



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
EDUCATION POLICY AND PLANNING COMMITTEE
AGENDA**

Tuesday, February 11, 2020

5:00 pm

School Board Office

811 Ontario 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>	5:00 PM	
Recommendation: THAT the agenda for the February 11, 2020 Education Policy and Planning Committee meeting be adopted as distributed.			
2.	<u>Presentation</u>		
	a. Review Student Learning Accountability & Welfare Report (B. Lansdowne, M. McRae-Stanger, M. Naser)	5:05 PM	2
3.	<u>Comment and Question Period</u>	5:55 PM	
4.	<u>Adjournment</u>	6:00 PM	

Student Success in New Westminster Schools 2018–2019

February 11, 2020



New
Westminster
Schools

Learning Intentions

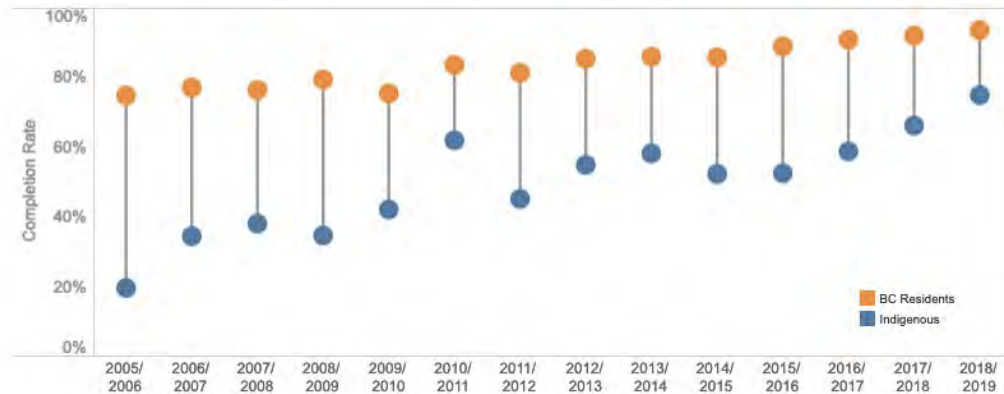
We will explore:

- Factors that support student success in New West Schools:
 - Social Emotional Learning and Well-Being
 - Academic Learning and Achievement
- Next steps to promote continued success

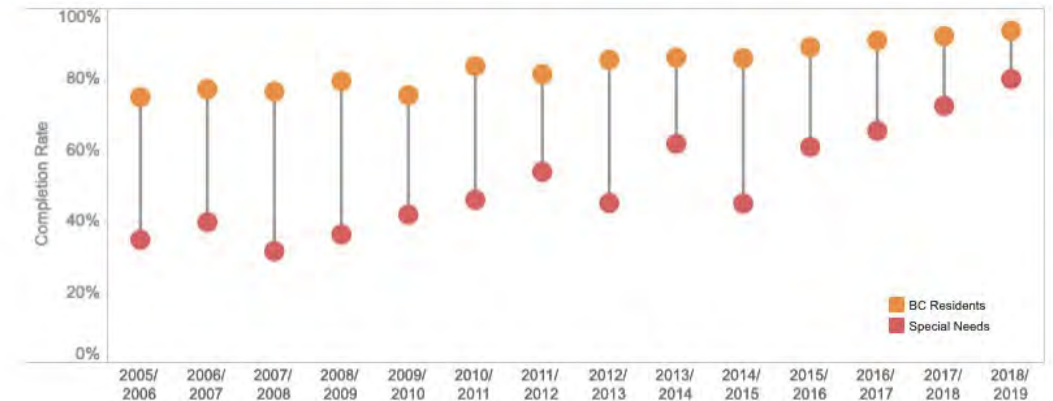


Good Things are Happening in New West Schools...

Completion Rate Over Time for Indigenous and BC Residents

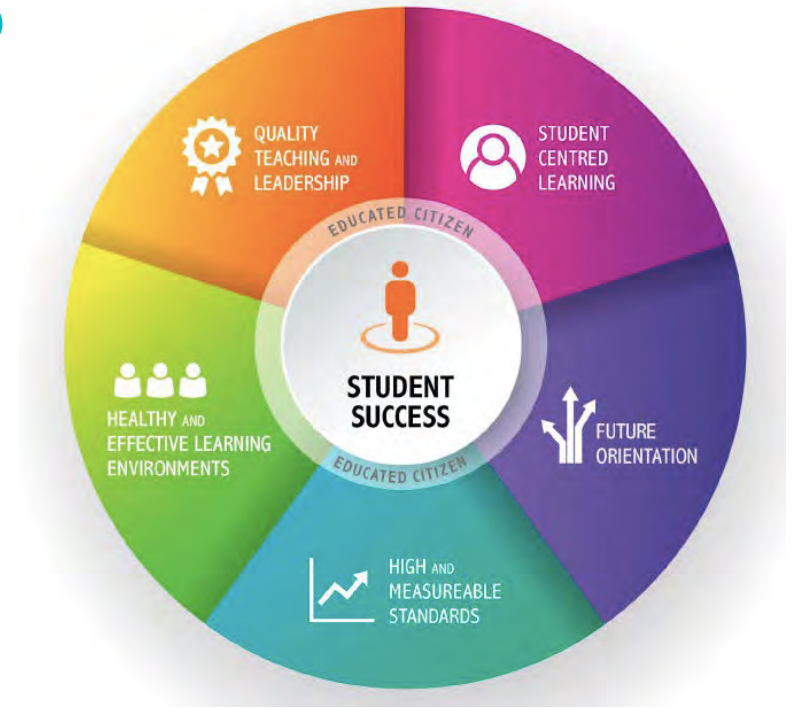


Completion Rate Over Time for Students with Special Needs and BC Residents



What does Success Mean?

- Transform the Student Experience
- Build Meaningful Relationships
- Lead into our Future
- Ensure Full Participation in Learning



The Students of New West Schools

Factor	New Westminster	All BC Public Schools
Non Residents	4%	3%
English Language Learners	16%	12%
Aboriginal	5%	12%
French Immersion (EFI, LFI)	14%	9.5%
Special Education	7.3%	11%



Part 1: Social Emotional and Well Being Data

EDI, MDI, Student Learning Survey, McCreary Data

Early Development Instrument

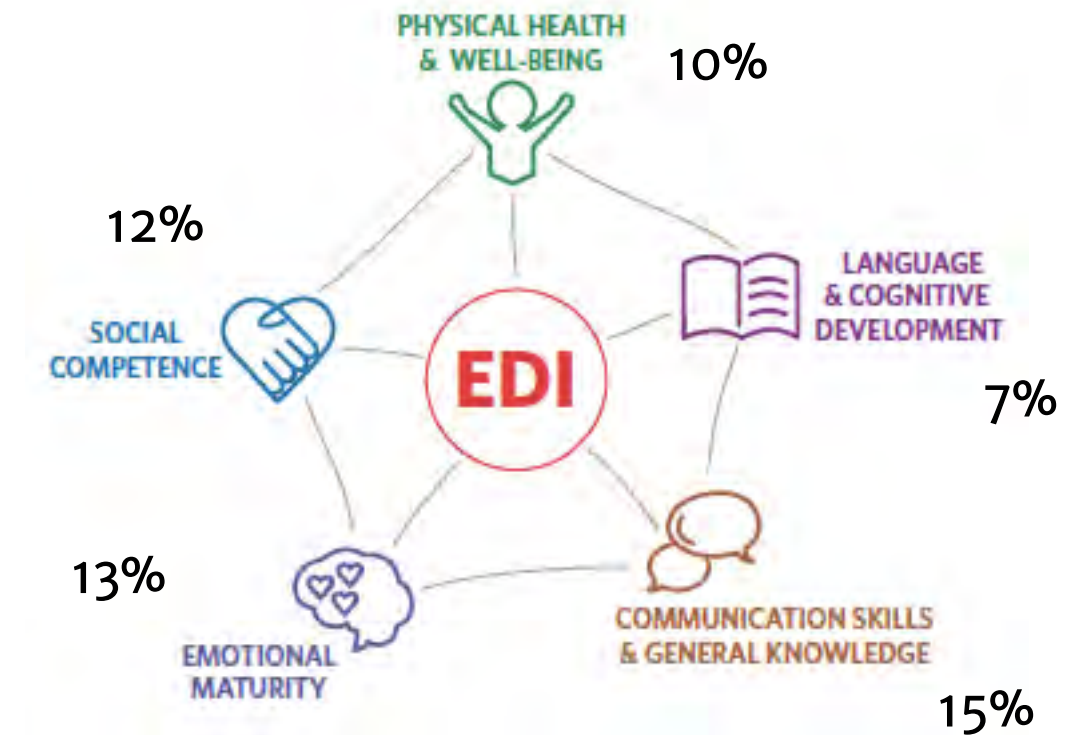


Offord

HUMAN
EARLY LEARNING
PARTNERSHIP

Wave 8: New West Schools, Winter 2020

- measures five core areas of early child development that predict:
 - adult health
 - education
 - social outcomes
- February/Kindergarten teachers
- 104 questions



Wave 7 Data: 30% vulnerable one or more



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: Grades 4 and 7

		New Westminster		All Other Participating Districts	
Asset		2017-2018	2018-2019	2017-2018	2018-2019
Grade 4	Student Participation	(391)	(461)	(14,650)	(16,508)
	Thriving	40%	36%	42%	38%
	Medium	27%	31%	25%	27%
	Low	33%	33%	33%	34%
Grade 7	Student Participation	(369)	(423)	(12,945)	(14,026)
	Thriving	34%	32%	38%	33%
	Medium	29%	25%	27%	26%
	Low	36%	42%	35%	41%

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?

Assets Index: Grades 4 and 7

		New Westminster		All Other Participating Districts	
Asset		2017-2018	2018-2019	2017-2018	2018-2019
Grade 4	Student Participation	(391)	(461)	(14,650)	(16,508)
	Adult Relationships	81%	82%	83%	81%
	Peer Relationships	84%	83%	84%	81%
	After School Activities	86%	88%	86%	88%
	Nutrition and Sleep	69%	67%	66%	67%
Grade 7	Student Participation	(369)	(423)	(12,945)	(14,026)
	Adult Relationships	73%	67%	74%	71%
	Peer Relationships	80%	82%	82%	80%
	After School Activities	86%	84%	85%	84%
	Nutrition and Sleep	63%	63%	67%	62%

McCreary Centre Society: 2018 Report



RESULTS OF THE 2018 BC ADOLESCENT HEALTH SURVEY

BALANCE AND CONNECTION IN BC:
THE HEALTH AND WELL-BEING OF OUR YOUTH

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Provincial Trends: BCAHS



Diversity
Mental Health



General Health
Adult Connections



Resilience



New West Results: Wellness

Self-rated mental health status

Poor	7%
Fair	15%
Good	44%
Excellent	34%



Specific self-reported health conditions or disabilities

Anxiety Disorder or Panic Attacks	14%
Depression	12%
Attention Deficit Hyperactivity Disorder (ADHD/ADD)	6%
Post-traumatic Stress Disorder (PTSD)	4%
Fetal Alcohol Spectrum Disorder (FASD)	2%
Alcohol or Drug Addiction	2%
Asperger's or Autism Spectrum Disorder	NR
None	76%

** Students could choose more than one response*

New West Results: Getting Help

Reasons for not getting emotional or mental health services (among students who felt they needed them)

Didn't want parents to know	61%
Thought/hoped problem would go away	54%
Didn't know where to go	51%
Afraid of what I would be told	48%
Afraid someone I know might see me	41%
Too busy	32%
Couldn't afford it	25%
Parent/guardian wouldn't take me	17%
Had no transportation	12%
Had negative experience(s) before	NR
On a waiting list	NR

Have an adult to talk about serious problems

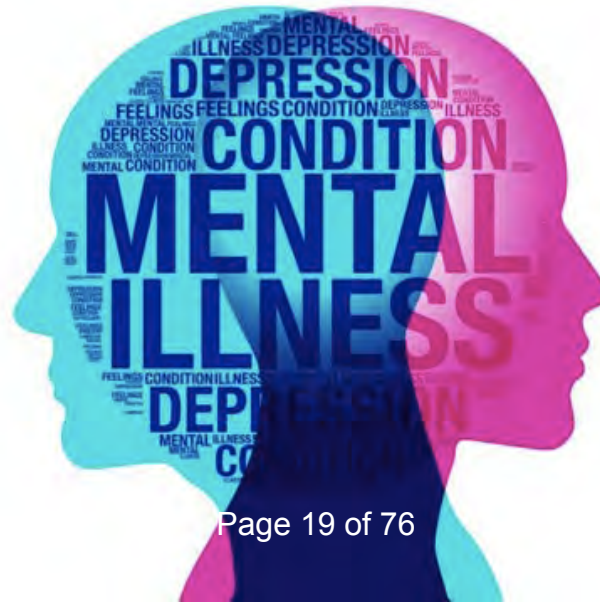
No	25%
Adult in my family	65%
Adult outside my family	25%
<i>* Students could choose both in and outside my family</i>	



What Students Need

“There needs to be more awareness about mental health and there needs to be people who can talk to people who might not have the right resources to a get therapist in a public setting.”

