Assessment Data–Coming Soon!

Literacy

Literacy is the ability and willingness to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

Numeracy

Numeracy is the willingness and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.



STORY

Part 3: Current Initiatives

Engagement/Personalized Learning
Professional Collaboration
Build Capacity
Social-Emotional and Well Being

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Current Initiatives

ENGAGEMENT AND PERSONALIZED LEARNING

- Leveled books
- Intervention programs
- Assessment tools
- Numeracy: Mathology in primary grades
- Discovery Education – Science Techbook and streaming, professional development through coaching

PROFESSIONAL COLLABORATION

- Innovation Grants: 35
- Dinner series (Understanding by Design, Mental Wellness)
- District Professional Development Day
- Curriculum Implementation Day
- EA training – first cohort to begin in February

Current Initiatives

BUILD CAPACITY

- Teacher coaches Teacher – 3.0 FTE
- Teacher Mentoring Program – 40 teachers
- Physical learning environments
 - Innovation Grants – 7 flexible learning space grants supported
 - Modernization of classroom furniture–resource allocation to all schools

SOCIAL-EMOTIONAL WELL-BEING AND HEALTHY LIFESTYLES

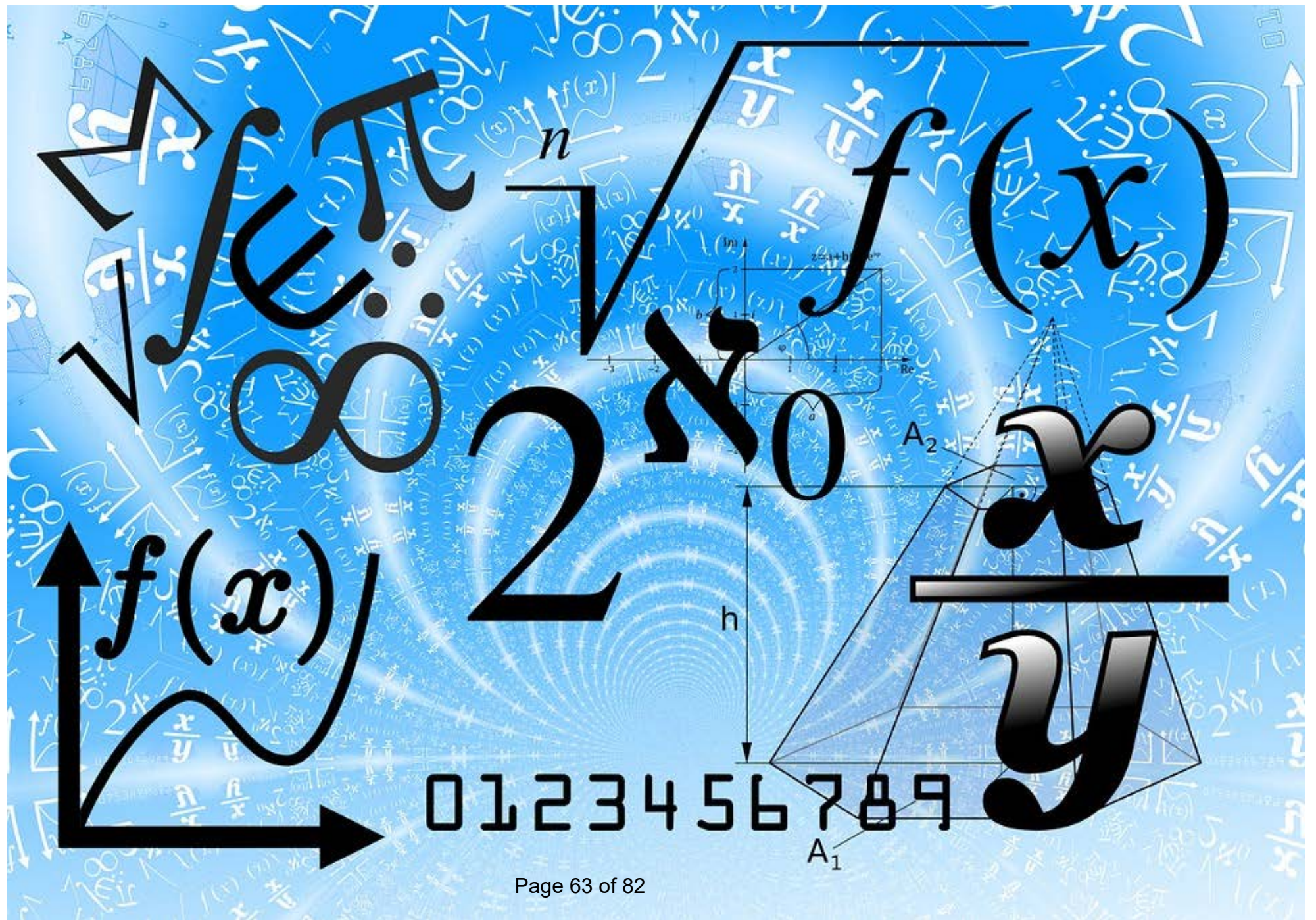
- SOGI – Professional development, leadership, resources
- Aboriginal Education Teacher – Literacy focus
- Student voice: District Leadership focus
- School Nourishment Program Launch

