![New Westminster Schools logo]

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

Tuesday, February 7, 2023
3:30 pm
Power Alternate Elementary
200-1065 Columbia Street, New Westminster

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.	Approval of Agenda	3:30 PM	

Recommendation:
THAT the agenda for the February 7, 2023, Education Policy and Planning Committee meeting be adopted as distributed.

			Pages
2.	Presentations (Pam Craven)	3:35 PM	
3.	Comment and Question Period	3:45 PM	
4.	Student Voice (Stacy Brine)	3:50 PM	2
5.	Reports from Senior Management		
	a. Student Welfare Report (Learning Team)	4:00 PM	29
	b. District Calendar discussion (Maryam Naser)	4:50 PM	97
	c. Programs of Choice Update (Maryam Naser)	4:55 PM	98
6.	General Announcements	5:00 PM	
7.	Adjournment	5:05 PM	

STUDENT VOICE FALL SURVEY RESULTS 2022-2023

General Information

615 responses total

Optional open-ended questions included

This is an entirely student-based survey and summary

Grade Ratio

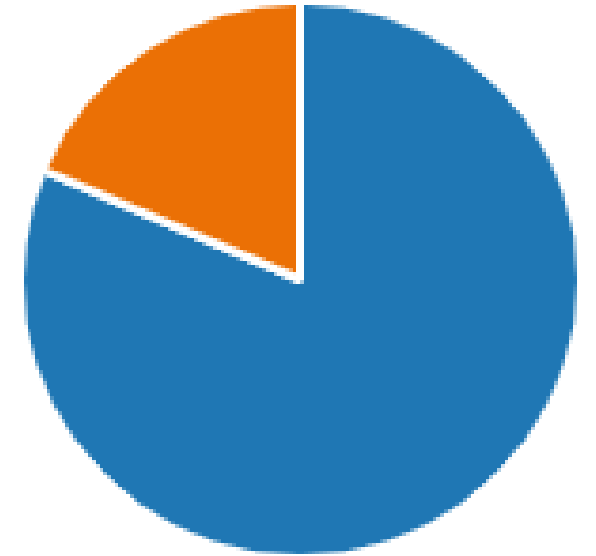|		
🔵	Grade 9	128
🟠	Grade 10	182
🟢	Grade 11	150
🔴	Grade 12	155

Do you feel a sense of belonging at NWSS?

● Yes	501
● No	114

Majority (81%) answered yes.

What would make you feel more welcome at the school?

This was a optional open question

A greater sense of privacy

More school spirit

Embracing different cultures
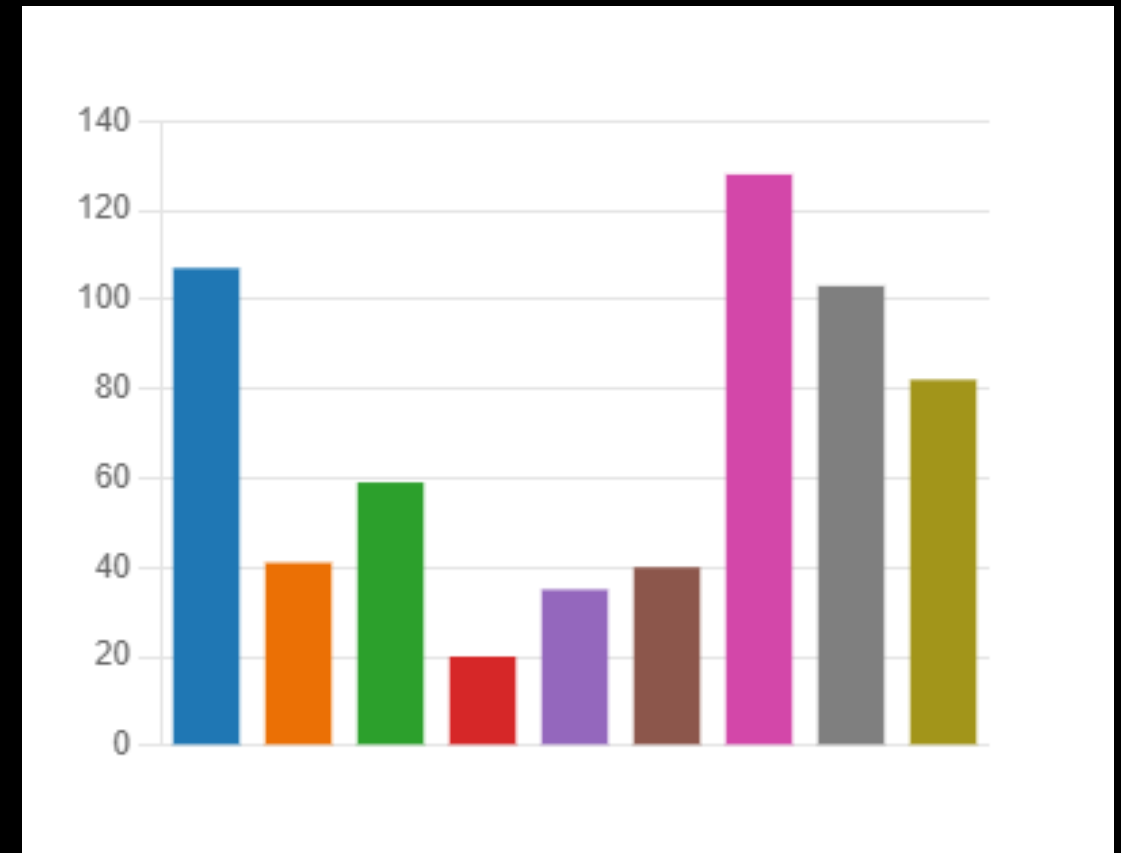
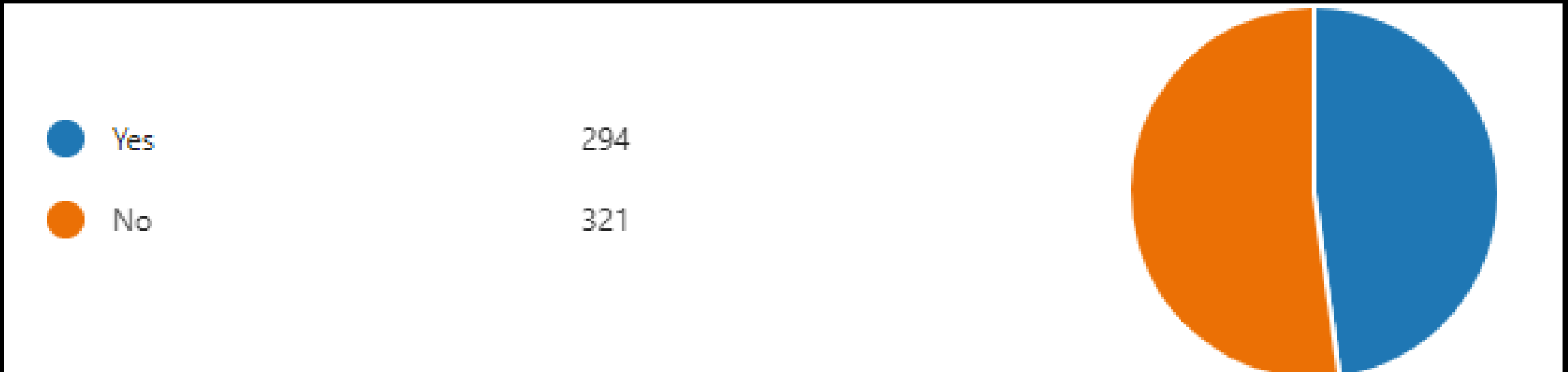More support/connection from school staff

Where do you find information about school events or other important school related interests?

Most responses were from friends, emails from the school, and from social media.

Low responses for NWSS website and from parents/guardians.

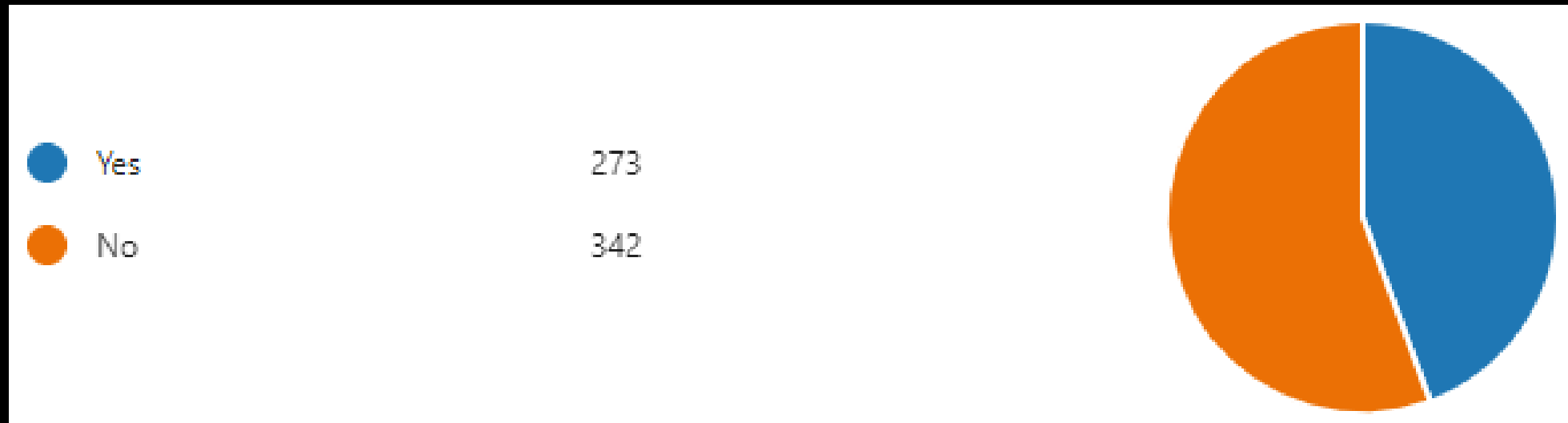# Are you hearing the announcements at the end of block A?

● Yes	294
● No	321

52% responses for no

Are you happy with the current announcement system at the end of block A?

Yes	273
No	342

56% answered no

Which of the following supports are a priority for you?

● Course selection	424
● Scheduling of classes	390
● Post graduation guidance	367
● Mental health support	260

Students felt like they needed support in all areas.

Are you aware of the services and supports offered at the Wellness Centre?

Yes   346

No   269

Do you feel safe at school?

🔵	Yes	463
🟠	No	152
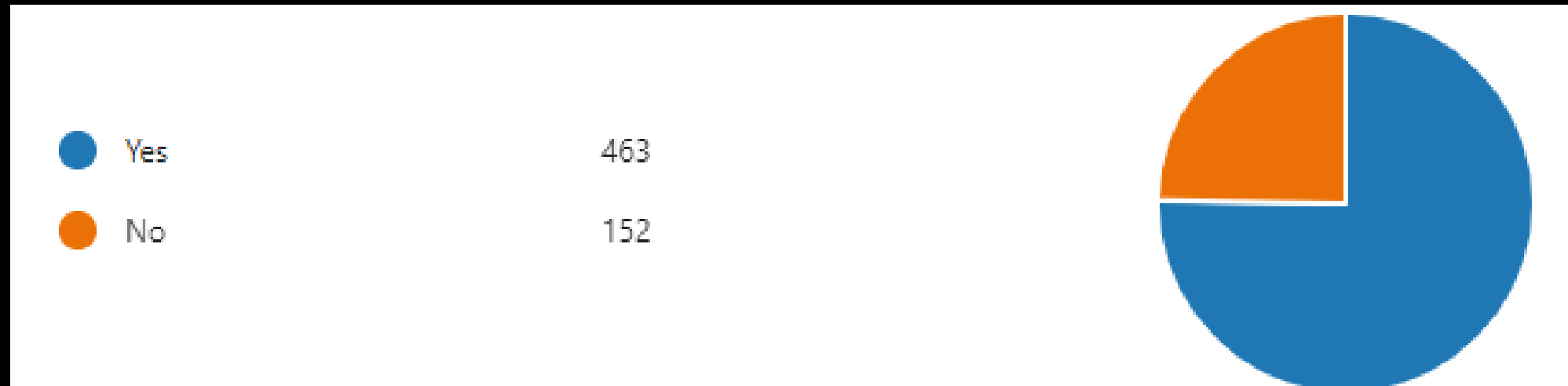
75% responses for yes

- Lack of privacy in classrooms

- Bathrooms not being used for the right purpose

- Lack of disability resources

- Dangerous school incidents, that typically involve safety procedures

- Not having clear information on what to do during an emergency

- No security cameras in the halls

What makes you feel unsafe?

Do you feel the need for added security at our school?

● Yes	226	
● No	389	

Majority (63%) responded with no

Is there anything you could suggest to feel safer at school?

- Adding blinds to every classroom for privacy and safety reasons: covering the glass was mentioned 67 times.

- Bringing back police officers (or a form of security) back at school: 43 mentions

Controlling the loitering in student washrooms: 23 mentions in the comments on how students are vaping, gathering, making a mess. Students are uncomfortable.

I like the multi-stall universal washroom.

