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

Tuesday, November 5, 2019
6:30 pm
POWER
200-1065 Columbia 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.	**Approval of Agenda**	6:30 PM	

Recommendation:
THAT the agenda for the November 5, 2019 Education Policy and Planning Committee meeting be adopted as distributed.

2.	**Presentations**		
	a. POWER Learning Plan (Students & Teachers)	6:35 PM	
	b. Literacy Presentation (E. Larkman & A. Banziger)	6:45 PM	3
3.	**Comment and Question Period**	6:55 PM	
4.	**Student Voice**	7:05 PM	
	a. Counselling at NWSS		
5.	**New Business**	7:15 PM	
6.	**Reports from Senior Management**		
	a. Career Programs Report (T. McArthur, C. den Haan-Veltman, NWSS & Q. Gamblen)	7:20 PM	27
	b. Special Education Review November Update (M. Naser & B. Cunnings)	7:30 PM	

New Westminster School District

SUPPORTING STRUGGLING READERS:
Identification & Continuum of Support

EMILY LARKMAN SLP/READING INTERVENTION

ANJALA BANZIGER/SCHOOL PSYCHOLOGIST

NOV. 5TH, 2019

What We'll Discuss

Prevalence and Risk Factors

Prevention and Intervention/RTI

Current Practice/Early Screening

Data Collection

Intervention Programs/Materials

Service Delivery

Next Steps

PREVALENCE & RISK FACTORS: What does research tell us?

Prevalence:

No firmly agreed upon data, but dyslexia/reading disability rates generally estimated to be between 10 – 20%

Risk Factors For Reading Difficulty:

- genetic predisposition (family members with language & reading challenges)

- Premature/low birth weight/exposure during pregnancy

- developmental language disorder

- socially disadvantaged communities

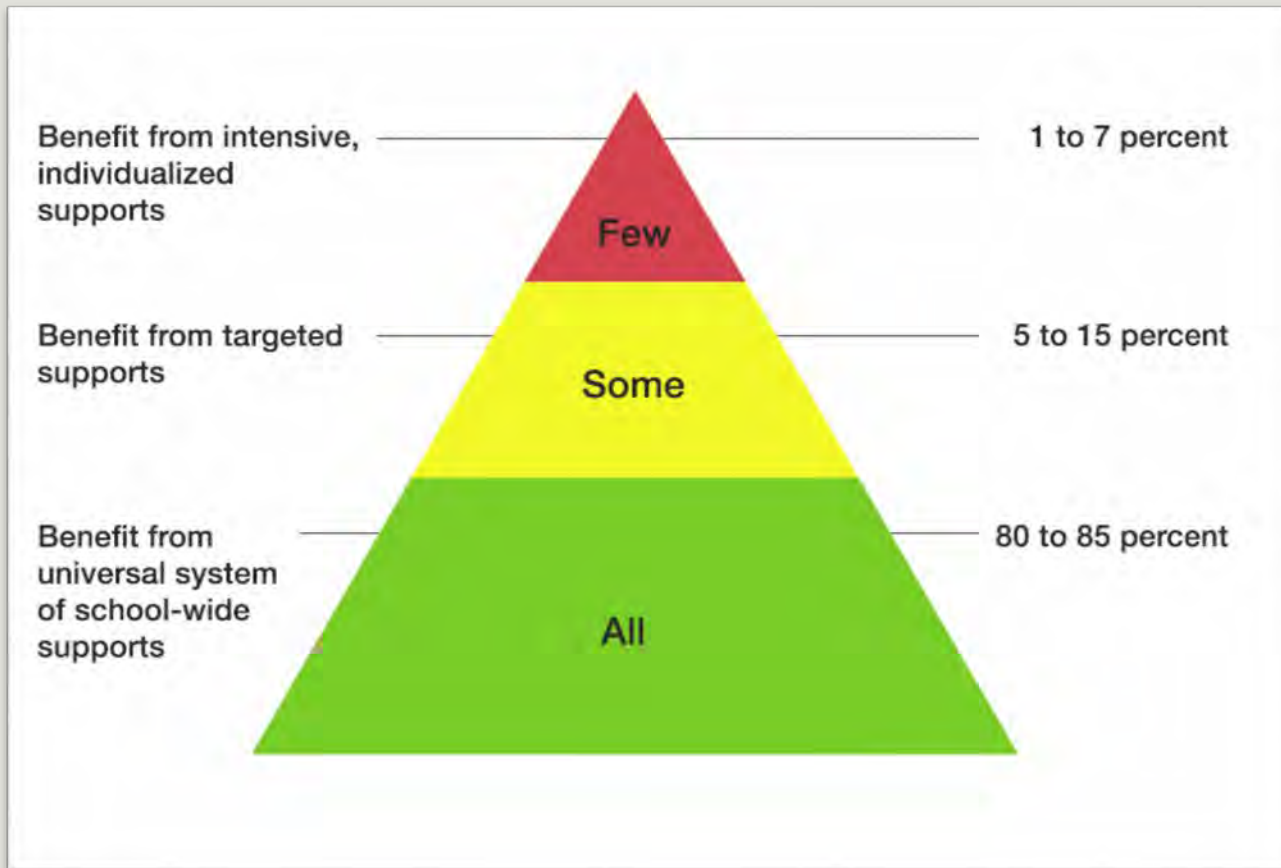## EARLY IDENTIFICATION: What does research tell us?

