

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

Tuesday, May 11, 2021

5:00 pm

Via Webex Livestream

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, 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 May 11, 2021 Education Policy and Planning Committee meeting be adopted as distributed.		
2. <u>Presentation</u>		
a. NWSS Presentation: School Learning Plan	5:05 PM	
3. <u>Comment and Question Period</u>	5:20 PM	
4. <u>Reports from Senior Management</u>		
a. Review Sexual Orientation and Gender Identity (SOGI) Report (R. Johal & K. Smith)	5:25 PM	3
b. Literacy Support (T. Anderson, A. Banziger, B. Cunnings & E. Larkman)	5:35 PM	16
c. 2021-2022 School Fees (M. Naser)	6:05 PM	37
Recommendation: THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2021-2022 School Fees as presented.		

SOGI UPDATE

Rav Johal and Kai Smith

May 11, 2021



New
Westminster
Schools

Overview



New
Westminster
Schools

What is SOGI?

- **Defining SOGI**
- **Why is it important?**



SOGI Framework

Policy 17

- Rationale and Action

Administrative Procedure 117

- Background, Definitions, And Procedure

District and School Leads



Our Learning Journey



Initiatives



New
Westminster
Schools

Provincial/Regional Context



Annual BC SOGI Educators Summit, a multi-day event sharing resources to make schools welcoming, respectful, inclusive and safe for all students.

- SOGI-Inclusive Units in Primary and Early Intermediate Grades
- The Intersection of Autistic and LGBTQ2S+ Identity

Regional meetings of Metro Vancouver District SOGI Leads

- Sharing ideas, communication strategies, policy implementation
- Building community with other districts: Burnaby's Diversity Dance and IDAHAT Conference for students

District Initiatives

- **Supporting Staff and Parents**
- **Inclusive District Pride Logo**
- **Monthly Equity Newsletter for Schools**
- **Connection To Broader Equity and Anti-Racism Work**



School Initiatives

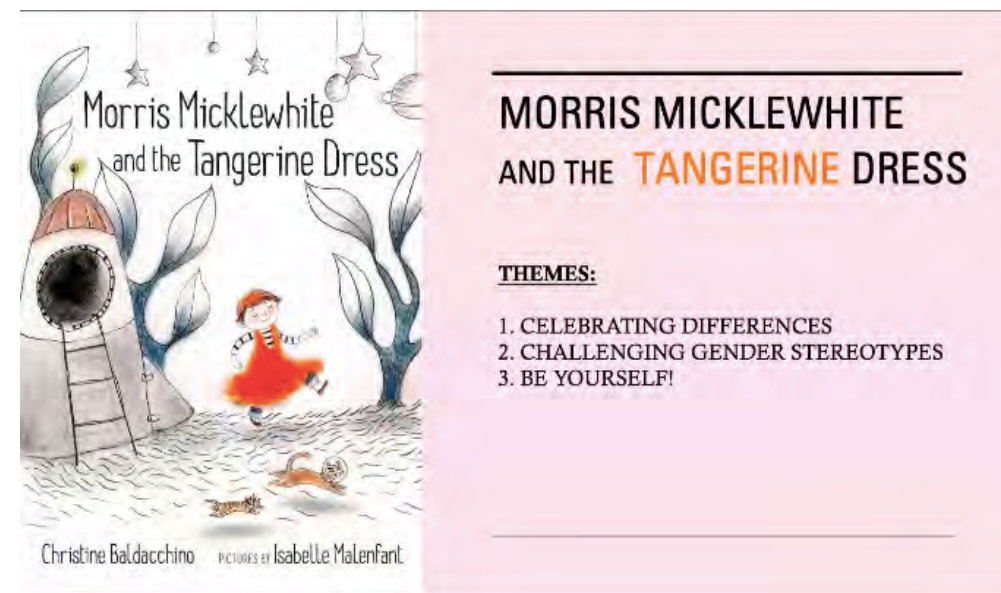
- **Student Lead Initiatives**
(i.e. diversity/inclusion clubs at elementary & middle schools, GSA at secondary)
- **Supporting Students Online**
- **Students Supporting Students**