🔵 Strongly disagree	136	
🟠 Somewhat disagree	90	
🟢 Neutral	246	
🔴 Somewhat agree	66	
🟣 Strongly agree	77	

40% of students responded with neutral

Do you use the multi-stall universal washroom on the first floor?

● Yes	212
● No	403

Majority (66%) of students responded with no

I want to keep our current washroom options or more multi-stall universal washrooms

- more multi-stall universal washr...   111
- to keep our current washroom o...   504

Over 80% answered with keeping the current washroom options.

What additional resources are needed to better support LGBTQIA+ ?

More singular and secluded washroom stalls

Sexual Ed that is inclusive of the LGBTQIA+ community

Acknowledgement and more discussion surrounding the community

Inclusive support systems, welcoming areas and clubs

Educating students on homophobia, and other forms of discrimination

More action in prevention of hateful acts

Pronouns and preferred names on the attendance list
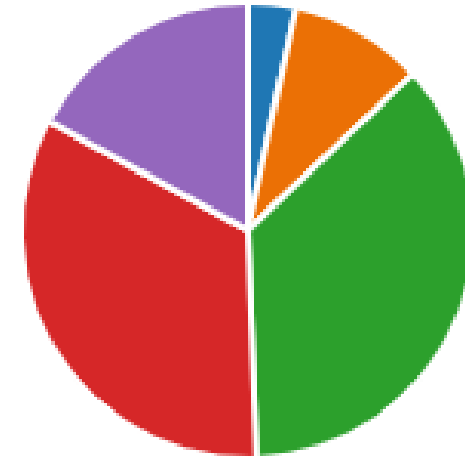
The school Wi-Fi works well...

🔵	Strongly disagree	266
🟠	Somewhat disagree	183
🟢	Neutral	93
🔴	Somewhat agree	62
🟣	Strongly agree	11
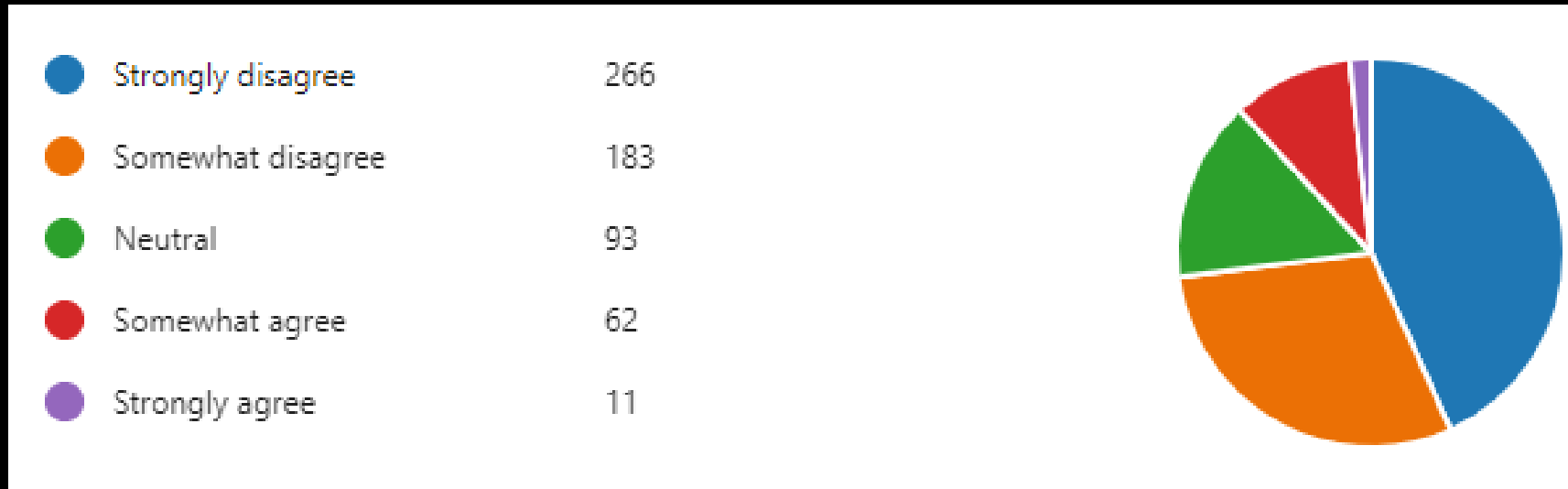
72% of students disagreed with this statement.

Do you have access to a device to bring consistently to use at school other than your phone?

🔵 Yes	277
🟠 No	185
🟢 Somewhat	153
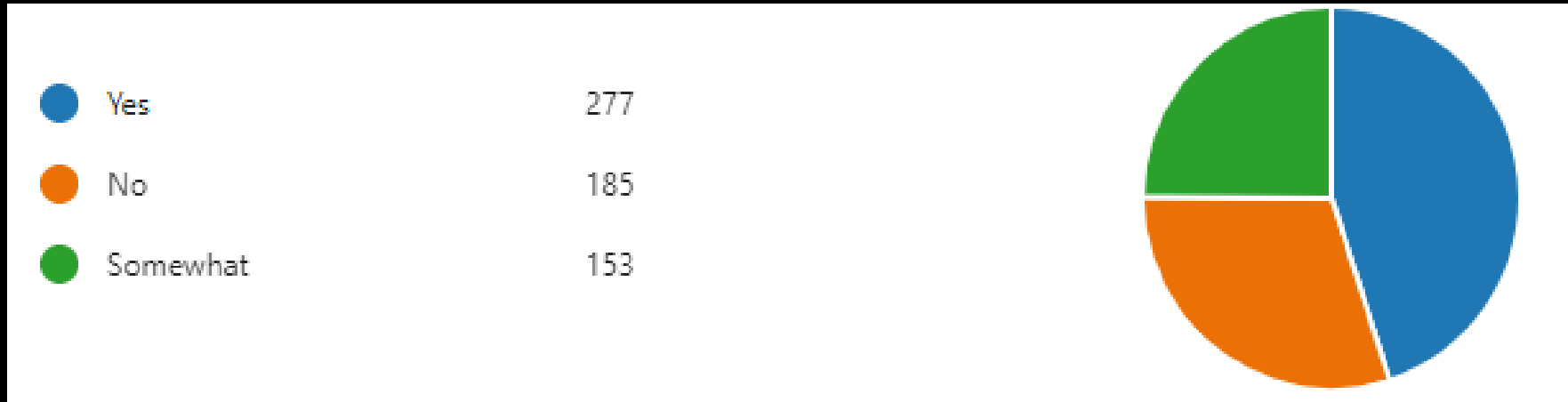
45% of students answered with yes

General Comments/Concerns

- More spaces for students with spares
- Improvement in the course selection process
- Revise the current announcement system
- Making the Wellness Centre more mainstream: can students access it?
- Bi-weekly mental health checks on students
- Mobility access for ADST classrooms
- Some feedback around experiencing racism from fellow students and from staff

Technology/Internet Related Comments

- More laptops for general classroom use
- Reliable Wi-Fi connection
- Results in inability to complete online courses

Servery/Food Related Comments

- Longer lunch breaks
- Cheaper cafeteria food
- More cafeteria space
- High-protein food options
- Vegetarian/Vegan labels with desserts
- Improve ventilation in food studies classrooms

Next Steps: School Level

- We have met with Mr. McLeod and are already working on the following:

- Installing cameras outside of washrooms

- Installing additional TVs for announcements in the Grand Commons

- Possibility of eliminating verbal announcements at the end of block A altogether

- Bring back music after the warning bell before block A

- We presented January 25th to NWSS Staff at their staff meeting to share results

- Met with Mr. Bloudell on January 31st to discuss how we can further promote the Wellness Centre and make students aware of services

- We are trying to have a better understanding of how the Wellness Centre operates and how students can access it.

Next Steps: District Level

- Plan to meet with Ken Headley (district vice principal of diversity, equity, inclusion, and anti-racism) around how we can move forward with anti-racism education in the district – already met him but we have work to do

- Presented our survey results to NWSS PAC on January 26th

- Sharing survey data with you, our Trustees and Senior Administration at this Education Committee Meeting this afternoon

- March 27th: 5th Student Voice District Symposium will be held at Shadbolt Centre in Burnaby – includes middle school and alternate school students

- We anticipate having discussions around safety, supports, and anti-racism at Symposium so Mr. Headley will be helping student facilitators prepare for how to navigate that.

THANK YOU FOR LISTENING!

Please feel free to ask us any questions or make a comment :)

New Westminster Schools

School District No. 40 (New Westminster)

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

Date: February 7, 2023

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

Item: Requiring Action   Yes ☐   No ☐   For Information ☒

Subject: Framework for Enhancing Student Learning: Student Success in New West Schools 2021-2022

Background:

Success in New West Schools is guided by our commitment to the principles of the "Educated Citizen" as developed by the Ministry of Education, as well as our own 5-year Strategic Plan. We also align this work with our Aboriginal Enhancement Agreement, as this identifies specific goals and guidelines to increase success for our Indigenous students. We measure success and provide accountability to the Ministry of Education and Child Care based on the Framework for Enhancing Student Learning (FESL). FESL outlines goals to support continuous improvement. Specific quantitative data sets are used to help us measure success and plan ongoing supports for students. FESL data, as well as our qualitative "stories of success", help us to identify and prioritize initiatives in our yearly budget process.

All districts create a yearly Enhancing Student Learning Report, submit it to Ministry of Education and Child Care by September 30, and put it on their District website. We also commit to engaging in a "Peer Review Process" with the Ministry to gain valuable feedback on our work and to collaborate with other districts across the province in the FESL process.

As part of our continuous improvement cycle and to provide ongoing communication, we provide a yearly presentation to Board of Education at the February Education Policy and Planning Committee as well as share the data with our School Administrators throughout the school year to support their School Learning Plans.

Framework for Enhancing Student Learning: Student Success in New West Schools 2021-2022

Education Committee Meeting

February 7, 2023

Please use the Padlet to record your questions

https://padlet.com/mstanger1/om2xr1wp5e4eohge
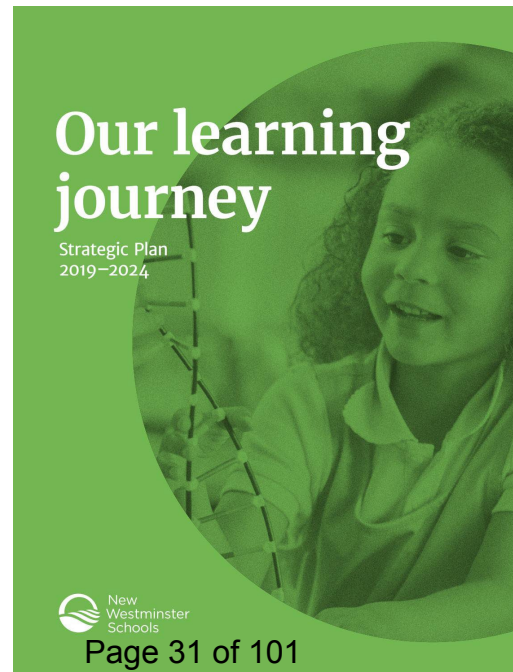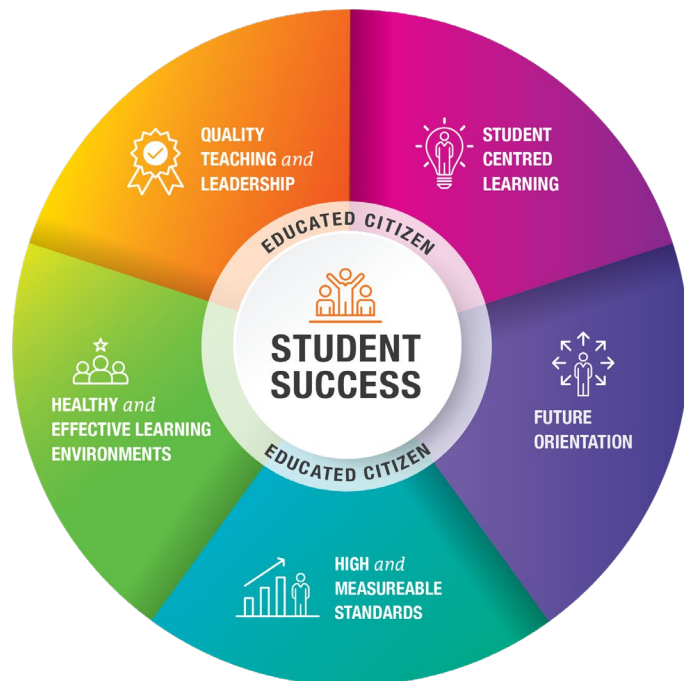
New Westminster Schools

What Does Student Success Mean?

A shared commitment to improve student success and equity of learning outcomes for every student in British Columbia

Framework for Enhancing Student Learning

QUALITY TEACHING *and* LEADERSHIP

STUDENT CENTRED LEARNING

EDUCATED CITIZEN

STUDENT SUCCESS

EDUCATED CITIZEN

HEALTHY *and* EFFECTIVE LEARNING ENVIRONMENTS

FUTURE ORIENTATION

HIGH *and* MEASUREABLE STANDARDS

Our learning journey

Strategic Plan 2019–2024

New Westminster Schools

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Aboriginal Education

Enhancement Agreement 2018–2023

How Do We Measure Student Success?