We can begin to screen for students at risk for reading/spelling challenges as early as Kindergarten

Key skills at that stage include:

- phonological awareness

- sound-letter correspondence

- rapid letter naming fluency

PREVENTION & INTERVENTION: Response to Intervention Model

Benefit from intensive, individualized supports — 1 to 7 percent

Few

Benefit from targeted supports — 5 to 15 percent

Some

Benefit from universal system of school-wide supports — 80 to 85 percent

All

(PREVENTION & INTERVENTION – cont'd)

Best Practice:

Universal screening in Term 2 of Kindergarten

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

- ➢ Rescreen Tier 2 students at end of year;

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

(cont'd)

Universal screening again in Term 2 of Grade 1 (expanded number of skills evaluated)

➤ Tier 2 support for students falling below criteria on screening;

➤ Rescreen Tier 2 students at end of year;

➤ Students falling below criteria again, picked up for direct service in Term 1 of Grade 2 (Tier 2 or Tier 3)

❖ By screening and intervening early, we can reduce the number of students who will require literacy support in Grades 3+.

CURRENT PRACTICE IN NEW WESTMINSTER SCHOOLS

Early Screening

In 2016 the District began to pilot The Early Reading Screening Tool (ERST):

➢ designed in-District; both English and French versions

➢ evaluates the skills shown by research to be most predictive of code-based reading difficulties

➢ intended to be used as a universal screener in Kindergarten and Grade 1; can also be used in later Grades for students needing to develop those skills

➢ specifically designed to *inform* instruction

(Early Screening, cont.)

➢ multiple opportunities for classroom teachers & LSTs to be trained in how to use and interpret the ERST

➢ currently being used as a universal screener at some elementary sites

➢ other sites using it to further evaluate students identified by classroom teachers as struggling to pick up on early literacy skills in class

➢ also used as progress monitoring tool for students receiving intervention

Obstacles to adoption of Universal Screening Model

1. **Time**: Release time needed in order for classroom teachers to screen entire whole class in a short time frame (ideally a single day)

2. **Teacher Buy-In**: Not all classroom teachers have bought into the merits of universal screening; other teachers prefer to use their own assessment tools

3. **Training**: Additional opportunities for in-service required

DATA COLLECTION:

DATA COLLECTION

Current status of data collection:

➢ Schools are keeping hard copies of ERST record forms from previous years.

➢ Classroom teachers are completing summary sheets of their classes, and/or LST teachers are keeping data for the students on their caseload.