School Initiatives



School Initiatives



Next Steps

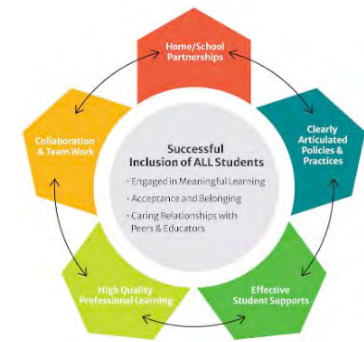
Continued Learning and Support

- **Navigating Our “New Normal”**
- **Further Engagement With Parents**
 - (Information meetings for PACs, opportunity to engage in Q & A sessions)
- **Sharing Diverse Resources**
 - (articles, podcasts, online meetings/workshops)



Supporting our Striving Learners Identification & Continuum of Support

Review of Inclusive Education



Recommendation 1.8

Ensure academic supports and interventions are in place to support students who are struggling in the areas of literacy and numeracy.

Recommendation 2.1

Strengthen the capacity of School-Based Teams through mandatory training for all regular members.

Recommendation 4.2

Engage in the development of a process to support staff to attain practical and effective skills within inclusive education. This approach will follow the best practice in professional development for attaining new skills by working with staff on a frequent and regular basis.

Learning Support Teachers

Elementary Schools	17 Learning Support Teachers 15 English Language Learner Teachers
Middle Schools	9 Learning Support Teachers 3 English Language Learner Teachers
NWSS/SIGMA	9 Learning Support Teachers 2 English Language Learner Case Managers

Learning Support Teachers: Undergraduate Degree
Teaching Certification
Post Graduate work in Special Education.
* Diploma or Masters Degree.

■ **Classroom**

Instruction

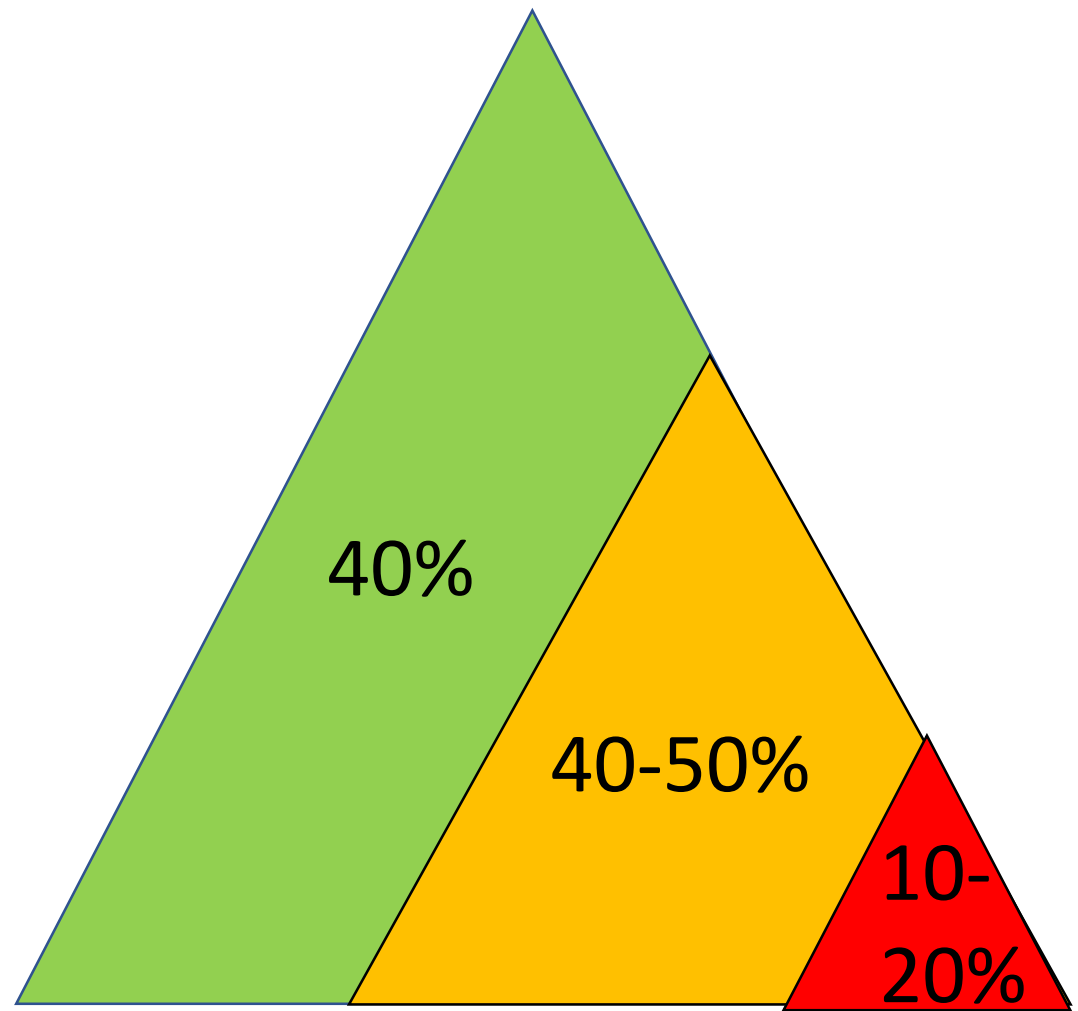
Reading comes relatively easily with classroom instruction. Students still benefit from explicit and systematic instruction.