Using the Framework for Enhancing Student Learning, we review and analyze student data as it relates to:

- Intellectual Development

- Human & Social Development

- Career Development

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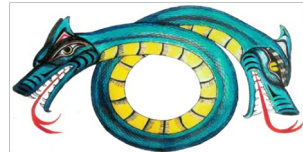# The Power of Quantitative and Qualitative Data

Helps to identify:

- areas of strength
- areas that require more focus
- resources needed to support ongoing student success

Discover
New Westminster
Schools
Tues. January 10, 2023
6:30pm at NWSS

New
Westminster
Schools

Quantitative Data Collection: Who is Included?

All Resident Students

Indigenous Students

Students with Disabilities or Diverse Abilities

Children and Youth in Care

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Children and Youth in Care (CYIC)

CYIC are identified by the Ministry of Child and Family Development:

- CYIC numbers are typically below 10 students yearly in New West Schools
- Data is masked to protect the identity of students
- CYIC data is included in the "All" data set

Support for CYIC:

- Partnership/communication with MCFD Social Worker
- Integrated Case Management
- Ongoing School Based Team and District supports

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New West Schools:
A Vibrant and Diverse Community of Learners

Student Group	FTE
Standard Enrollment	6,573
Online Learning	627
Continuing Education	154 (1,141 headcount)
Alternate Programs	103
Total Enrollment	7,286

Sub Population	NW	BC
Non Residents	135 (2%)	2%
English Language Learners	1,283 (17%)	12%
Indigenous	348 (5%)	12%
French Immersion	966 (13%)	9%
Special Education	734 (10%)	13%

Data from 2021/22

Understanding Data Collection and Analysis...

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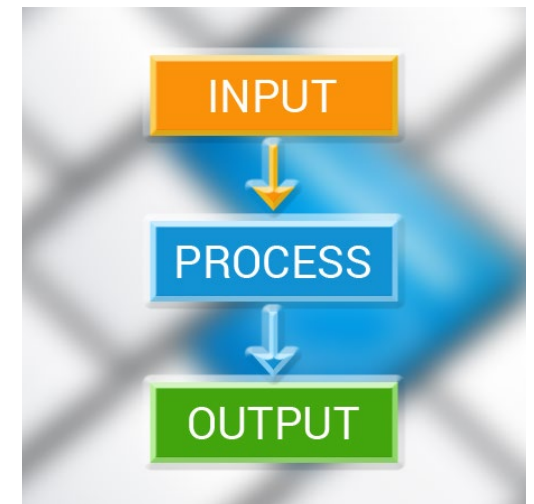
Intellectual Development Data

FSA, K-8 Report Cards, Graduation Assessments

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
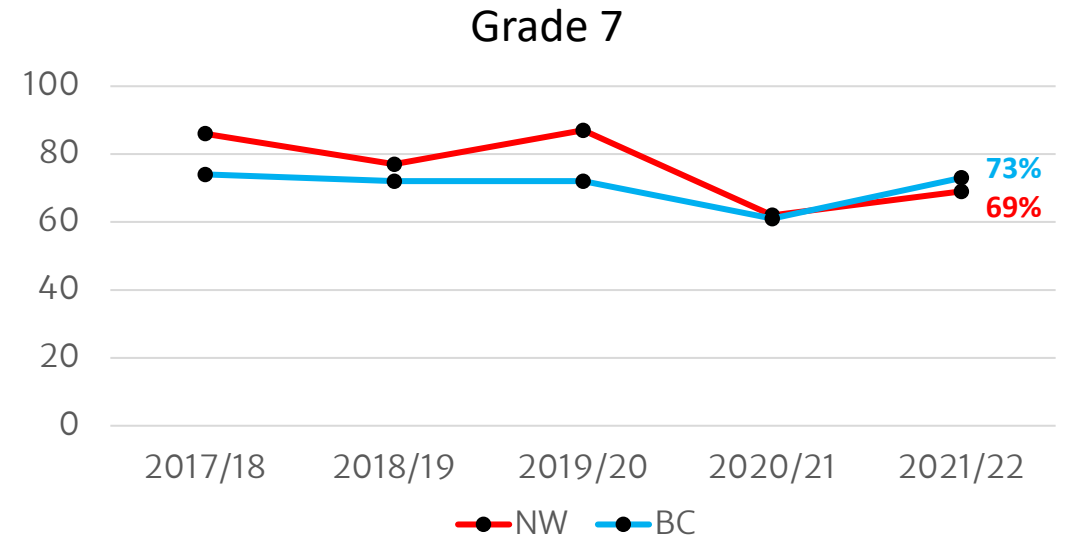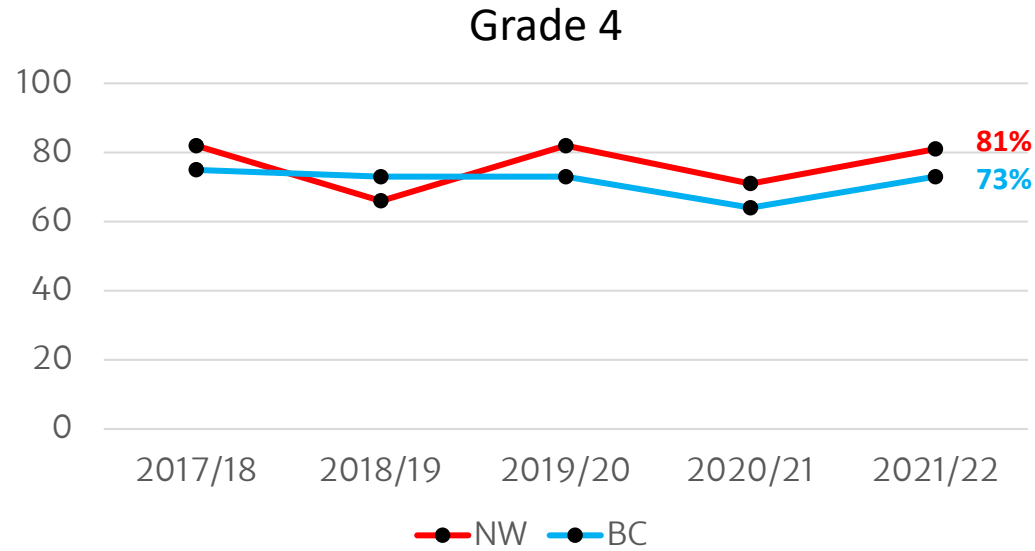

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Framework for Enhancing Student Learning

Foundation Skills Assessment

FSA Participation: All Students

Grade 4

Grade 7

Year	Grade 4 Cohort Size	Grade 7 Cohort Size
2017/18	498	475
2018/19	552	478
2019/20	516	501
2020/21	526	487
2021/22	488	548

12
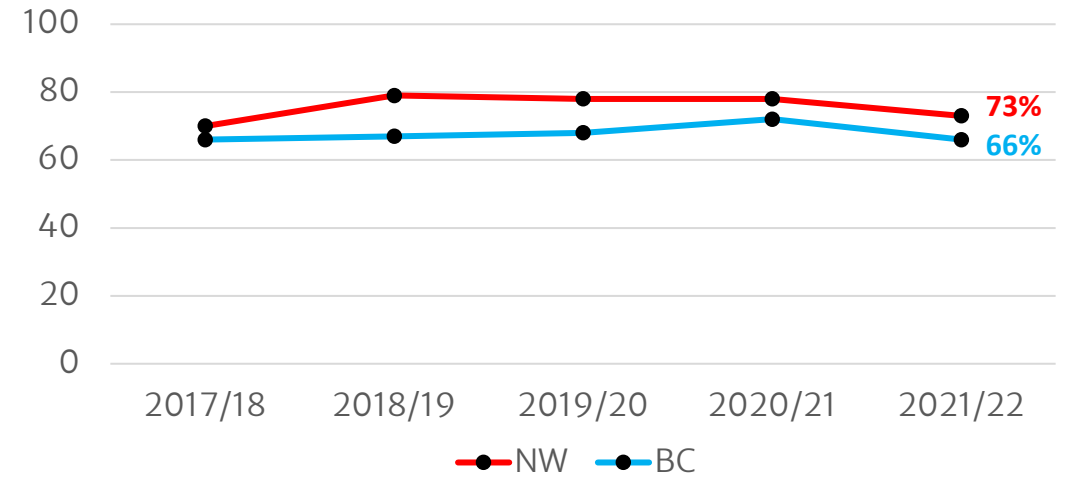
FSA On-Track or Extending: All Students

