



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

Tuesday, October 8, 2019

6:30 pm

F.W. Howay Elementary School
91 Courtney Crescent, 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>	6:30 PM
Recommendation: THAT the agenda for the October 8, 2019 Education Policy and Planning Committee meeting be adopted as distributed.	
2. <u>Presentations</u>	6:35 PM
a. Evolution of F.W. Howay School Growth Plan (Sarah Phelan and Sandra Browning)	
3. <u>Comment and Question Period</u>	6:55 PM
4. <u>Reports from Senior Management</u>	
a. May Day Update (K. Hachlaf)	7:05 PM
b. Special Education Review October Update (M. Naser & B. Cunnings)	7:15 PM
c. Mental Health Initiatives (M. McRae-Stanger & Z. Manji)	7:25 PM

5. New Business

- a. Services for Students with Dyslexia (Trustee Beattie) 7:40 PM

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Recommendation:

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to direct staff to articulate our current continuum of support, including prevalence and process for identification of students who are struggling to learn to read, and further that, staff identify gaps in support and make recommendations to close these gaps.

6. Student Voice 7:50 PM

7. General Announcements

- a. World Teacher Day - October 5 8:05 PM

8. Adjournment 8:10 PM

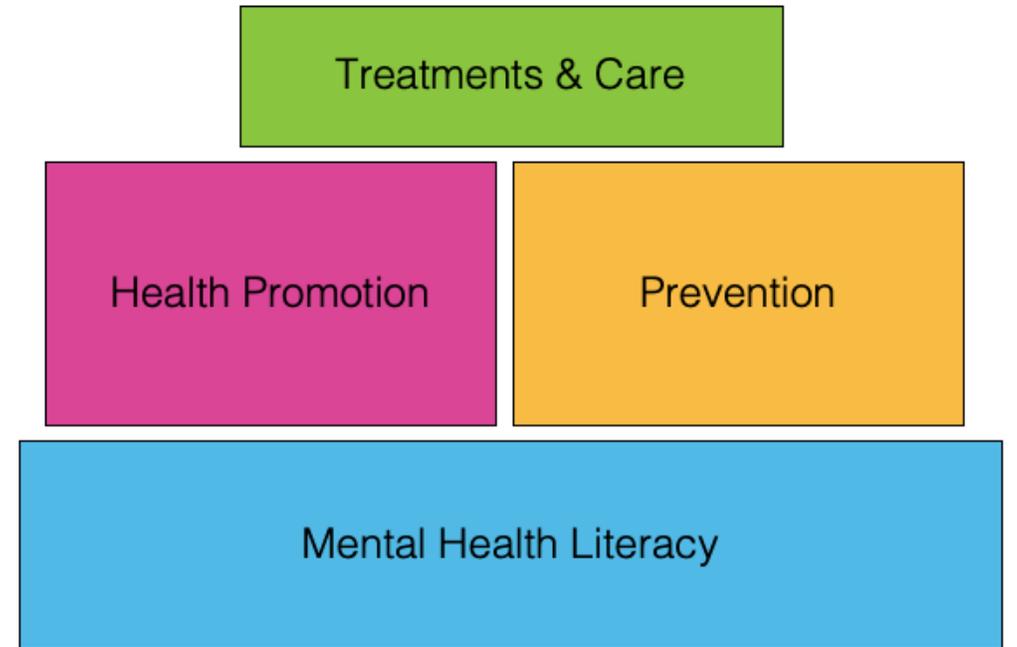
Social Emotional Learning & Mental Health Literacy in New Westminster Schools