■ **Targeted Support**

Reading with proficiency requires a structured literacy approach.

■ **Intensive Intervention**

Students with a reading disability/dyslexia require intensive intervention with a structured literacy approach.



(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

Rationale for Early Screening

Screening for students at risk of reading & spelling challenges can begin as early as Kindergarten.

By identifying and intervening early, we can help prevent some of these students from experiencing code-based literacy challenges and reduce the number of students who will require literacy support in Grades 3 and beyond.

Recommendations for Early Screening

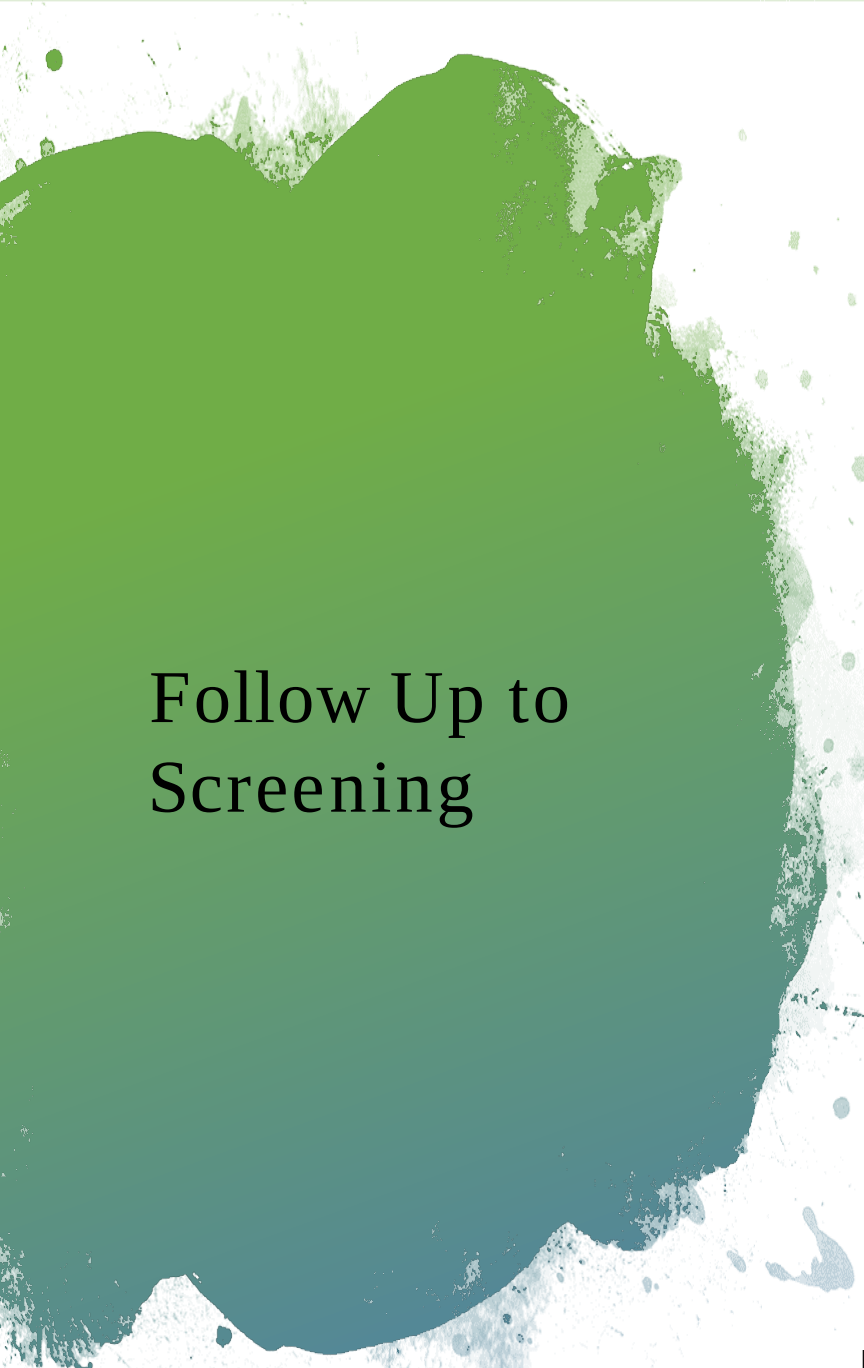
Best Practice:

Begin with universal screening in
Term 2 of Kindergarten

Key skills to screen at that stage:

- phonological awareness
- sound-letter correspondence
- rapid letter naming fluency





Follow Up to Screening

Tier 2 support for students falling below criteria on screening (3-4x/week, small group)

Rescreen Tier 2 students at end of year

Students falling below criteria again, picked up for direct service in Term 1 of Grade 1.

A large, abstract watercolor splash graphic in shades of green and blue, located on the left side of the slide. It has a textured, painterly appearance with various shades of green and blue blending into each other.

Currently in New Westminster Schools

Classroom teachers choose from a variety of screening and assessment tools:

- ERST (District's in-house screener) currently used as a universal screener at some sites
- At other sites, individual classroom teachers use their own preferred assessment tools to gauge student knowledge of letter names & sounds



Tier One teaching in classrooms, using a strength based approach.



Ongoing conversations and planning with resource team, ensuring aligned practice.



Student is taken to School Based Team, to gather further ideas and support.



If questions are still arising, Emily Larkman is invited in for further consult.

Ongoing Assessment & Progress Monitoring

Strong Tier One Instruction

Learning Support Teachers provide the following on-going support, in collaboration with the classroom teacher:

- Identify and prioritize specific skills in need of remediation
- Identify which strategies/activities/programs are best suited to address targeted skills
- Monitor student progress and make adjustments to support, as needed

Intervention Programs

Talking Tables

Peer Assisted Learning Strategies/PALS

Intensive Phonological Awareness Program

Lexia

Leveled Literacy Intervention/LLI

Recipe for Reading

Spelling Through Morphographs

Accessible Literacy Learning/ALL

Readtopia

District Literacy Support

Provides support with the development of intervention programming, tailored to students' specific needs. Provides intensive intervention.