Grade 4 Literacy

NW: **79%**
BC: **75%**

Grade 4 Numeracy

NW: **73%**
BC: **66%**

Grade 7 Literacy

NW: **78%**
BC: **74%**

Grade 7 Numeracy

NW: **74%**
BC: **66%**

13
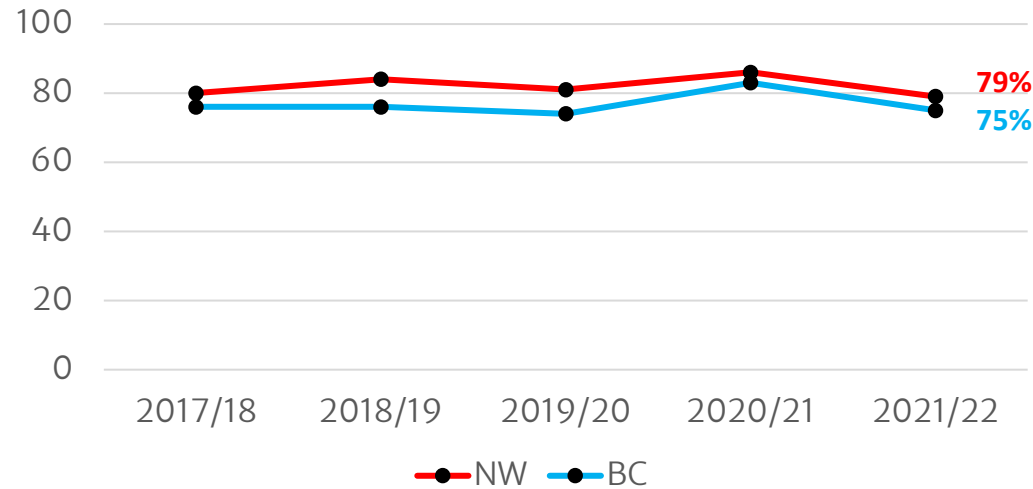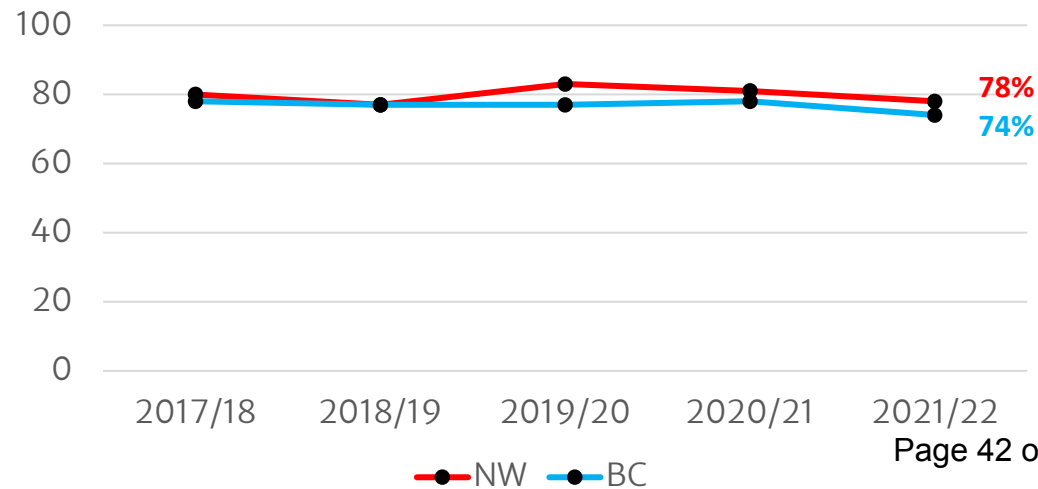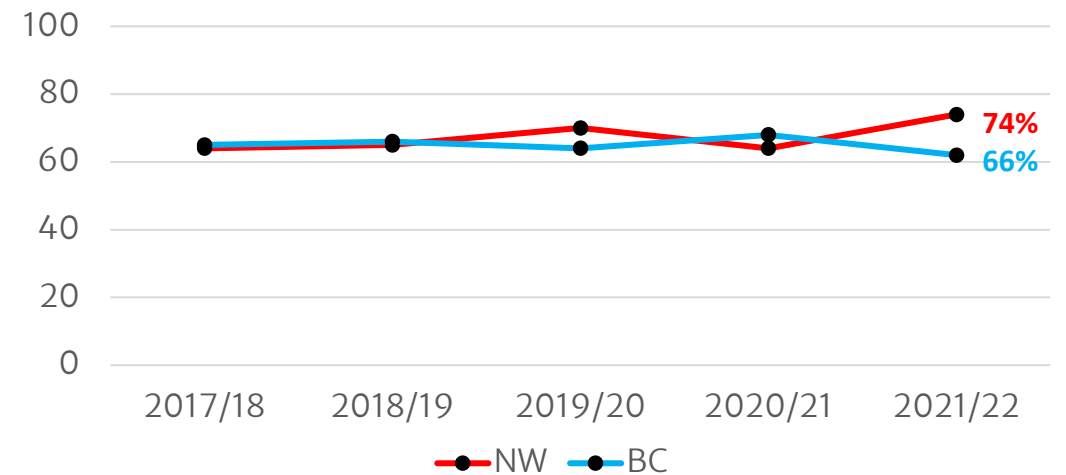
FSA Participation: Indigenous
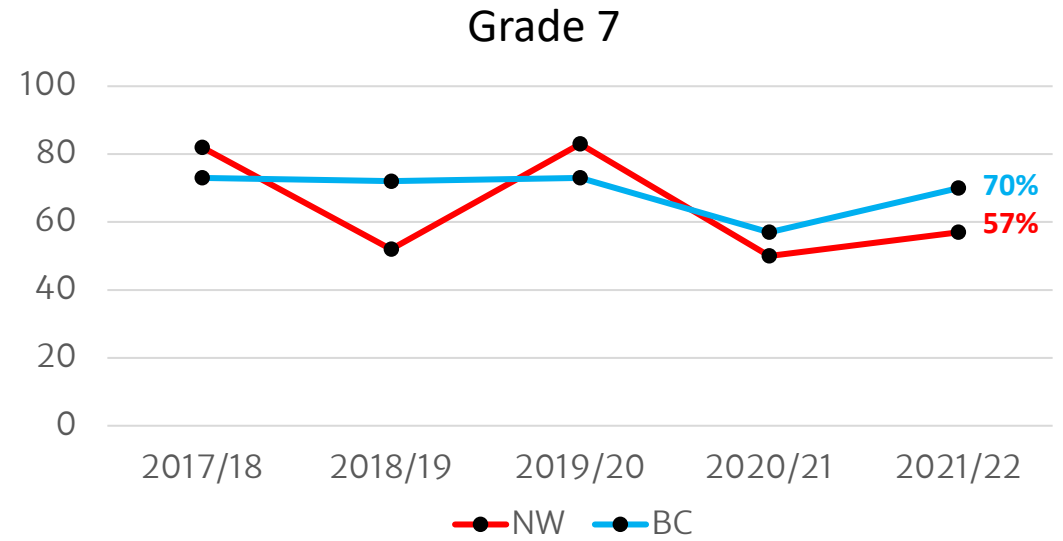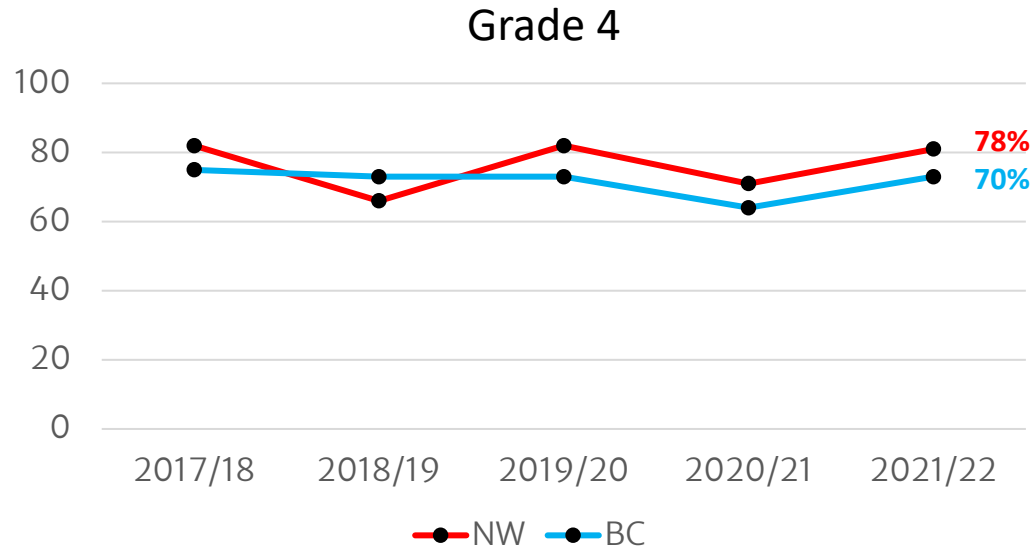
Grade 4

Year	Grade 4 Cohort Size	Grade 7 Cohort Size
2017/18	25	18
2018/19	28	26
2019/20	28	18
2020/21	19	28
2021/22	23	28

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FSA On-Track or Extending: Indigenous

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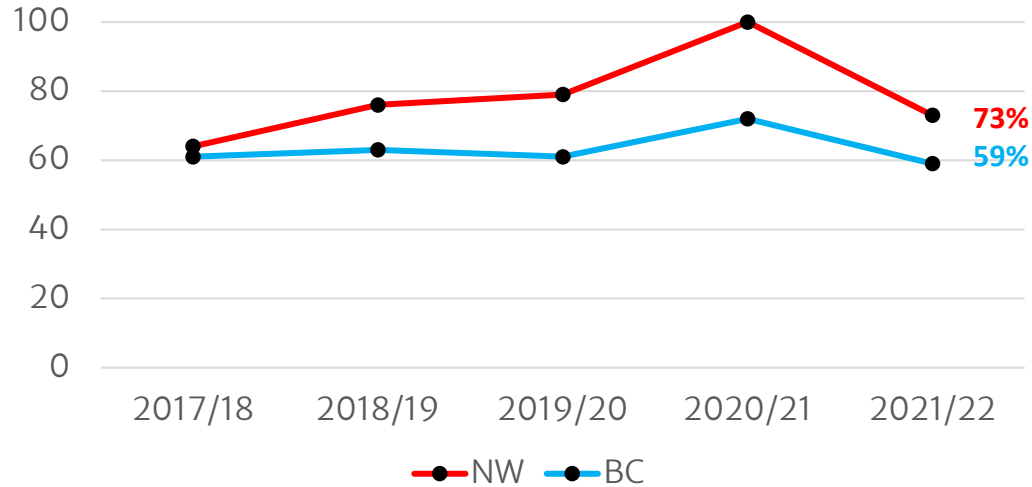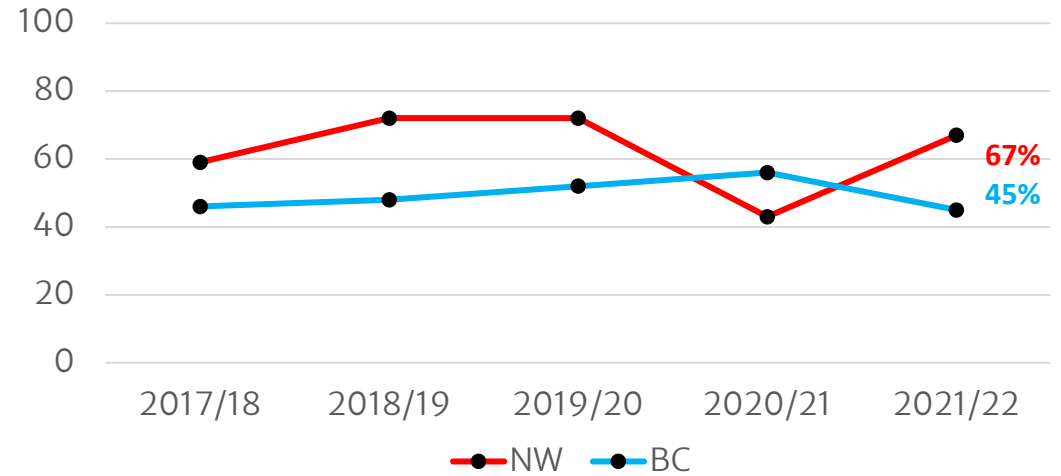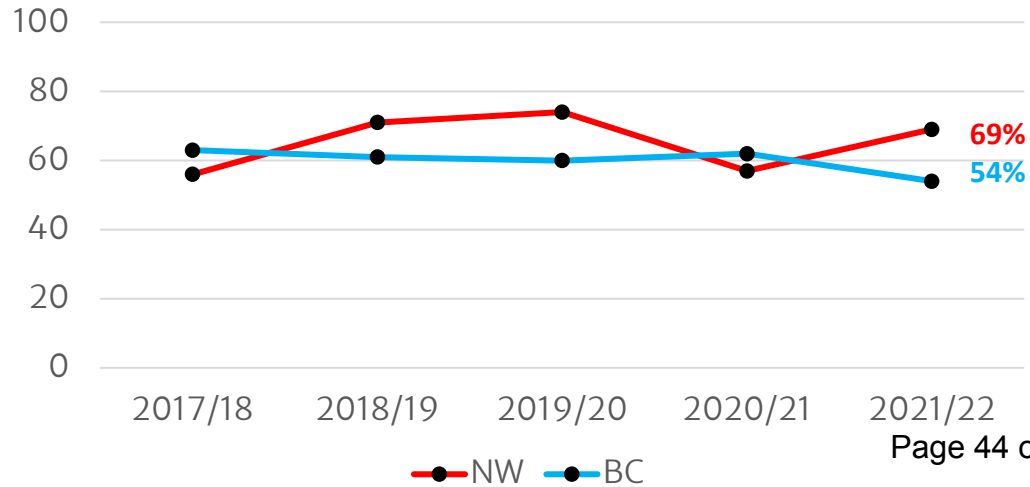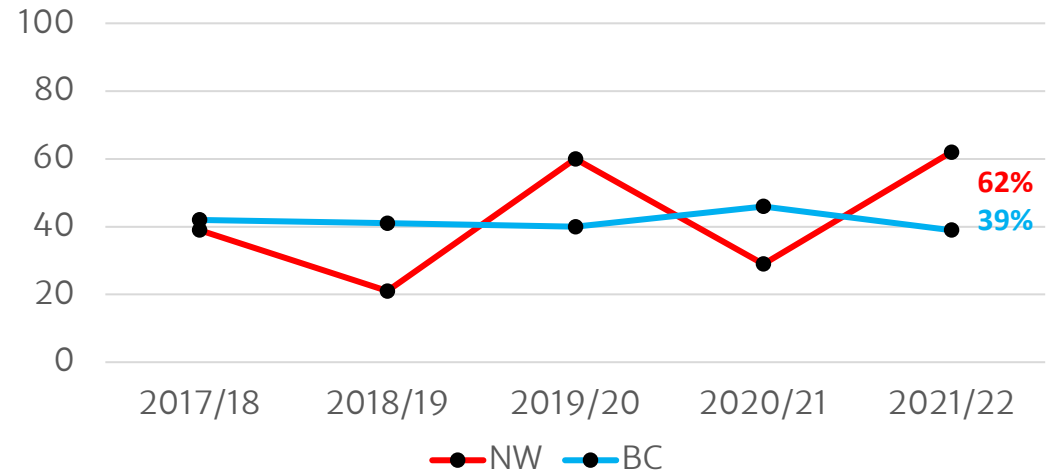
FSA Participation: Diverse