A silhouette of a person standing and looking through binoculars, set against a vibrant sunset sky with orange and yellow clouds. The person is positioned on the left side of the frame.

Part 4: Looking Ahead

Future Initiatives















New Westminster Schools

THE EARLY DEVELOPMENT INSTRUMENT



THE EARLY DEVELOPMENT INSTRUMENT (EDI)

The EDI is a questionnaire that is used province-wide. It was developed by researchers at the Offord Centre for Child Studies to measure patterns and trends in child development in populations of children. The questionnaire is completed by kindergarten teachers for children in their classes. They are filled out in February, after teachers have had the chance to get to know their students. This ensures that teachers are able to answer the questions for each student knowledgeably. The EDI includes 104 questions and measures five important areas of early child development. These areas are good predictors of adult health, education and social outcomes.

EDI SCALES OF CHILD DEVELOPMENT

> The EDI...

- is a Canadian-made research tool developed at Offord Centre for Child Studies at McMaster University;
- has been used in BC since 1999;
- is used to measure developmental trends and change in populations of children;
- is NOT used to diagnose individual children;

It is important to note that individual, identifiable data are not released.



Physical Health and Well-being

Sample EDI questions: Can the child hold a pencil, pen or crayons?
Is the child on time for school each day?



Social Competence

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join a game?



Emotional Maturity

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking?)



Language and Cognitive

Sample EDI questions: Is the child interested in reading and writing?
Can the child count and recognize numbers?



Communication Skills

Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?

By evaluating data gathered from the EDI questionnaire, researchers are able to measure population-based vulnerability rates by geographical area, allowing us to understand child vulnerability across the province. Vulnerable children are children who, without additional support and care, may experience future challenges in school and society. Knowing how children are actually faring in the province means that communities and governments are able to provide better supports and services for families and young children.

“Reducing inequality in child development will require us to bring about enduring social change...”
- Clyde Hertzman, Founding Director, Human Early Learning Partnership

Leading Research in Child Health and Well-being

HELP is committed to the quality of its research and reviews its data collection processes regularly to ensure that results are reliable and valid. HELP works collaboratively with a network of trainers and teachers in every district to ensure there is consistency in the way that they assess the children in their classes.

The EDI was developed to measure trends in child development across large populations, and has been adopted and implemented all over the world including Australia and Chile.



HUMAN
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CREATING POSITIVE SOCIAL CHANGE THROUGH RESEARCH

To contribute to positive social change, HELP creates maps, graphics and reports that summarize EDI results. EDI results are reported annually for the province, school districts and neighbourhoods. The results give each community in BC a snapshot of how their children have developed in the years before they begin school. HELP works with over 100 community stakeholders who use the data and their own local knowledge and resources to better support children and families in their area.

EDI research shows patterns of child development – both across the province and within local communities. It is a starting point to inform how we introduce policies and programs to best support child development.

