

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

Tuesday, February 8, 2022, 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 February 8, 2022 Education Policy and Planning Committee meeting be adopted as distributed.		
2.	<u>Comment and Question Period</u>	5:05 PM	
3.	<u>Student Voice</u>	5:10 PM	
	a. Fall Survey Update		<u>2</u>
4.	<u>Reports from Senior Management</u>	5:30 PM	
	a. Student Learning / Welfare Accountability Report - Policy 12 (M. McRae-Stanger, B. Cunnings, Tanis Anderson & C. Swan)		<u>18</u>
5.	<u>General Announcements</u>	6:25 PM	
6.	<u>Adjournment</u>	6:30 PM	



Start of 2021/2022 School Year Survey

Student Voice



4 Major Themes from the Survey

Safety & Feeling Welcome at NWSS

Supporting LGBTQA+ Students

Mental Health Supports

Technology

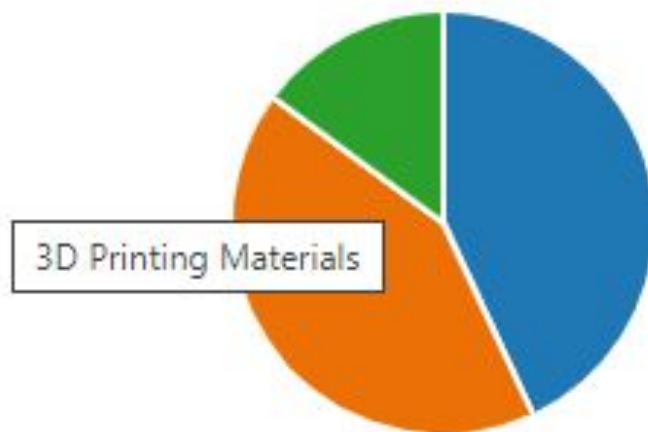


2. Do you think the school's current Covid measures adequately protect students?

[More Details](#)

 Insights

	Yes	133
	Somewhat	130
	No	46





Students were asked: What do you think the school can do better for Covid measures?

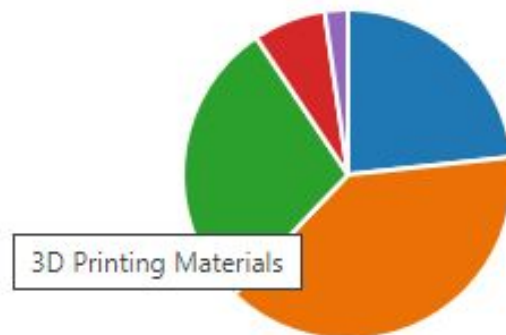
- enforcement of mask wearing
- staggered dismissals for students to reduce crowding in hallways and stairwells
- ***Next steps: enhanced protocols = reminders re: masks, staggered lunch dismissal, reduced seating in Commons***

5. Do you feel welcome at NWSS?

[More Details](#)

 Insights

 Strongly agree	72
 Somewhat agree	120
 Neutral	88
 Somewhat disagree	22
 Strongly disagree	7





Students were asked: What would make you feel more welcome at school?

- an efficient and safe way to report harassment, bullying, homophobia, transphobia
- ***Next steps: online reporting form, restorative justice, plan to bring in speakers to educate (in person)***
- make the school colourful and 'warm': more furniture, artwork on walls
- ***Next steps: collaboration with art department, district committee to collaborate with Qayqayt First Nation, use of peg boards***
- more school events - build school pride and help students meet new people (with current Covid protocols, this will have to wait)



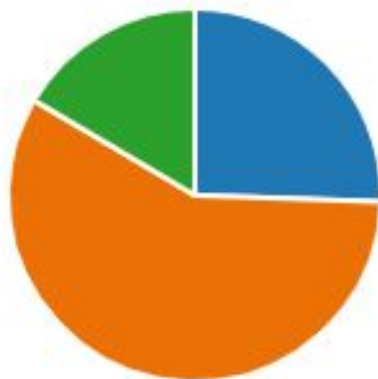
11. Do you identify as part of the LGBTQA+ community?

[More Details](#)



Insights

● Yes	79
● No	179
● Prefer not to say	51



What do you think the school and/or the school board can do to better support the LGBTQA+ community?

- more gender-neutral washrooms and change spaces
- ***Next steps: larger doors for more privacy, potential universal washroom, keep gendered washrooms***
- respect for pronouns: teachers need to ask for preferred pronouns and make sure attendance lists are accurate for TTOCs
- ***Next steps: rosters created in office for for TTOCs, more teachers taking initiative to ask for pronouns***

14. How is school affecting your mental health so far this school year?

[More Details](#)



Insights

Extremely positive	13
Somewhat positive	40
Neutral	84
Somewhat negative	108
Extremely negative	64



Students were asked: Is there anything that is making learning particularly challenging for you this fall?

- mental health struggles – more support needed
- ***Next steps: met with Ms. Naser to consult on what students need and how to access, Wellness Centre is open***
- ***admin to create clear PSA around where to find support & communicate consistently***
- ***make counseling appointment booking more efficient***
- feeling behind academically after last year
- feeling overwhelmed with homework, switch to semester from quarter
- ***Next steps: look at a drop-in support model (changed due to Covid)***



19. If necessary, would you be able and willing to bring your own device to school to work on research, assignments, etc?

[More Details](#)

 Insights

 Yes	200
 No	31
 Not consistently	78





District Plans for Technology

- better WIFI needed – many comments on this as it's unreliable teachers & students expected to be more digital now
- What is the plan to supply laptops to students in school? Not everyone can bring their own device daily
- Will Chromebooks be replaced now that we are a Microsoft district?
- ***Next steps: meeting with Ms. Naser on this issue in the next few weeks to discuss***



Thank you for listening to our update.

Supplement to: Education Committee Meeting

Date: February 8, 2022

Submitted by: Maureen McRae-Stanger, Director of Instruction – Learning & Innovation

Item: Requiring Action Yes ☐ No ☐ For Information ☒

Subject: Student Success in New West Schools: 2020-2021

Background:

The Learning Team is pleased to present our yearly update on “Student Success in New West Schools”. This presentation aligns with the Ministry of Education’s requirements for student success as outlined in the [Framework for Enhancing Student Learning \(FESL\)](#). A key part of student success is reviewing and analyzing student data as it relates to:

Intellectual Development:

- Foundation Skills Assessment (FSA), Report Cards, Graduation Assessments

Human and Social Development:

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

Career Development:

- Completion Rates, Post-Secondary Transitions

Both qualitative and quantitative data help us to identify areas of strength, areas of focus, and the resources needed to support ongoing student success. Our work is guided not only by FESL, but by both our Strategic Plan and our Aboriginal Enhancement Agreement.

Understanding Data Collection and Analysis:

To better understand the data, it is important to consider the following:

- Data is collected and analyzed based on the Ministry’s Framework for Enhancing Student Learning guidelines
- Data is compared between New Westminister Schools and all other districts in the province

- Fluctuations in data can look more significant if you are starting with a smaller data set (New West vs. the province)
- Participation rates are included in data sets wherever possible to provide context
- In certain circumstances, students are excluded from the data set, which can impact results
- Data will reflect “All Students” and where possible, Indigenous and Diverse Learner subpopulation data will be shared
- Diverse Learner data includes students with all Ministry of Education Special Education designations
- To protect student privacy, any data with a cohort size of less than 10 is masked
- Children and Youth in Care (CYIC) data is masked, and these students are included in “All Students”

Considerations for the 2020/2021 Data:

Despite the many challenges facing our students, families, and staff due to Covid-19, the students of New West have continued to be successful in their intellectual, human and social, and career development. However, some impacts are evident in the data:

Significant decrease in participation rates in assessments and surveys:

- increase in parent exclusions (FSA)
- students in the K-12 OL program--limited participation in assessments and surveys
- attendance issues/lack of engagement

Timing of assessments: (FSA shifted to January/February in 2020-2021)

- FSA and Student Learning Survey at the same time (additional stress on students/teachers)

Curriculum delivery: (continuity of learning)

- combination of face-to-face and remote for secondary students
- K-8 classes needing to isolate had to shift to remote learning as needed
- learning loss from April 2020 onward

Social-emotional impacts:

- student absenteeism higher, physical and mental health issues due to Covid, family stress
- limited peer and social interaction due to cohorts, physical distancing, remote learning
- loss of connection to adults at school and in the community

Additional Data Information:

[BC Education System Performance: New West Schools](#)

Ongoing Initiatives to Support Student Success in New West Schools:

Intellectual Development	Human and Social Development	Career Development
• Curriculum Facilitators: Learning Services • Curriculum Facilitators: Learning & Innovation • Middle School Numeracy Facilitator • Creation of Literacy & Numeracy Frameworks and baseline assessments • Climate Action: resources, working group, grants • Innovation Grants to support teacher pedagogy and practice • Teacher Mentorship Program for early career teachers or teachers new to their role • Online tools for numeracy & literacy • Inclusive Education Review recommendations: ongoing implementation • Teacher Coaches • Variety of professional development opportunities in all curriculum areas • Staff Portal for curriculum and inclusive education resources	• Teacher Mentorship Program (75 mentors & mentees) • Professional development: Miriam Millar, Myrna McCallum, Kevin Lamoreaux • Wellness Handbook & Mental Health in New West Schools Strategy • Arts in Education Strategy • Physical Literacy Program, Kindergarten to Grade 3 • Wellness Centre at NWSS: counselling, educational groups, community agencies, resources for staff, students & community • Increased staffing: District CYCW & clinical counselling hours at Wellness Centre • SEL Programs: RULER, Second Step, Everyday Anxiety Strategies for Educators K-12 (EASE), Kids in the Know • Game Ready: fitness & mentorship • Staff supports: Mind Up for Educators, Safer Schools Together, Complex Trauma resources & training • Increased Child Care spaces • Fuel Up Program • SOGI: clubs, resources, ongoing Pro-D	• Career Programs--focus on Train in Trades and Apprenticeship Programs in Culinary, Carpentry and Plumbing • Core Competency Self-Assessment in MyEducationBC: launch at Secondary level for each semester for Grades 9-12 • VP of Indigenous Education & Aboriginal Grad Coach to support Indigenous students • Collaboration with School Based Team to track all diverse and Indigenous students and plan a path to graduation, school completion, transition to work, or community supports • Ongoing course development of Career Life Education 10 and Career Life Connections 12 • Expansion of the Work Experience Program (WEX)

Framework for Enhancing Student Learning: Student Success in New West Schools 2020-2021

Education Committee
February 8, 2022

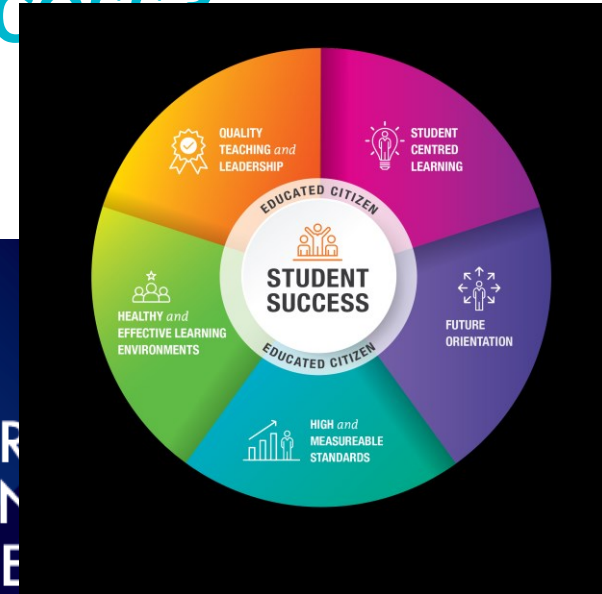


How Do We Measure Student Success?

A key part of student success is reviewing & analyzing student data as it relates to:

- Intellectual Development
- Human & Social Development
- Career Development

Both qualitative & quantitative data help us to identify areas of strength, areas of focus, and the resources needed to support ongoing student success.



The Students of New West Schools 2020-2021

Student Group	Headcount	Sub Population	NW*	BC
Standard Enrollment	6,344	Non Residents	102 (1.3%)	1.5%
Online Learning	848	English Language Learners	1,251 (16.1%)	12%
Continuing Education	489	Indigenous	337 (4.3%)	12.1%
Alternate Programs	97	French Immersion	1,025 (13%)	9.4%
Adults	1,141	Special Education	649 (8.3%)	12.1%
Total Enrollment	7,778			

*headcount and percentage of total enrollment

Impacts of Covid-19 on 2020/21 Data

Significant Decrease in Participation Rates:

- increase in parent exclusions
- students in the K-12 OL program--limited participation in assessments & surveys
- attendance issues/lack of engagement

Timing of Assessments:

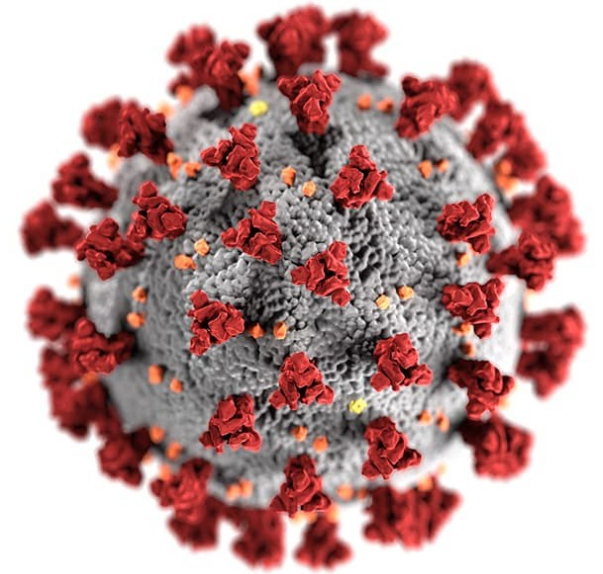
- Foundation Skills Assessment & Student Learning Survey--same time

Curriculum Delivery/Continuity of Learning:

- combination of face-to-face and remote for secondary students
- K-8 classes shifting to remote when necessary
- learning loss (April 2020 onward)

Social-Emotional Impacts:

- student absenteeism higher, health issues due to Covid, family stress
- limited peer and social interaction due to cohorts, physical distancing, remote learning
- loss of connection to adults at school and in the community





Intellectual Development Data

FSA, Graduation Assessments, K-8 Report Cards

Measures of Intellectual Development

Students will meet or exceed literacy and numeracy expectations for each grade level:

- Current year and 3-year trend for the number and percentages of students in Grades 4 and 7 on track or extending **literacy and numeracy** expectations as specified in provincial assessments
- Current year and 3-year trend for the number and percentage of students proficient or extending **literacy and numeracy** expectations as specified in the Grade 10 Literacy and Numeracy provincial assessments



Foundation Skills Assessment



FSA Participation Rates

Year/Grade	2018-2019		2019-2020		2020-2021	
	NW	BC	NW	BC	NW	BC
Grade 4 All	66%	73%	82%	73%	71%	64%
Grade 4 Indigenous	68%	74%	64%	74%	37%	64%
Grade 4 Diverse (all designations)	36%	48%	38%	48%	47%	42%
Grade 7 All	77%	72%	87%	72%	62%	61%
Grade 7 Indigenous	52%	72%	83%	73%	50%	57%
Grade 7 Diverse (all designations)	63%	55%	48%	55%	37%	44%

Putting FSA Data in Context

Year/Grade	Cohort Size 2020/21	# of Writers 2020/21
Grade 4 All	521	370
Grade 4 Indigenous	19	7
Grade 4 Diverse (all designations)	52	24
Grade 7 All	482	299
Grade 7 Indigenous	28	14
Grade 7 Diverse (all designations)	67	25