Grade 4

48%
37%

NW ● BC

Grade 7

54%
43%

NW ● BC
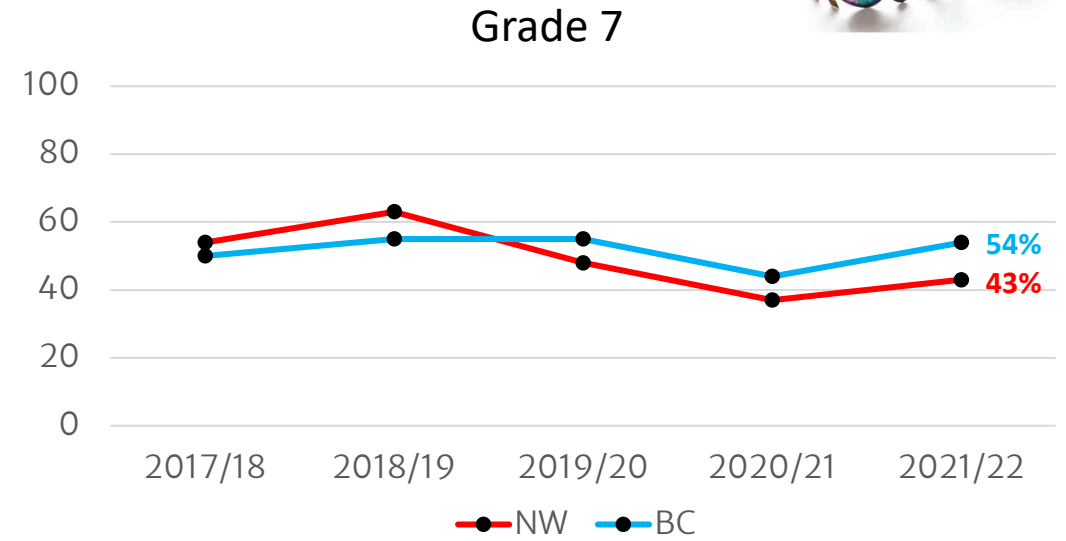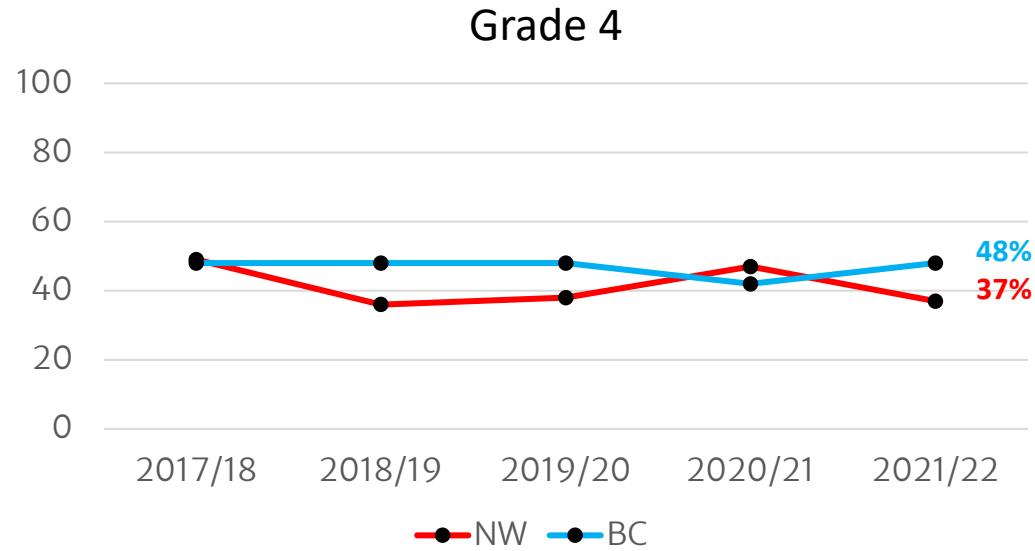
Year	Grade 4 Cohort Size	Grade 7 Cohort Size
2017/18	45	34
2018/19	44	42
2019/20	49	66
2020/21	50	63
2021/22	30	86

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FSA On-Track or Extending: Diverse

Grade 4 Literacy
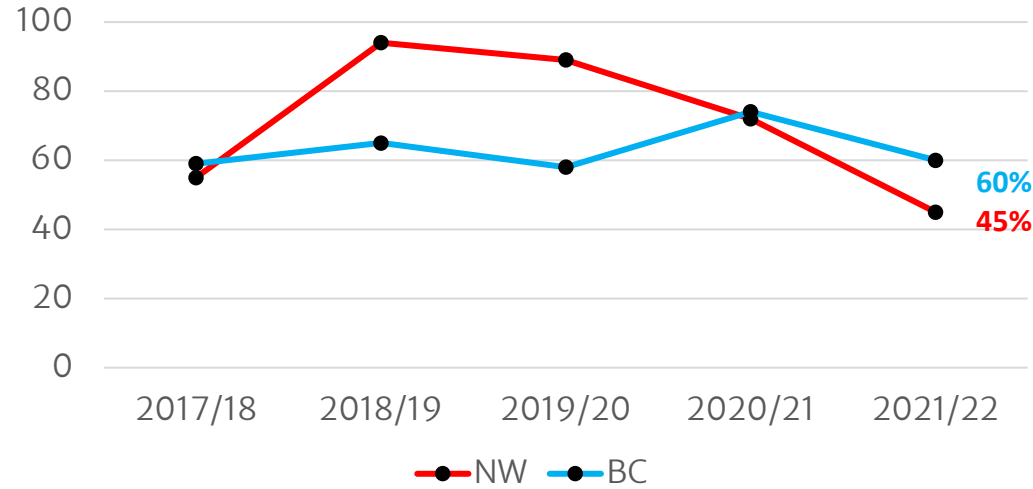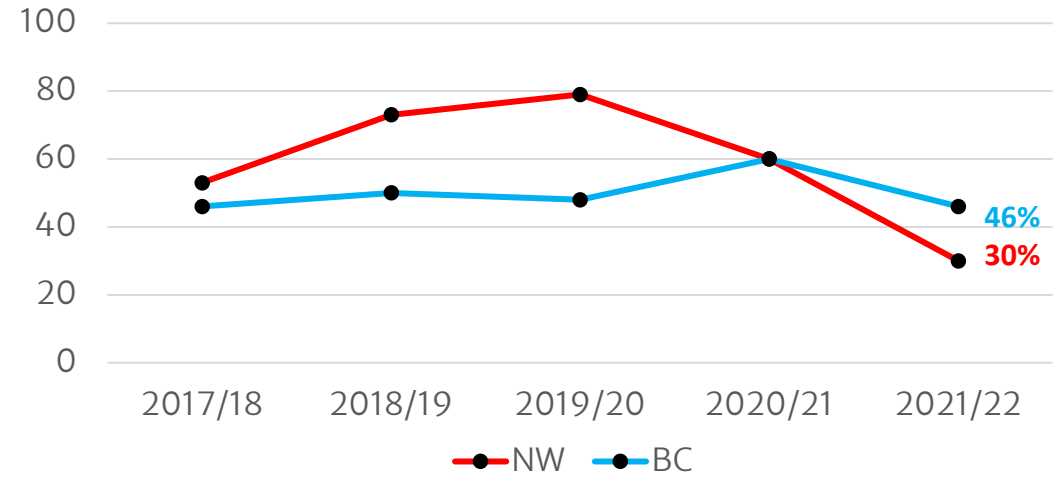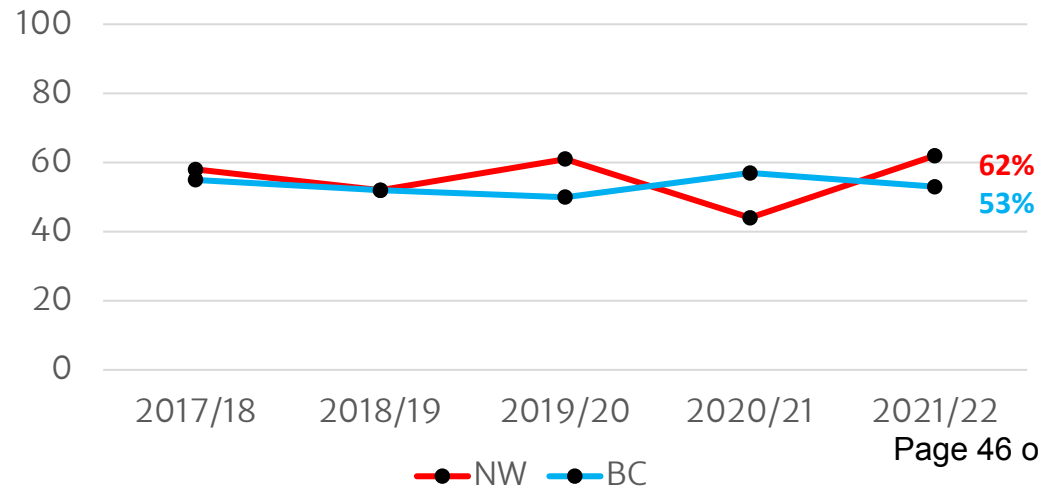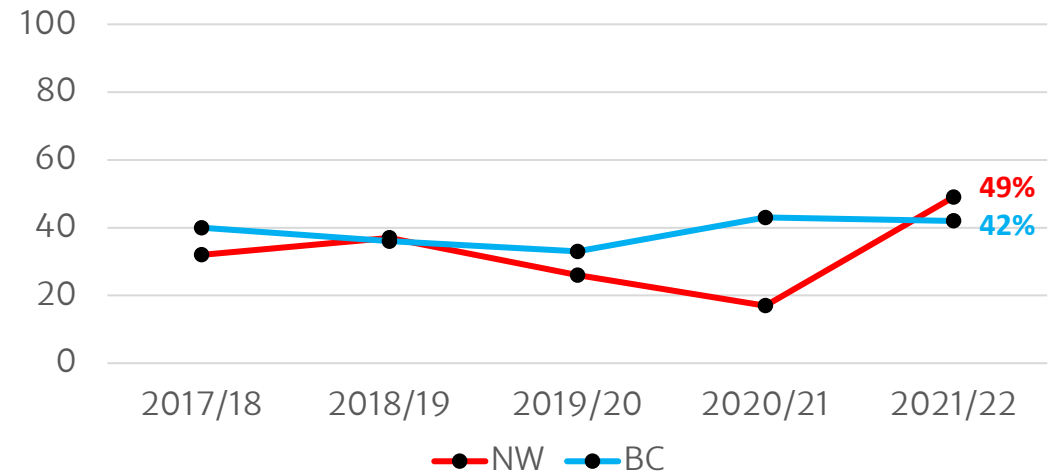
- 60% (BC)
- 45% (NW)

Legend: NW, BC

Grade 4 Numeracy

- 46% (BC)
- 30% (NW)

Legend: NW, BC

Grade 7 Literacy

- 62% (NW)
- 53% (BC)

Legend: NW, BC

Grade 7 Numeracy

- 49% (NW)
- 42% (BC)

Legend: NW, BC

Report Cards

Report Card Proficiency Scale K-9: Ministry of Education

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.

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Report Card Data – English Language Arts
% of Students Proficient or Extending on June Report

20
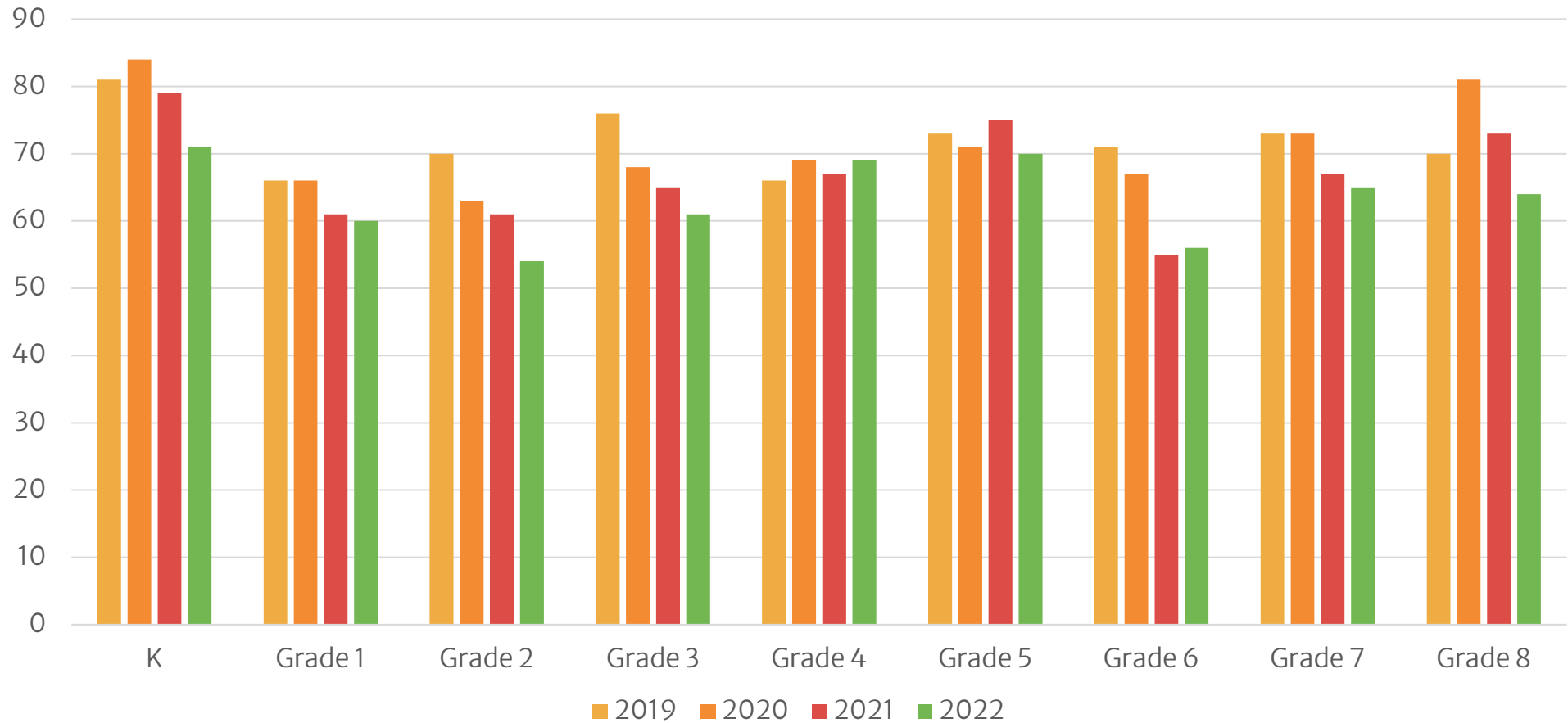
Report Card Data – Mathematics
% of Students Proficient or Extending On June Report