The EDI:

- Increases awareness of the importance of the early years;
- Identifies areas of strength and weakness in children's development;
- Provides evidence based research to support community initiatives for healthy child development;
- Strengthens relationships between researchers and communities; and
- Provides communities with information to support future planning and service development.

GUIDING COMMUNITY ACTION

In Powell River, EDI scores provide important information used to plan new programs that support families and their young children. One program of note is the ORCA (On the Road with Children's Activities) bus, a mobile early learning activity bus that has made it possible to bring early development programming to children in more remote areas of the community.

In North Vancouver, EDI results provided the catalyst to create better supports and services for families. The results allowed community early child development stakeholders, like Fran Jones, to show that even in BC's most affluent neighbourhoods there were a number of vulnerable children. Because of this recognition, they were able to build services and support hard to reach families with the WHEELS program.

INFORMING POLICY

Policy monitoring is an important research focus for HELP. It is our goal to support development of evidence-based policy recommendations that are consistent with our understanding of the science of early development and that address vulnerability rates. We also know that children thrive when their families thrive and therefore, supporting children's development requires policy to address families' needs for time, resources and community supports in caring for their children.

The EDI, specifically, provides population-based data about early child development to communities and governments so that they can put into place programs and policies to support healthy child development in all families. Illustrating with data the disparities in children's development inspires action to redress these inequities.



THE MIDDLE YEARS DEVELOPMENT INSTRUMENT

Measuring and promoting children's social and emotional health, well-being, and assets with the Middle Years Development Instrument.



Middle childhood, between 6 to 12 years of age, marks a significant period in human development. Children experience important cognitive, social and emotional changes that establish their identity and set the stage for development in adolescence and adulthood. While it is a time of heightened risk, it is also a time of opportunity. (Del Guidice, 2014).

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in middle childhood about their thoughts, feelings and experiences. The MDI is the first survey of its kind to gather information about the lives of children both in school, in the home and in the community, from their own perspective. The survey uses a strengths-based approach to assess five dimensions of child development that are strongly linked to social and emotional well-being, health, academic achievement, and overall success throughout the school years and in later life.

What is the Middle Years Development Instrument (MDI)?

- The MDI is a population-level survey that gathers comprehensive information on the lives of children in Grades 4 and 7, from the children themselves. The survey is being used extensively in British Columbia, and in pilot sites across Canada and internationally.
- The MDI was created to address a gap in available, population-level data on the social and emotional health, well-being and developmental assets of children in middle childhood inside and outside of school.
- The survey is not used for individual diagnosis or assessment of children, or comparison of individual teachers, classrooms or schools.

Learn more about these five areas of development by visiting: <http://www.discovermdi.ca/understanding-the-mdi/dimensions/>



Social & Emotional Development

Optimism, empathy, happiness, prosocial behaviour, self-esteem, self-regulation, sadness and worries, responsible decision-making*, self-awareness*, perseverance*, and assertiveness*..



Physical Health & Well-being

General health, body image, nutrition, meals with family members, and sleeping patterns.



Connectedness

Presence of supportive adults in schools, families, and neighbourhoods, sense of belonging with peers, and friendships.



Use of After-school Time

Time spent participating in organized and unorganized activities including team and individual sports, lessons (e.g. music, art, academic), watching TV (e.g. online streaming of TV, movies and videos), playing video games, socializing with friends, reading, homework, working* and volunteering*.



School Experiences

Academic self-concept, school climate, school belonging, future goals and victimization (bullying).

*Only children in Grade 7 are asked to report on these areas.

The MDI was developed by a collaborative group of researchers at the Human Early Learning Partnership (HELP), educators and community members interested in tracking trends and patterns in children's social and emotional health, well-being and developmental assets. The MDI was developed with the goal of providing policy makers, educators and community organizations with essential data to support decision-making aimed at creating the conditions in which children can flourish.

The MDI is supported by funding from The United Way of the Lower Mainland, the BC Provincial Ministries of Education, Health and Children and Family Development, as well as participating school district (boards) in BC.



The MDI...