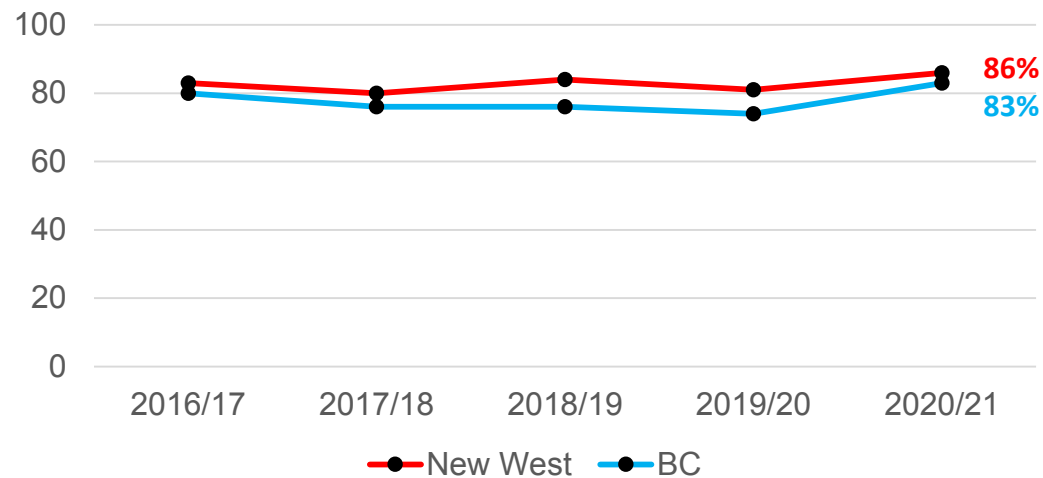
FSA Ministry Exclusion Criteria:

- Students with moderate to profound intellectual disabilities
- English Language Learners who have not reached a level of proficiency to meaningfully respond to the questions
- *Extenuating circumstances (e.g. family emergency or lengthy illness)

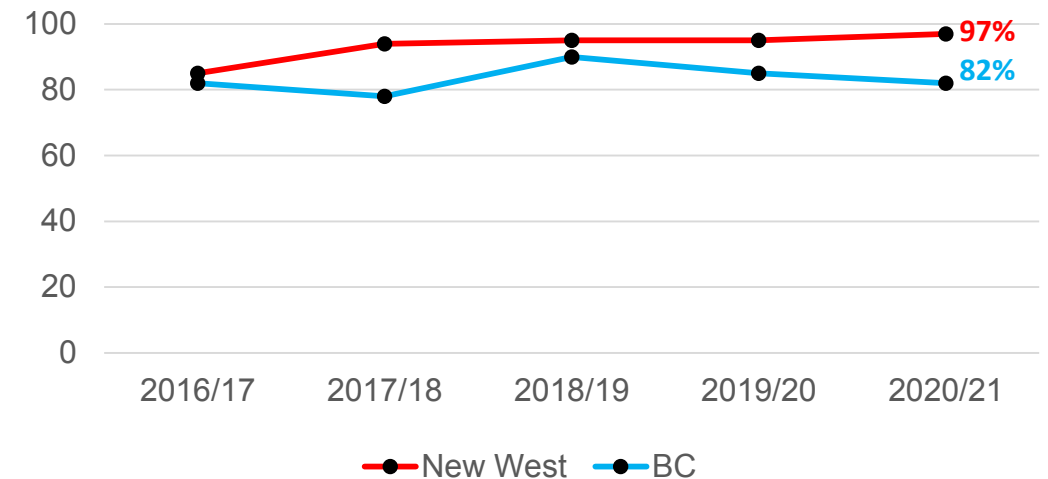
*** 90% of exclusions yearly**

FSA Grade 4: On-Track or Extending (All)

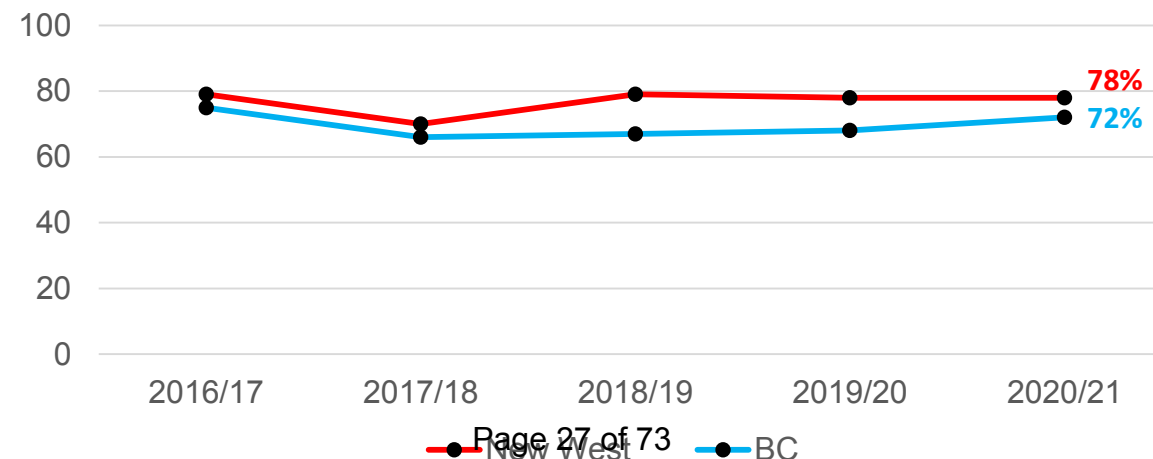
Reading Comprehension



Writing

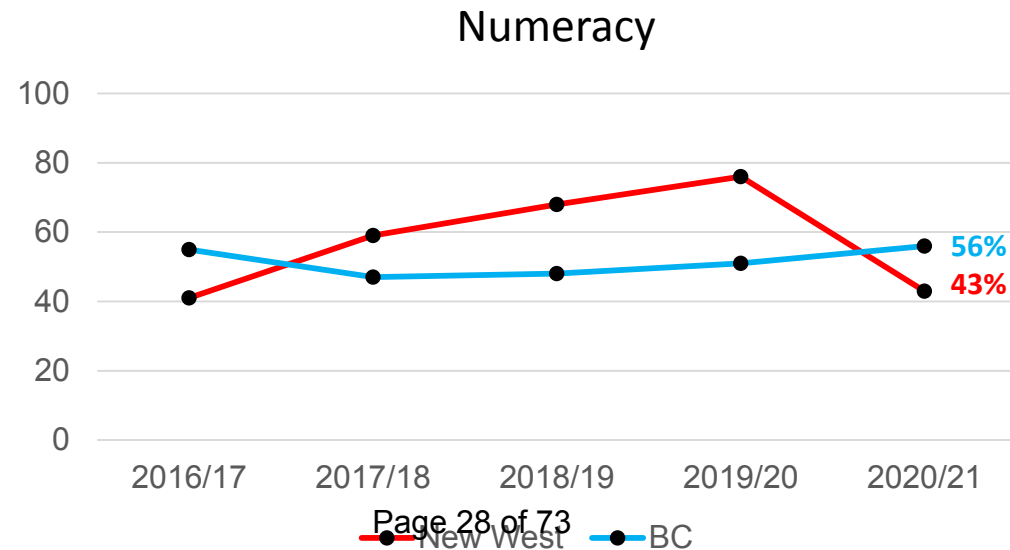
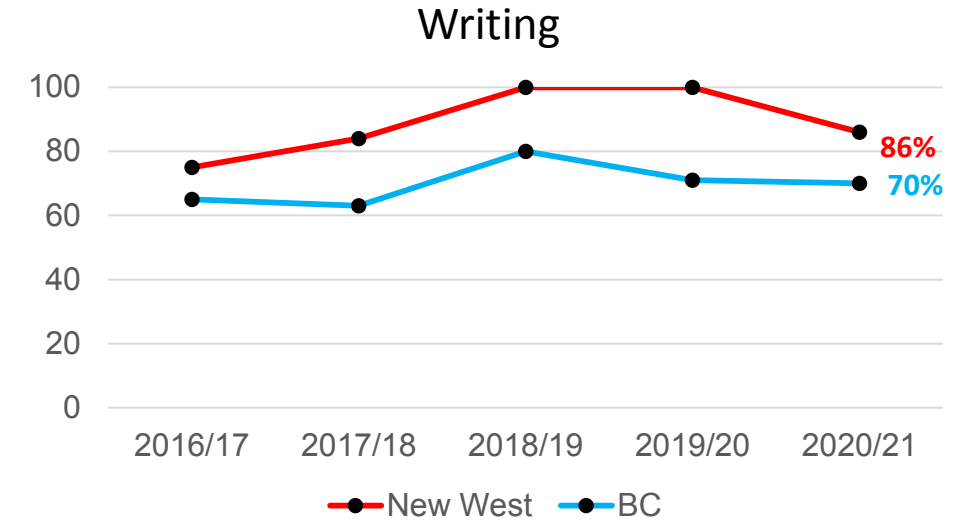
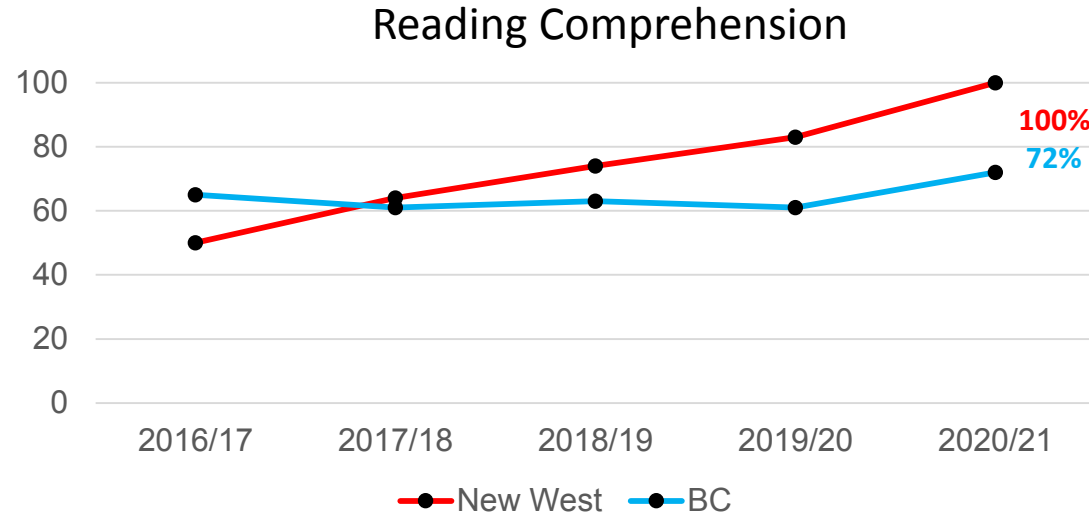