Trains and supports Education Assistants and Learning Support Teachers to deliver individualized programming

Provides in-service to classroom teachers and Learning Support Teachers - shifting towards a Structured Literacy model of literacy instruction and strategies



Continuing Our Work

Continued
encouragement
implementing
our universal
screening model
for Kindergarten
and Grade One
learners



Summer Learning Day for Kindergarten and Grade One Teachers

PLAYFUL LITERACY



Side by Side and Co Teaching Opportunities Pilot Program for Kindergarten and Grade One Teachers, focussing on early literacy



Providing Additional Resources

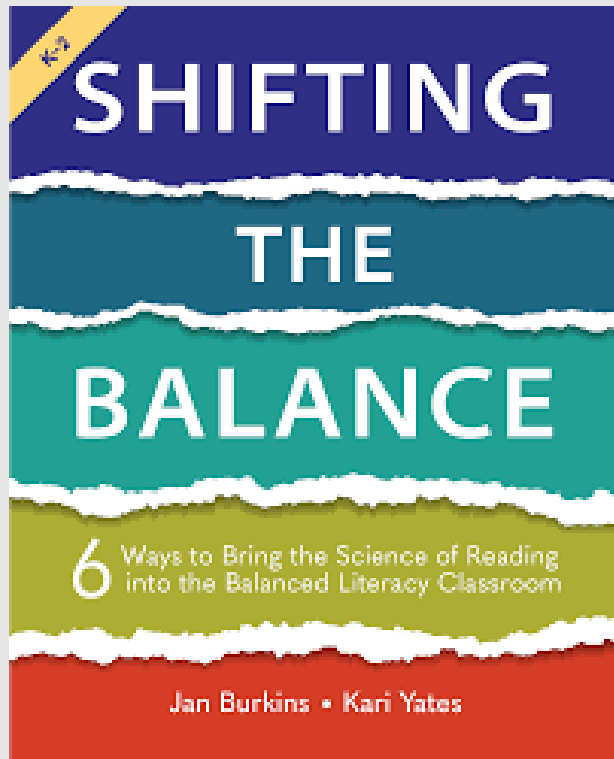
Decodable texts

Independent
titles

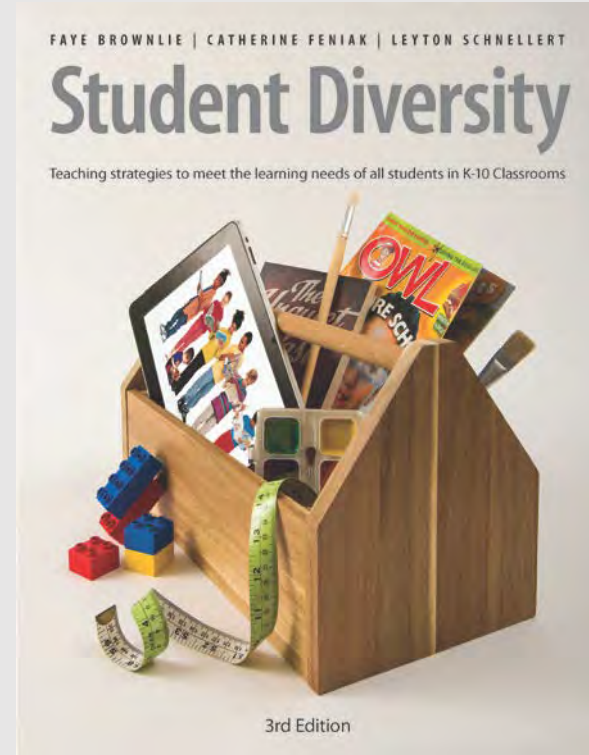
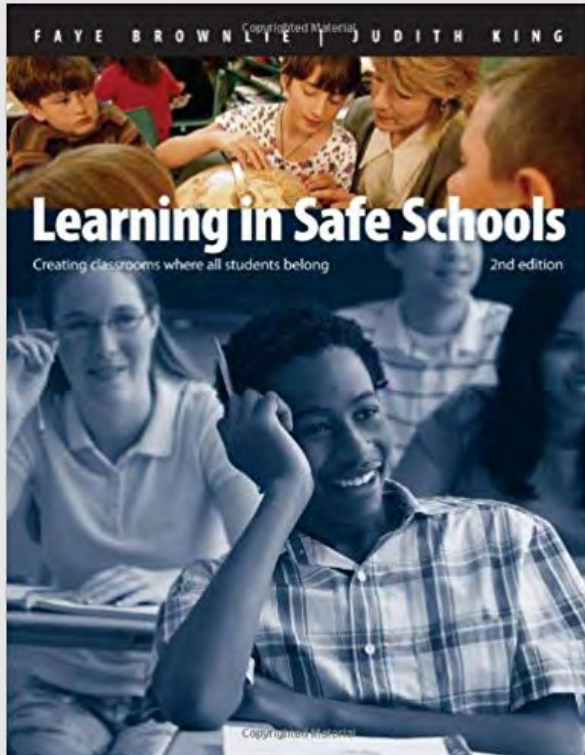
Guided Reading
resources