21
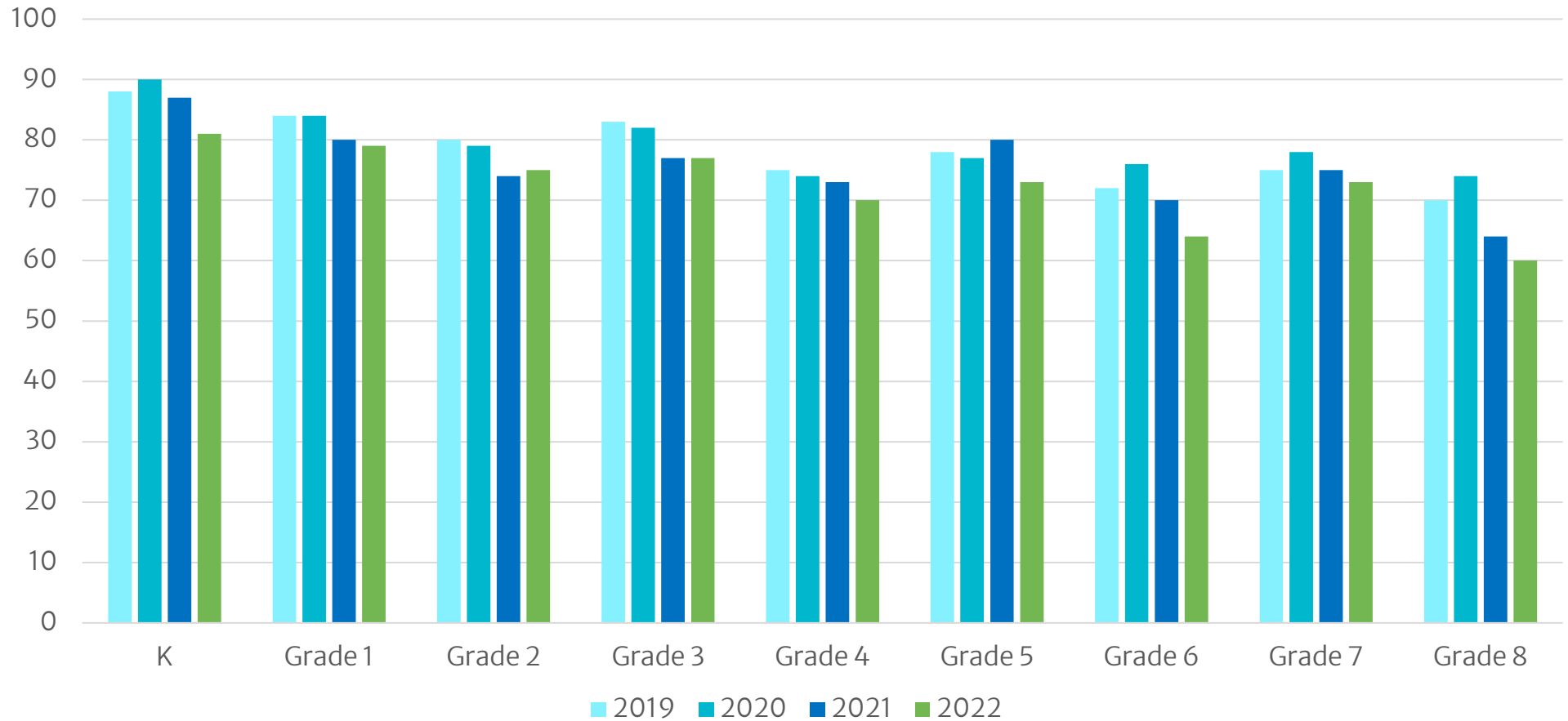
What Does Report Card Data Tell Us About Our Indigenous and Diverse Students?
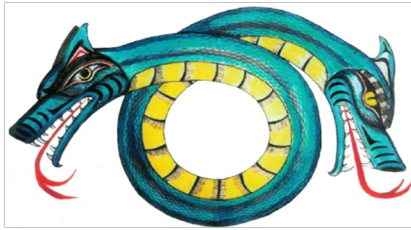
Indigenous K-5:
- 20% of students emerging in ELA and 15% emerging in Math

Indigenous Grade 6-8:
- 25% of students emerging in ELA and 20% emerging in Math

Diverse (all designations) K-8:
- 20% of students emerging in both ELA and Math

- 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

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Graduation Assessments

Graduation Numeracy Assessment
% Proficient or Extending First Time Grade 10 Writers
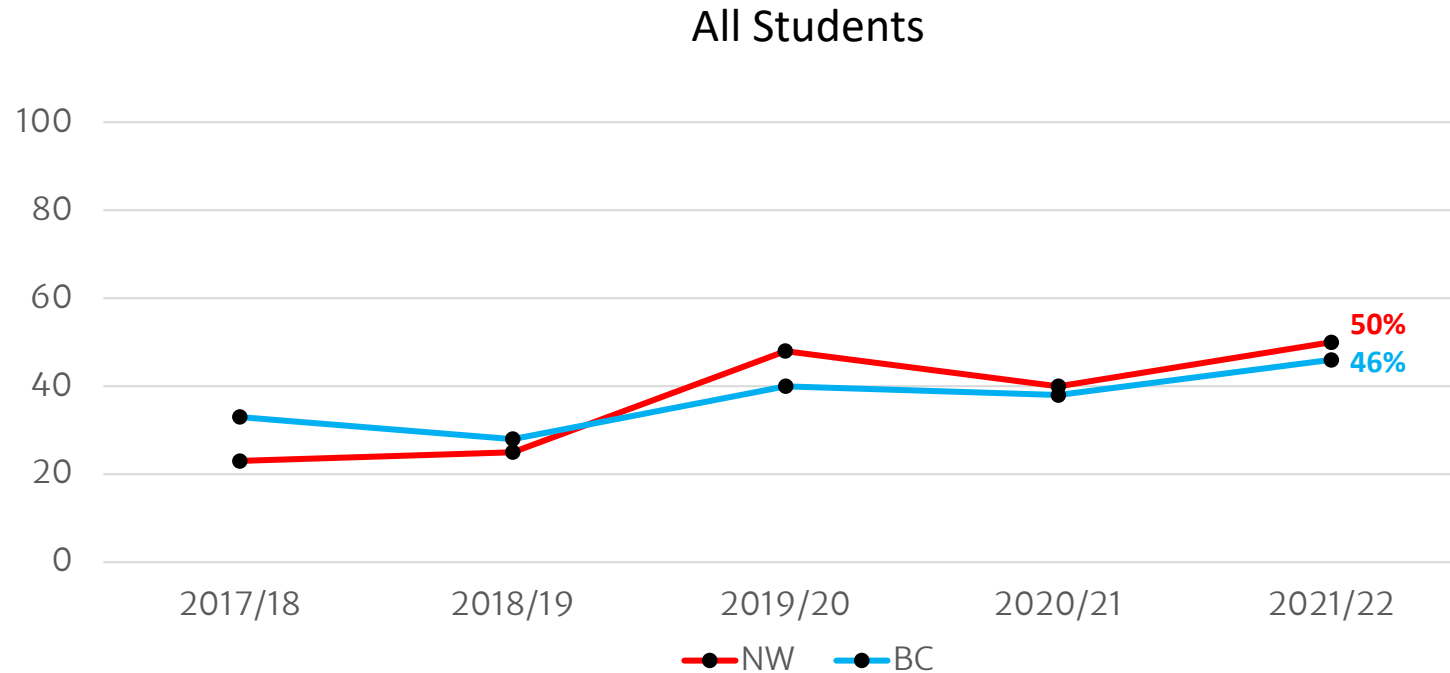
All Students

Students may write up to 3 times to improve their proficiency in Grade 10-12
Indigenous & diverse students are small subpopulations of first-time writers-- included in "All Students"

Graduation Literacy Assessment
% Proficient or Extending First Time Grade 10 Writers
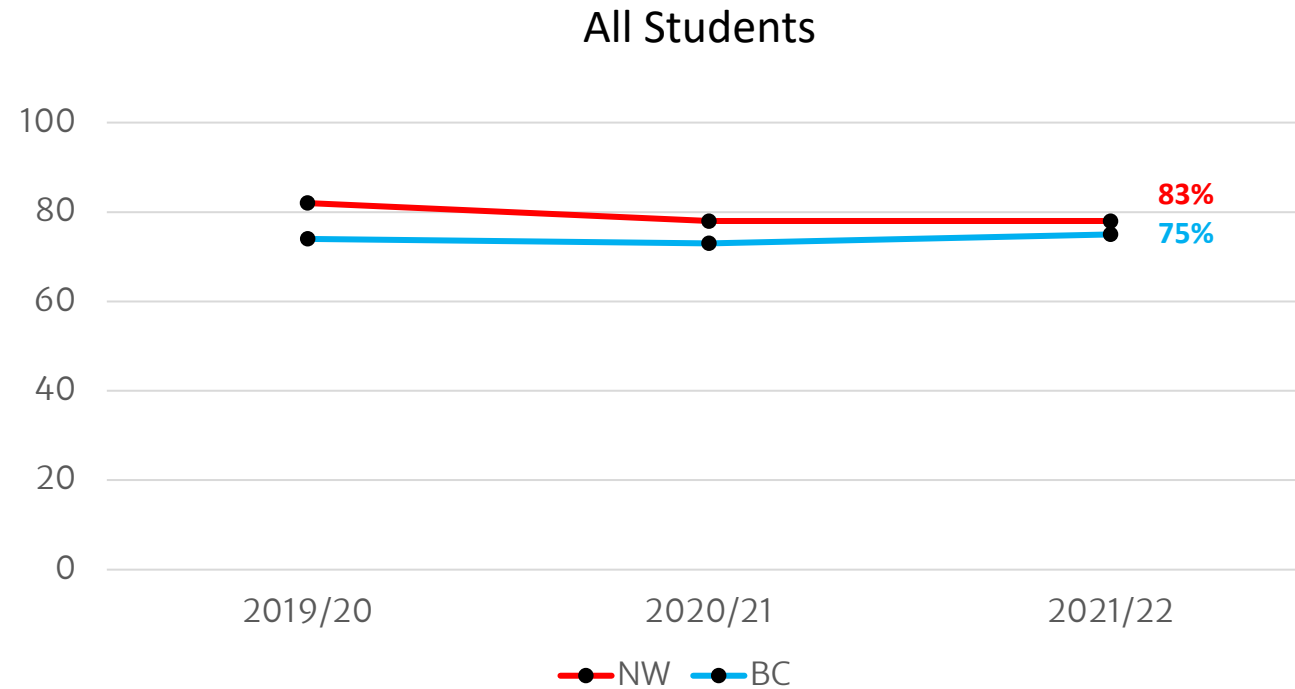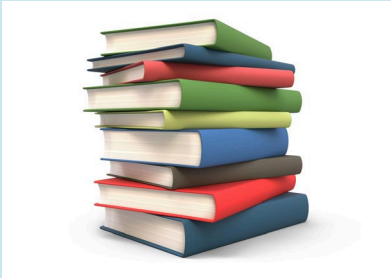
All Students

Students may write up to 3 times to improve their proficiency in Grade 10-12

Indigenous & Diverse students are small subpopulations of first-time writers--included in "All Students" data

Graduation Literacy Assessment Participation and % Proficient or Extending First Time Grade 12 Writers

Year	2021/2022	
Participation Rate (first time writers)	NW	BC
All Students	90%	75%
Indigenous (cohort size 28)	61%	56%
Diverse (cohort size 67)	90%	57%