Numeracy



NW 2020/21 = 71% participation
BC 2020/21 = 64% participation

FSA Grade 4: On-Track or Extending

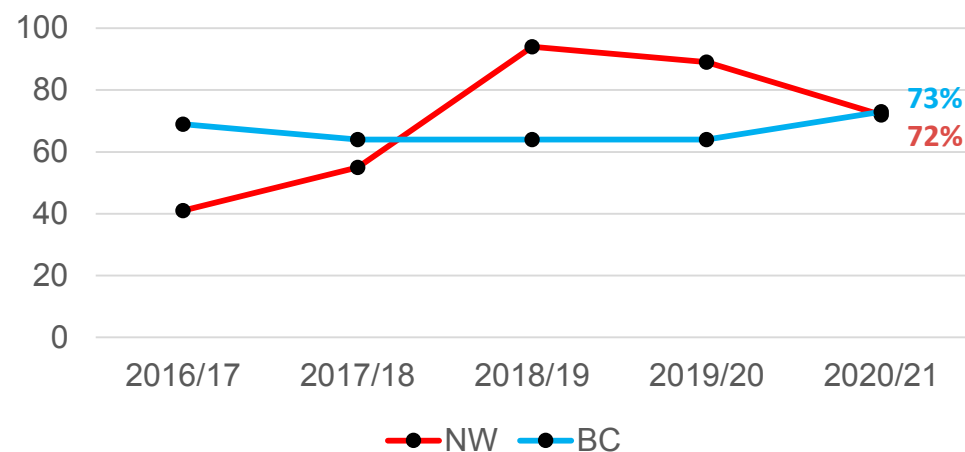


**NW 2020/21 = 37% participation
(7 students)**
BC 2020/21 = 64% participation

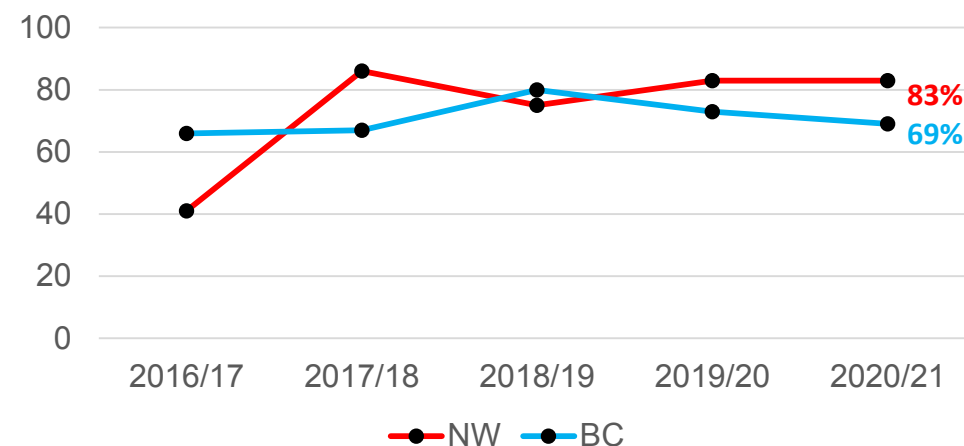
FSA Grade 4: On-Track or Extending



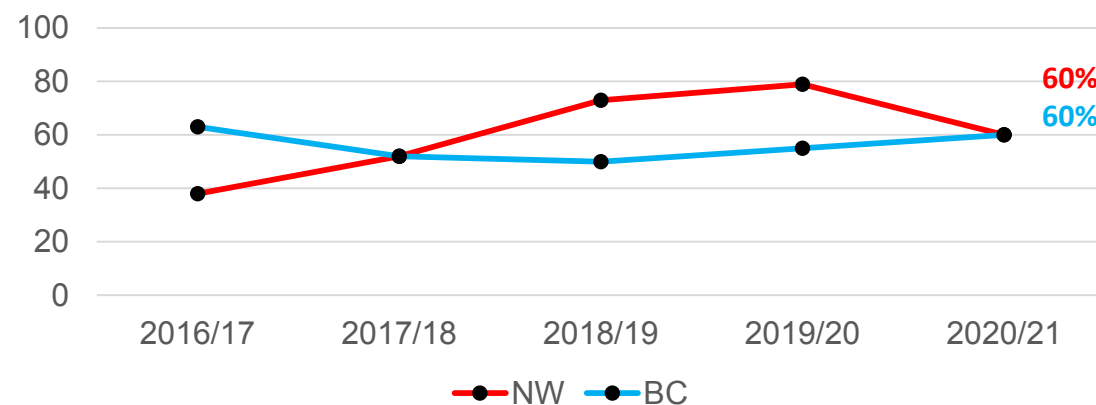
Reading Comprehension



Writing



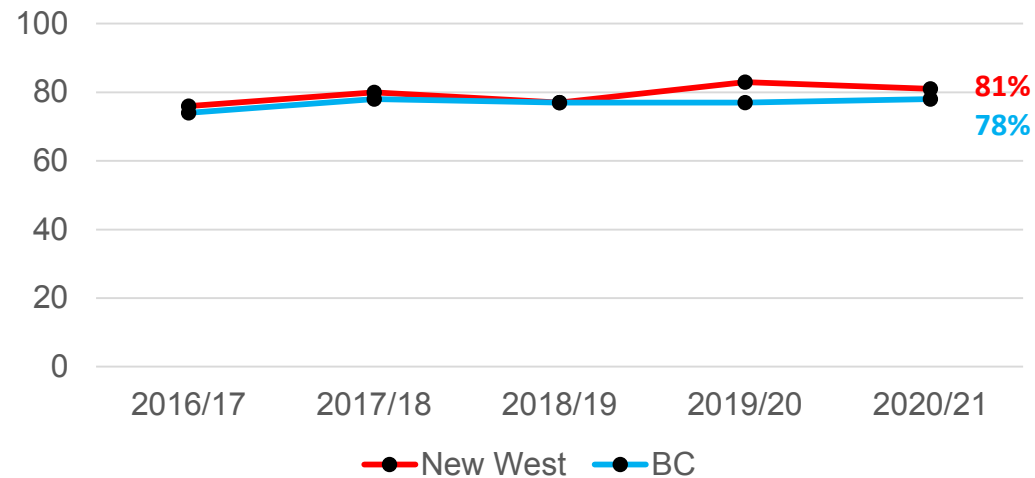
Numeracy



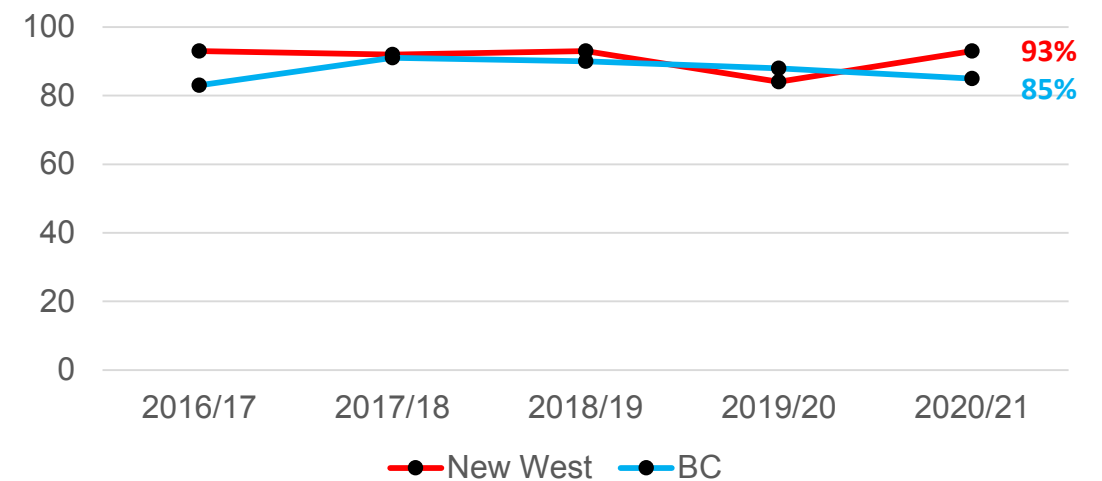
**NW 2020/21 = 47% participation
(24 students)**
BC 2020/21 = 42% participation

FSA Grade 7: On-Track or Extending (All)