Benefits of digitizing method of data collection:

The District is working on developing a way to enter ERST data into the MyEd System.

Benefits of this method of data collection:

➤ This would enable teachers to easily access their student's data from previous years (no matter which class or school in the District the students had come from).

Benefits of digitizing method of data collection:

➢ Would enable to the District to extract data for certain populations & look for trends across grades and schools

➢ Would facilitate tracking of "at-risk" students across years, helping to prioritize psychoeducational assessment candidates

➢ Would make it easier for the District to determine the outcomes of various reading programs (Tier 1, 2, 3) and service delivery models, and to allocate resources in a more informed (data-driven) manner

Challenges of this type of data collection:

➢ Very time-consuming for teachers; haven't found a more "user-friendly" way of entering the data into MyEd

➢ Long term, clerical support will likely be needed in order to ensure that data entry/collection is sustainable

INTERVENTION PROGRAMS

INTERVENTION PROGRAMS

The District currently has a number of literacy related intervention programs and resources.

Those already available include the following:

- Talking Tables (Tier 1/Tier 2)

- Intensive Phonological Awareness Program (Tier 2)

- Joyful Literacy (Tier 1)

- Florida Centre for Reading Research (Tier 1)

- Leveled Literacy Intervention/LLI (Tier 2)

- Recipe for Reading (Tier 2)

- Accessible Literacy Learning/ALL (Tier 3)

INTERVENTION PROGRAMS – cont'd

The District is piloting two structured literacy (Orton-Gillingham based) programs this year:

- Lexia (Tier2/Tier 3)

- S.P.I.R.E. (Tier 3)

Also newly available this year:

- Peer Assisted Learning Strategies/PALS (Tier 1)

- Spelling Through Morphographs (Tier 2/Tier 3)

- Unique Learning System from n2Y (Tier 3)

ALTERNATIVE READING MATERIALS

Decodable books:

➢ Many elementary and middle school sites now have a bank of age-appropriate decodable books available for intermediate aged students.

➢ Most elementary schools also have a small bank of decodable books for primary aged students.

E-books & Audiobooks:

➢ We are trying to find ways to make digital and audiobooks more accessible on SD40 devices for intermediate/middle/high school students

SERVICE DELIVERY

Most elementary & middle school sites are able to offer students pullout support for literacy skills development.

Challenges to direct support include:

➢ LST staffing shortages/turn-around

➢ Blended Resource model: some RTs report being unable to provide consistent literacy support year-round, due to intensity of support required for other high needs students

➢ Reluctance of some students to receive pullout support (largely in Middle School)
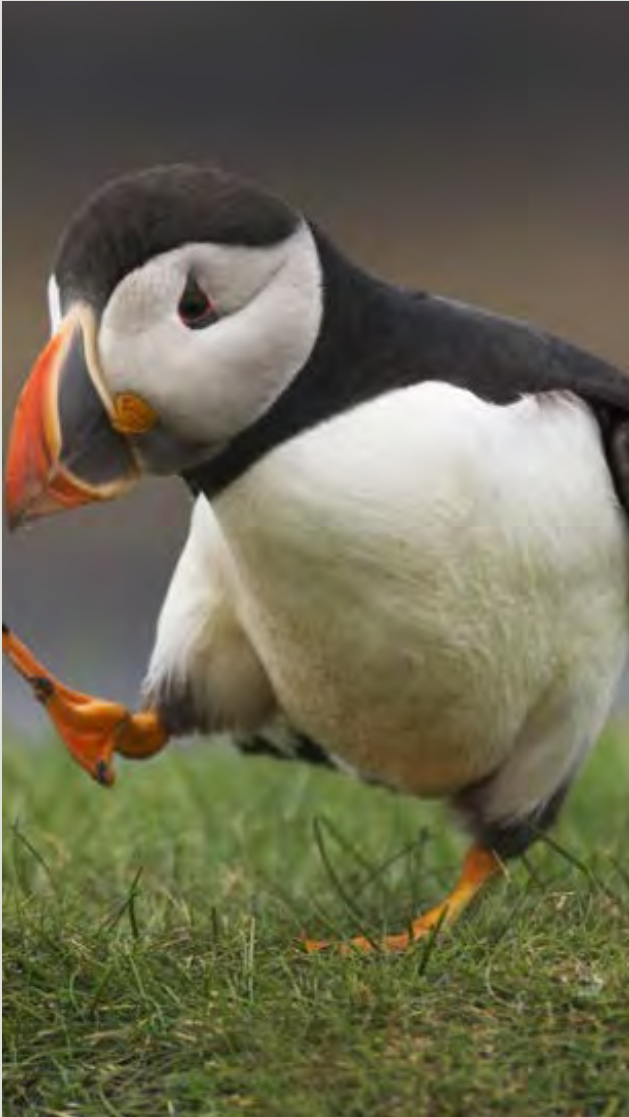
NEXT STEPS?