“I have never clinically been diagnosed with anxiety, but I do get panic attacks approx. 1 time a week. I want to know more about mental health at school.”



*New Westminster students,
McCreary Report, 2018*

A close-up photograph of a person's hand holding a silver pen, writing on a survey form. The form contains several rows of multiple-choice options, each represented by a series of 'L' characters. The hand is positioned over one of these rows, and the pen is in the process of marking a response. The background is slightly blurred, showing more of the survey form.

Student Learning Survey

Student Learning Survey: Participation Rates

	Grade 4	Grade 7	Grade 10	Grade 12
2017-2018	89%	76%	68%	55%
2018-2019	92%	92%	57%	39%

Is school a place you feel you belong?

	Grade 4		Grade 7		Grade 10		Grade 12	
Year	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Province	62%	62%	55%	54%	47%	47%	48%	48%
New West	62%	63%	53%	51%	47%	48%	35%	49%

Students reporting “many times” or “all of the time”

*Factor: Learning Environment
Category: Belonging*

At school are you learning how to stay healthy?

	Grade 4		Grade 7		Grade 10		Grade 12	
Year	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Province	48%	47%	71%	69%	61%	59%	52%	49%
New West	43%	47%	73%	64%	56%	46%	46%	51%
Students reporting “many times” or “all of the time”								

How many adults do you think care about you at school?

	Grade 4		Grade 7		Grade 10		Grade 12	
Year	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Province	75%	74%	67%	65%	64%	63%	76%	76%
New West	73%	69%	64%	60%	64%	65%	69%	74%
Students reporting 2 or more adults								

*Factor: Learning Environment
Category: Belonging*

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

	Grade 4		Grade 7		Grade 10		Grade 12	
Year	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Province	41%	40%	52%	50%	34%	33%	29%	28%
New West	40%	40%	52%	51%	29%	36%	22%	29%
Students reporting “many times” or “all of the time”								

Factor: Wellness
Category: Mental

Have you ever felt bullied at school?

	Grade 4		Grade 7		Grade 10		Grade 12	
Year	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Province	11%	11%	11%	11%	8%	7%	6%	5%
New West	6%	8%	15%	14%	21%	15%	17%	9%

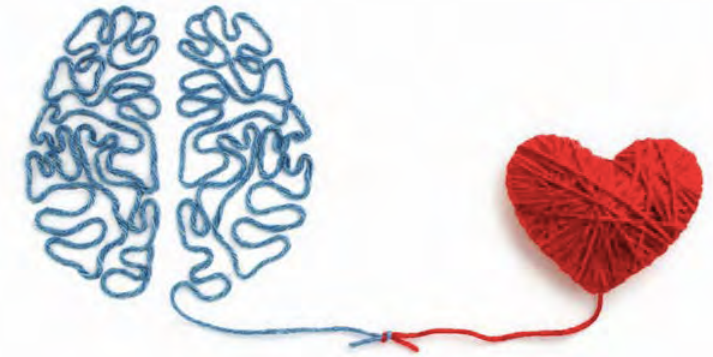
Students reporting “many times” or “all of the time”

Factor: Wellness
Category: Mental

At school do you respect people who are different from you?

	Grade 4		Grade 7		Grade 10		Grade 12	
Year	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Province	n/a	n/a	88%	88%	84%	84%	85%	87%
New West	n/a	n/a	83%	86%	82%	85%	85%	92%
Students reporting “many times” or “all of the time”								

Current Initiatives: SEL and Well-Being



District	School	Curriculum	Staff
• SEL/MH Working Group • District Support Counsellor • SOGI District Lead • Fuel UP Program • Innovation Grants	• SEL School Planning Goals • SEL programs in schools: RULER, MindUP, Zones, Second Step • SOGI School Leads	• Grade 8 Wellness Conferences • Grade 9 Teen Mental Health Curriculum • BAA Self-Efficacy Courses (10,11,12)	• Mental Health Literacy Training • Mental Health Dinner Series • EASE Training • Emotion Focused School Support Training



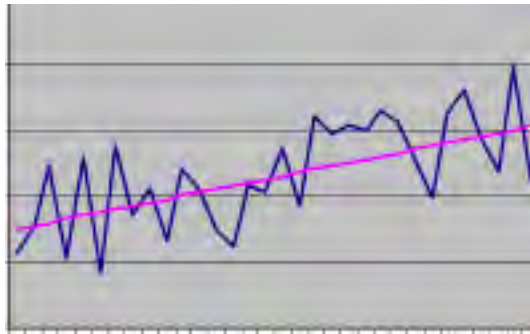
Part 2: Student Achievement Data

**FSA, Graduation Assessments, Completion Rates,
Inclusive Education, Aboriginal Education**

Please Consider...



Number of Students



Fluctuations



Exclusion Rate

Foundation Skills Assessment

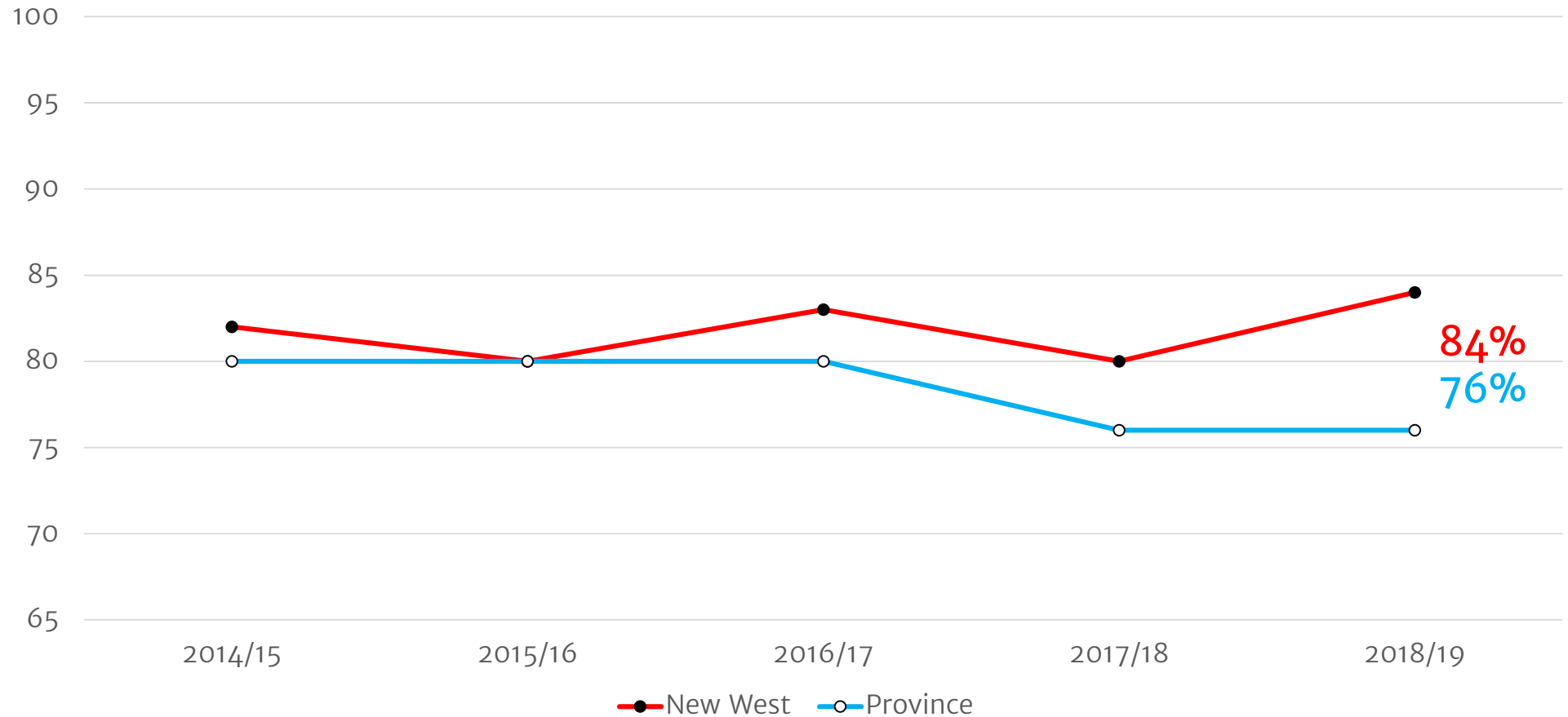


FSA Participation Rates

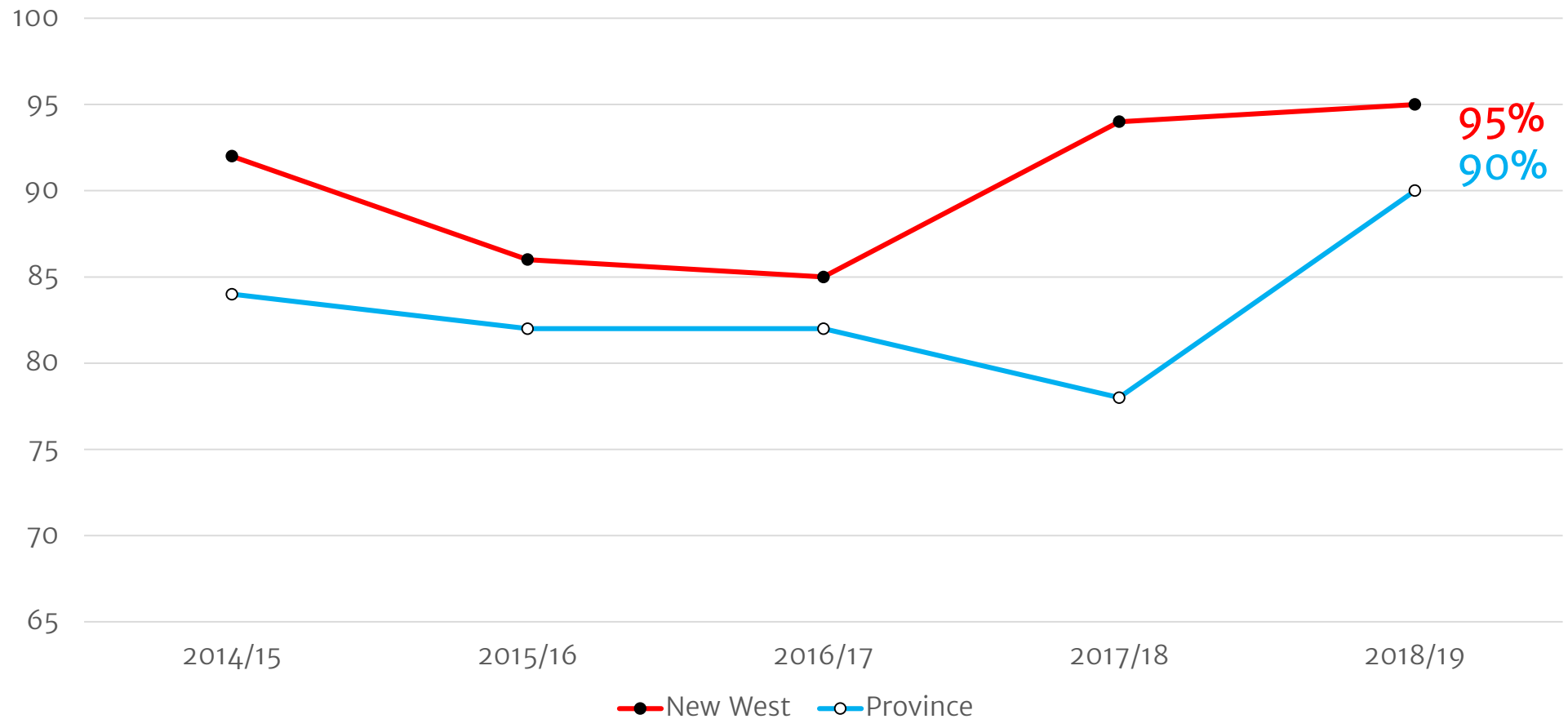
Year/Grade	2018/2019	2019/2020
Grade 4	66%	81%
Grade 7	82%	85%