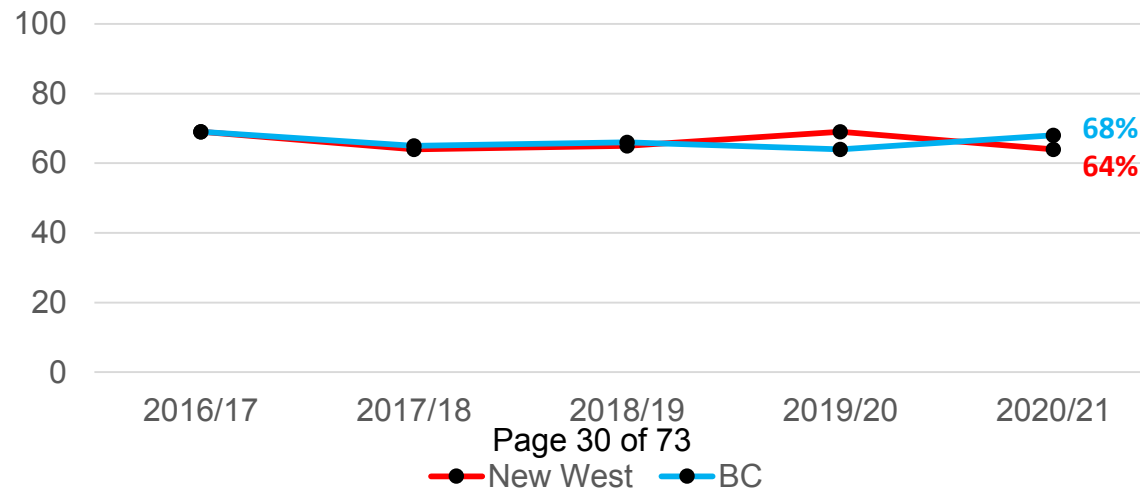
Reading Comprehension



Writing



Numeracy

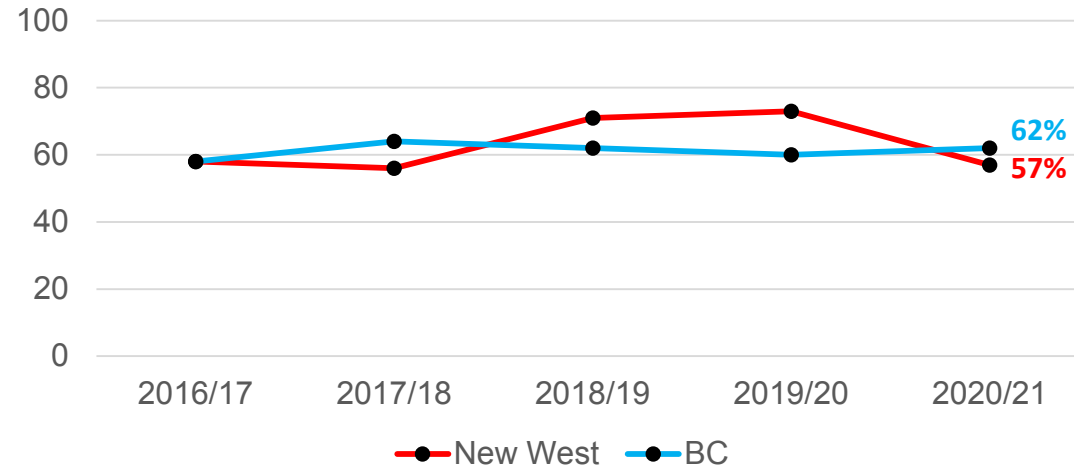


NW 2020/21 = 62% participation
BC 2020/21 = 61% participation

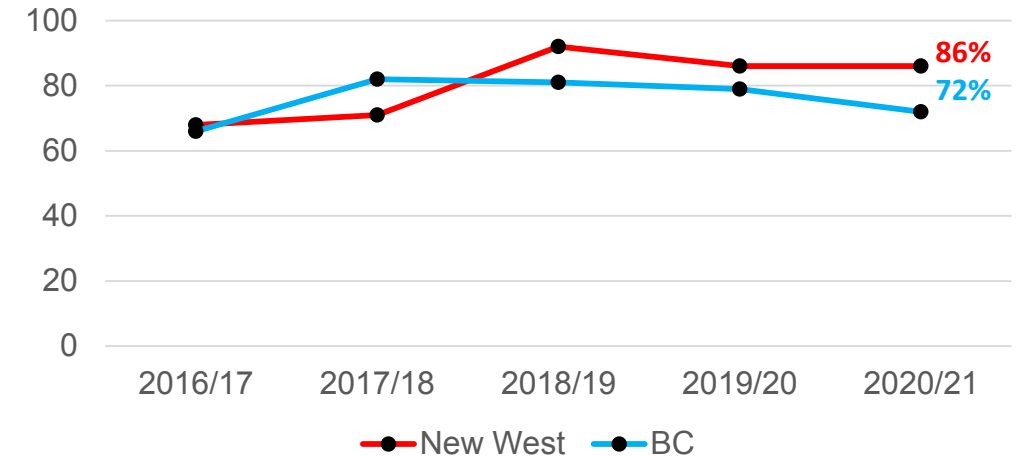
FSA Grade 7: On-Track or Extending



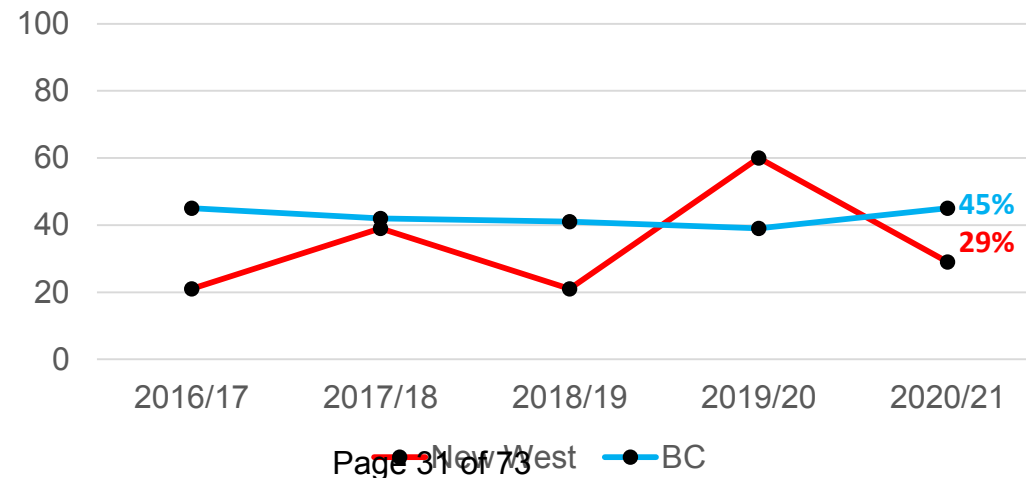
Reading Comprehension



Writing



Numeracy

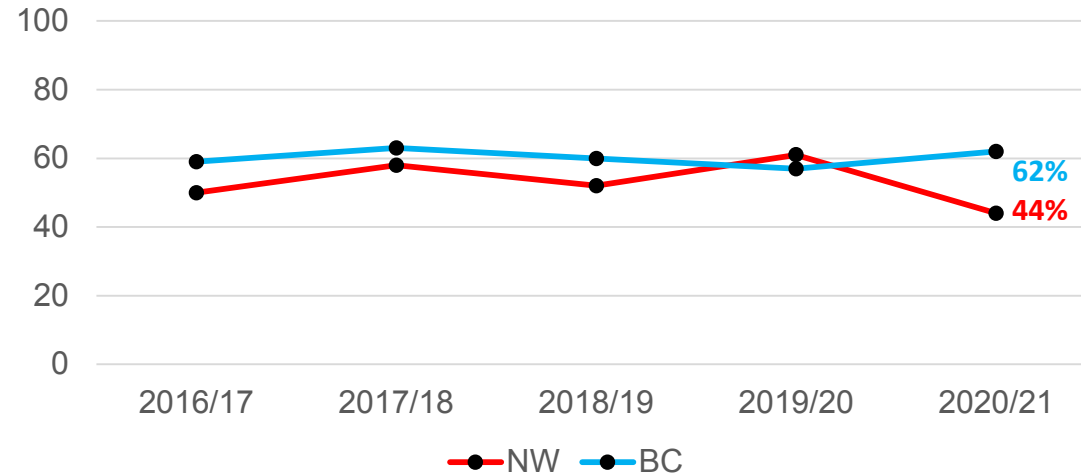


**NW 2020/21 = 50% participation
(14 students)
BC 2020/21 = 57% participation**

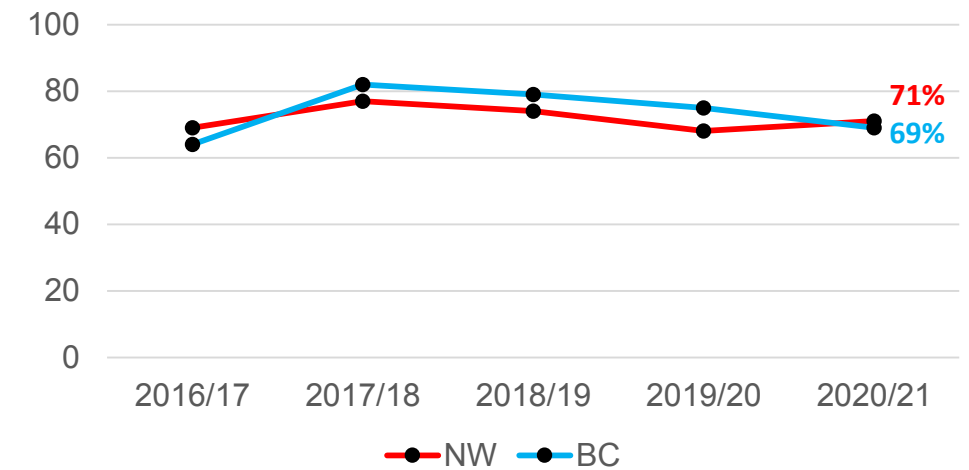
FSA Grade 7: On-Track or Extending



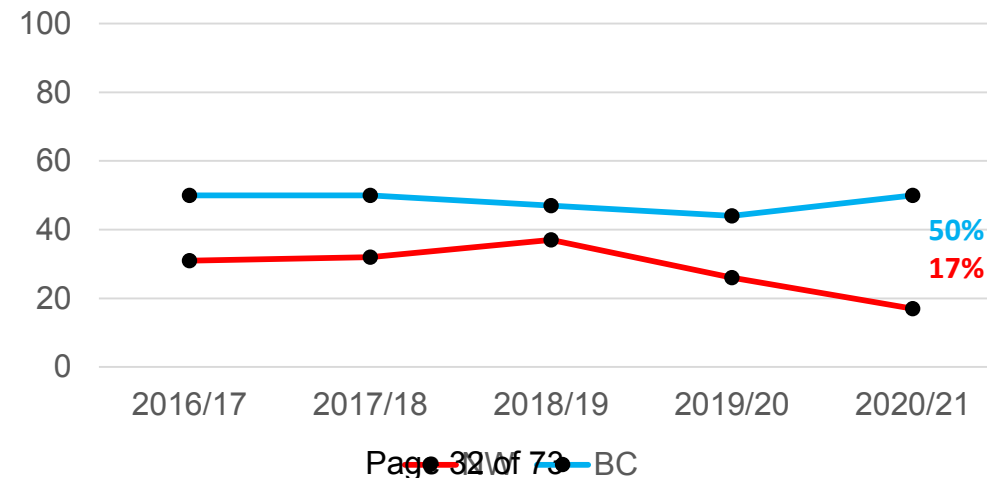
Reading Comprehension



Writing



Numeracy



**NW 2020/21 = 37% participation
(25 students)**
BC 2020/21 = 44% participation



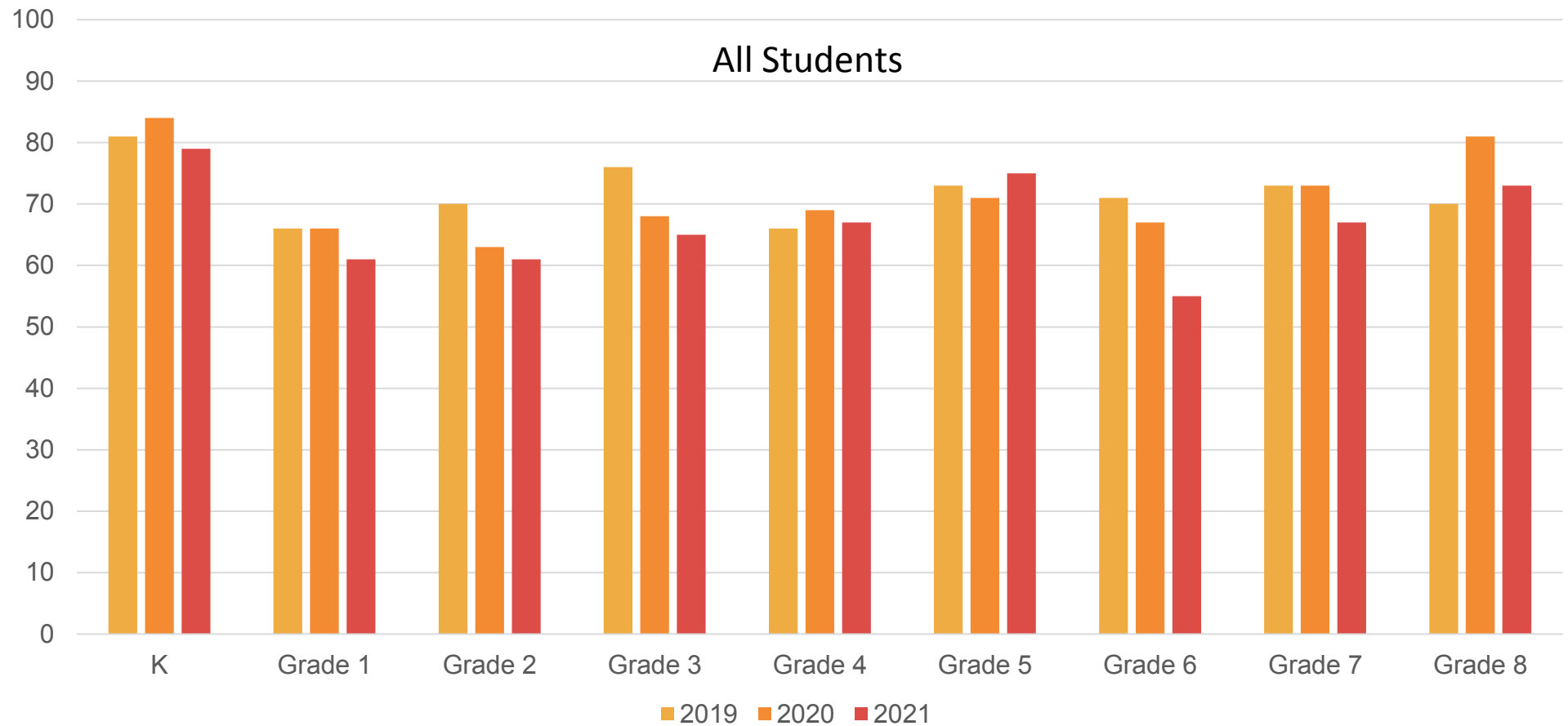
Report Cards

Report Card Proficiency Scale K-8

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.

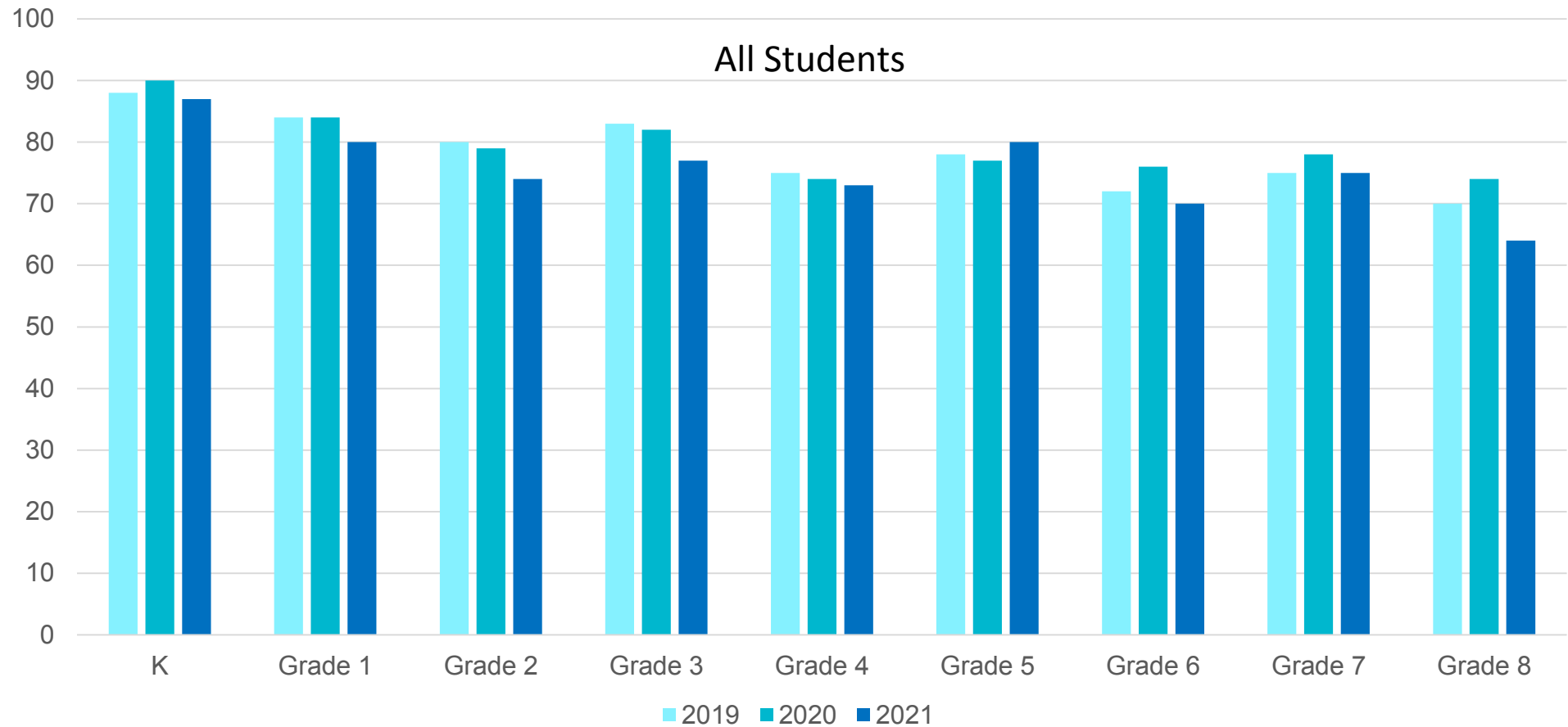
Report Card Data – English Language Arts

% of Students Proficient or Extending on June Report



Report Card Data – Mathematics

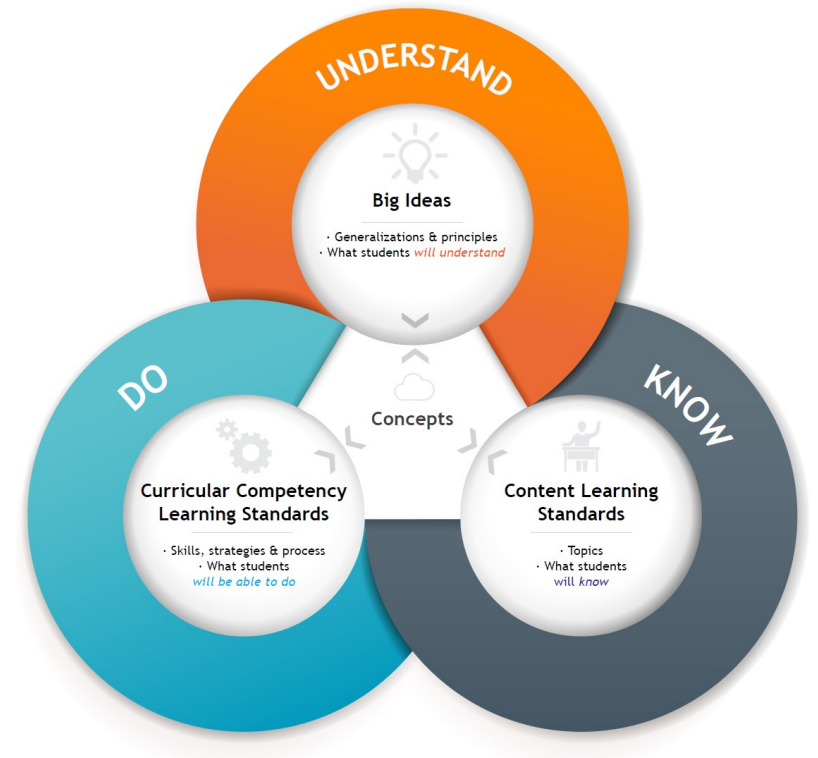
% of Students Proficient or Extending On June Report



What Does the Report Card Data Tell Us?

Slight downward trend for ELA & Math

- Impacts of Covid: learning loss, remote learning, K-8 online, social and emotional impacts
- New proficiency scales (emerging, developing, proficient, extending) and a shift in assessment practices
- **Majority** of our students are developing, proficient or extending by June in both ELA and Math
- Average of 5-10% of all students are emerging for ELA or Math in June



What Does Report Card Data Tell Us About Our Indigenous and Diverse Students?

- Each student has an individual story (designation, needs, required supports) which the data does not capture
- Students working toward their IEP goals are represented in the data as emerging
- Cohort sizes in each grade are varied—difficult to see patterns year to year or grade to grade
- On average, 80% of Indigenous & diverse students are developing, proficient or extending in ELA & Math



Where to target supports:

Indigenous K-5:

- 20% of students emerging in ELA and 15% emerging in Math

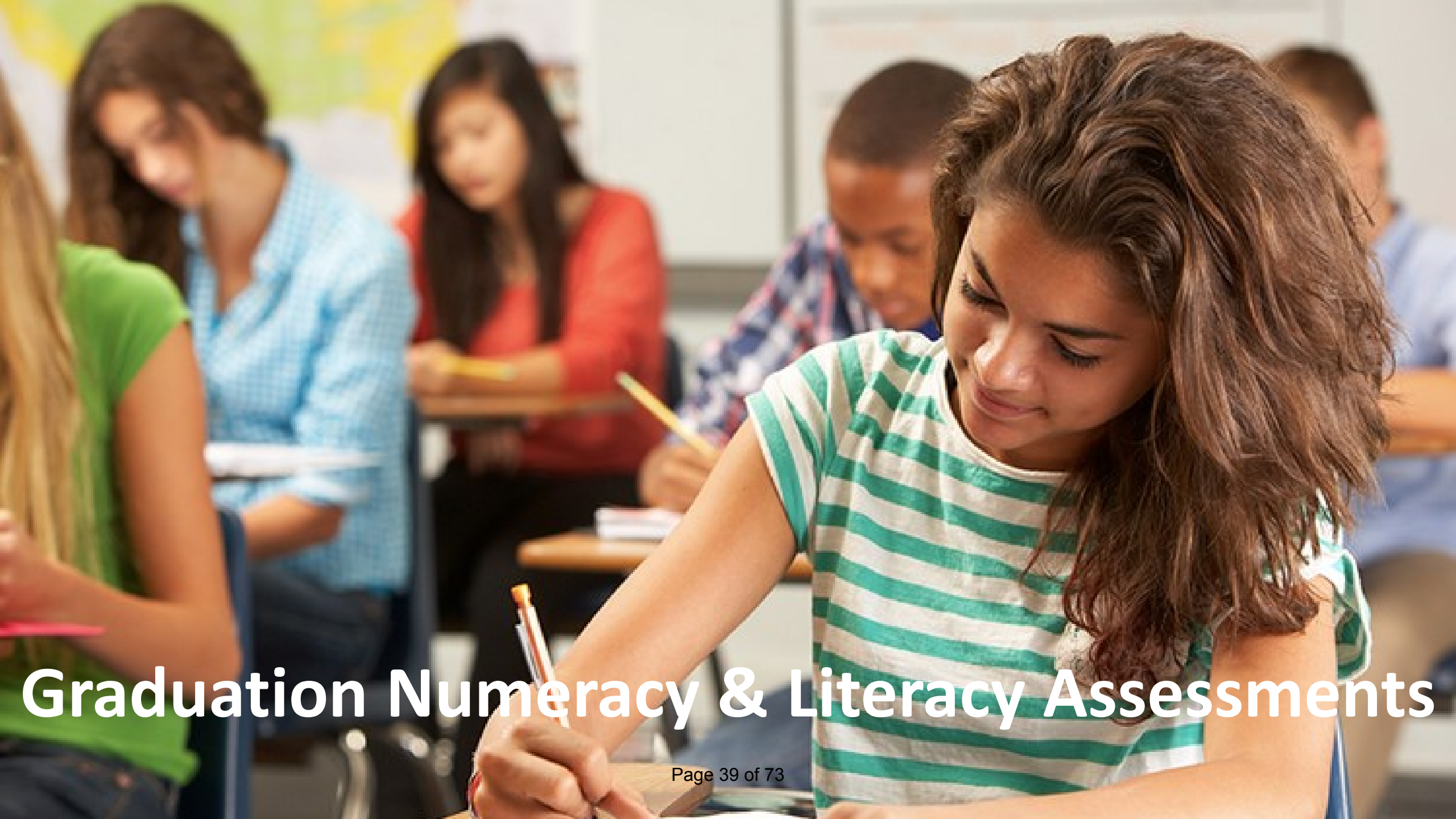
Indigenous Grade 6-8:

- 25% of students emerging in ELA and 20% emerging in Math

Diverse (all designations) K-5 and Grade 6-8:

- 20% of students emerging in ELA and Math

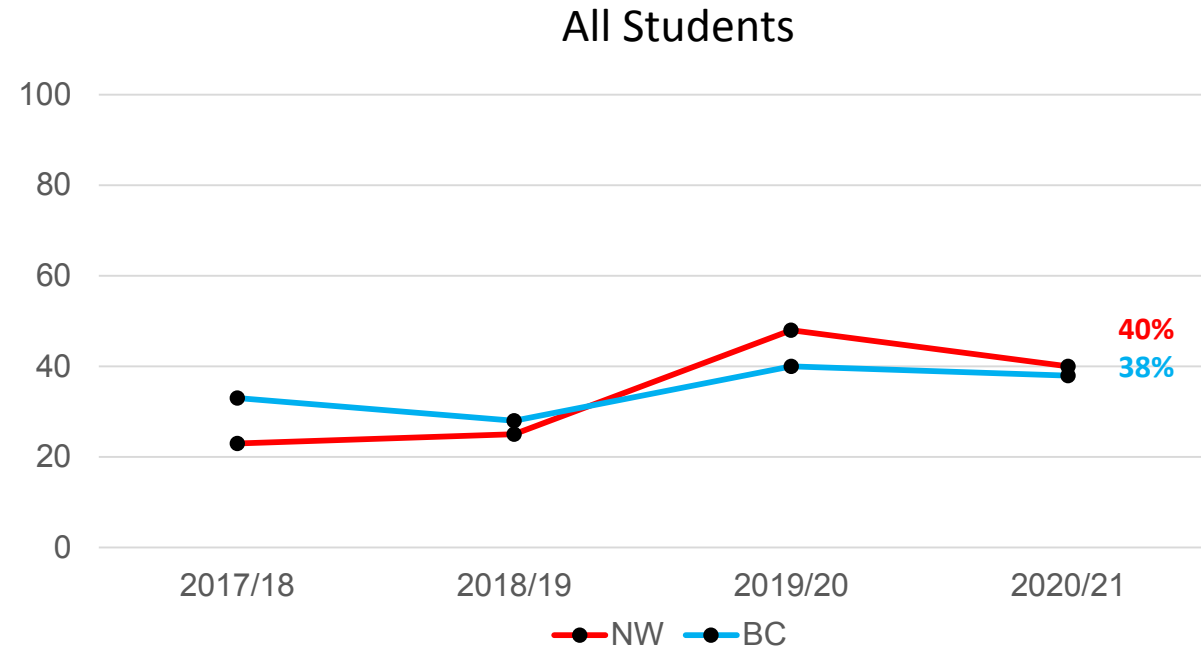




Graduation Numeracy & Literacy Assessments

Graduation Numeracy Assessment

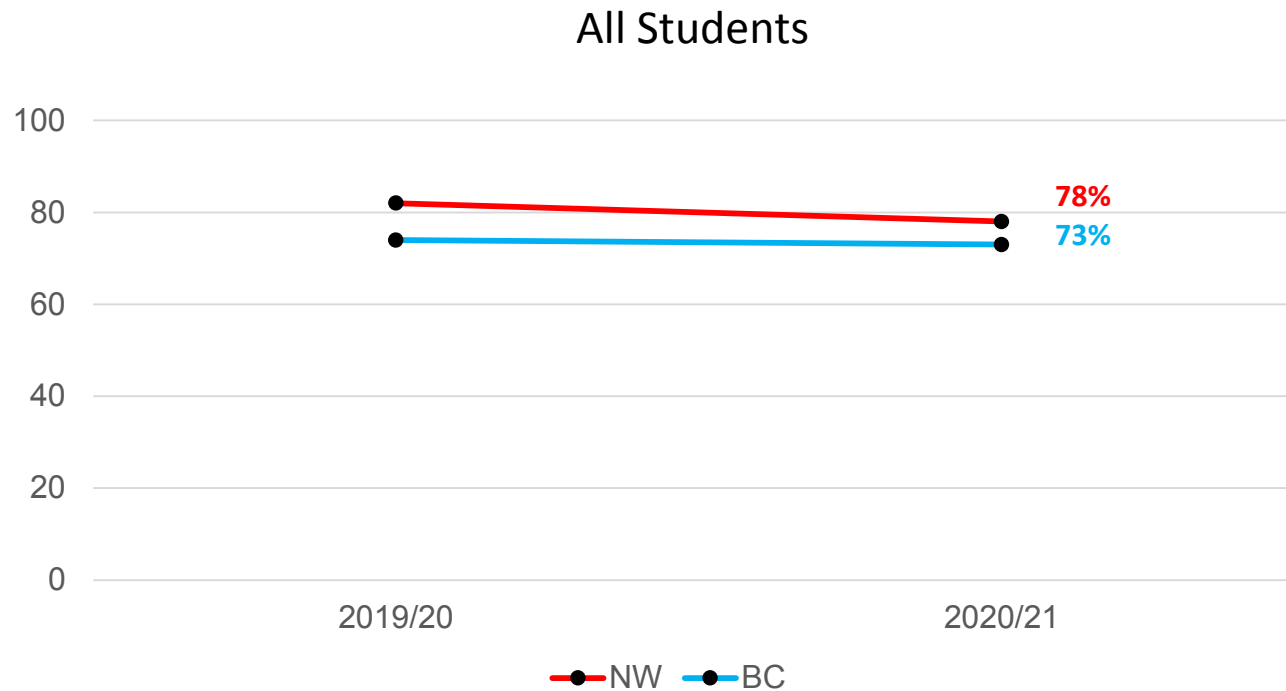
% Proficient or Extending First Time Grade 10 Writers



Grade 11 & 12 students may also have written in 2020/21 to improve their proficiency. Indigenous and diverse students are small subpopulations and are included in “all students” data.

Graduation Literacy Assessment

% Proficient or Extending First Time Grade 10 Writers



Grade 11 students may also have written in 2020/21 to improve their proficiency.
Indigenous and Diverse students are small subpopulations and are included in “all students” data.

What Does the Data Tell Us?

Participation Rates 2020-2021:

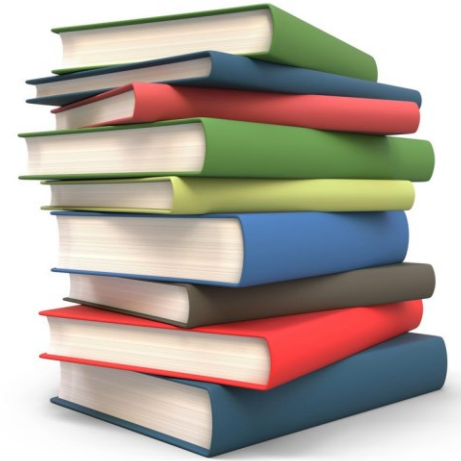
- Decreased significantly in Grades 4 and 7-- impacts of Covid
- Limited GLA and GNA data-- only captures first time Grade 10 writers
- Focus on engagement & participation for Indigenous and diverse learners on all assessments

Literacy:

- Provincial assessments: strong in all grades and at or above province
- Report Card K-8 data: large majority of students are proficient or extending in English Language Arts by June

Numeracy:

- Provincial assessments: challenges in grades 4, 7, 10 for all populations
- Above provincial average grade 4, slightly below provincial average grade 7
- Report Card K-8 data: large majority of students are proficient or extending in Math by June



Intellectual Development Initiatives to Enhance Student Learning

Current Initiatives	Continuing Supports
• Curriculum Facilitators: Learning Services/Learning & Innovation • Middle School Numeracy Facilitator • Creation of Literacy & Numeracy Frameworks and baseline assessments • Climate Action: resources, working group, grants • Innovation Grants • Teacher Mentorship Program • Online tools for numeracy & literacy • Inclusive Ed recommendations: ongoing implementation • Variety of professional development opportunities	• Middle School Numeracy Facilitator • Cost sharing of Mathletics with District/schools • District Mentorship Facilitator and Secondary Literacy and Math/Science Facilitators • Physical Literacy initiatives • Arts Facilitator • Implementation of Inclusive Ed Review • Jennifer Katz: year 2 of professional development on Universal Design for Learning for school teams • Continue with professional development for teachers and support staff focusing on literacy and numeracy



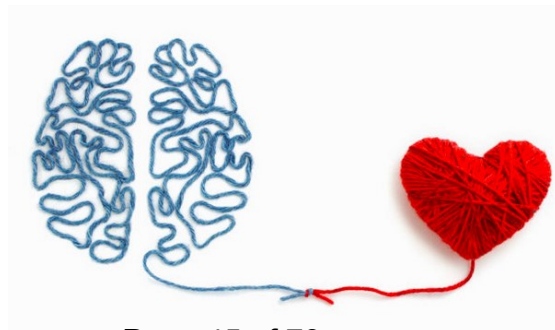
Human and Social Development Data

EDI, MDI, Student Learning Survey

Measures of Human & Social Development

Students will feel welcome, safe and connected to their school:

- Number and percentage of students in grades 4, 7, 10 and 12 who feel **welcome, safe and have a sense of belonging** in their school
- Number and percentage of students in grades 4, 7, 10 and 12 who feel there are **two or more adults at their school** who care about them





Early Development Instrument

EDI Update



2021-2022:

EDI Wave 8 provincial data compiled & available Spring 2022

2022-2023:

Wave 9 Year 1

New Westminster participation February 2023



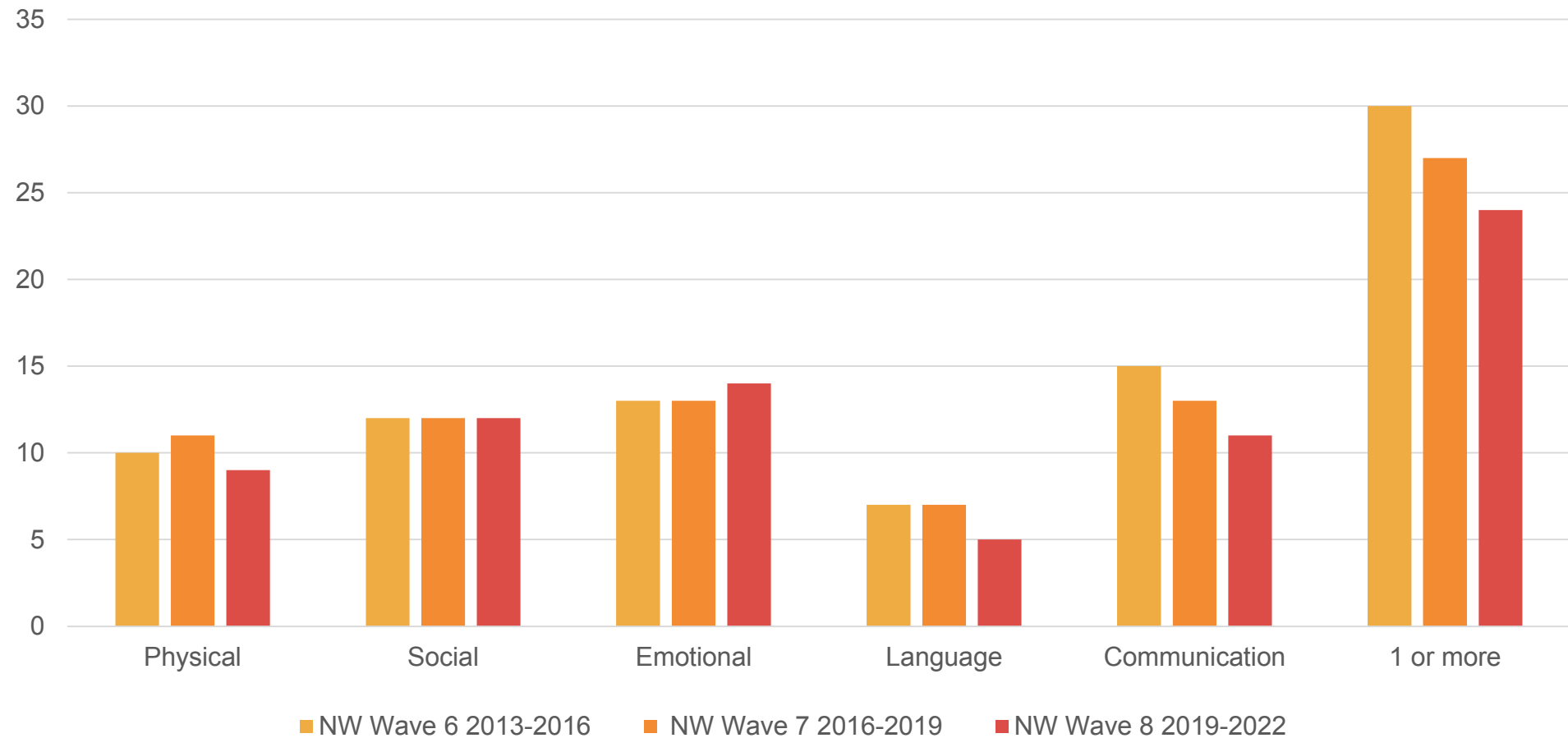
Looking Ahead:

District exploring the use of the Childhood Experiences Questionnaire (CHEQ) for K families in September



EDI Data Refresher:

New Westminster Trends Wave 6-Wave 8





Middle Years Development Instrument

MDI: What's New in New West

MDI not completed in 2020-2021

- Covid impacts on staff and students
- FSA scheduled at the same time as MDI and SLS (grade 4 and 7 participation)

Beginning 2021-2022 shifting to the Grade 5 and 8 cohorts

- Alleviates assessment and survey time impacts on grade 4 & 7 students and teachers
- Provides data before students move to Middle and Secondary and can support transition planning more effectively



MDI Data Refresher

Well-Being Index: Average Over 3 Years

New Westminster Well-Being Index: Average 2017/18-2019/20

	Grade 4	Grade 7
Thriving	37%	32%
Medium	30%	28%
Low	33%	39%



MDI Data Refresher

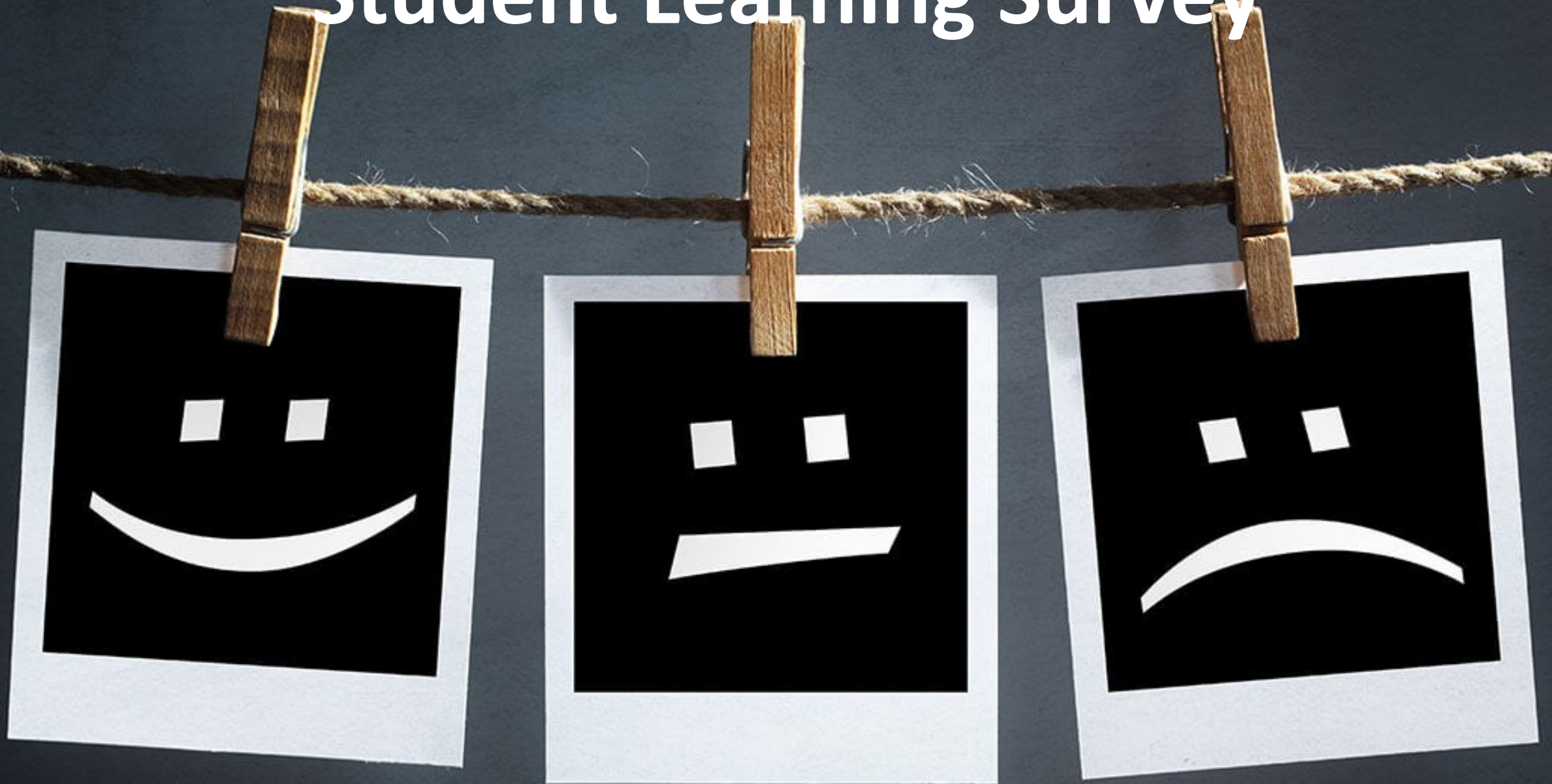
Assets Index: Average Over 3 Years

New Westminster Assets Index: Average 2017/18-2019/20

	Grade 4	Grade 7
Adult Relationships	80%	70%
Peer Relationships	83%	82%
After School Activities	86%	84%
Nutrition and Sleep	66%	62%