- Uses a strengths-based approach and focuses on children's positive assets;
- Helps us understand the development of the whole child;
- Offers children a voice and an opportunity to share their thoughts, needs and wishes; and
- Provides a reliable and valid way to assess children's development and well-being.

WHY THE MIDDLE YEARS MATTER

Middle childhood is a time of enormous physical, emotional, and cognitive growth, accompanied by changes in peer and adults relationships and, both home and school environments. Research shows that a child's overall health and well-being during this critical period of development affects their ability to concentrate and learn, develop and maintain friendships, and navigate thoughtful decision-making.

As the elementary school years progress it is common to observe declines in children's self-reported confidence, self-concept, optimism, empathy, satisfaction with life and social responsibility. However, these declines are not inevitable. During these transitional years there are many opportunities within school and community environments to promote resiliency and buffer children from these risks. These include positive adult relationships at home, in school and in community, as well as assets. Children in their middle years can develop social and emotional competencies and lifelong patterns of behavior that will help them thrive.

CHILDREN'S VOICES MATTER

Children's voices matter. One of the core beliefs of the MDI is that children's voices deserve to be heard. Asking children for their input is valuable because it provides us with rich data on child well-being that we couldn't otherwise access — data which we can use to create environments and interactions which help children thrive. It is also powerful because it tells children that we value their thoughts and feelings, and grants them a say in how their schools and communities make changes to support them.

WHY MEASURE AND MAP CHILDREN'S WELL-BEING?

With an emerging focus on the importance of social and emotional competencies, there is an increasing need for quality, population-level data to guide policy development and program investments.

The MDI provides a reliable method for assessing children's social and emotional development, physical health, relationships, experiences in school and community and participation in after-school activities. It offers children an opportunity to share their experiences and opinions related to these areas of their lives. They are also able to share their wishes and perceived barriers related to their participation in after school activities. Learning from children directly – in their own voices – about their experiences at home, in school and in the community provides important information to support evidence-based decisions on funding allocation, program delivery and policy development across sectors.

VALIDITY AND RELIABILITY

The MDI was developed based on five decades of research on resiliency and risk in the field of child development. There are now four studies that have been conducted to test the validity of the MDI survey, in both urban and rural communities in BC. Results from these studies show the MDI has both strong reliability and validity as a measure of children's overall wellbeing. See References for details of these four studies.

FIG 1: THE WELL-BEING INDEX

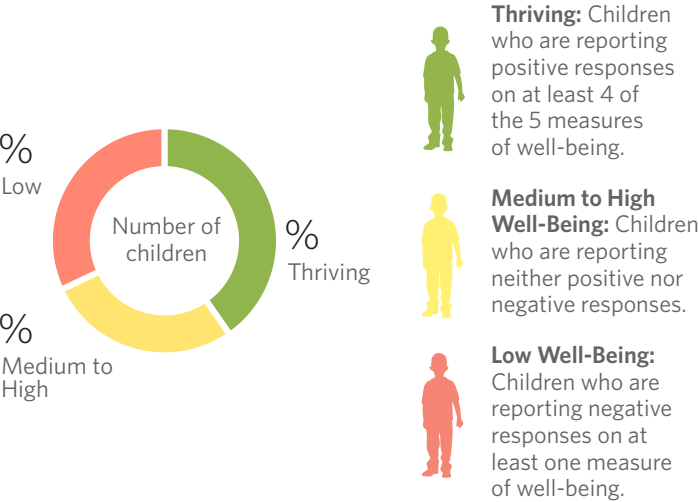
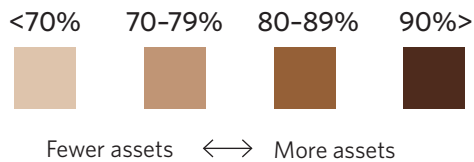
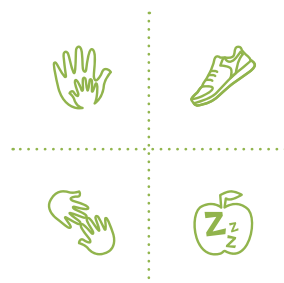
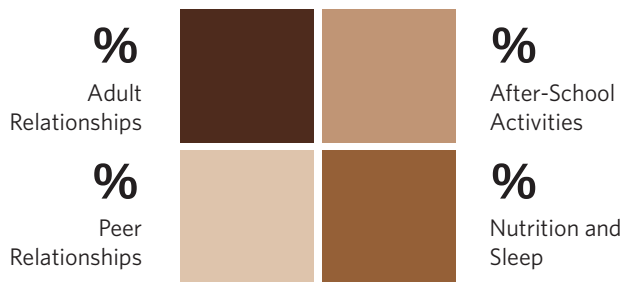