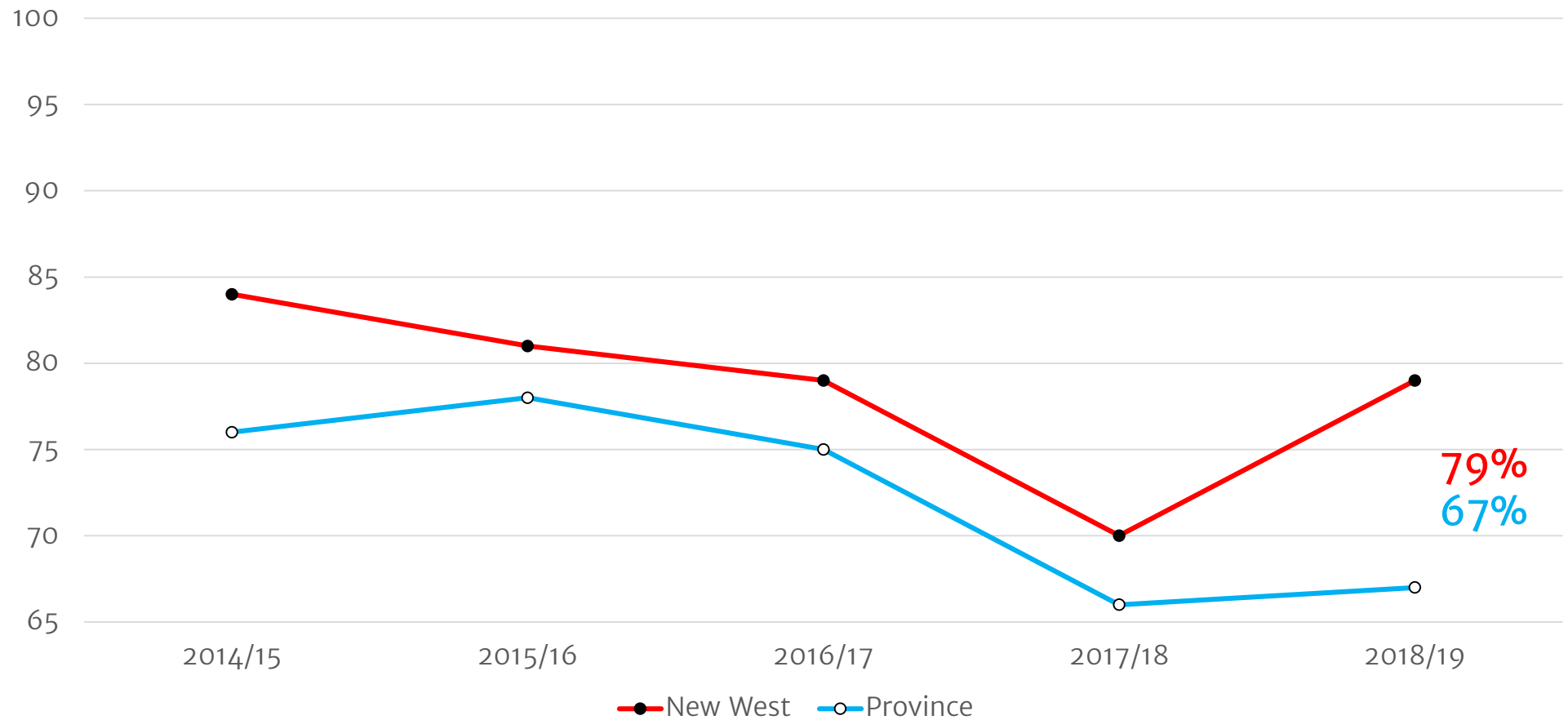
Grade 4 Reading Comprehension: Meeting or Exceeding Expectations



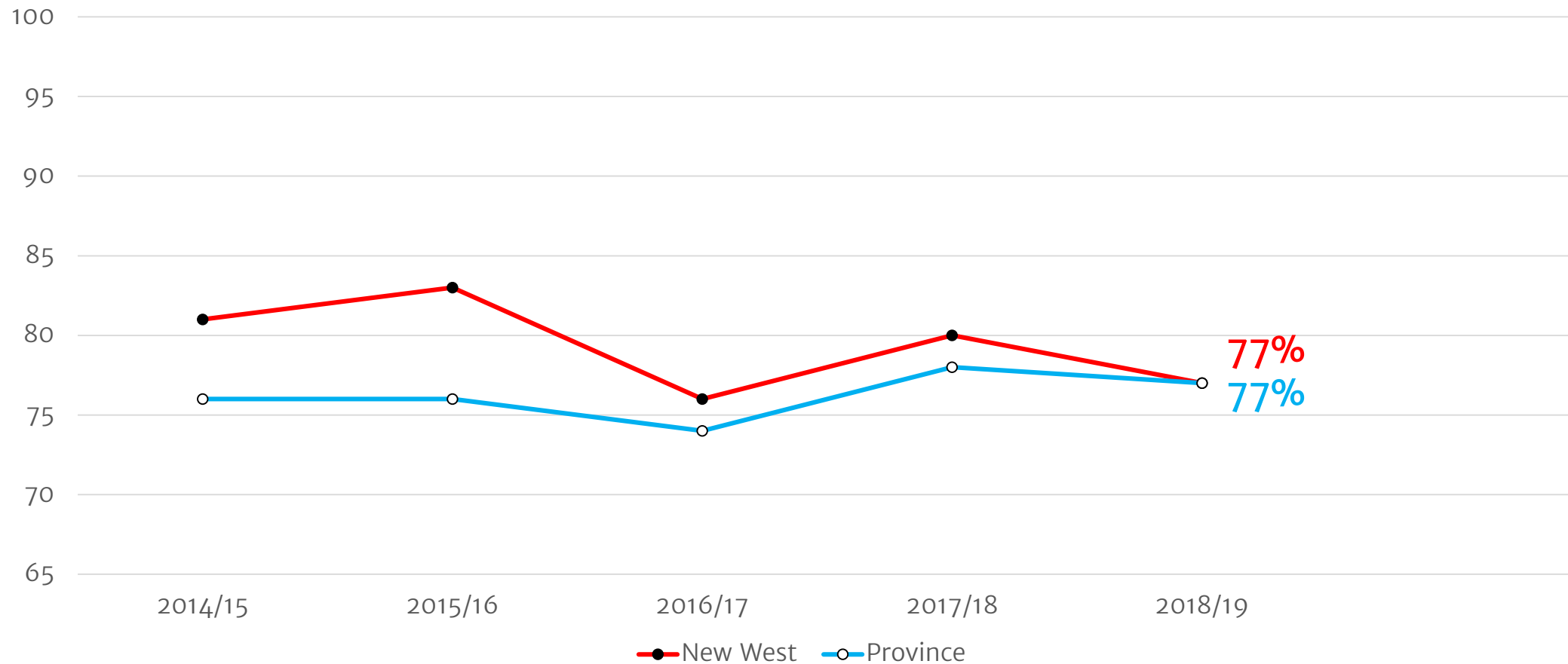
Grade 4 Writing: Meeting or Exceeding Expectations



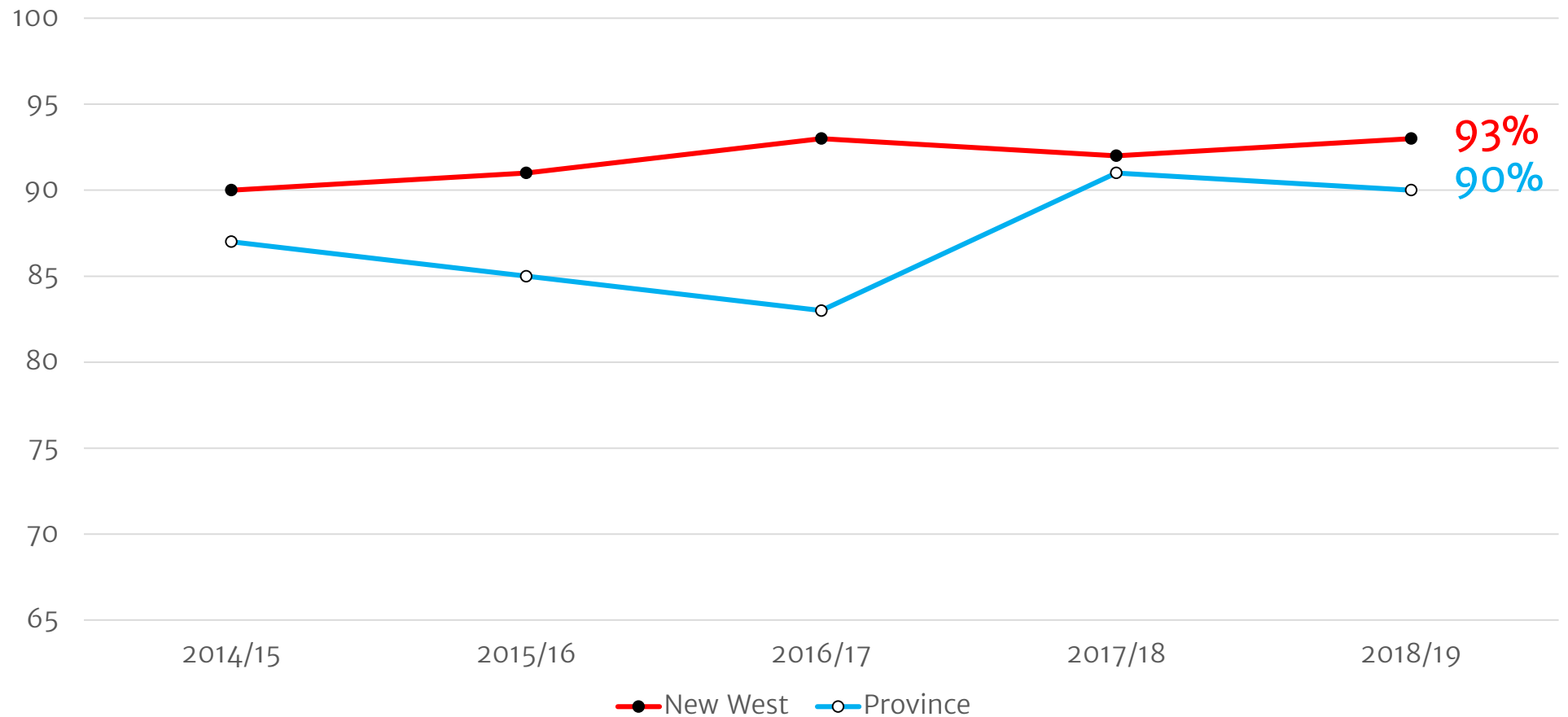
Grade 4 Numeracy Meeting or Exceeding Expectations