Professional
books for
teachers



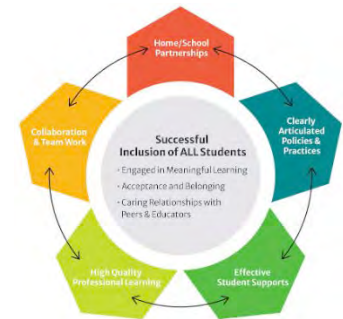


District Book Clubs



Collaborative Teaching Series with Faye Brownlie and Elizabeth Gardner

Review of Inclusive Education



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Recommendation 2.1

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Recommendation 4.2

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Thank you



ELEMENTARY

ITEM	COST
Agenda/Planner	\$4.00 - \$8.00
School supplies (optional)	\$25.00 - \$40.00
Recorder fee (may purchase or use school recorder)	\$5.00

MIDDLE

ITEM	COST
Agenda/Planner	\$6.00 - \$10.00
School Supplies (optional)	\$40.00
Yearbook (optional)	\$25.00 - \$40.00
Band practice book (optional)	\$10.00 - \$15.00
Band rental (rental cost depends on instrument)	\$10.00 - \$40.00/mo.
Gr. 8 Athletic fee	\$25.00/sport
Locks (optional)	\$7.00

STUDENT ACTIVITY FEE (Total)			\$30
Other: (specify)		Yearbook (optional)	\$55
GRADUATION ACTIVITY FEE (Total)		Ceremony (includes rental of grad gown, cap and tassel purchase and two tickets to ceremony and cost of arena rental and event)	\$80
Breakdown:		Dinner/Dance (optional)	\$110
DEPARTMENT	COURSE CODE	COURSE NAME or Description	FEE
Athletics		Junior Sports	\$50
		Senior Sports	\$85
		Football	\$285
		Wrestling and Lacrosse	\$100
Academies		Hockey	\$1,220
Business Education	MAC-11	Accounting 11 (optional workbook)	\$30
IB	Program Fee	Program Fee for IB registration (annual)	\$75
	Diploma Fees Grade 11	Diploma Fees Grade 11 (deposit; balance based on # of courses)	\$600
	Diploma Fees Grade 12	Diploma Fees (balance based on # of courses)	\$750
Math	MFOM-11	Foundations of Mathematics 11 workbook (optional)	\$25
	MFOM-12	Foundations of Mathematics 12 workbook (optional)	\$25
Music	Rental of school-owned instruments: MU--09, MMUCB10, MICB11, MICB12, XLDCB09, MMUJB-10, MIMJB11, MIMJB12, MMU—090, MMUOR-10, MIMOS11, MIMOS12	Concert Band 9 to 12, Jazz Band 9 to 12	\$100
Tech Ed		Skills exploration 9	\$50
Apprenticeship Programs		Auto refinishing prep tech VCC	\$500 plus books
		Baking VCC	\$500 plus books
		Carpentry	\$500 plus \$160 workbook
		Painting and decorating FTI	\$0
		Plumbing	\$500 plus \$200 workbook
		Professional Cook	\$500 plus \$160 workbook
Visual Art	9-12 Art classes	Personal Supplies for the class (optional)	Optional \$65
PE		Basketball Skills	\$20
ADST		Culinary Arts 10-12	\$10 for Foodsafe Certificate \$35 for FS Course and Cap