Student Learning Survey



Student Learning Survey: Participation

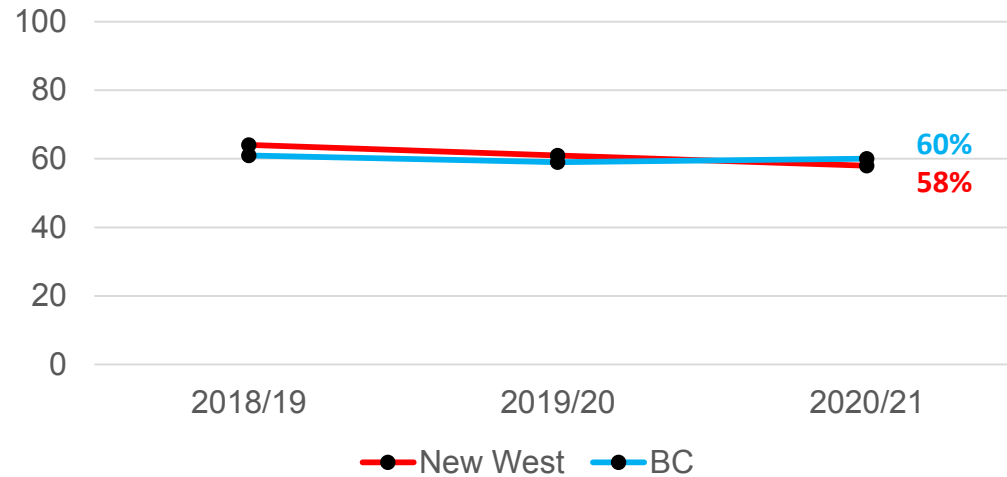
Grade/Year	2018-2019		2019-2020		2020-2021	
	NW	BC	NW	BC	NW	BC
Grade 4	92%	78%	80%	74%	86%	76%
Grade 7	92%	76%	61%	53%	81%	73%
Grade 10	57%	59%	51%	45%	53%	58%
Grade 12	39%	45%	51%	34%	32%	42%

Subpopulation data is not included, as students could choose to select “anonymous” and not self-identify as Indigenous or Diverse

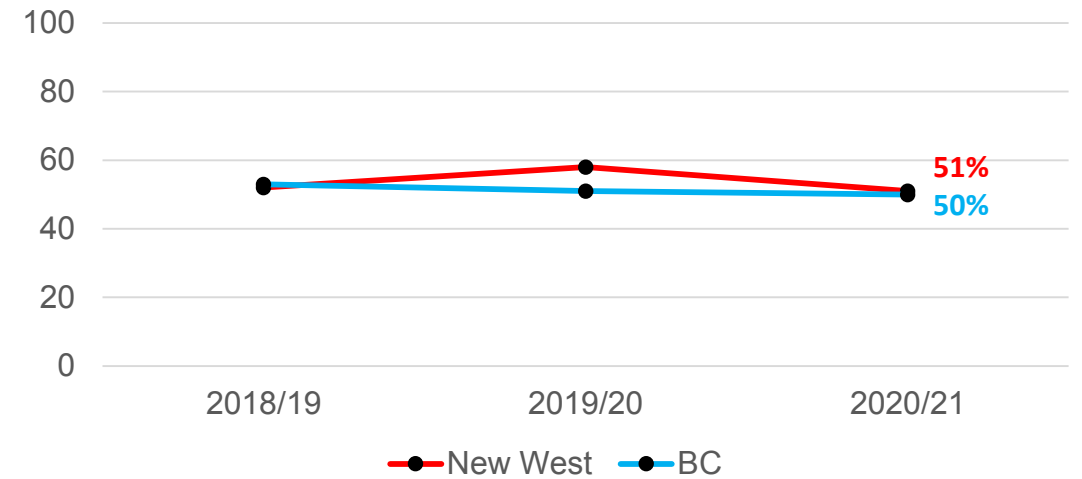
Is school a place you feel you belong?

Students reporting often or always

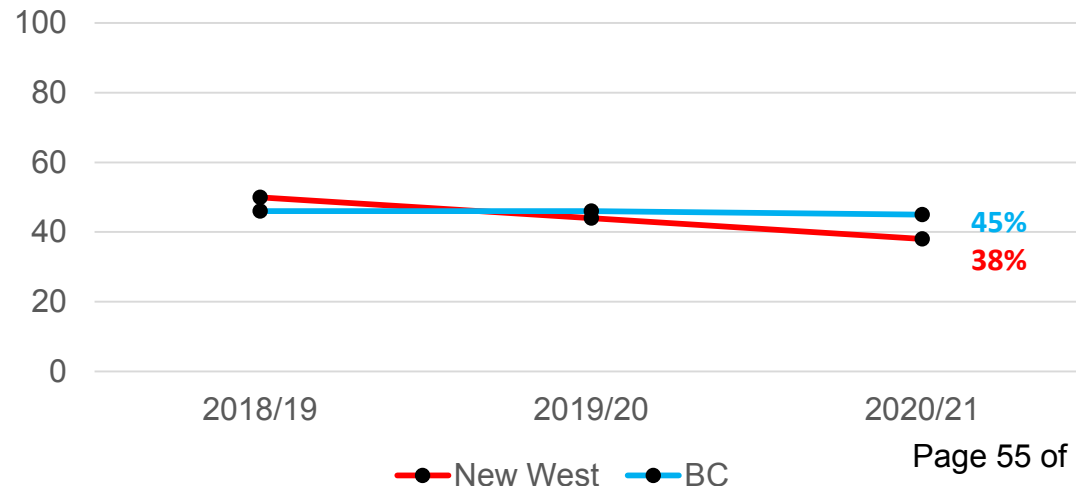
Grade 4



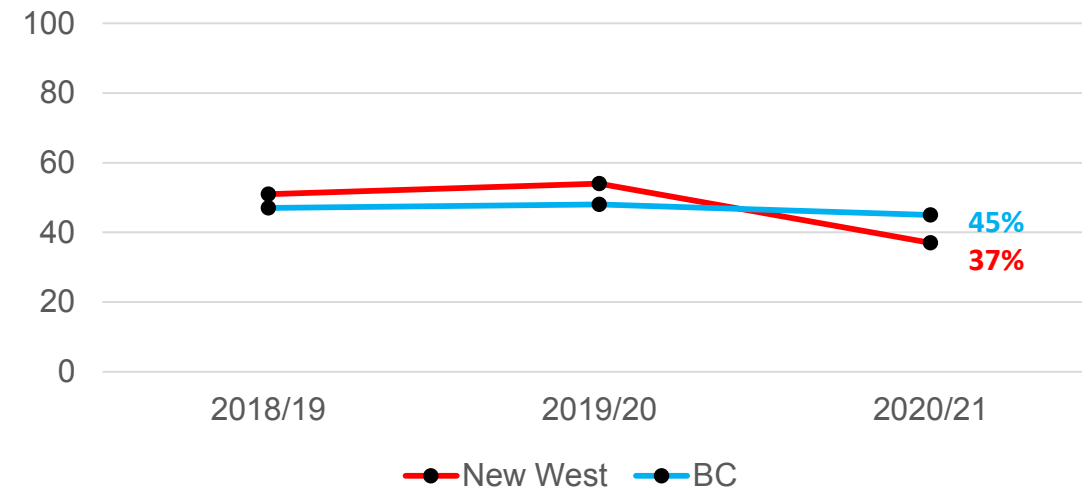
Grade 7



Grade 10



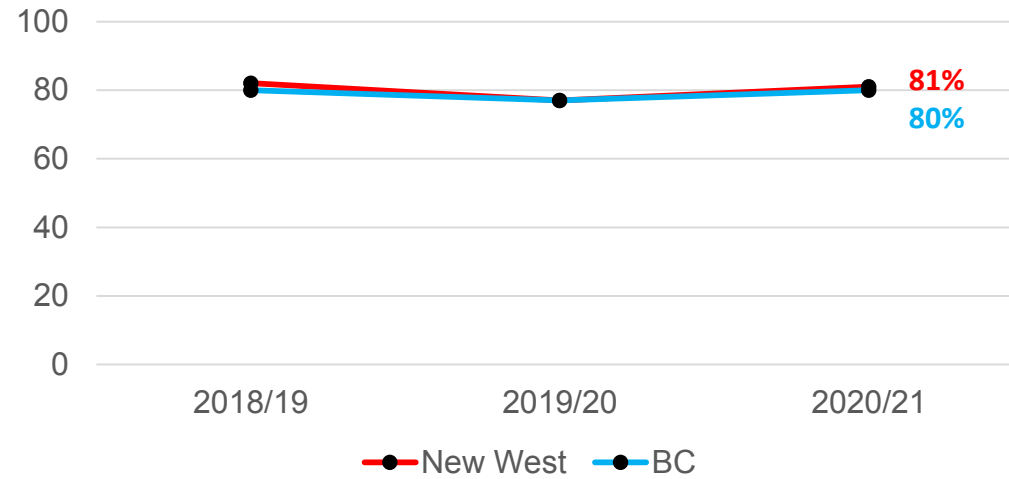
Grade 12



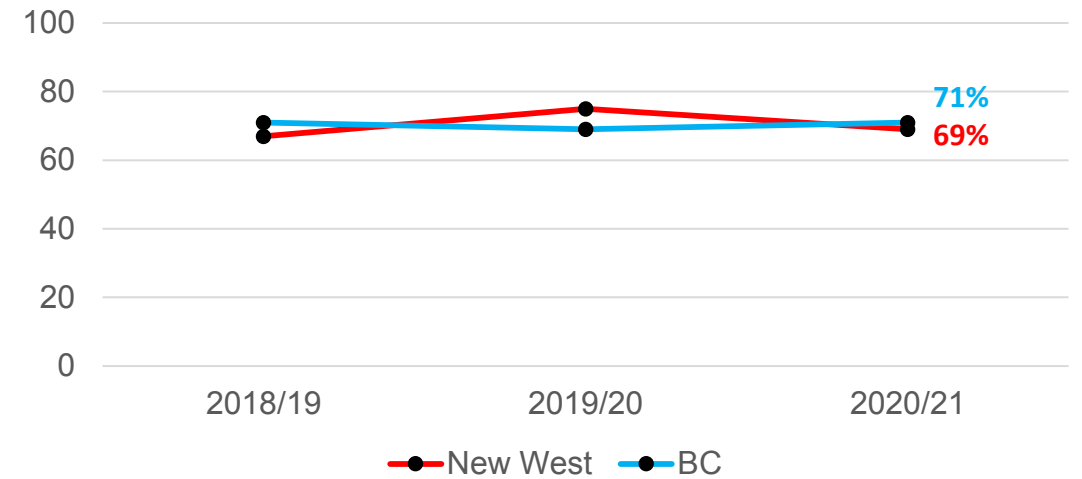
Do you feel safe at school?

Students reporting often or always

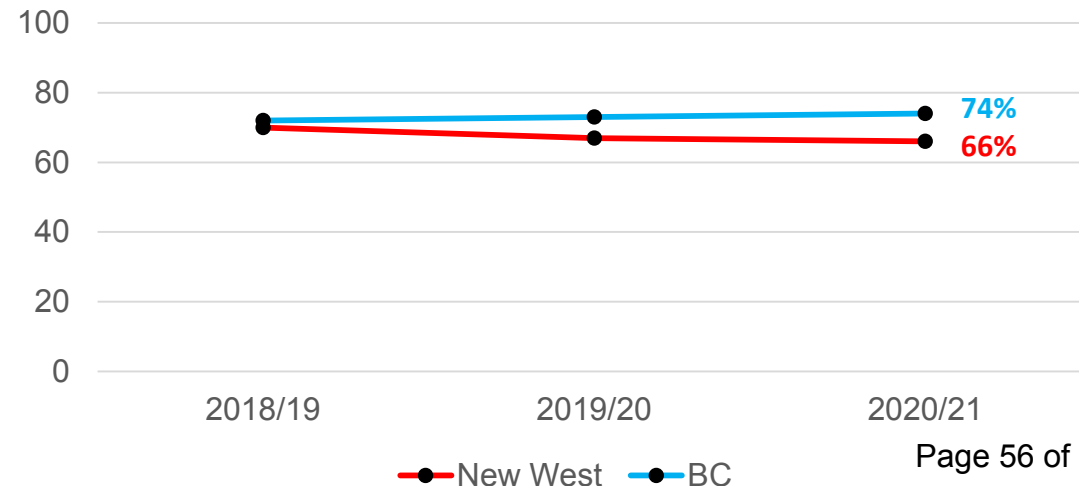
Grade 4



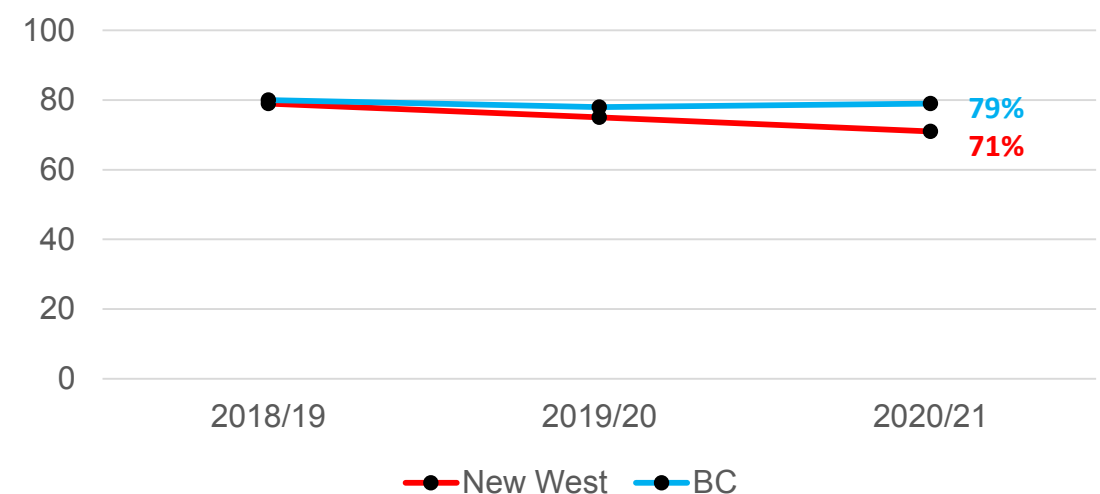
Grade 7



Grade 10



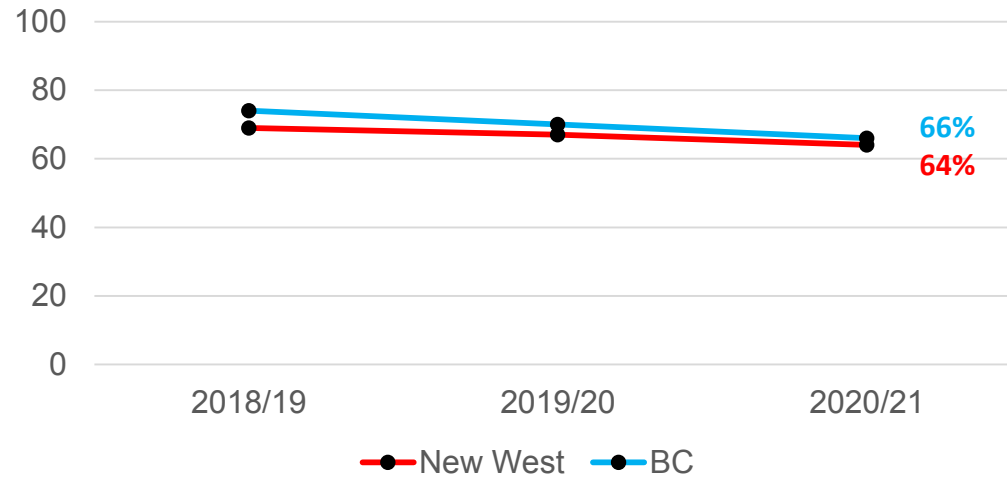
Grade 12



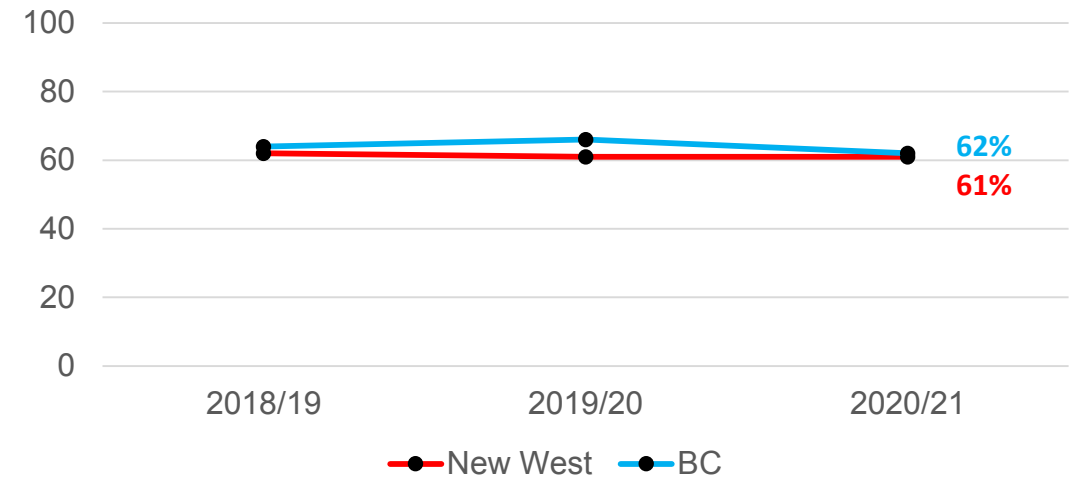
How many adults at school care about you?