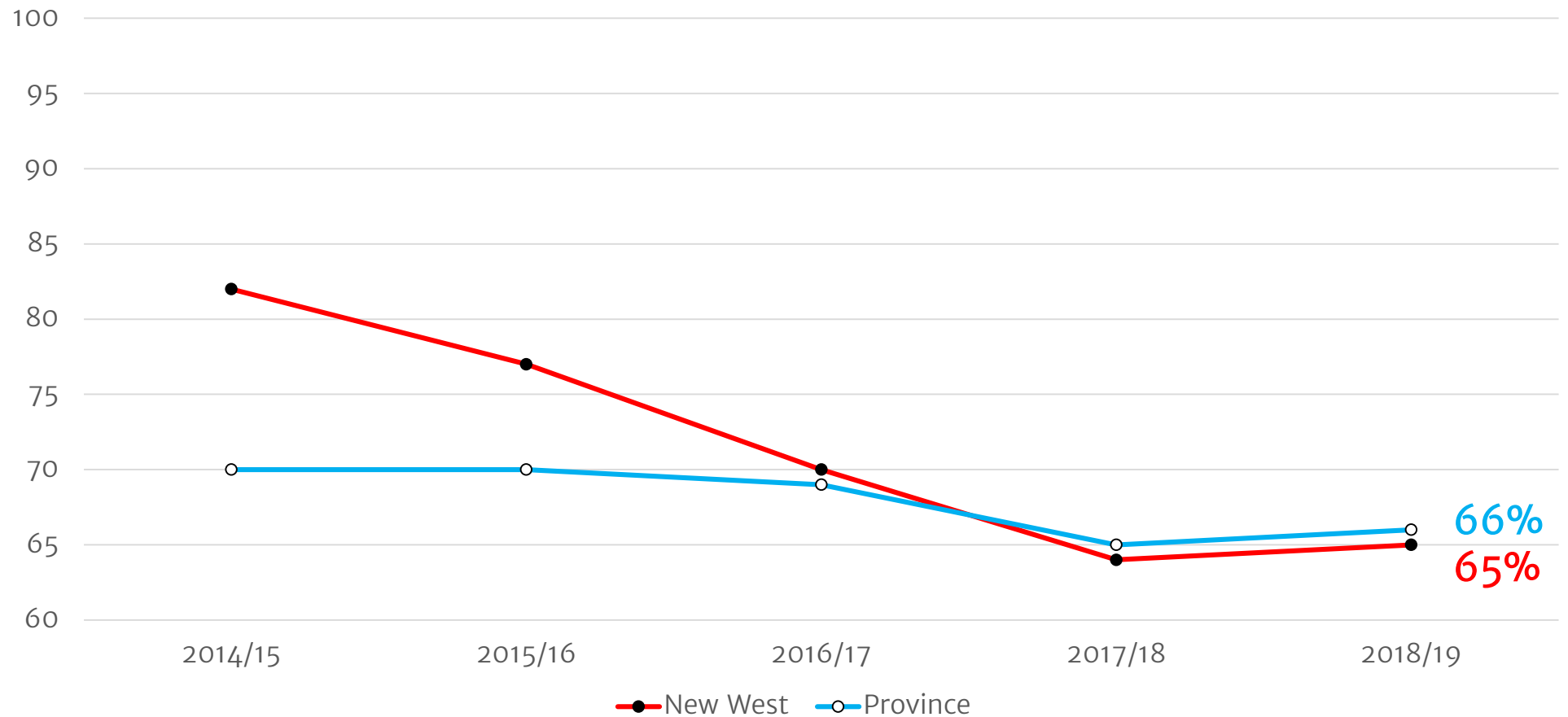
Grade 7 Reading Comprehension: Meeting or Exceeding Expectations



Grade 7 Writing: Meeting or Exceeding Expectations



Grade 7 Numeracy: Meeting or Exceeding Expectations



Provincial Graduation Assessments

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.

Graduation Numeracy Assessment

Year	# of Writers	Emerging	Developing	Proficient	Extending
17/18	410	21%	38%	38%	4%
18/19	315	25%	40%	31%	4%

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.

Completion Rates

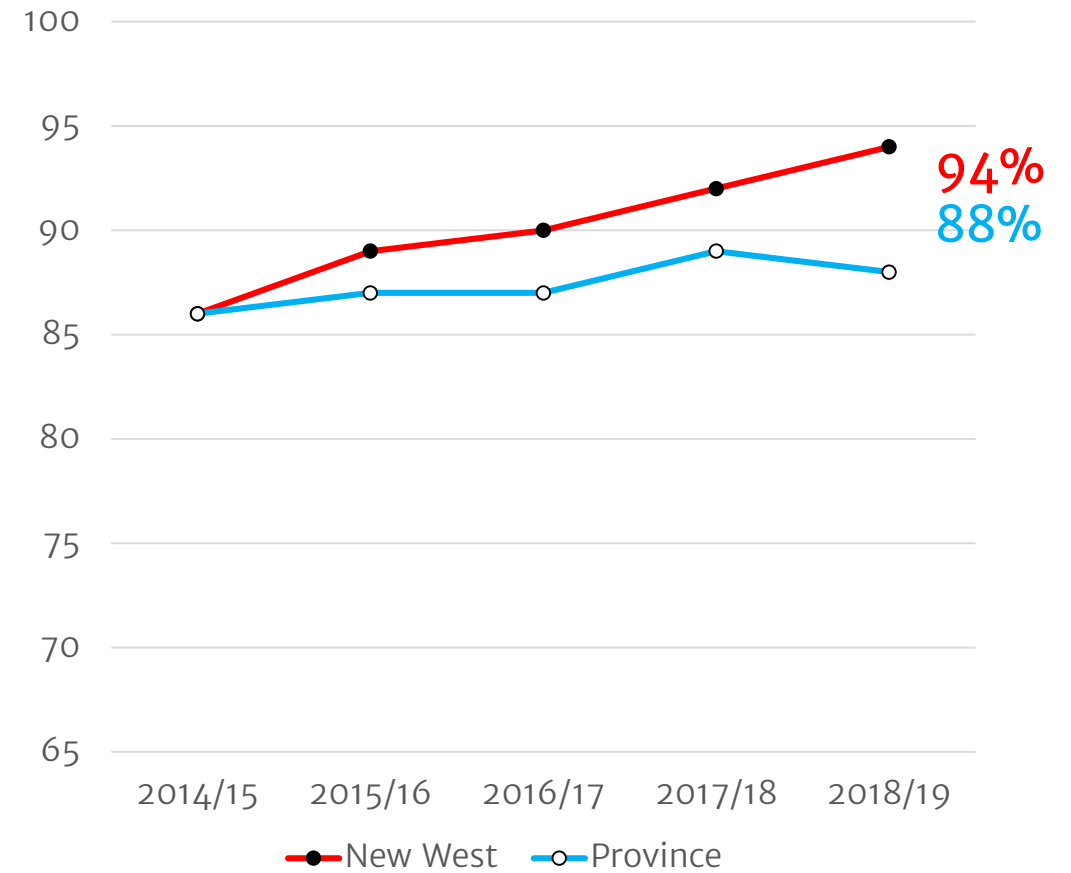
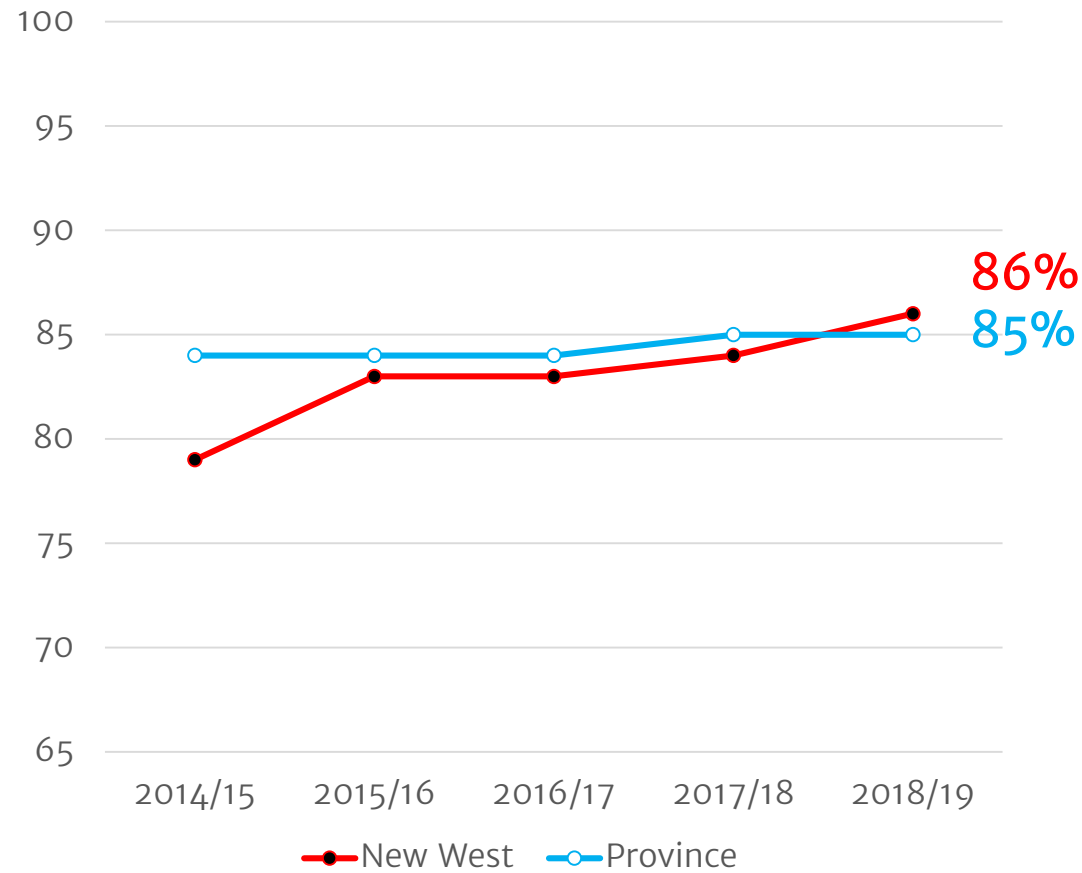


Definition of Completion:

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.