FIG 2: THE ASSETS INDEX

Percentage of children reporting the presence of assets in their lives:



All Participating Districts



MEASURING SOCIAL AND EMOTIONAL WELL-BEING & ASSETS

The MDI consists of measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health. Scores from these five measures are combined to create the MDI Well-Being Index, which assesses three categories of well-being: 'Thriving,' (or experiencing 'High' well-being), experiencing 'Medium to High' well-being, or 'Low' well-being. (Fig. 1)

Assets are positive, everyday influences and resources that are known to protect children against vulnerability and promote positive well-being during the middle years. The MDI Assets Index measures qualities present in children's lives that make a difference: Positive Adult Relationships, Positive Peer Relationships, After-school Activities, and Nutrition & Sleep. (Fig.2) Each asset is calculated and reported as the percentage of children reporting the presence of the asset in their lives.

Resiliency research shows that assets are qualities in children's lives that promote positive development. This aligns with one of the key findings of the MDI that indicates children's self-reported health and well-being is related to the number of assets they perceive in their lives. As the number of assets in a child's life increases, they are more likely to report higher levels of well-being.

HOW ARE MDI DATA REPORTED?

Data collected from the MDI are used to create comprehensive maps and reports that are shared with schools and communities in BC and across the country. The information collected supports governments, educators, health professionals and community organizations to make evidence-based decisions, offering valuable insight about the impact of programs, practices and policies designed to improve the well-being of children in schools and in communities. Learning how children are currently faring across neighbourhoods and school districts means that supports and services can be tailored to families and children where and when they are needed.

MDI reports and maps are powerful tools for use in planning and community mobilization. HELP reports and maps MDI data both by school district and by children's home postal code, providing an opportunity to explore results for children by neighbourhoods.

School District and Community Reports are made publicly available at www.earlylearning.ubc.ca/maps/mdh/nh

Please visit www.discovermdh.ca/understanding-the-mdh/mdh-101/ to see answers to the most Frequently Asked Questions related to the MDI.



DISCOVER MDI: A FIELD GUIDE TO WELL-BEING IN MIDDLE CHILDHOOD

Our goal is to support communities, schools, families and children to chart their own course toward improving the lives of children during these critical years of growth and transition. Discover MDI: A Field Guide to Well-Being in Middle Childhood is an online tool designed to help do just that. Discover MDI is a companion to your MDI reports and features shareable resources for key MDI concepts and research related to healthy middle childhood development, tools and tips for presenting your MDI data, and recommendations for using the MDI to initiate conversations and change in your schools and communities.

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EDI and MDI: Neighbourhoods/Schools

Neighbourhood	EDI Schools	MDI Schools
Connaught Heights	Connaught Lord Tweedsmuir	Connaught Lord Tweedsmuir
Uptown	Lord Kelvin	Lord Kelvin
Queen's Park	Herbert Spencer Howay	Herbert Spencer Howay Glenbrook Middle
Sapperton	McBride	McBride
Downtown	Qayqayt	Qayqayt Fraser River Middle
Queensborough	Queen Elizabeth	Queen Elizabeth Queensborough

VALUE OF THE FSA

Value for parents

Along with classroom assessment information, the FSA provides valuable information to parents on how their child is performing in reading, writing, and numeracy.

Student information for parents

A Student Profile Report is available for each student following administration of the FSA. Teachers and parents/guardians are encouraged to discuss student results together, along with student responses to questions in the student booklet. It is important for parents to discuss FSA results with teachers, as teachers are in the best position to interpret them.