Students reporting 2 or more

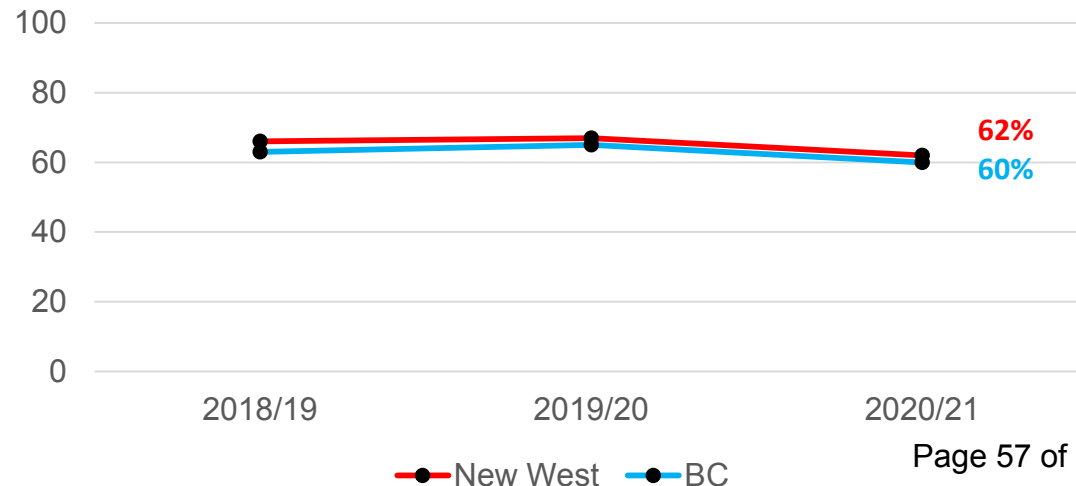
Grade 4



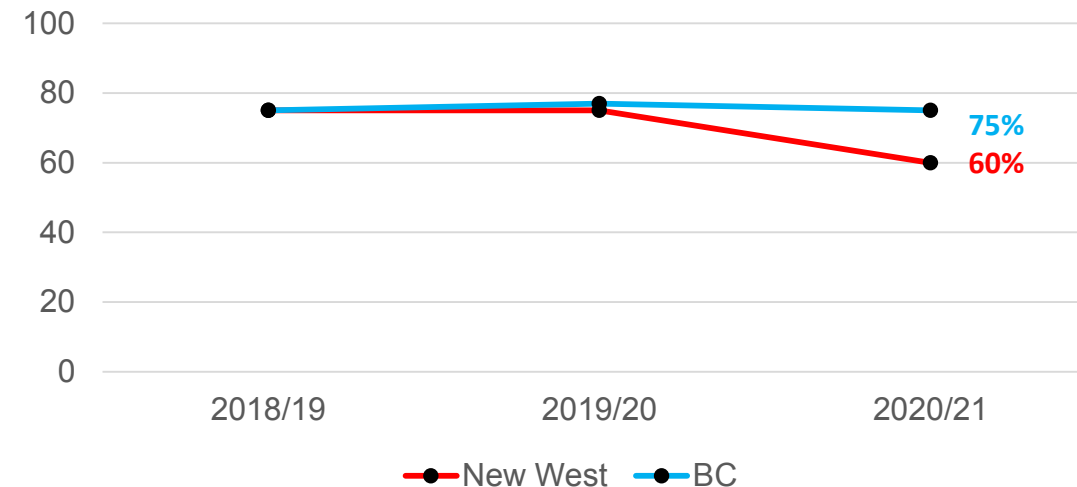
Grade 7



Grade 10



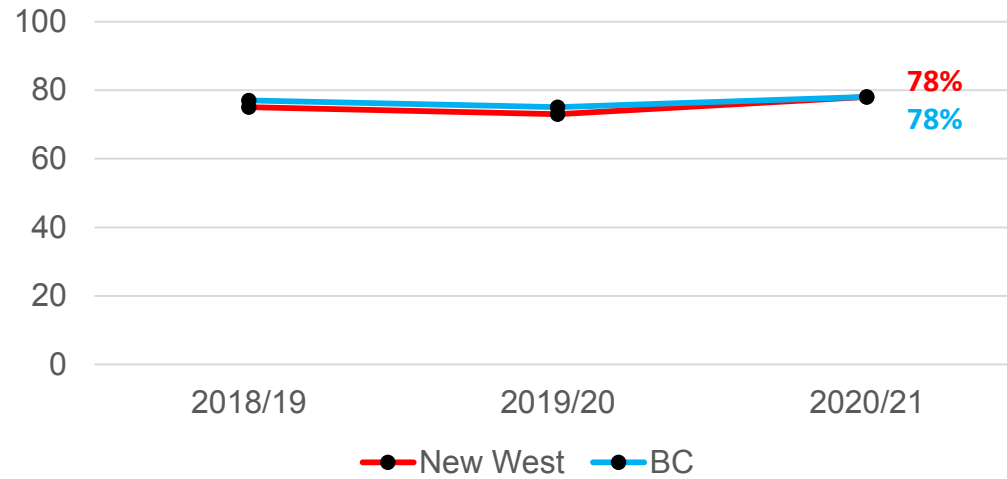
Grade 12



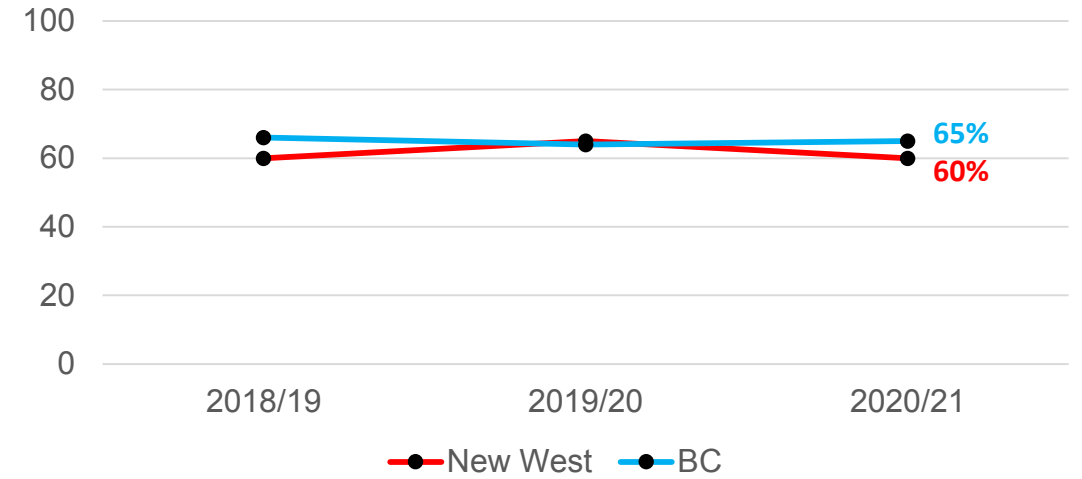
Do you feel welcome at your school?

Students reporting often or always

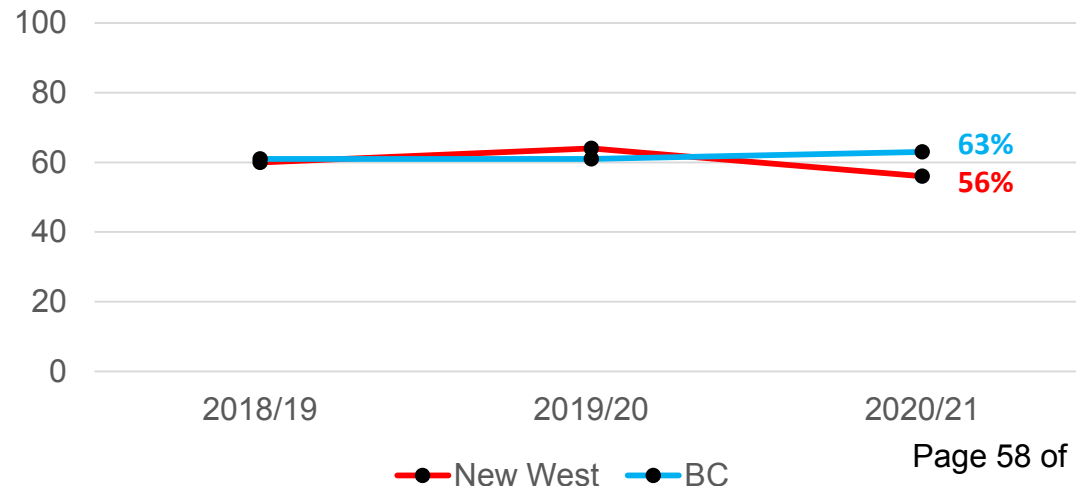
Grade 4



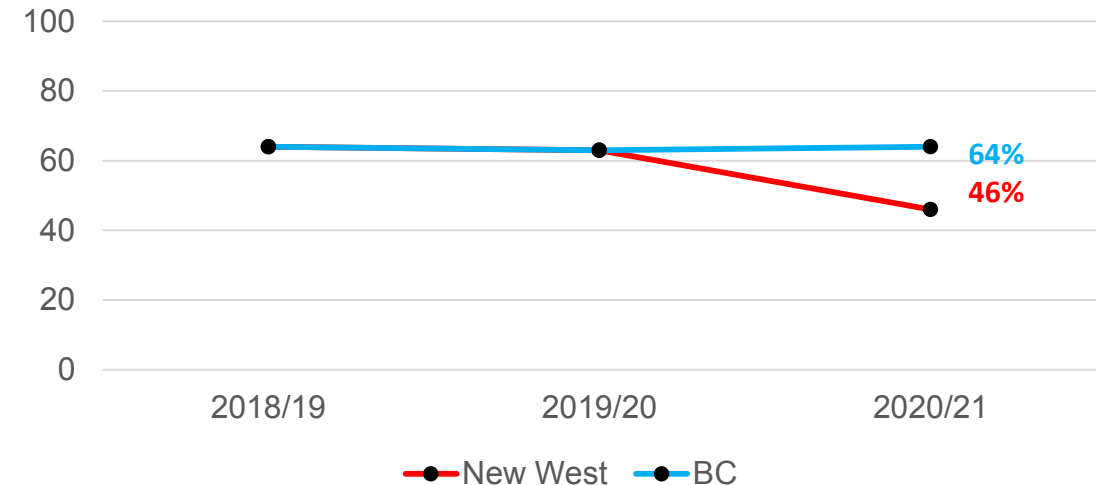
Grade 7



Grade 10



Grade 12



What Does the Data Tell Us?

Early Development Instrument:

- All 5 scales-trending downward--vulnerable 1 or more significant decrease
- NW lower than BC on all scales

Middle Years Development Instrument:

- Grade 4: Adult, Peer & After School Activities strong
- Grade 7: Peer & After School Activities strong, Adult Relationships 10% lower
- Grade 4 & 7: Nutrition & Sleep, low and trending downward

Student Learning Survey:

- Impact of Covid-19 on participation and results
- Sense of safety is higher
- Sense of belonging, welcome, and adult connections lower
- Adult connection data is aligned between MDI & SLS---needs greater focus



Human & Social Development Initiatives to Enhance Student Learning

Current Initiatives	Continuing Supports
• Teacher Mentorship Program (75 mentors & mentees) • Professional development: Miriam Millar, Myrna McCallum, Kevin Lamoreaux • Wellness Handbook & Mental Health in New West Schools Strategy • Arts Education Strategy • Physical Literacy Program, K-5 • Wellness Centre at NWSS: counselling, educational groups, community agencies, resources for staff, students & community • Increased staffing: District CYCW & clinical counselling hours at Wellness Centre • SEL Programs: RULER, Second Step, Everyday Anxiety Strategies for Educators K-12 (EASE), Kids in the Know • Game Ready: fitness & mentorship • Staff supports: Mind Up for Educators, Safer Schools Together, Complex Trauma resources & training • Increased Child Care spaces • Fuel Up Program • SOGI: groups, resources, safety in schools	• Mentorship Program • Arts Facilitator • Clinical counselling and District CYCW at Wellness Centre • Childhood Experiences Questionnaire (CHEQ) • Game Ready: fitness and mentorship • Physical Literacy initiatives • Support for ongoing Wellness Centre events, initiatives, and resources • Ongoing professional development and staff training to support staff and student wellness

Career Development Data

Completion Rates, Post-Secondary Transitions



Measures of Career Development

Students will graduate and have the Core Competencies to achieve their career & life goals:

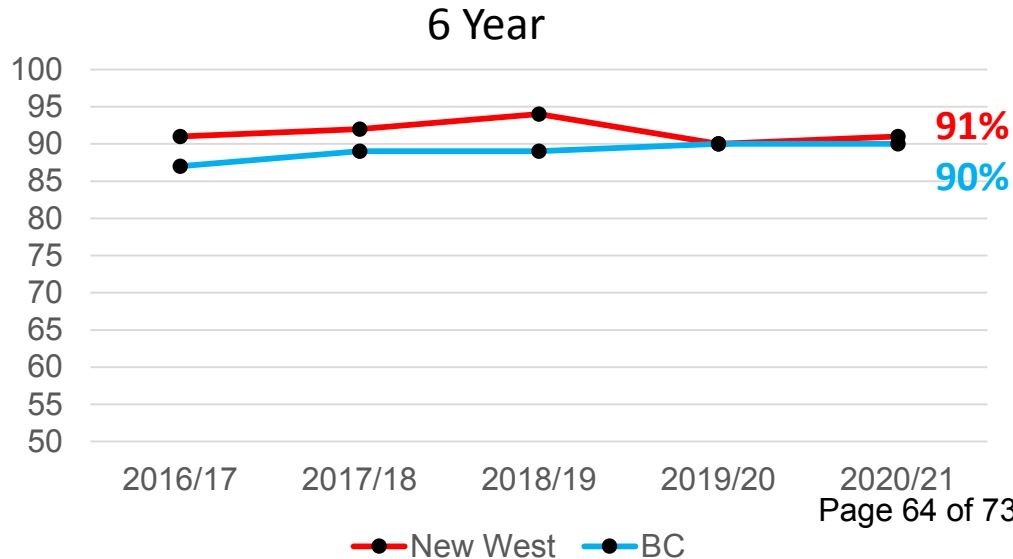
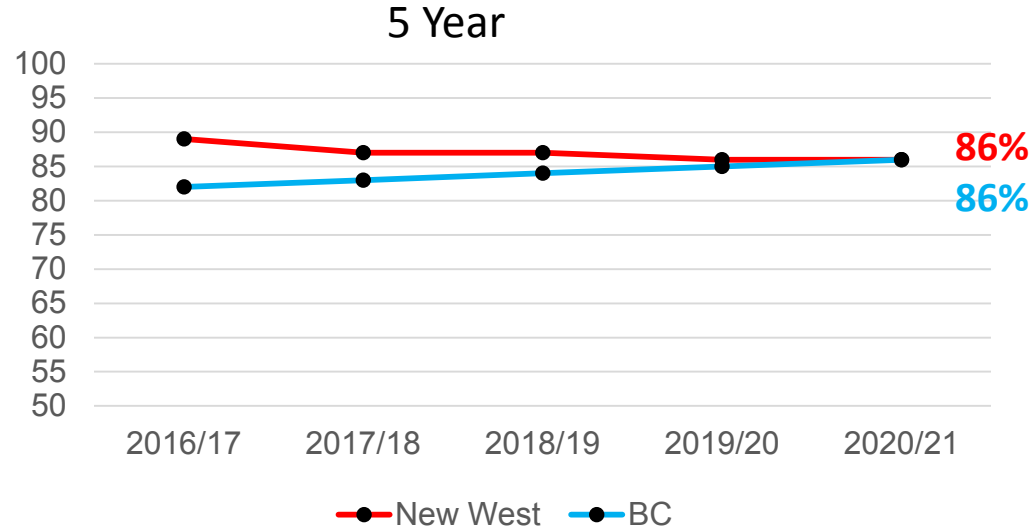
- Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 (5-year completion rate)
- Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years