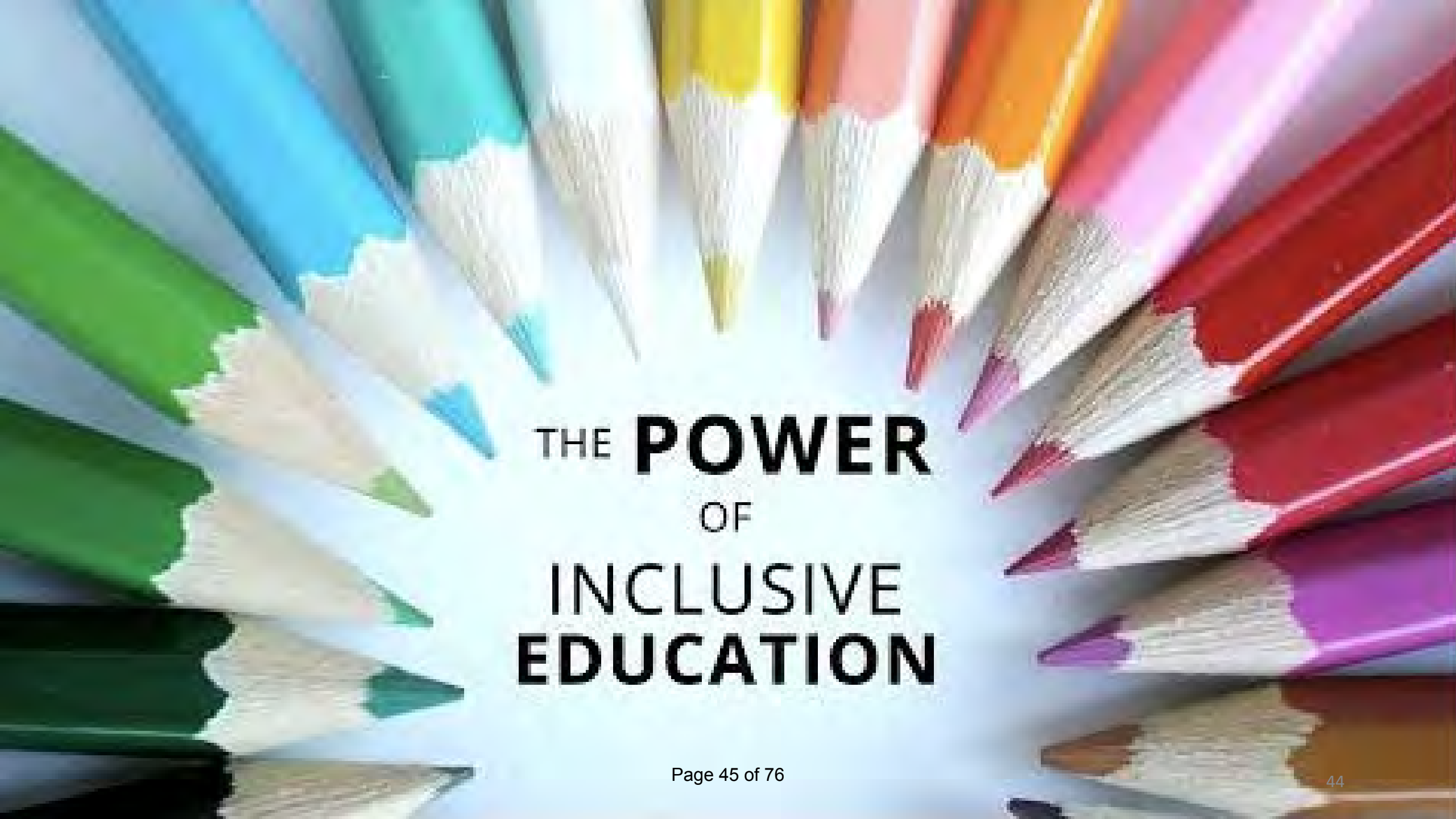
Completion Rates: All Students Compared to BC Residents



Current Academic Achievement Initiatives



Resources	Pro-D	On-Site Support
Literacy: • LLI, baseline assessments. comprehension Numeracy: • online and print • Math Facilitator targeted support in Middle Schools	Dinner Series: • Understanding by Design • Assessment • French Immersion Balanced Literacy Summer Pro-D: • Tom Schimmer: Assessment	• Curriculum Facilitators • Teacher Coaches – 3.0 FTE direct support in schools • .6 FTE Mentorship Facilitator



THE **POWER** OF INCLUSIVE **EDUCATION**

Inclusive Education Overview

Additional Funding Categories			Regular Funding Categories
Level 1:	Level 2:	Level 3:	High Incidence:
Physically Dependent (A) Deafblind (B)	Moderate to Profound Intellectual Disability (C) Physical Disability or Chronic Health Impairment (D) Visual Impairment (E) Deaf or Hard of Hearing (F) Autism Spectrum Disorder (G)	Intensive Behaviour Interventions or Serious Mental Illness (H)	Learning Disability (Q) Gifted (P) Moderate Behaviour Support/Mental Illness (R) Mild Intellectual Disability (K)
7	248	52	255
Total = 562			

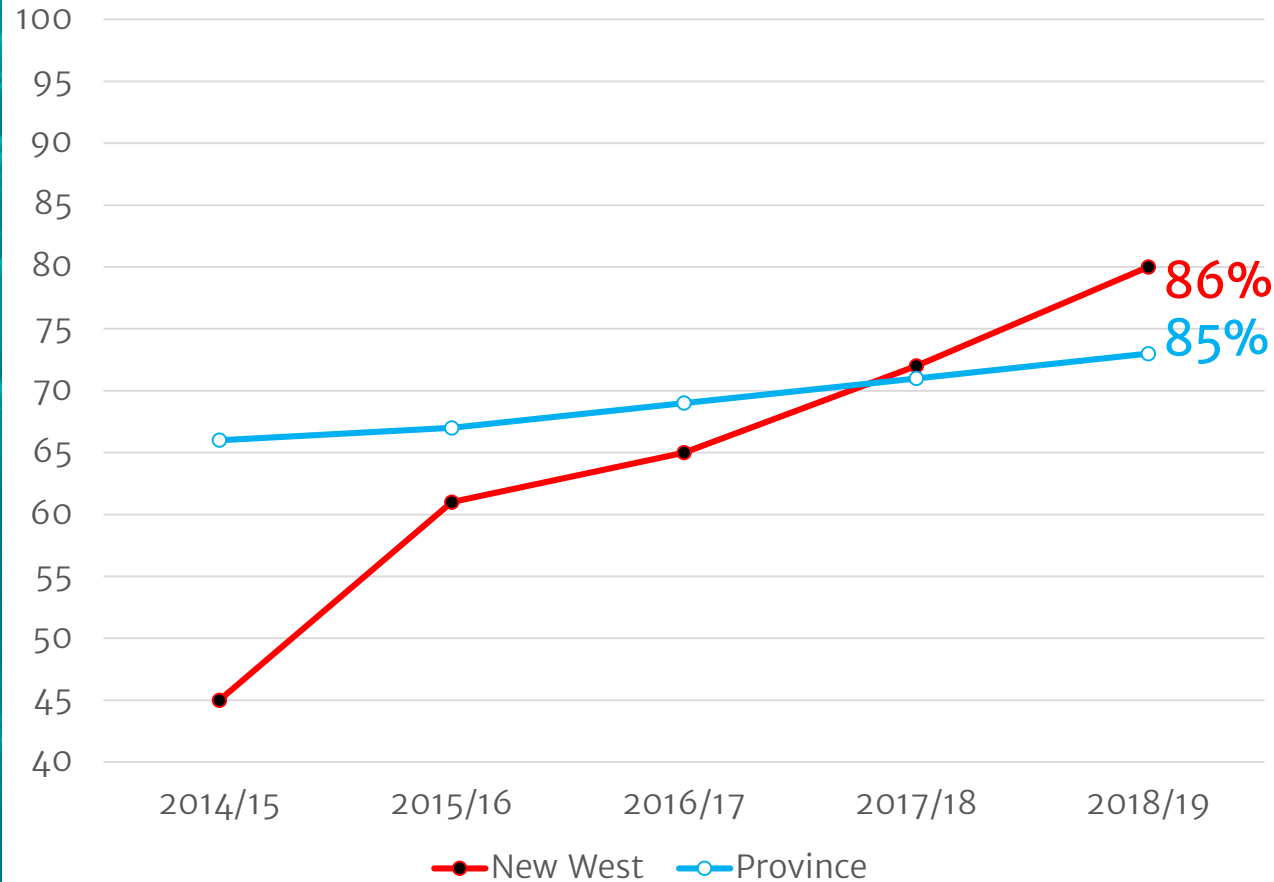


School Certificate of Completion Program: Evergreen

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

Inclusive Education Completion Rates



Year	Cohort	Evergreen	NW	BC
14/15	75	5	45%	66%
15/16	82	6	61%	67%
16/17	58	5	65%	69%
17/18	58	6	72%	71%
18/19	39	4	80%	73%

Current Initiatives: Inclusive Education

- Inclusive Education Comprehensive Review
- Education Assistant training
- Early Literacy (ERST and FRST)
- Learning Support Teachers/EAs: regular in-service and professional development
- ABA (Applied Behaviour Analysis) training for Educational Assistants