26
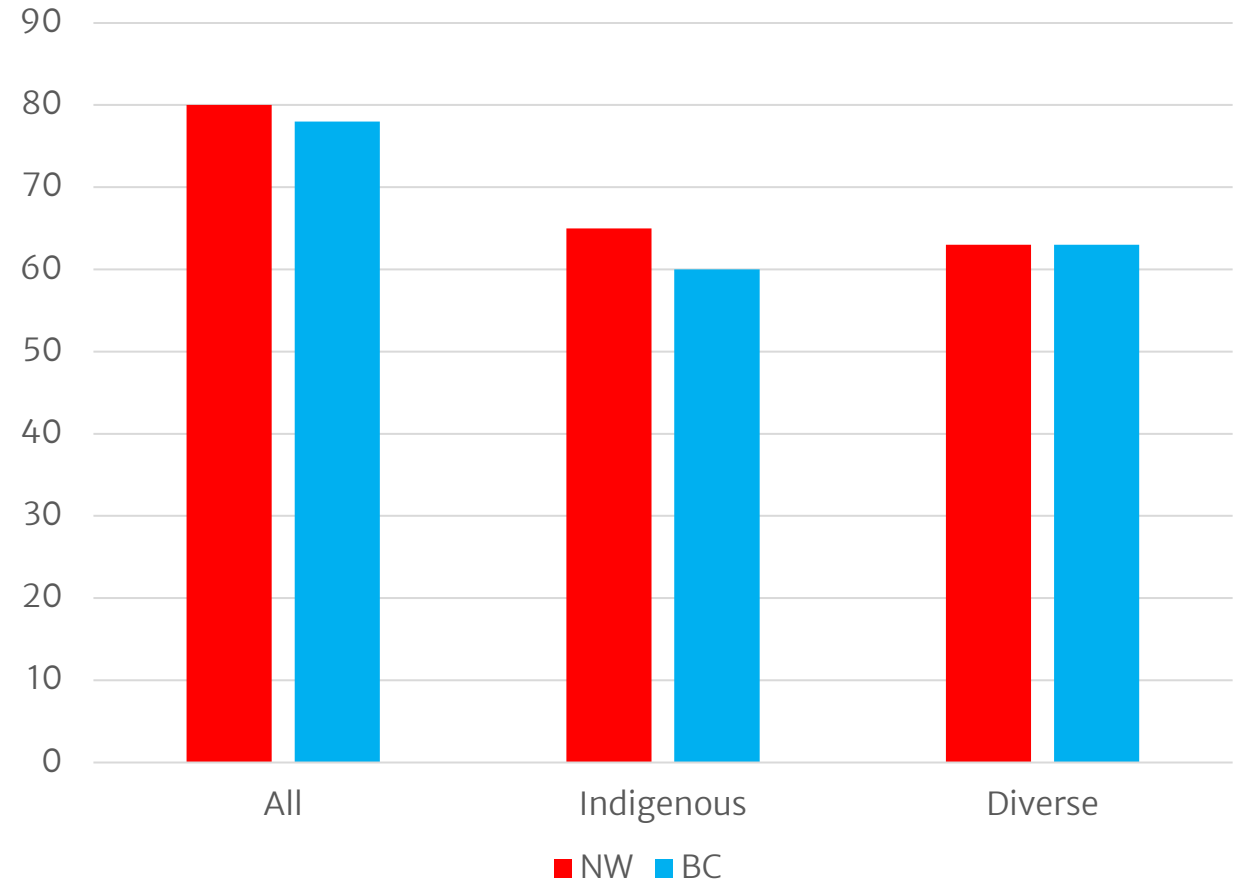
What Does the Intellectual Development Data Tell Us?

FESL Goal	Data Indicators
Students will meet or exceed literacy and numeracy expectations for each grade	• Improve FSA participation rates and proficiency for Indigenous & Diverse students
	• Literacy results are stronger than numeracy results at all grade levels
	• Literacy is a strength at all grade levels, but ongoing supports are needed to maintain and improve outcomes
	• Focus on numeracy instruction and assessment to improve results at all grade levels, noting the decrease in proficiency between grade 4, grade 7 & grade 10
	• Limited data available for GNA and GLA--only first-time writers' proficiency is tracked
	• Continue to support literacy and numeracy outcomes at all grade levels with a focus on Indigenous and Diverse learners

Intellectual Development Initiatives: Highlights

Middle School Numeracy Facilitator

Inclusive Education Review Implementation

Teacher Mentorship Program

Numeracy & Literacy Frameworks and Resources

Collaborative Teaching Series, Universal Design for Learning
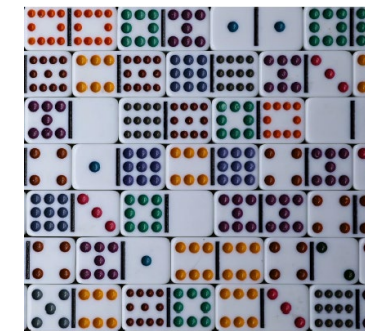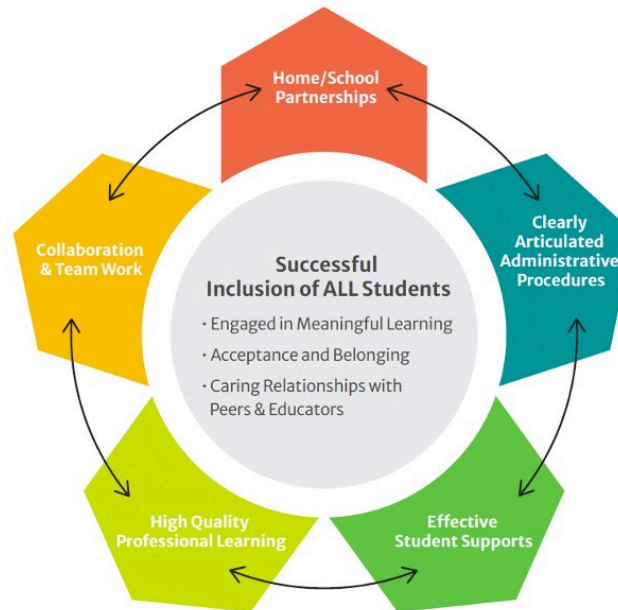
Human and Social Development Data

EDI, MDI, YDI, 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

Framework for Enhancing Student Learning
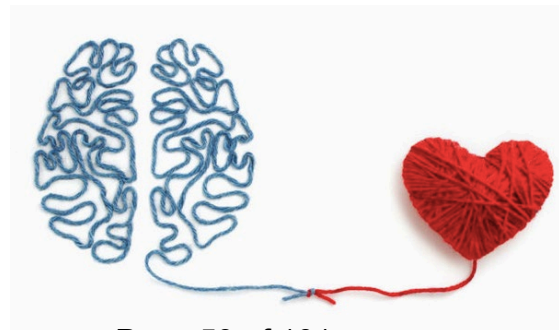
Early Development Instrument

Components of EDI: Teachers Respond to Questions in These Areas

Physical Health & Well-Being

Sample EDI questions: Can the child hold a pencil, pen or crayons? Is the child on time for school each day?

Language & Cognitive Development

Sample EDI questions: Is the child interested in reading and writing? Can the child count and recognize numbers?

Social Competence

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join in a game?

Emotional Maturity

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking)?

Communication Skills & General Knowledge

Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?

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Early Development Instrument Important Information

- Measures five core areas of early child development that predict:
  - adult health
  - education
  - social outcomes

- Completed in February by all Kindergarten teachers across the province, 104 questions about each student

- Each district does it once every 3 year "wave"

- Population level data

EDI Statistics	NW Wave 8
Students	509
Participation Rate	96%
English Language Learners	32% (163)
Diverse Students	5.5% (28)
French Immersion	10.9% (55)

EDI Update

2021-2022:

EDI Wave 8 provincial data compiled & available December 2022

2023-2024:

Wave 9 Year 1

New Westminster participation February 2024

New for 2023-2024:

Childhood Experiences Questionnaire (CHEQ) for K families in September 2023

34

EDI Data Refresher:
New Westminster Trends Wave 6-Wave 8

Legend: NW Wave 6 2013–2016 | NW Wave 7 2016–2019 | NW Wave 8 2019–2022

Categories: Physical, Social, Emotional, Language, Communication, 1 or more

35
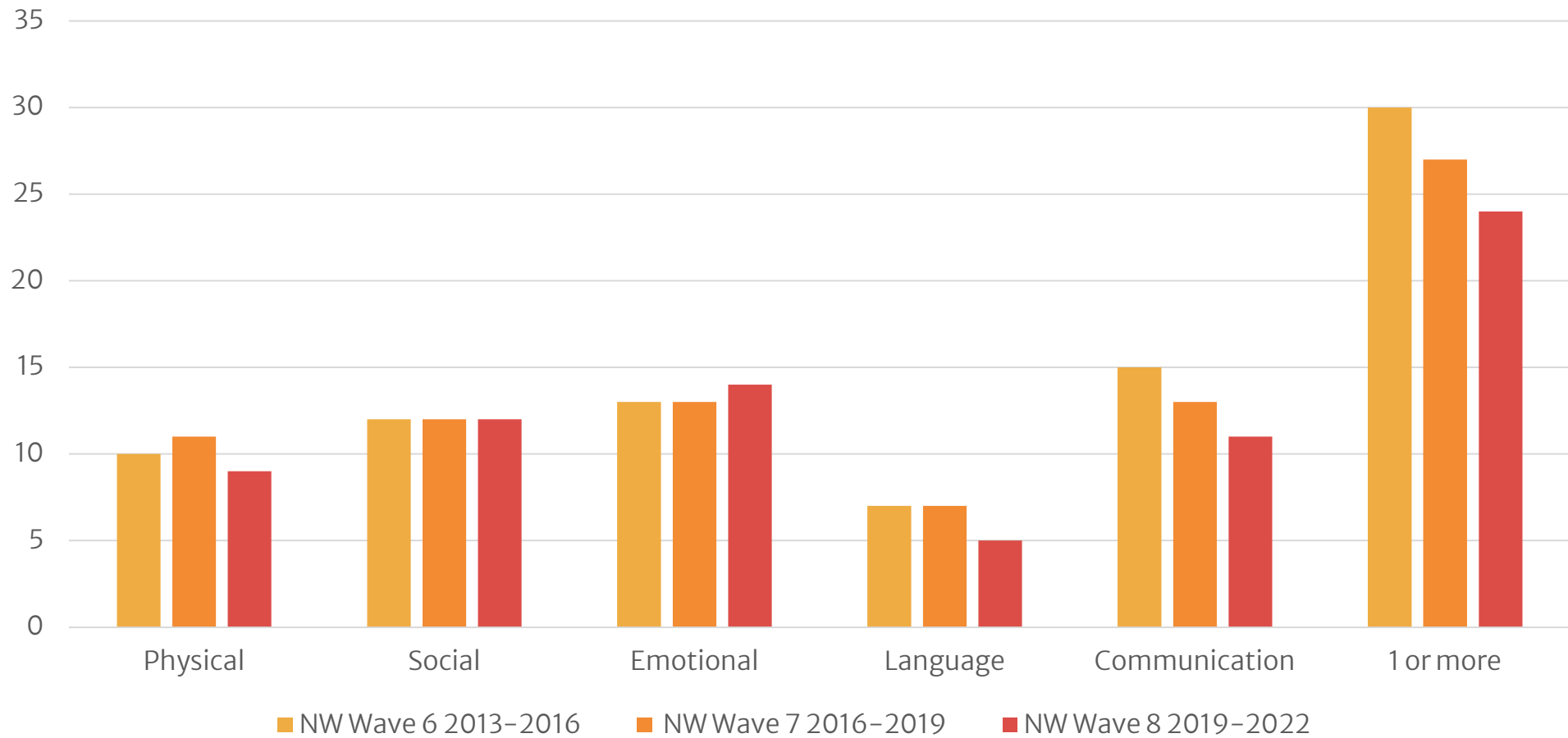
Comparison: Wave 6-Wave 8 NW & BC

Vulnerability Indicator	NW Wave 6 2013-2016	NW Wave 7 2016-2019	NW Wave 8 2019-2022	BC Wave 6 2013-2016	BC Wave 7 2016-2019	BC Wave 8 2019-2022
Physical	10%	11%	9%	15%	15%	15%
Social	12%	12%	12%	16%	16%	16%
Emotional	13%	13%	14%	16%	18%	18%
Language	7%	7%	5%	9%	11%	11%
Communication	15%	13%	11%	14%	14%	14%
1 or more	30%	27%	24%	32%	33%	33%

Decrease in vulnerable 1 or more in NW from Wave 6 to Wave 8

Middle Years Development Instrument

MDI Important Information

MDI not completed in 2020-2021

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

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MDI Question Categories and the Well-Being Index

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.

MDI

Well-Being Index

	Grade 4 Average 2017-2020		Grade 7 Average 2017-2020			Grade 5 2021/22		Grade 8 2021/22	
New Westminster and All Other Participating Districts in BC									
	NW	BC	NW	BC		NW	BC	NW	BC
Thriving	37%	32%	32%	34%		31%	34%	18%	23%
Medium	30%	28%	28%	27%		33%	28%	26%	26%
Low	33%	39%	39%	39%		36%	38%	56%	52%
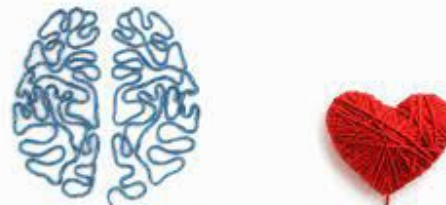
Participation Rates
Grade 5: 88%
Grade 8: 85%

Assets: Protective Factors that Support Well-Being

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?

MDI

Assets Index

	Grade 4 Average 2017-2020		Grade 7 Average 2017-2020			Grade 5 2021/22		Grade 8 2021/22	
New Westminster and All Other Participating Districts in BC									
	NW	BC	NW	BC		NW	BC	NW	BC
Adult Relationships	80%	82%	70%	72%		77%	77%	60%	66%
Peer Relationships	83%	82%	82%	80%		79%	78%	71%	76%
After School Activities	86%	86%	86%	84%		78%	80%	73%	73%
Nutrition and Sleep	66%	65%	65%	62%		66%	65%	49%	49%

Participation Rates
Grade 5: 88%
Grade 8: 85%

42

Youth Development Instrument

Youth Development Instrument: Well-Being Index

High Well-Being (Thriving)
Youth who indicated high scores in a minimum of four measures and have no low scores.

Medium Well-Being
Youth who indicated high scores in three or fewer measures, but still did not have any low scores.