Board Presentation
October 8, 2019



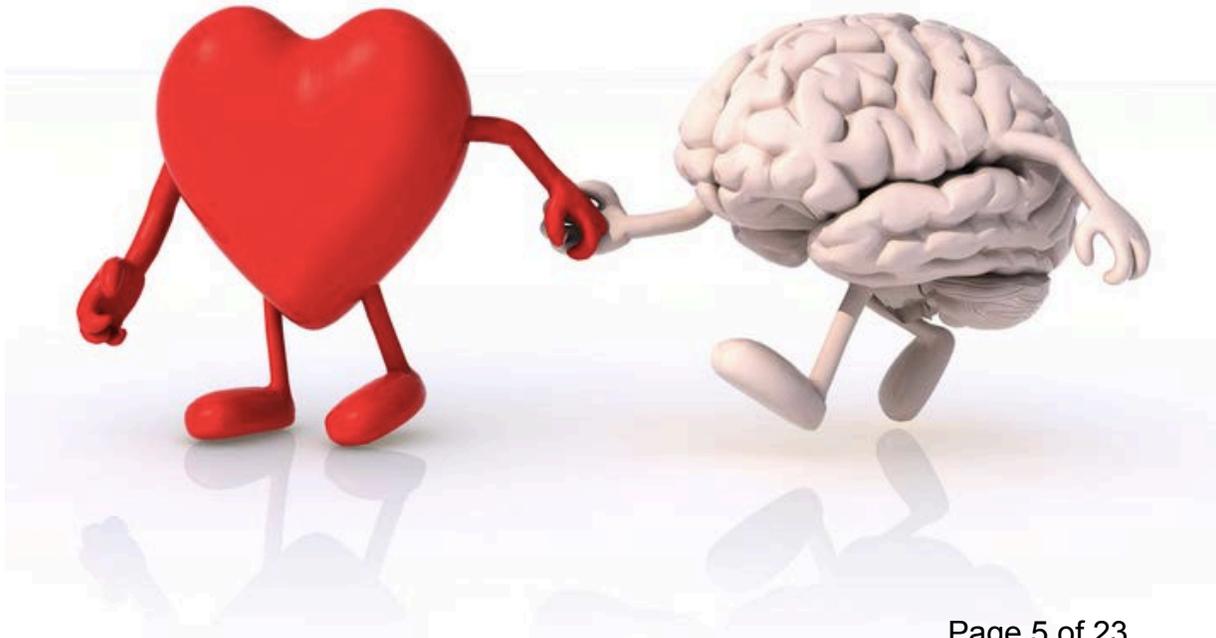
New
Westminster
Schools

Social Emotional Learning & Mental Health Literacy



The Connections...

Social Emotional Learning + Mental Health Literacy supports student success at school



What the Data Tells Us...

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?



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

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>				

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>				



Connecting to our Strategic Plan

Intended Impact: Students

STUDENTS ARE WHOLE AND HEALTHY PERSONS:

- are confident and composed with open minds
- have the emotional, social, and physical literacy skills to succeed in life
- pursue their full potential, are resilient when faced with challenges, and have healthy relationships



New Westminster Schools Strategic Plan: 2019

Intended Impact: Staff

REACH THEIR FULL POTENTIAL IN THEIR ROLES:

- Staff have the support they need to excel
- Staff are growing and developing in their profession



From Strategic Plan to Action:

Intended Impacts:

Students are whole and healthy persons
Staff will reach their full potential in their roles

Objective:

Staff will understand the importance of Social Emotional Learning and Mental Health Literacy and incorporate these principles and strategies into their everyday work with students.



The background of the slide is a photograph of a rocky beach, with numerous smooth, rounded stones of various sizes scattered across the foreground. The entire image is overlaid with a semi-transparent teal color, creating a monochromatic aesthetic. The text 'Key Results' is centered in the middle of the slide in a white, serif font.

Key Results

District Support Counsellor:

- Support all District Initiatives
- Provide support to students, staff and parents
- Clinical Counselling
- Professional Development



Ongoing SEL Initiatives in New West Schools

- Review of MDI and Student Learning Survey Data to promote planning
- Positive Behaviour Supports in schools
- Flexible furniture and environments
- School Goals on sense of connection/belonging/mindfulness



The Zones of Regulation

Blue Rest Area	Green Go	Yellow Slow Down	Red Stop
Sad	Happy	Nervous	Angry
Upset	Excited	Surprised	Yelling
Hurt	Calm	Confused	Aggressive
Tired	Proud	Silly	Mad

New Initiative: Grade 8 Wellness Conferences

Grade 8 students are invited to . . .
Feeling Good! A Day of Wellness



October 24, 2019

**Fraser River Middle
School
8:40-3:00**

**Morning snacks will
be provided.**



Fun Activities and Workshops to:

- support your physical and mental wellness
- help you learn more about mental health
- connect mental health and physical health

Choose from a variety of workshops based on your personal interests and needs.

You will learn to:

- reduce stress
- build resilience

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See you there!