Indigenous Students

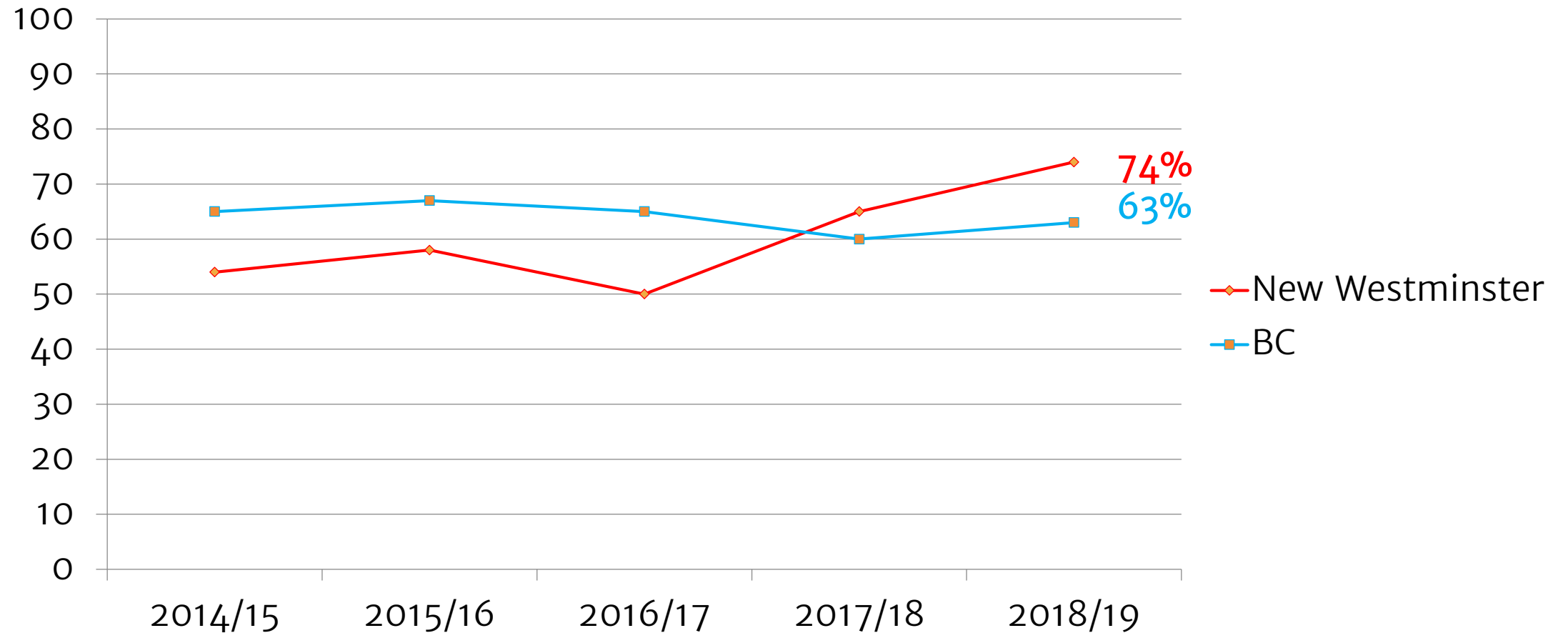


Student Statistics

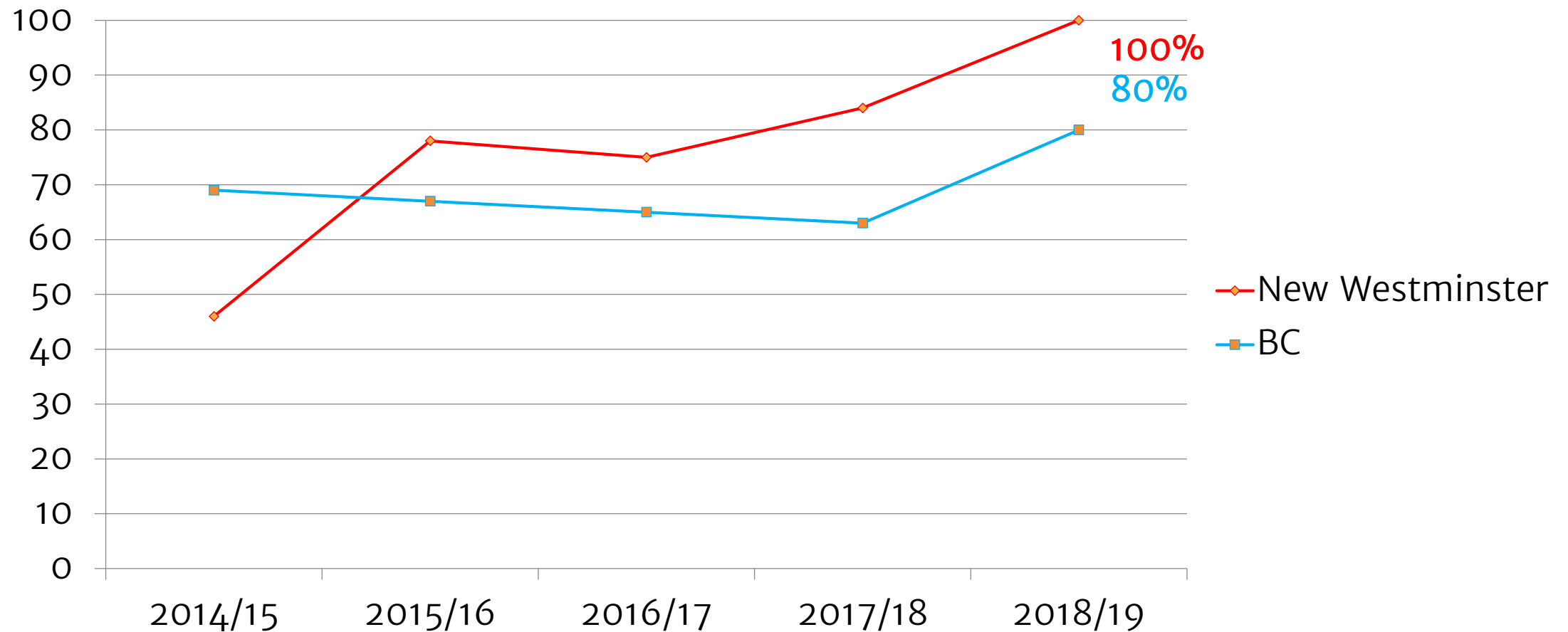
- 4.3% self identify as Aboriginal (Provincial: 11.3%)
- 14% of our students with special needs are of Aboriginal descent
- 24% of students in Alternate Programs are Aboriginal
- 52% of our students in care are of Aboriginal descent



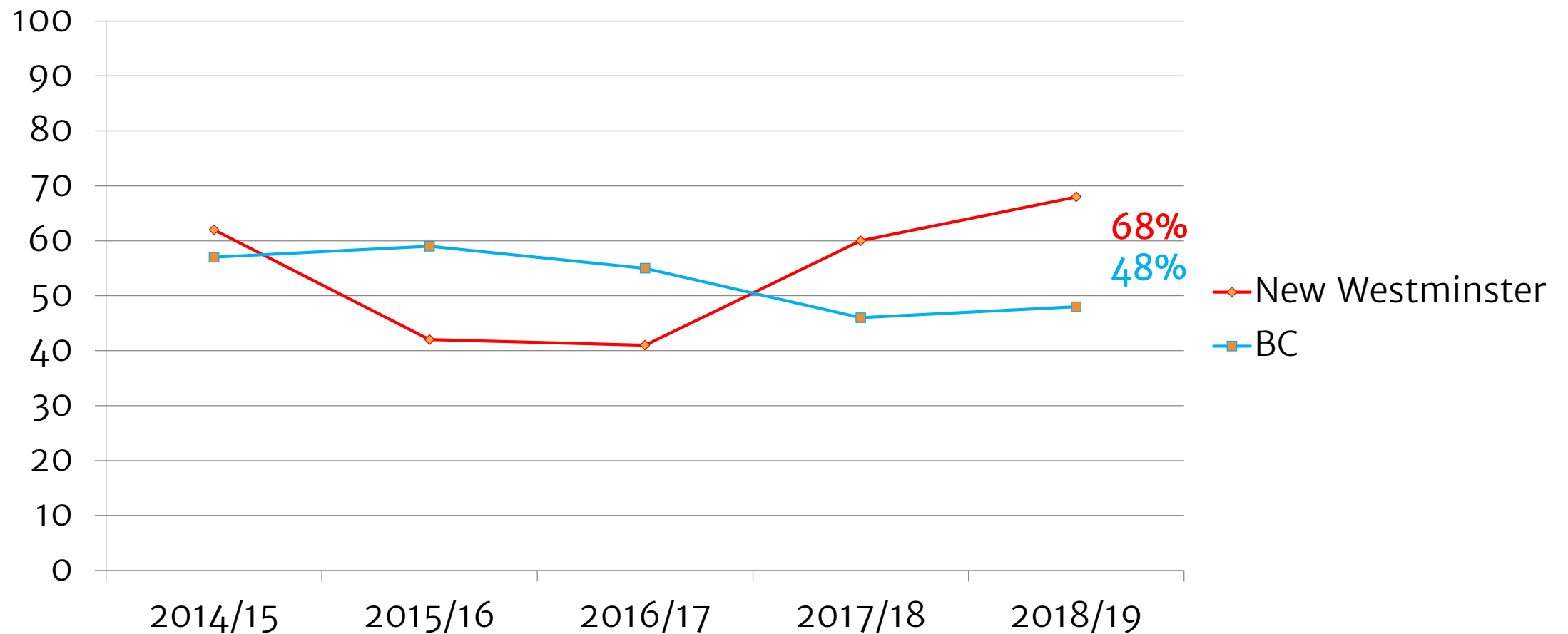
Grade 4 Reading Comprehension: Indigenous Students