Completion Rates

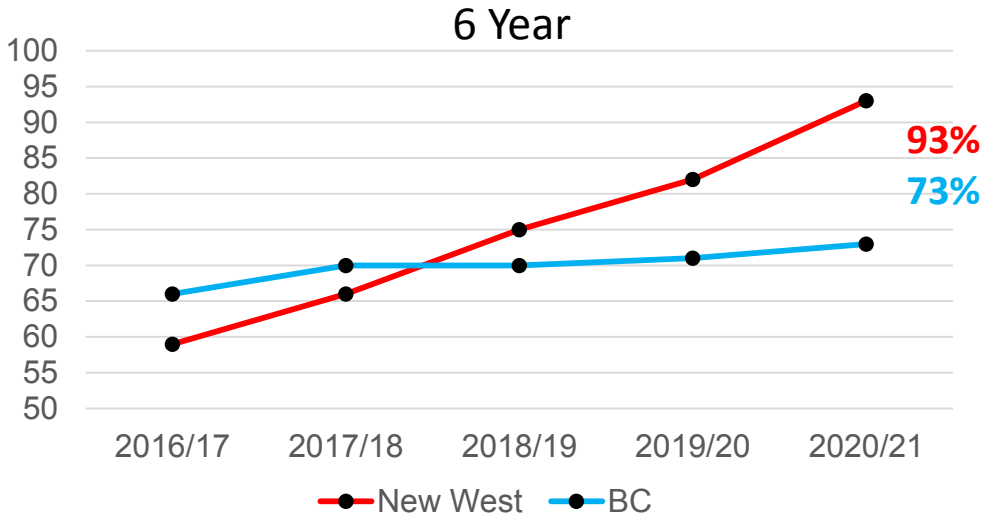
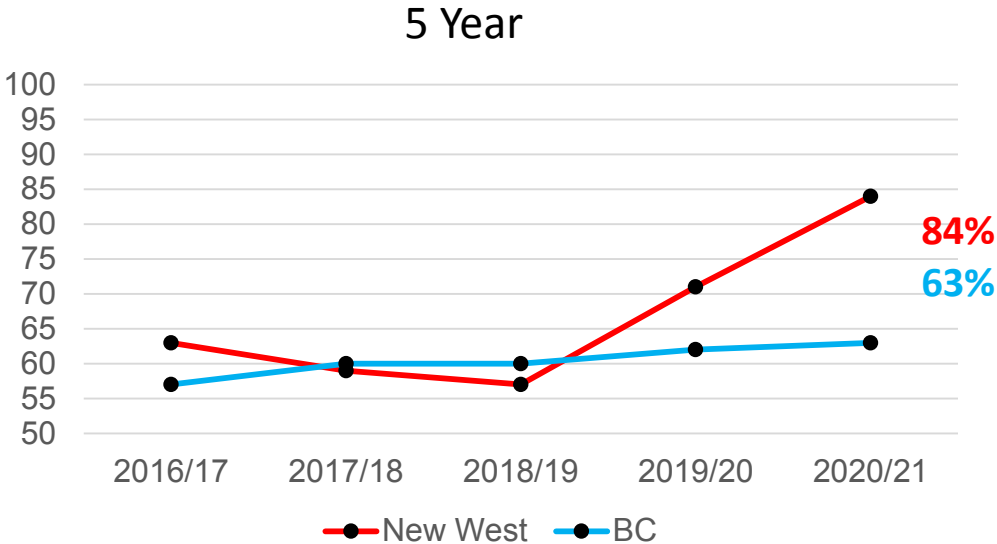
A close-up photograph of a black graduation cap with a tassel and a rolled diploma tied with a yellow ribbon, resting on a light-colored wooden surface. The cap is positioned in the upper left, and the diploma is in the lower right. The tassel has a red bead at the top. The text 'Completion Rates' is overlaid in white on the right side of the cap.

All Resident Students: 5 & 6 Year Completion



Year	Cohort Size	
	NW	BC
16/17	451	46,140
17/18	445	45,058
18/19	491	44,793
19/20	477	44,582
20/21	489	44,502

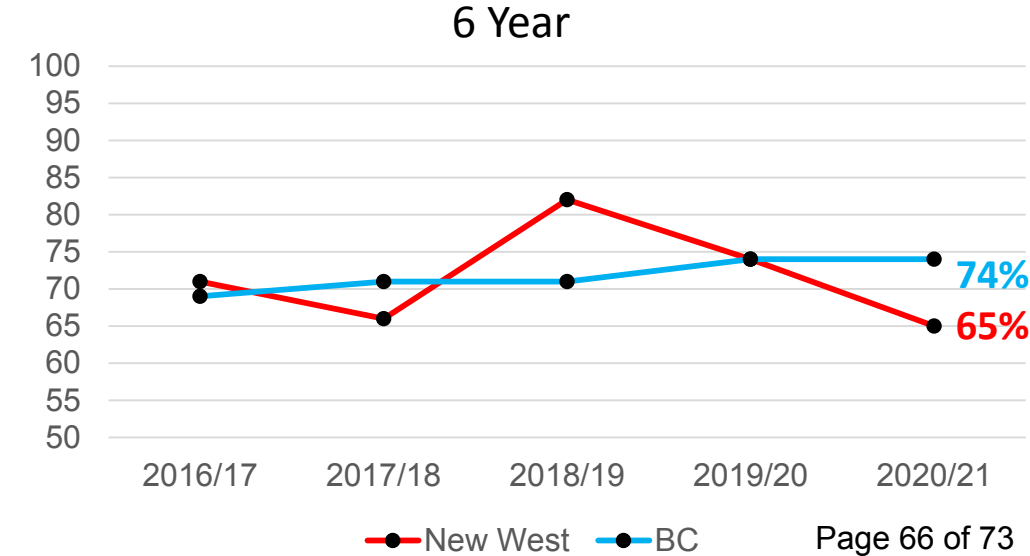
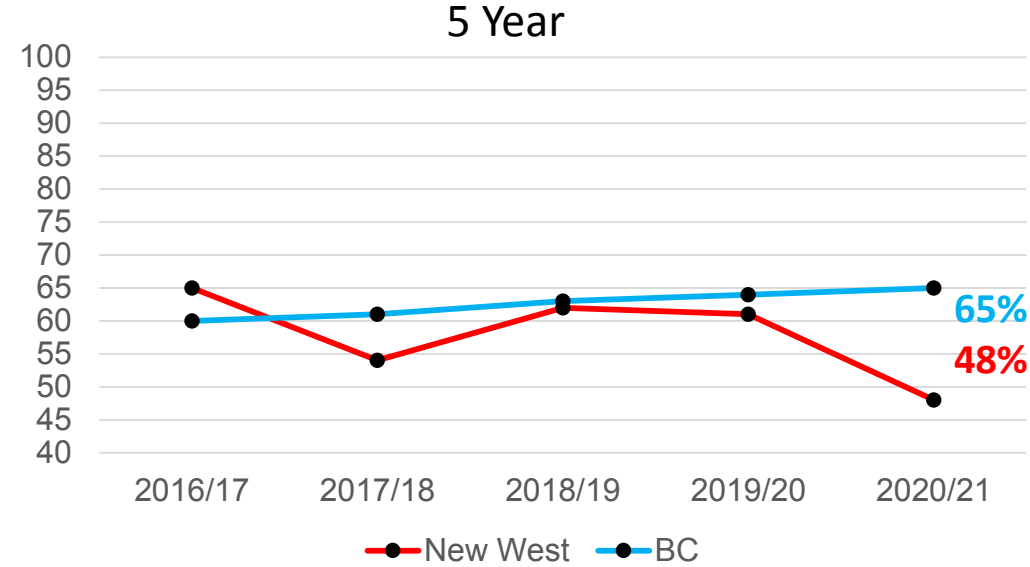
Indigenous Students: 5 & 6 Year Completion



Year	Cohort Size	
	NW	BC
16/17	28	5,710
17/18	35	5,586
18/19	33	5,605
19/20	28	5,577
20/21	22	5,731



Students with Diverse Abilities: 5 & 6 Year Completion



Year	District Cohort Size	
	NW	BC
16/17	83	8,897
17/18	78	8,616
18/19	73	8,482
19/20	78	8,437
20/21	73	8,589

7-year completion rate 76%
8-year completion rate 83%





School Certificate of Completion Program: Evergreen

- Celebrates success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma)
- Recognizes 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

Year	Evergreen Certificate
2016/17	5
2017/18	7
2018/19	2
2019/20	8
2020/21	8

Students receiving an Evergreen are not considered as “graduates” in completion rate data

Students With Diverse Abilities: Designations

Ministry Category		Total for NWSS, SIGMA & POWER
A	Physically Dependent	1
B	Deafblind	
C	Moderate to Profound Intellectual Disability	
D	Physical Disability/Chronic Health	6
E	Visual Impairment	
F	Deaf or Hard of Hearing	1
G	Autism Spectrum Disorder	4
H	Intensive Behaviour Interventions/Serious Mental Illness	12
K	Mild Intellectual Disability	1
P	Gifted	
Q	Learning Disability	21
R	Moderate Behaviour Interventions/Mental Illness	13
Total students designated and received services:		59
5-year completion rate for these students:		32/59 = 54%

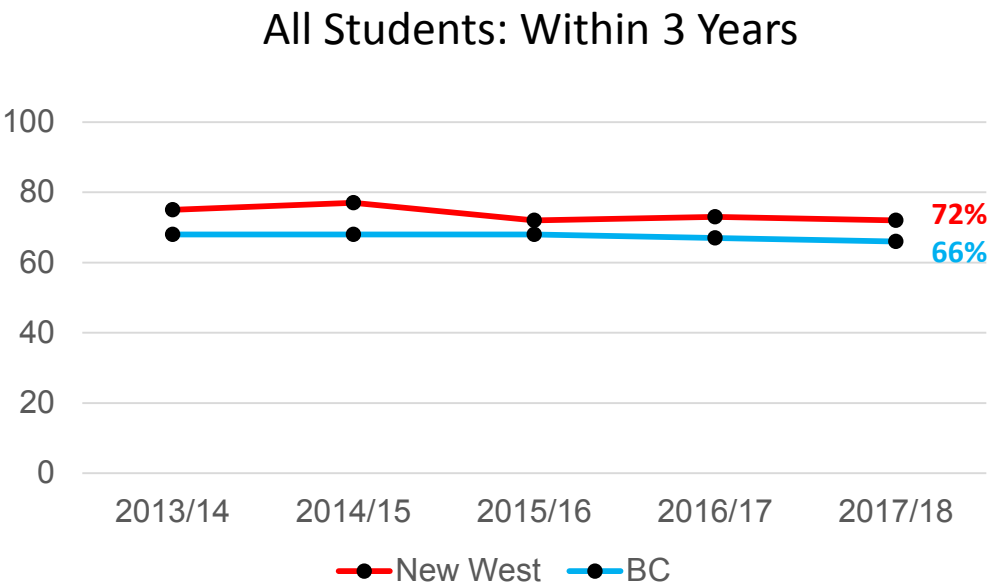
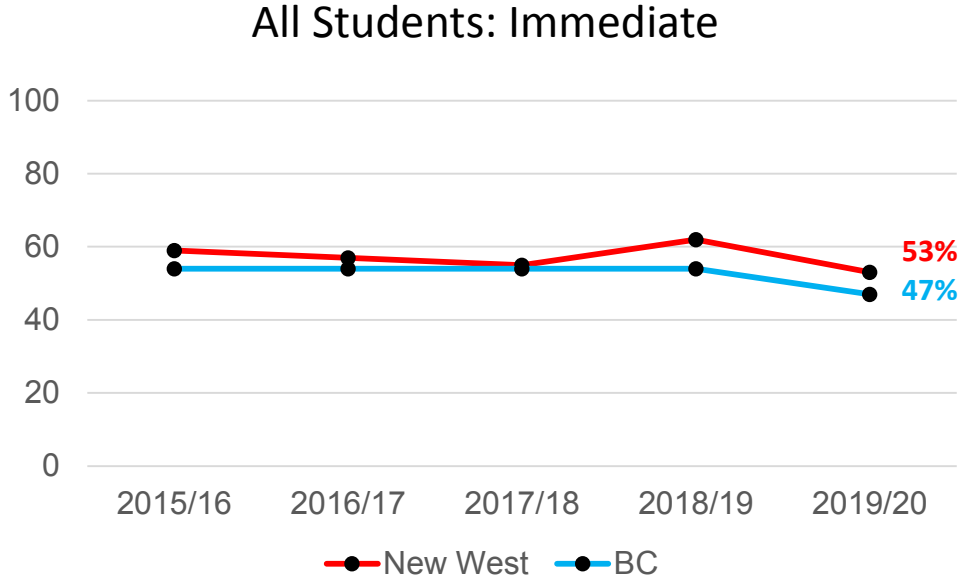
Diverse Needs Data: Looking Deeper

5-year Cohort Size: Includes all Grade 12 students in the 2020/21 year who have <i>ever been</i> designated from grade 8-12. They may no longer be designated, have moved or withdrawn and not gone to another BC School.	73
# of designated students enrolled in Gr 12 (first time) in 2020/2021 who received special education supports	59
# of designated students who graduated in 2020/2021 (includes Dogwood & Adult Grad)	32
# of of Evergreen certificates 2020/2021: 4 of these are continuing in a Transition Year in 2021/2022	8
# of students in Year 6 (2021/2022) on path to Graduation (Dogwood or Adult Dogwood)	13
# of students who have withdrawn, not graduated in another BC school, transitioned to work, or moved out of province/country	6



Post-Secondary Transitions

BC Post-Secondary Transitions



Where Do New West Students Go Within Three Years?

BC College	BC Institute	BC Teaching Intensive University	BC Research Intensive University	PSI in another Province or Country, Work
30%	8%	7%	26%	29%

Career Development Initiatives to Enhance Student Learning

Current Initiatives	Continuing Supports
• Career Programs--focus on Train in Trades and Apprenticeship Programs in Culinary, Carpentry and Plumbing • Core Competency Self Assessment In MyEducationBC: launch at Secondary level for each semester for Grades 9-12 • VP of Indigenous Education & Aboriginal Grad Coach to support Indigenous students • Collaboration with School Based Team to track all diverse and Indigenous students and plan a path to graduation, school completion, transition to work, or community supports • Ongoing course development of Career Life Education 10 and Career Life Connections 12	• Expand the Work Experience program by establishing more connections with community partners for student placements • Investigate other Trade and Apprenticeship opportunities to support student interests/passions • Provide more robust and varied opportunities for work or volunteer experiences to fulfil requirements of Career Life Connections 12 • Continue to use the MyBlueprint online career planner to support the CLE 10 and CLC 12 courses

Our Learning Journey Continues