New Initiative: BAA Self-Efficacy Courses

Grade 10, 11 and 12 courses focus on:

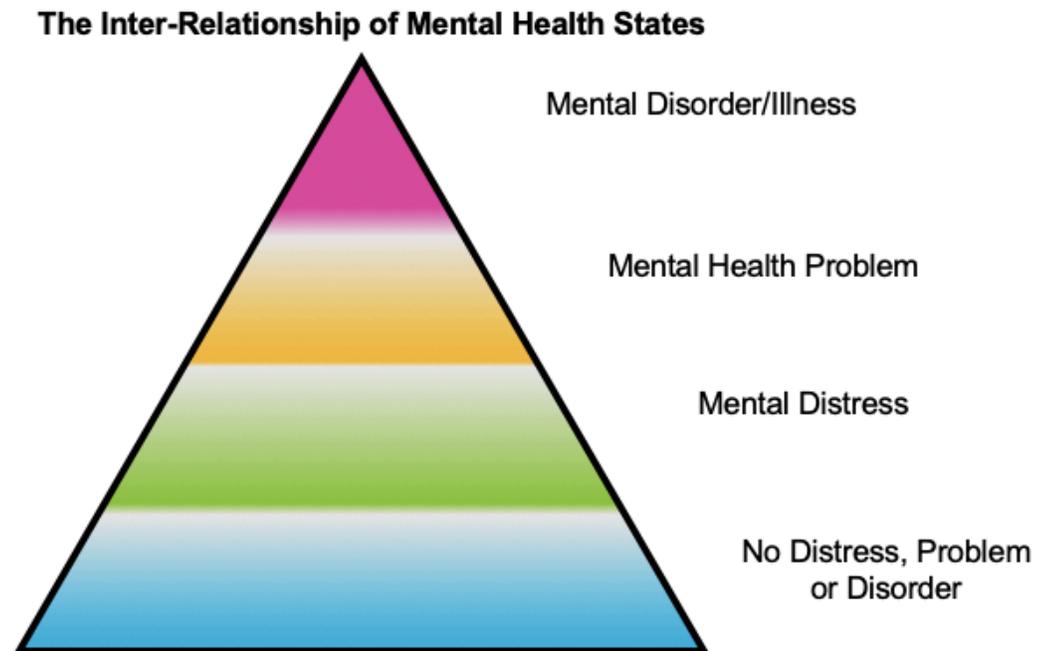
- Self-regulation
- Self-advocacy
- Self-efficacy
- Emotions
- Behaviour
- Relationships
- Metacognition
- Coping strategies
- Goal setting



*Courses meet student needs
Elective credits support graduation*

Ongoing Mental Health Initiatives in New West Schools...

- Mental Health Literacy Training for Staff
- Mental Health Literacy posters in all schools
- Teen Mental Health Curriculum: grade 9 students
- Mental Health Week activities at NWSS
- Mental Health Dinner Series



New Initiative: SEL/MH Working Group

To develop a Mental Health/Social Emotional Learning Strategy for New West Schools

Considerations:

- Data (EDI, MDI, SLS), school “stories”
- Resources needed
- Professional Development

Core Team:

- » Admin (P and VP)
- » Counsellors
- » Director



Input and consultation from parents and students will be incorporated in our data collection/analysis process.

New Initiative: Neighbourhood Learning Centre at NWSS



TAKE WHAT
YOU NEED.

Supporting SEL/MHL: Ministry Grant



\$8.7 million put aside by the province
New West's grant amount coming soon!

Purpose:

- support school districts in designing action plans to develop an evidence-based, inclusive approach for **promotion of mental health and wellness**
- develop an **integrated and sustainable mental health infrastructure** which considers the approaches of:
 - » Social and Emotional Learning
 - » Mental Health Literacy
 - » Trauma Informed Practice





NEXT STEPS



Supplement to: **EDUCATION POLICY & PLANNING COMMITTEE**

Date: October 8, 2019

Submitted by: Dee Beattie, Trustee

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

Subject: Services for Students with Dyslexia

Preamble:

No student should ever reach high school without the ability to read. The New Westminster Board of Education and the Ministry of Education identify, as a key priority, that every child will meet or exceed grade level literacy expectations. Considerable work is being done in the District to address the needs of students who are struggling to read. We can continue to build on the good work already being done and lead the way by transforming the experience for the vulnerable students who are at-risk for reading failure.

Background:

October is Dyslexia Awareness Month.