Value for educators

Schools receive information on how their students did on specific types of FSA questions. Teachers can use this information to provide support for students and to inform learning in the coming school year.

Why is it important that all students write the FSA?

FSA results are about more than the overall performance of the provincial school system. All Grade 4 and Grade 7 students are required by BC's School Act to write the FSA because information about every child is important to parents and to schools. When all students write the assessment, parents, teachers, schools, and the province receive accurate information on how students are learning.

Planning for success

There is a strong connection between FSA scores, school completion, and future life success. FSA results also show where individual students excel and where they need assistance. Paying attention to individual student results allows parents and educators to make early interventions that can enhance success later in a child's schooling.

Preparation

Because students engage in reading, writing, and numeracy activities in their regular classroom work, no special preparation is required to prepare for the FSA. Students may try a sample FSA in their class to become familiar with the FSA format.

For more information on the FSA, please visit
<https://curriculum.gov.bc.ca/assessment-reporting/new-foundation-skills-assessment>

Foundation Skills Assessment

Information for Parents



BRITISH
COLUMBIA

Ministry of
Education

FOUNDATION SKILLS ASSESSMENT

What is the FSA?

The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered to BC students every year in Grades 4 and 7. They are the first two of four provincial assessments: Grade 4 FSA, Grade 7 FSA, and the graduation assessments in Literacy and Numeracy.

What is the purpose of the FSA?

The FSA provides a “snapshot” of how well BC students are doing in key foundational areas. The results help answer important questions, such as:

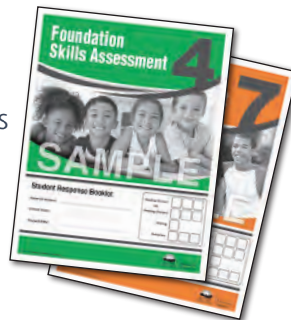
- Are all students learning vital skills they will need in school and in life?
- Is student achievement improving over time?
- Are there any trends in student performance at the school, district, or provincial levels?

FSA Quick Facts

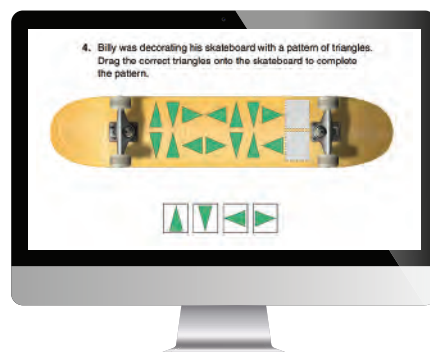
- ➔ Written in Grades 4 and 7
- ➔ Administered in the fall
- ➔ No preparation required
- ➔ Provides important information for parents and teachers on student learning in reading, writing, and numeracy

What does the FSA look like?

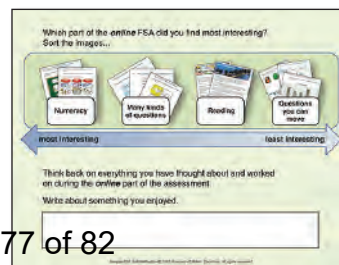
Students write the FSA in the fall. The FSA is administered over six weeks, and most schools spread the assessments over the course of a few days. The assessments take approximately 4.5 hours to complete and are done on paper and on a computer.



All students take part in a group collaboration activity; respond to reading, writing, and numeracy questions in a paper student booklet; and answer a variety of interactive questions on a computer.



Students also have an opportunity to reflect on what they did during the FSA, which provides educators with feedback on the assessment and information on how students are learning.



Who develops the FSA?

Teams of educators from across the province, along with post-secondary assessment experts, develop, trial, review, and refine the questions in the FSA. The educators use their professional experience, together with established test specifications and assessment standards, to ensure that the assessments are developmentally appropriate, of high standards, and accessible to students across the province.

Why did the FSA change?

BC's assessments are regularly reviewed and updated to respond to changes in curriculum. The FSA now reflects BC's new curriculum and current classroom practices, such as providing students with opportunities for collaboration and reflection. The assessment also provides students with a choice in reading themes, and more interactive questions in the online component of the assessment.