➢ Move towards Universal Screening model in K/G1

➢ Continue to work on solutions to data collection challenges

➢ Monitor outcomes of literacy interventions (Lexia, SPIRE, etc.); make recommendations for future use

➢ Continue search for intervention programs suitable for EFI population
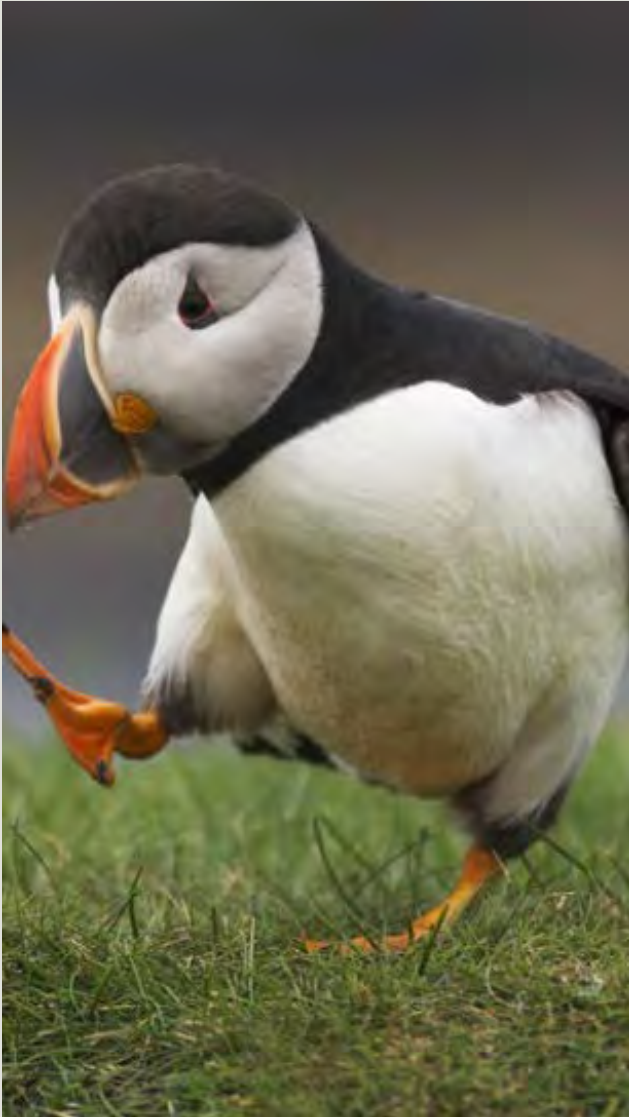
…NEXT STEPS?