One out of five children have difficulty learning to read. In many cases this is due to a severe learning disability known as dyslexia. The cause of dyslexia is unknown but it often will run in families. Dyslexia is a learning disability and students with this will have difficulty learning to read, write and spell. Children with dyslexia usually have above average intelligence but usually have poor working memory.

Screening for dyslexia should begin in kindergarten.

Characteristics of children at risk for dyslexia:

- Above average intelligence
- Delayed fine and gross motor skills
- Difficulty reading and spelling
- Struggles with printing and handwriting
- Disorganized
- Poor sense of direction
- Delayed social behaviour and mood disorders
- Delayed speech and language skills
- Difficulty following oral instructions
- Frequently frustrated, easily overwhelmed
- Forgetful, difficulty remembering

Often a child with dyslexia is not diagnosed until they have repeatedly failed to learn to read in elementary school. This late diagnosis can cause lifelong irreversible damage to a child's well-being, self-esteem, can cause anxiety and depression, and these children are at an academic disadvantage for the rest of their K-12 schooling. Children diagnosed with dyslexia often have other health issues such as ADHD, oppositional defiant disorder, dyspraxia (developmental coordination disorder), and often compounded with (math learning disability).

Since 2002, school district psychologists do not diagnose and label students with dyslexia. Student are given a learning disability label, classified as high incidence and accommodated with their learning with additional time, audio books, and other accommodations which are not specifically geared to helping students learn to read or spell.

Early identification and early remediation can drastically change the academic outcomes for students with dyslexia. The standard practice of waiting to see if a child catches up with whole reading programs fails to capitalize on the natural windows of opportunity when the brain has a natural placidity to develop. (*Jensen, E. Brain-Based Learning*)

Research on the brain and how it can change and proven remedies will not cure dyslexia. Dyslexia cannot be cured, however students can learn to overcome the challenges they face in learning to decode and learn language by understanding phonograms. Structured, individual, specific, sequential, purposeful literacy instruction will help these students to thrive and feel successful. Identifying a child's phonological awareness and tailored instruction is part of the remedy to help a child with dyslexia. (*Shaywitz, S. MD Overcoming Dyslexia*)

In the Moore vs. North Vancouver School District (NVSD) SCC award it is noted that the NVSD failed to provide Jeffrey Moore with the direct programming he needed to learn. In short, Jeffrey's parents chose to educate Jeffrey privately and then successfully sued the NVSD for the cost of private education. Unfortunately, this SCC ruling did not go far enough. The ruling applied only to Jeffrey, therefore many other children have not been diagnosed or received the appropriate early interventions.

Reading and writing are the vehicles to advanced education. Parents with the means get private testing. Parents pay for a tutor, or move their child to a private school where a specialized reading-writing program remediates and helps the child learn to overcome the barriers they face. We have witnessed the growth of Sylvan, Kumon, private learning centers and private schools the specifically claim to address the needs of students with dyslexia. Parents have given up on fighting for these interventions and have turned to for-profit private education for these learning services. Families without the financial ability lose out, and these are the children that fall through the cracks.

Private educators have adopted scientifically proven teaching styles that are multi-sensory, individualized, and places emphasis on language development, self-esteem and self-advocacy. The breakdown of how to teach reading and writing to struggling students' along with a focus on developing executive functioning skills are essential to building lifelong skills. This work needs to start early to have the maximum success.

The public school kindergarten teacher can usually identify these students with early screening, but yet it takes too many years before formal psycho-education tests are completed. We can however support and teach these students before testing.



From the Ministry of Education Framework for Enhancing Student Learning

Guiding Principles

This set of principles guides the development of the **Framework for Enhancing Student Learning**, and will be used as an ongoing reference point in its implementation and continuous improvement.

The Framework for Enhancing Student Learning:

- Is grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
- Creates a system-wide focus on student learning, to ensure each student in BC achieves their full potential.
- Is meaningful, impactful, flexible, realistic, and sustainable.
- Addresses differences in performance among particular groups of students, most notably Indigenous students, children in care and students with special needs.
- Is measurable and strength-, support-, evidence- and results-based.
- Reflects system-wide commitment to continuous improvement and life-long learning.
- Continues to build public confidence in BC's education system.
- Focuses on the intellectual, career, and human and social development.
- Includes evidence-based strategies for improvement that are measurable and outcome focused.

Recommendation:

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to direct staff to articulate our current continuum of support, including prevalence and process for identification of students who are struggling to learn to read, and further that, staff identify gaps in support and make recommendations to close these gaps.