Students now write the FSA in the fall instead of the winter. This important change means teachers receive student results earlier, providing information on what students know, can do, and understand at the beginning of the school year. This will help teachers and schools make decisions to support student learning.



DRAFT

Proposed School Calendar

August 2021 - July 2022

August 2021 ¹						
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KEY

- = Stat Holiday
- = Winter & Spring Break
- = Administrative Day
- = Days of Instruction
- = Summer Break

DRAFT

Proposed School Calendar

August 2022 - July 2023

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28	29	30	31				

June 2023							11
S	M	T	W	Th	F	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

July 2023							12
S	M	T	W	Th	F	Sa	
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2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

KEY

- = Stat Holiday
- = Winter & Spring Break
- = Administrative Day
- = Days of Instruction
- = Summer Break

DRAFT

Proposed School Calendar

August 2023 - July 2024

August 2023 1						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023 2						
S	M	T	W	Th	F	Sa
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17	18	19	20	21	22	23
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October 2023 3						
S	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
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29	30	31				

November 2023 4						
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26	27	28	29	30		

December 2023 5						
S	M	T	W	Th	F	Sa
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024 6						
S	M	T	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30	31			

February 2024 7						
S	M	T	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024 8						
S	M	T	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024 9						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	29	30				

May 2024 10						
S	M	T	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024 11						
S	M	T	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024 12						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: February 5, 2018

Submitted by: Anita Ansari, P.Eng., M.A.Sc., Trustee & Vice Chair

Item: **Requiring Action** **Yes** ☒ **No** ☐ **For Information** ☐

Subject: Data-gathering and Options for a District Gifted Education Program

Background:

The school district of New Westminister is a cohesive, nimble, innovative place where children love to learn. A gap exists, however, in terms of supporting and nurturing the abilities of gifted, highly able and/or twice-exceptional children. Currently, parents of such students struggle with keeping their children in an environment where their abilities are not mindfully cultivated by the school system; many opt to send their children to exceptional-student-centric settings in neighboring districts such as Burnaby, Coquitlam and Surrey, all of whom have established programs supporting the intensity of experience accompanying giftedness. In cases where the students do not have advocates for their specific needs in education, they are at risk of becoming disengaged to the point where they drop out.

The intersection of aboriginal education with gifted education is another facet that should not be ignored. Adding the advocacy required for exceptional students to the barriers faced by aboriginal learners makes it difficult for those learners to receive the educational support they require.

Keeping gifted students in our district has many benefits, aside from providing support to exceptional children. The enrichment, from having these students travel through our cohorts, cannot be understated. Highly-able learners inspire others to learn deeper and more meaningfully, moving their peers towards a growth mindset. Deeper learnings and increased engagement allows all the students go forth to improve society in myriad ways.

At present, this district does not have a system for identifying gifted, highly able and/or twice exceptional children. That does not mean they are not part of our student body, just that we have not found a way of engaging them specifically. It is plausible that disengaged students can in actuality be high intensity exceptional students but have gotten categorized in the existing framework under special education.

In the wake of a comprehensive Special Education Review, and our commitment to the Aboriginal Enhancement Agreement, I would like to direct the staff to look into modifying the data being gathered in the Special Education Review to allow for assessment of markers of gifted / highly-able and/or twice-exceptional learners.

Recommendation:

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) that staff be directed to include markers of gifted / highly-able or twice-exceptional learners as part of the on-going Special Education Review;

AND

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) that staff be directed to identify learning enrichment options for gifted / highly-able or twice-exceptional learners.

References:

“How and Why to Search for Young Einsteins,” The Economist Print edition dated Mar 22nd 2018
<https://www.economist.com/international/2018/03/22/how-and-why-to-search-for-young-einsteins>

Learning in Depth, by Kieran Egan, University of Chicago Press, 2010

Living with Intensity Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents, and Adults, ed. Susan Daniels and Michael M. Piechowski, Great Potential Press, 2008.

Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child, by Karen B. Rogers, Great Potential Press, 2002