➢ Continue to build bank of age-appropriate decodable and hi/lo books available at all elementary & middle school sites

➢ Provide guidance to classroom & LST teachers on when and how to use these kinds of texts (rather than leveled texts)

➢ Increase student access to ebooks & audiobooks

➢ ProD/Inservice opportunities for teachers in Structured Literacy and the science of reading

➢ Increase opportunities for teachers to share their Tier1/Tier2 experiences (successes & challenges) across school sites

Career, Training and Work Options for NWSS Students

Tammy McArthur, Christy den Haan-Veltman, NWSS
Quirina Gamblen, Director Programs and Planning

New Westminster Schools

Career Programs

Career Programs

REDESIGNED CURRICULUM

2 new courses delivered in Grade 10 and 12; Career-Life Exploration (CLE) & Career-Life Connections (CLC)

PURPOSE
- To transition from world of school to world of work
- To prepare students to be effective citizens and life-long learners
- To provide knowledge and develop personal and social skills for future career-life choices

REQUIREMENTS

CLE requires regular portfolio work, establishing a mentor, and interactive discussions, often with a guest speaker.

CLC requires evidence of 30+ hours of career-exploration activity, a Capstone project which highlights the students learning journey, and large and/or small group lessons on relevant transition topics.

OUR APPROACH
- Blended learning using student conferencing, small and large group discussions, and digital portfolio building
- Use of technology to diversify the opportunities for students to express their learning journey in a way that best suits their strengths

COMMUNITY CONNECTIONS

Mentorship is the most significant way we connect with the students with their broader community. We also invite speakers from WorkSafe, anti-discrimination groups, financial literacy experts, and various career experiences.

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Explore then Train ⇔ Work

TRANSITIONS

- **Youth Explore Trades Skills 10-12** (Construction/Culinary)

  >> Let's students explore construction careers as electricians, plumbers, framers, finish carpenters, dry-wallers and more . . .through a community project such as building sheds.

  >> Students become more informed on future career training interests.

- **Youth Work in Trades** (4 courses/16 credits)

  >> Students can earn as they learn.

  >> Earn up to 16 credits towards graduation while getting paid to work as an apprentice.

  >> Can occur before or after a TRAIN course

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District Programs

Apprenticeship through TRAIN

Programs provided in partnership with the Industry Training Authority (ITA)

- programs enable students to earn their first year of technical training while still in high school/recent graduate for dual credit

- students may also earn credit for their on-the-job learning as an apprentice and even work toward a $1000 Youth Work in Trades Award

ITA Funding

Example of possible ITA funding:

➢$100 per student funding for Youth Explore Trades Skills (Construction and Culinary)
➢$2200 per successfully completed TRAIN course
➢$500 per Dual WORK/TRAIN student
➢$30,000 Youth Work in Trades Support Grant

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Work Experience

Grade 12 students can enrol in WEX 12, completing 90+ hours in school-arranged placements of their choice to help them explore options for post secondary or helping them make decisions about next steps

REQUIREMENTS

- Preplacement interviews to determine readiness/interest area
- 20 days of course work to include work safety, work place orientation and ministry curriculum
- Student Training Plan – date of on-site safety training, outline of duties at placement, and learning standards to be met and work-specific skills to be developed
- 90 Placement hours, teacher monitoring, and student reflection; evaluation by the employer

CURRICULUM HIGHLIGHTS

- Connect personal strengths to possible work experience placements
- Identify employability skills and make a plan to develop them
- Demonstrate cultural sensitivity and workplace etiquette
- Reflect on independent and collaborative problem solving

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The Data Story

➢ Approximately 77 students enrolled in Youth Explore Trades Skills

➢ 10 students qualified for the Fall $1000 Youth Work in Trades Award

➢ Approximately 20 new WORK Students July – present and growing everyday

➢ 37 onsite TRAIN students (Plumbing, Carpentry, Professional Cook)

➢ 11 off-site TRAIN students (BCIT, KPU,VCC)

➢ 13 sections of CLE 10 taught by 8 teachers; 16 sections of CLC 12 taught by 8 teachers

➢ 22 students in Work Experience; 6 in unique placements with Royal Columbian Hospital

➢ Average 10 speakers from community per semester

➢ Currently over 1000 students using myBlueprint for career exploration and planning