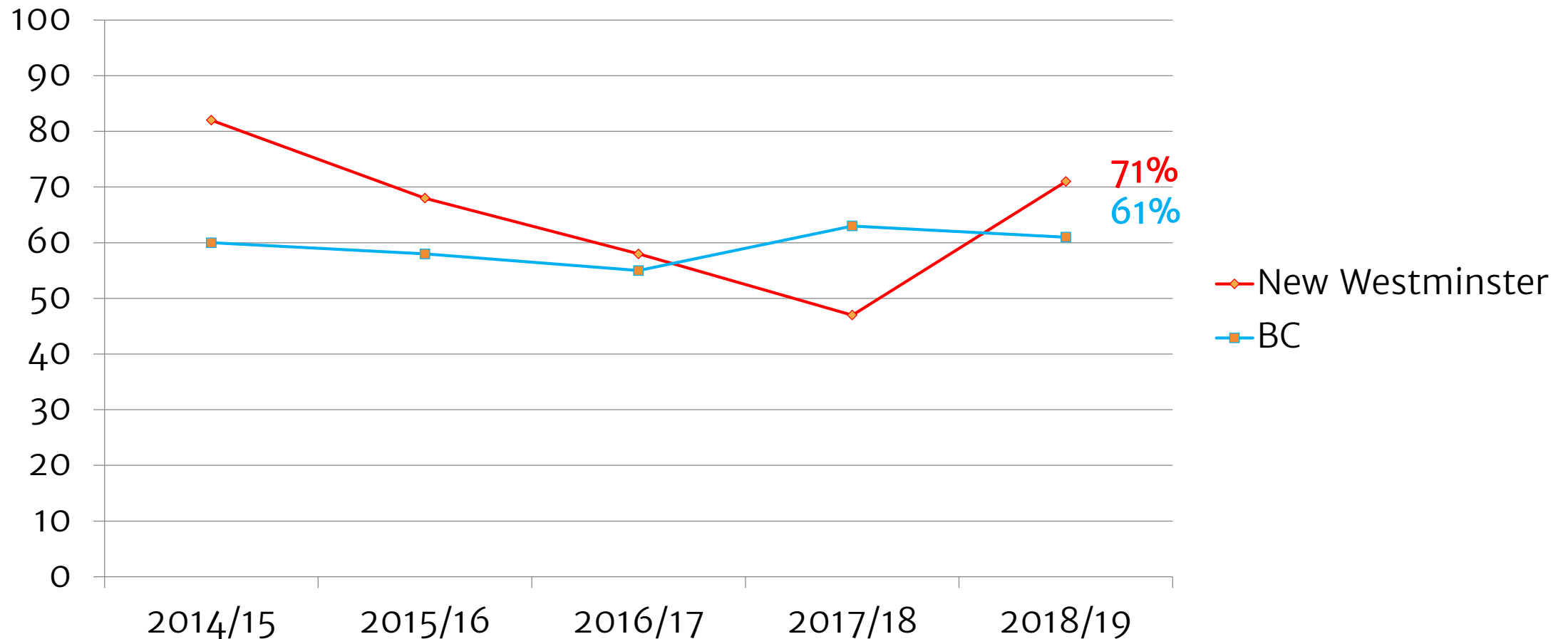
Grade 4 Writing: Indigenous Students



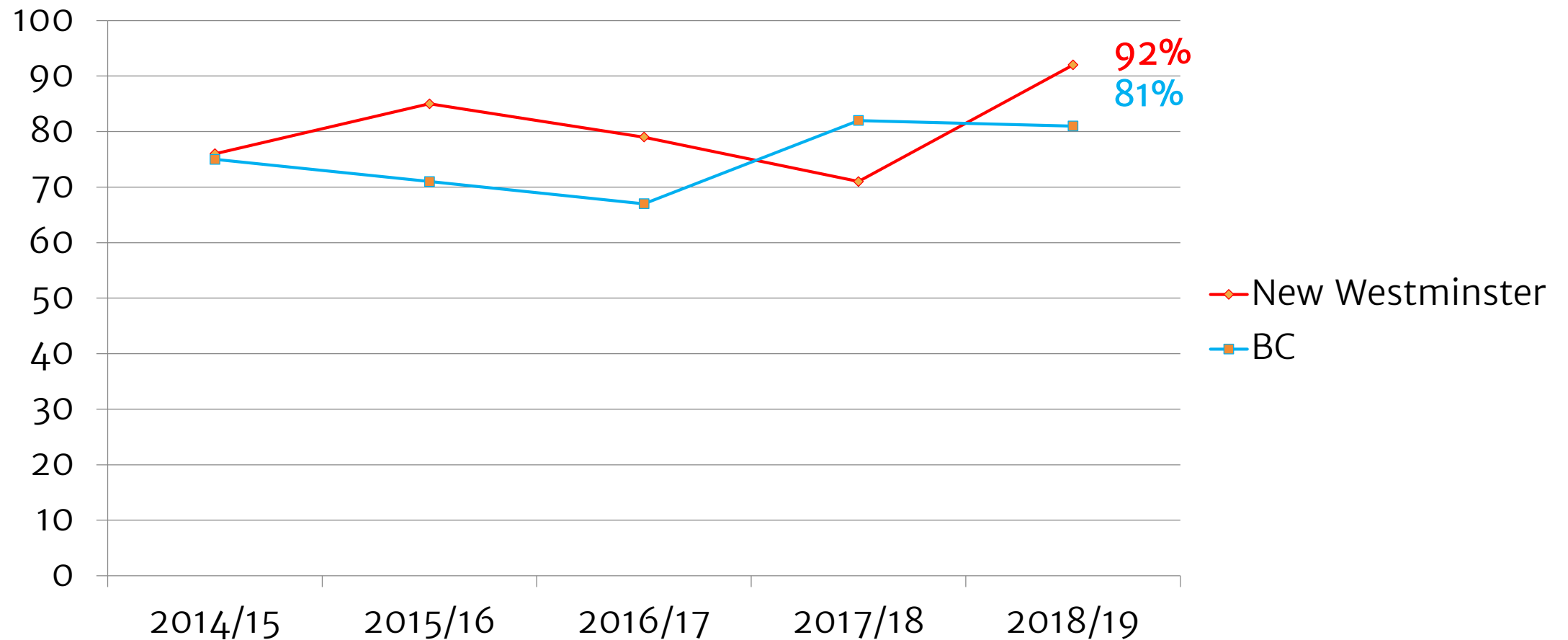
Grade 4 Numeracy: Indigenous Students



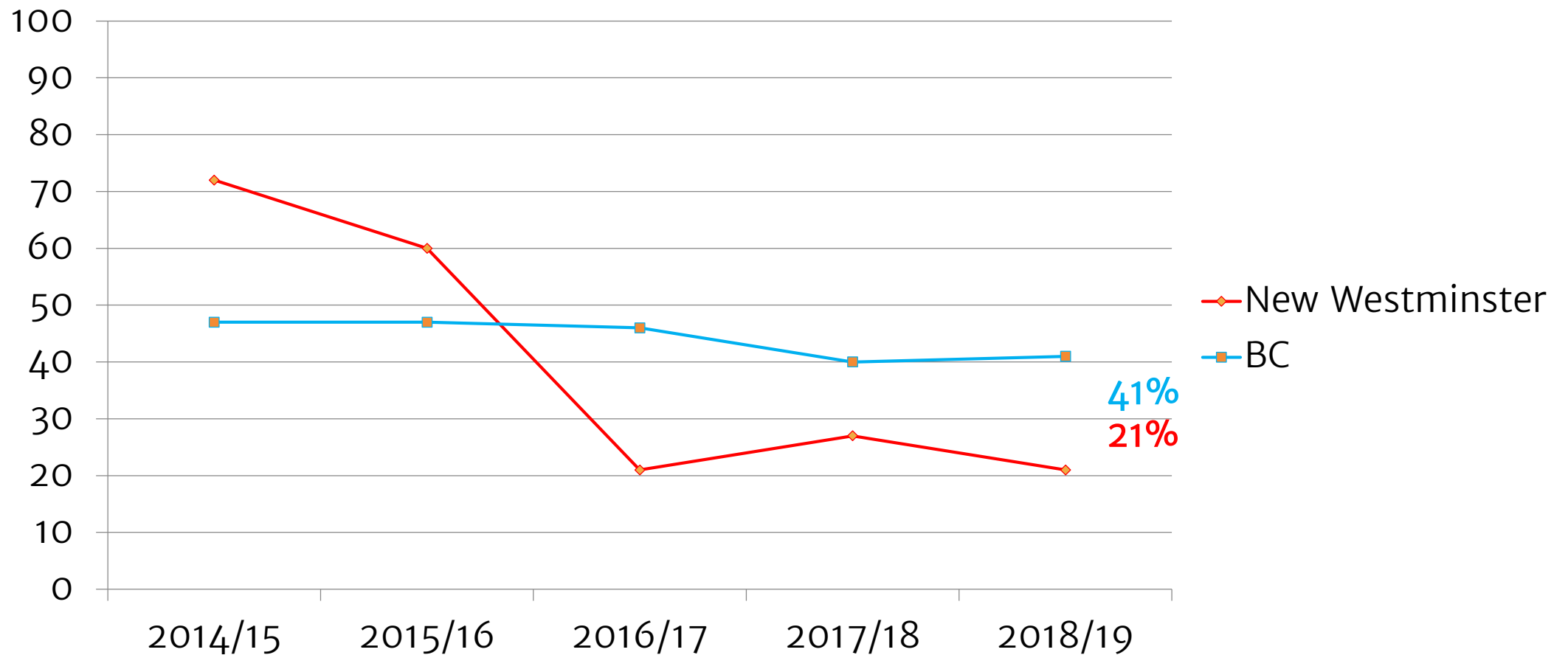
Grade 7 Reading Comprehension: Indigenous Students



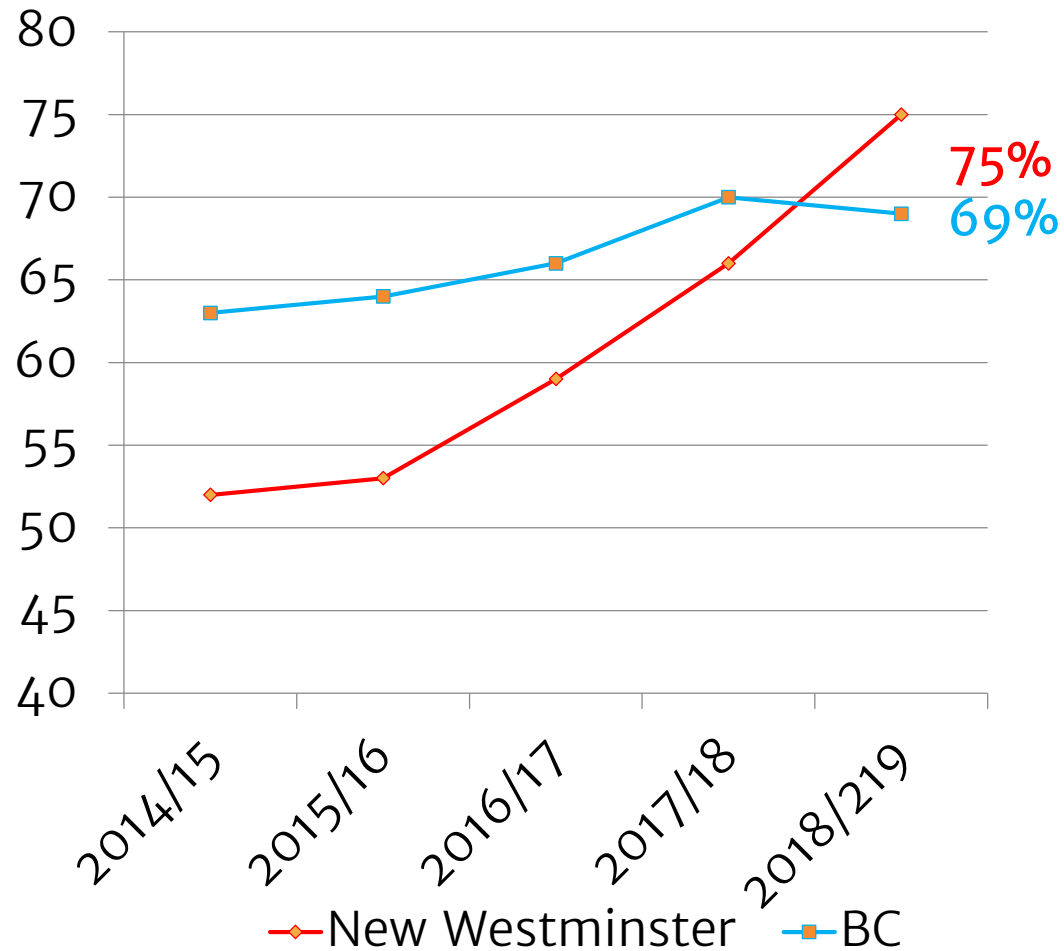
Grade 7 Writing: Indigenous Students



Grade 7 Numeracy: Indigenous Students



Completion Rates–Indigenous Students



Year	Cohort	NW	BC
14/15	49	52%	63%
15/16	52	53%	64%
16/17	34	59%	66%
17/18	36	66%	70%
18/19	22	75%	69%

Current Initiatives: Indigenous Education

- Staffing
- Enhancement Agreement – Reconciliation
- Professional Development
- Indigenizing Curriculum
- Monitoring Vulnerable Students



Calls to Action and Aboriginal Enhancement Agreement

Call to Action #63: We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.

Enhancement Agreement

- **BELONGING AND CULTURE**
- **ACADEMICS**
- **TRANSITIONS**
- **RECONCILIATION**



*Pictured: Aboriginal
Educators staff share a
traditional song at the
Dawson Heritage and Site
of Passage Centennial event*

**Our vision is that Aboriginal
learners leave our district
with the confidence to reach
their full potential and with
pride in their Aboriginal
heritage**

Goal 4: Reconciliation

All learners in New Westminster schools (students, staff and community) will continue to increase their understanding and knowledge of Aboriginal history, culture and perspectives.

COMMITMENTS

- Offer professional development opportunities for educators to deepen their understanding of Canada's colonial history and its effects on Aboriginal peoples
- Support educators as they work towards embedding Aboriginal perspectives across the curriculum, including Residential Schools in Grades 5 and 10
- Create awareness for staff, students, parents and community members of the importance of meaningful acknowledgement of traditional and unceded territories of the Qayqayt First Nation and all Coast Salish Peoples
- Ensure authenticity when selecting resources and experiential activities for students and staff
- Recognize the diversity of Indigenous communities across Canada to avoid perpetuating stereotypes (i.e., diversity in Indigenous world views, cultural practices, languages, and gender identity (two-spirited).)

INDICATORS

Increase in educators using District Aboriginal resources
Media Center Aboriginal Resource Collection and District History and Culture Presentations

Educator participation in reconciliation-focused professional development
K-12 classrooms resourced with First Peoples content
School libraries resourced with First Peoples content

Evidence of Indigenous pedagogies being introduced in classrooms

Evidence that schools are having on-going reconciliation-focused dialogue

Residential School Resources

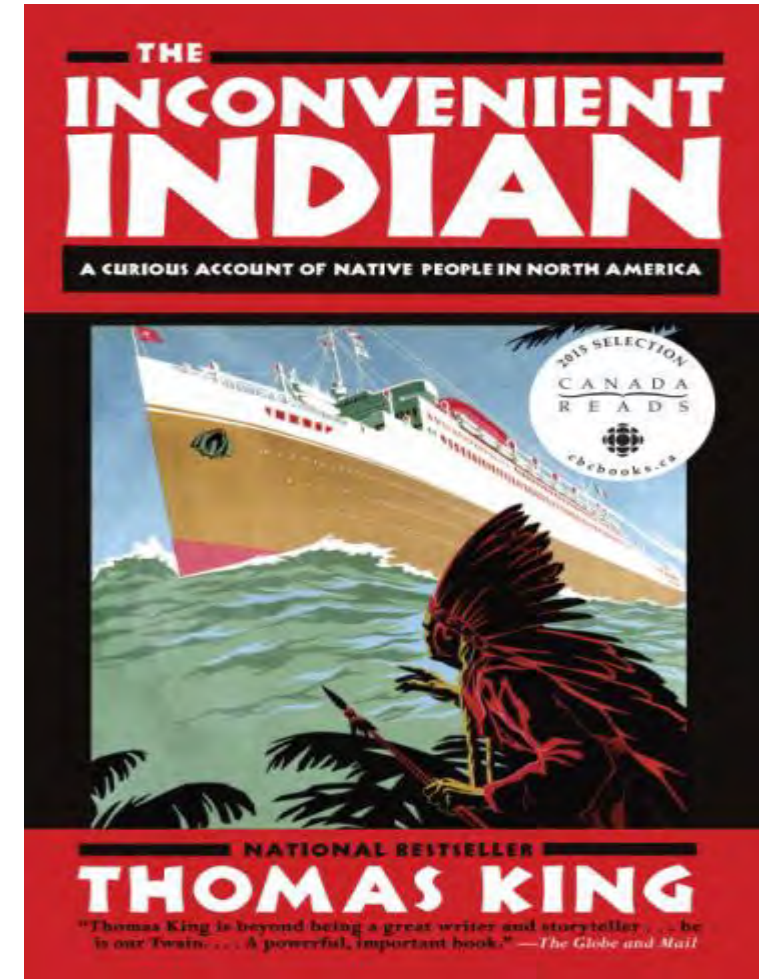
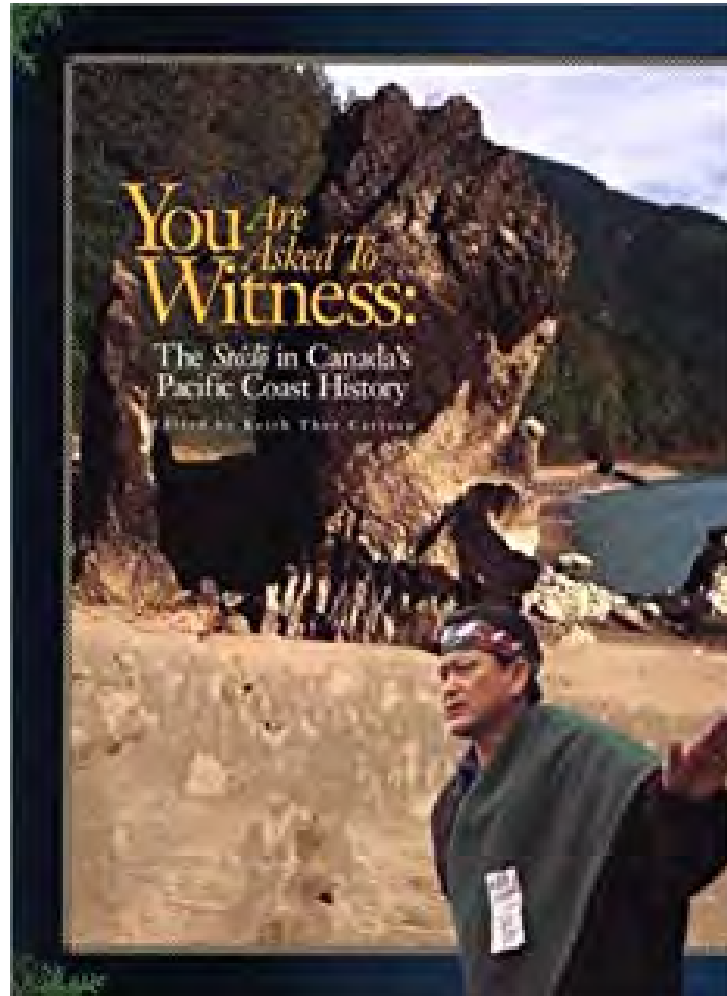
- **SEQUENCES CREATED FOR RESIDENTIAL SCHOOL BOOKS IN ELEMENTARY/MIDDLE**
- **RESIDENTIAL SCHOOL RESOURCES SHARED WITH TEACHERS AT PRO-D SESSIONS AND DISTRICT FACILITATORS, LIBRARIANS, TEACHER COACH SESSION**
- **DIGITAL RESOURCES SHARED AT “INDIGENIZING THE CURRICULUM THROUGH DIGITAL RESOURCES”-2 AFTER-SCHOOL SESSIONS**
- **INCREASED USE OF RESIDENTIAL RESOURCES AT MEDIA CENTER**

NWSS Reconciliation Committee



BUILDING STUDENT CAPACITY FOR INTERCULTURAL UNDERSTANDING, EMPATHY, AND MUTUAL RESPECT
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NWSS Student Book Club



Reconciliation Initiatives



The Orange Shirt Story is coming to the NWSS STAGE !!!



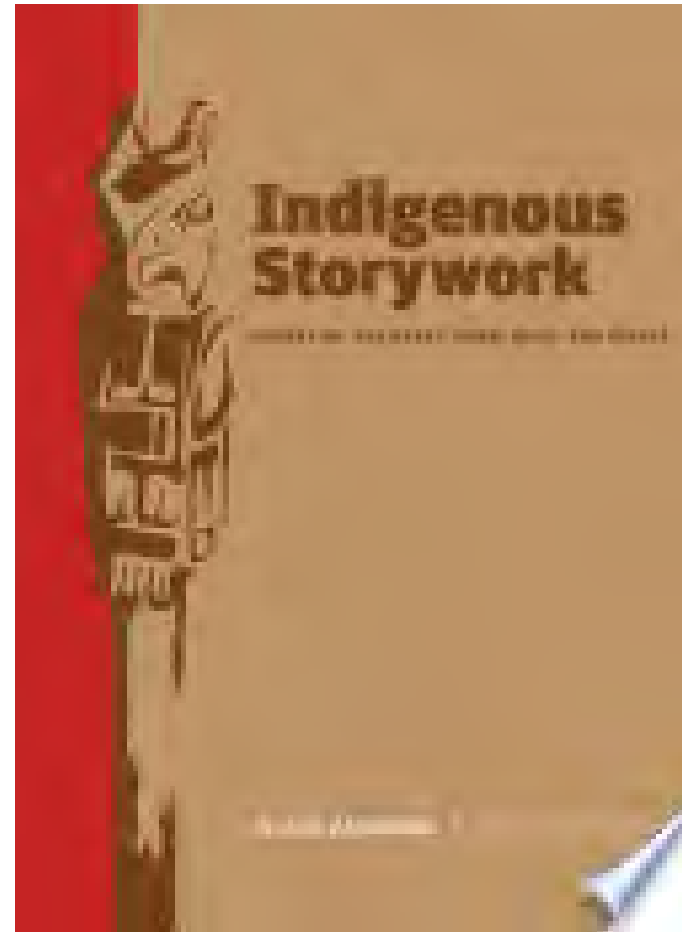
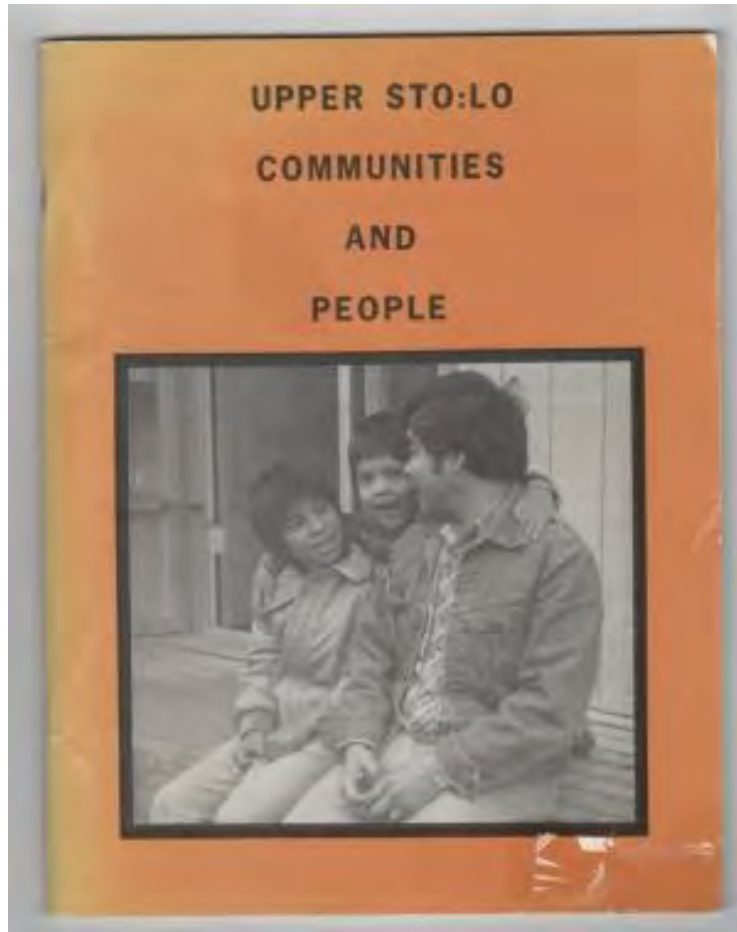
Local, Authentic, Respectful, Cross Curricular Teachings



Indigenizing the Curriculum



What's New ? Opening the Basket



PAST

PRESENT

FUTURE



PROGRESS

Part 3: Future Initiatives

Transform the Student Experience

Objectives	Key Results	Initiatives
Student success	- Improve outcomes for all (Indigenous, Children in Care, diverse abilities) - Literacy and numeracy supports	- Focused numeracy support at Elementary and Middle - Literacy supports - Resources & Pro-D: UbD, UDL - Coast Metro Assessment Project - School Learning Plans
Students are whole and healthy learners	- Support Social Emotional Learning - Support Physical Literacy - RTI continuum of supports for all students	- Increase CCW/Counselling staffing - Jennifer Katz: Pro-D - Heart and Mind Conference - Physical Literacy project
Students are engaged	- Core Competency self reflection and self assessment - Annual student symposium - Student voice/Student trustees	- Reporting requirement review - Implementation of CC reflection mid year
Staff support	Collaboration, shared learning, timely access to curricular resources (website)	- Curriculum Facilitators: continue with Arts Facilitator - Teacher Coaches/Mentorship - District Learning Services Staff - Professional Development - Dinner Series - Innovation Grants - Leadership Development

Build Meaningful Relationships

Objectives	Key Results	Initiatives
Families engaged in educational system	- Meaningful consultation in district learning initiatives and budget - Access to curriculum and resources - Culturally safe/accessible location for registration and settlement	- Discover New West Schools - Website/social media communication - MyEdBC Family Portal - Thought Exchange - DPAC/PAC/PNO
Students are connected and welcomed in an inclusive learning community	- Increase number of students who feel welcomed, safe, connected, sense of belonging - Support diversity: SOGI - Increase support tools for bullying, harassment, conflict in schools - Transitions: elementary, middle, secondary	- SEL program supports: focus on Middle Schools - Wellness Conferences - Student transitions - VTRA and EASE Training - Inclusive Education Review
Staff are valued/appreciated	Recognized as mentors, facilitators, coaches, risk takers, leaders, vital members	- Employee recognition event - Provide resources - Provide Pro-D - Leadership Development Program
Meaningful relationships with community partners	- Access to school spaces - Policies/procedures to encourage partnerships	- Budget/Staffing for NLC - City Committees - Community partnerships

Lead into our Future

Objectives	Key Results	Initiatives
Commitment to Truth and Reconciliation	- District policies, Aboriginal Enhancement Agreement - Decolonize district structures, honour territory, collaborate with Qayqayt FN	- Curriculum and Pro-D - Resources - AbEd coordinator, ASW, Grad Coach - Equity Scan
Environmental strategy	- Increase opportunities for students to learn about climate change - Expand green initiatives in all facilities	Curriculum and Pro-D
Innovative and sustainable programs	- Increase access to existing and future specialty programs - Review Alt, DL and CE	- Development of blended online Career Life Connections course - DL/NWSS flipped classroom video project
Attract, recruit, retain staff	- High quality leadership development programs - Expand EA Training Program	- A variety of professional development opportunities for teachers and support staff on an ongoing basis - Leadership Development Program

Ensure Full Participation in Learning

Objectives	Key Results	Initiatives
Food security and healthy eating	• Reduce impact and stigma of poverty • Ensure that all students have access to a healthy lunch • Ongoing healthy-eating learning opportunities • Fuel Up program	• Subsidy funds • Promotion of programs: Fuel Up and healthy eating initiatives from Fraser Health
Student success for all	• Improve outcomes for diverse learners • Inclusive Education Review	• Implementation of Inclusive Education Review recommendations • Build capacity of School Based Teams • Increase in Inclusive Education staffing • EA and LST training and in-service



New Westminster Schools