   ➢ https://myblueprint.ca/products/educationplanner

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Working towards the future

1. Increase the number Youth Explore Trades Skills Construction to classes to 3 classes next year
2. Continue to run full onsite TRAIN courses and increase the number of off-site seat purchases by 25% this year
3. Continue to grow WORK student portfolio as Youth Explore Trades Skills and TRAIN grow
4. Explore more dual credit options with local post-secondary institutions
5. Centralize the volunteer hour opportunities, speaker rotation and mentorship coordination
6. Ensure that 100% of the career students have reliable access to technology
7. Make the Capstone a celebration by implementing a Living Gallery
8. Increase Work Experience opportunities from 1% to 25% of students
9. Create a help centre for students applying to post-secondary institutions and scholarships
10. Design and implement a Grade 9 Careers strategy
11. Establish the new Career centre at NWSS

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Questions?

Enrollment & Staffing Report 2019/20

District Enrollment (FTE) as of Sept. 30

Overall District Enrollment (1701)	2018-2019	2019-2020
Total K-12 Regular 1701	6106.9	6254.8
Total Alternate	121.5	87.0
Continuing Education, Access	269.6	154.7
Home Learners	123	116
Island Discovery	215	0
Total	6836	6612

International Enrollment	285	258

Elementary and Middle

Elementary and Middle Enrollment	2018-2019	2019-2020	Difference
1701 FTE	4384	4488	+104

New Westminster Secondary

New Westminster Secondary Enrollment	2018-2019	2019-2020	Difference
1701 FTE	1722.94	1765.81	+42.87

Aboriginal Education, Special Education, English Language Learners

Category	2018-2019	2019-2020
Aboriginal Education	311	270
Special Education	562	597
ELL	1196	1295
International Students (Fee Payers)	286	258

Class Size

	Prior to SCC Decision	Reinstated Language	Difference (reduction)
Kindergarten & K/1	22	20	2
Grade 1-3	24	22	2
Grade 3/4	24	24	0
Grade 4-8 Straight	30	30	0
Grade 4-8 Split	30	28	2
Shop/Lab Sciences/Home Ec./Art	30	24	6
ELL	n/a	15	

Average Class Size

GRADE	SCHOOL YEAR					
	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Kindergarten	19.6	21.1	21.2	18.1	18.6	17.7
Grades 1 – 3	21.9	22.5	22.8	20.0	20.3	20.2
Grades 4 – 7	26.0	26.3	26.7	25.8	25.6	25.9
Grades 8 – 12	24.9	24.1	24.4	23.0	23.3	23.4

Composition Language

If (excluding Gifted	Then
One (1) designated student	Reduce class size by 1
Two (2) designated students	Reduce class size by 1
Three (3) designated students	Reduce class size by 2

Designated students: Students with special needs who fall into the categories of High Incidence/Low Incidence.

* Jackson Arbitration

Increase in Divisions: Elementary and Middle

School	2018–2019	2019–2020	Increase in divisions
Connaught	8	8	0
Howay	6	5	–1
Spencer	22	22	0
Kelvin	21	23	2
Tweedsmuir	17	18	1
Qayqayt	24	25	1
Queen Elizabeth	22	22	0
McBride	20	20	0
FRMS	19	19	0
GMS	24	25	1
QMS	13	13	0
Total	196	200	4

Non-Enrolling Staffing

Non-Enrolling Staffing FTE	2018-2019	2019-2020
Teacher-Librarian	9.7	10.1
LST – Resource, LST – ELL	57.2	57.5 (with postings)
Counsellors	12.8	14.9
Curriculum Facilitators	5.8	4.3
Teacher Coach	3.0	3.0
Teacher Coach Mentor	0	.6
Additional Itinerant Staff	5	6

CUPE Staffing

CUPE Staffing (count)	2018-2019	2019-2020
Education Assistants	159	168
Custodial	27	28
School Clerical	41	37
Other	115	126

New Westminster Schools

School District No. 40 (New Westminster)

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

Date: November 5, 2019

Submitted by: Maryam Naser, Associate Superintendent and Robert Weston, Executive Director of Human Resources

Item: Requiring Action Yes ☐ No ☒   For Information ☒

Subject: Staffing and Enrollment Report as at October 20, 2019

Background:

The following tables provide the staffing and enrollment numbers for the current 2019/2020 school year. The enrollment numbers are taken from the September 30 1701 data. As a comparison, the staffing and enrollment numbers from the 2018/2019 year are included.

Overall FTE District Enrollment (1701)	2018-2019 (FTE)	2019-2020 (FTE)	Difference
Lord Kelvin Elementary	455	496	41
Herbert Spencer Elementary	470	473	3
Richard McBride Elementary	422	425	3
Lord Tweedsmuir Elementary	357	370	13
FW Howay Elementary	120	104	-16
Connaught Heights Elementary	158	169	11
Queen Elizabeth Elementary	443	435	-8
Qayqayt Elementary	509	525	16
Glenbrook Middle School	639	671	32
Fraser River Middle School	491	493	2
Queensborough Middle School	320	327	7
New Westminster Secondary	1722.9	1765.8	42.9
Total K-12 Regular 1701	**6106.9**	**6253.81**	**146.91**
Sigma	52.5	32.0	-20.5
Power	45	34.0	-11
Royal City	24	21.0	-3
Total Alternate	**121.5**	**87.0**	**-34.5**
New Westminster On-Line	51.3	56.31	5.01
New Westminster Continuing Ed	218.3	98.63	-119.67
Total Continuing Education, On-Line	**269.6**	**154.67**	**-114.93**
HLP (Hume Park)	123	116	-7
Island Discovery	215	**0**	-215
Total Home Learners	**338**	**116**	**-222**
Total	**6836**	**6611.75**	**-224.25**

Special Programs	2018-2019	2019-2020	Difference
Aboriginal Education	311	270	-41
Special Education	562	597	+35
ELL	1196	1295	+99
International Students	286	258	-28

Non-Enrolling Ratios

Non-Enrolling Staff	Ratio	Staffing Requirement 2019/2020
Teacher-Librarian	1:702	9.4
Counsellors	1:535	12.4
Resource/Learning Support - Resource	1:342	19.3
Resource/Learning Support - LA	1:387	17.1
Resource/Learning Support – ELL*	1:61.4	21.1
Total Combined Resource/LA/ELL	-	57.5

*Calculated based on ELL student enrolment not overall student enrolment

Teacher Staffing Total FTE	2018-2019	2019-2020
Teachers (NWTU)	430	436

Non-Enrolling Staffing 2019/20

Non-Enrolling Staff	Staffing Required	Current Staffing	Additional Postings
Teacher-Librarian	9.4	10.1	-
Resource/Learning Support (Res./LA/ELL) combined	57.5	50.3	4.8 Posted 2.4 To be posted
Counsellors	12.4	14.9	-

District Non- Enrolling Staff Details[1]	2018-2019	2019-2020
Teacher Coach	3.0	3.0
Curriculum Facilitators	5.8 (2.0 reduction during 2018/19)	4.3 (.8 currenlty on leave)
Teacher Coach Mentor	0	.6
Additional Itinerant Team	5	6.0

[1]Included in Total Teacher FTE

CUPE Staffing	2018-2019	2019-2020
Education Assistants[1]	159	168
Custodial	27	28
Site Clerical[2]	41	37
Other[3]	115	126

[1] Includes: 2 ABA Support Worker, 4 Priority Dispatch EA

[2] Includes: IT Help Clerk, Maint & Ops, UBC Counselling, International Education

[3] Includes: All other Support Staff positions, including maintenance & operations, district office, other school-based support, crossing guards, noon hour supervisors, bus attendants, benefits asst., electrician, buyer, & business process advisor