Low Well-Being
Youth who indicated a low score in one or more measures.

New Westminster

Thriving 18%
Low 51%
Medium 31%
176 Students

All Participating Districts
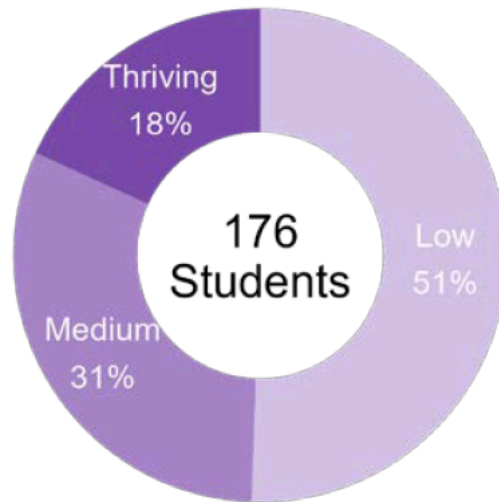
Thriving 20%
Low 46%
Medium 34%
8789 Students

2021/22 was the first year of data collection

Youth Development Instrument: Assets Index

Peer Relationships — Peer Belonging, Friendship Intimacy

Adult Relationships — Supportive Adults at Home, at School and in the Community

Nutrition & Sleep — Sleep, Eating Breakfast, Eating with Adults

After-school activities — Extracurricular activities

New Westminster

All Participating Districts

Legend: <40% 40-49% 50-59% 60%+

New Westminster
- 53% Adult relationships
- 70% Peer relationships
- 48% Nutrition & sleep
- 79% After-school activities

All Participating Districts
- 56% Adult relationships
- 70% Peer relationships
- 45% Nutrition & sleep
- 77% After-school activities

45
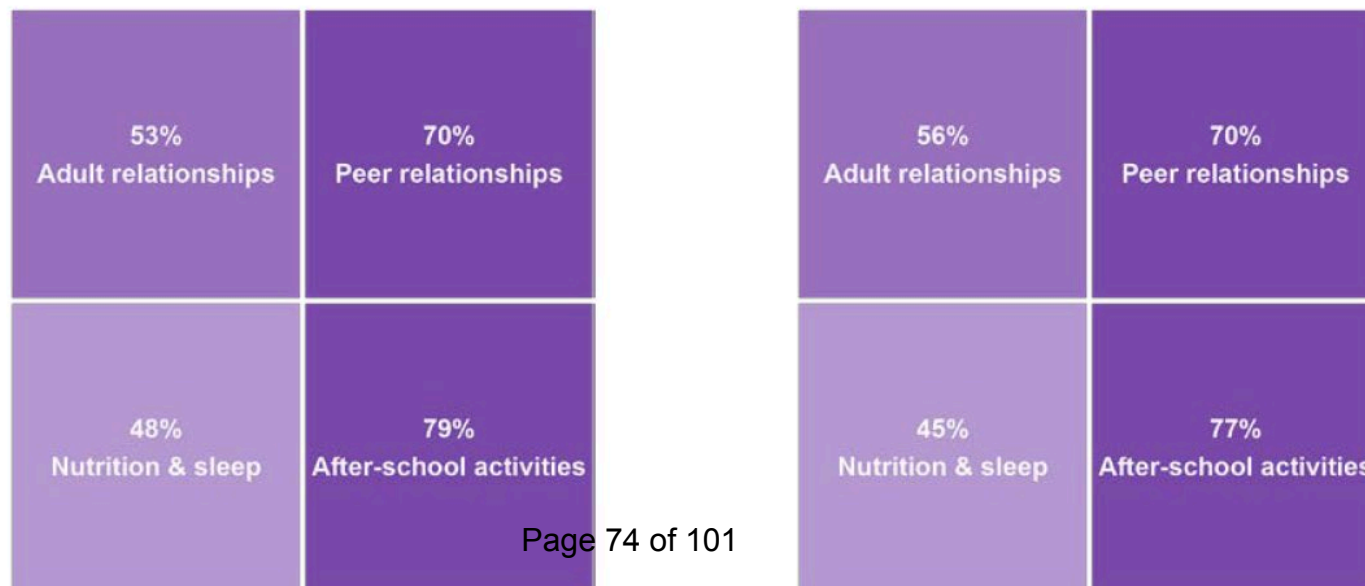
Student Learning Survey

Student Learning Survey Participation

Grade 4

Grade 7

Grade 10

Grade 12

47
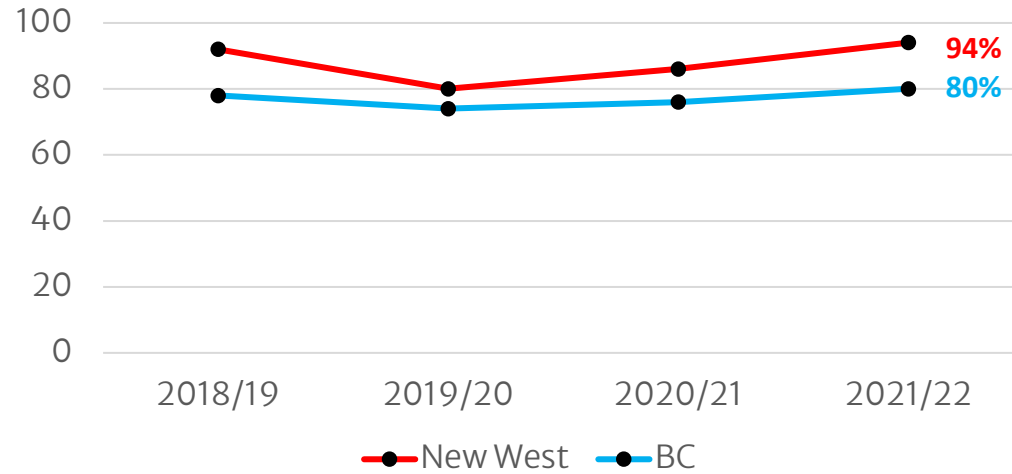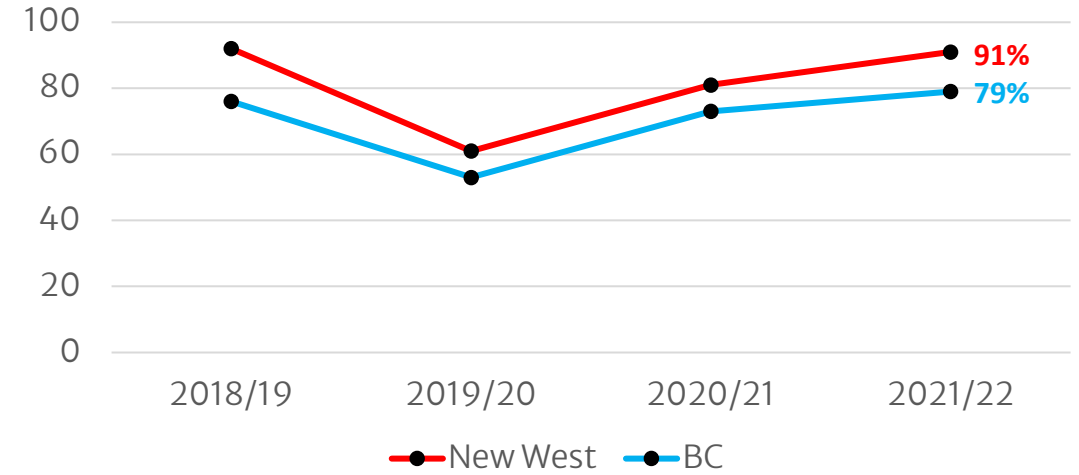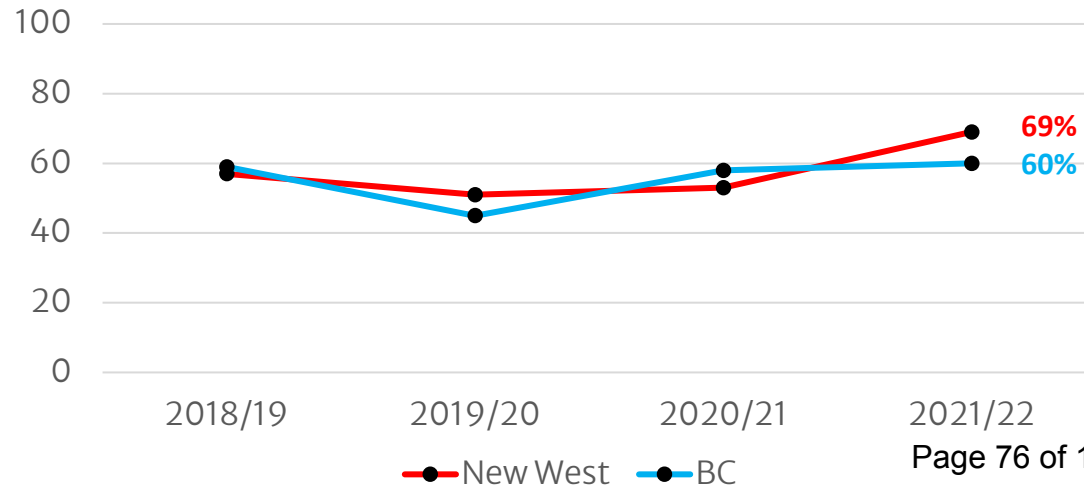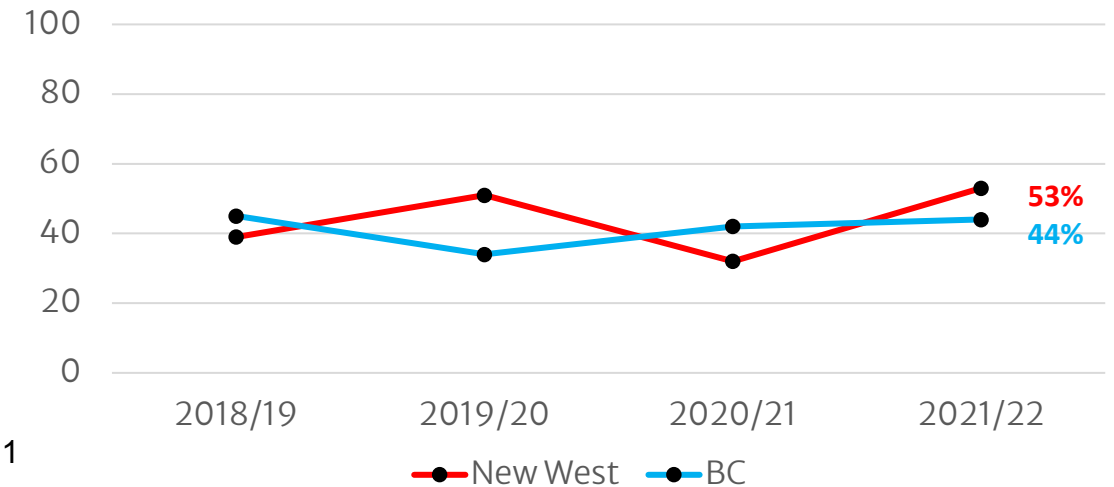
Is school a place you feel you belong?
Students reporting often or always

Grade 4

New West: 63%
BC: 60%

Grade 7

BC: 57%
New West: 56%

Grade 10

New West: 52%
BC: 52%

Grade 12

BC: 52%
New West: 48%

48
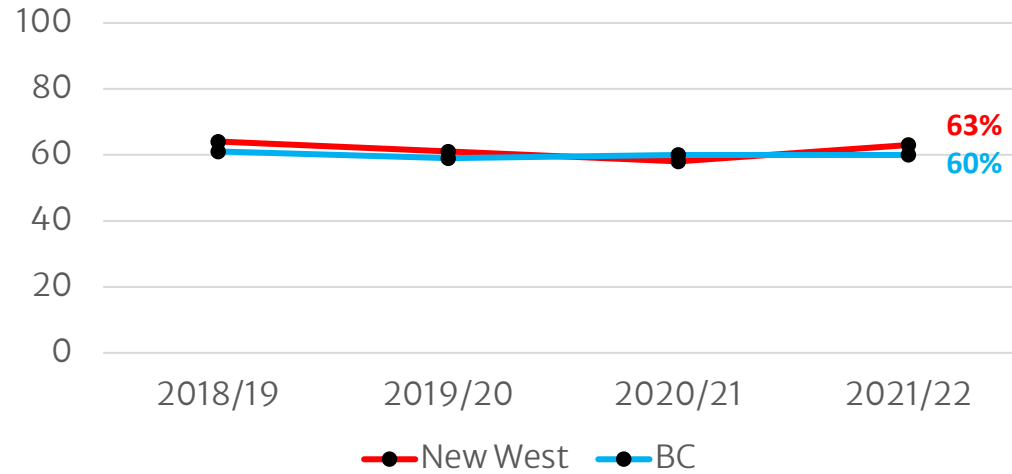
Do you feel safe at school?
Students reporting often or always

Grade 4

78%
76%

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 |

New West BC

Grade 7

78%
76%

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 |

New West BC

Grade 10

76%
76%

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 |

New West BC

Grade 12

80%
69%

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 |

New West BC

49
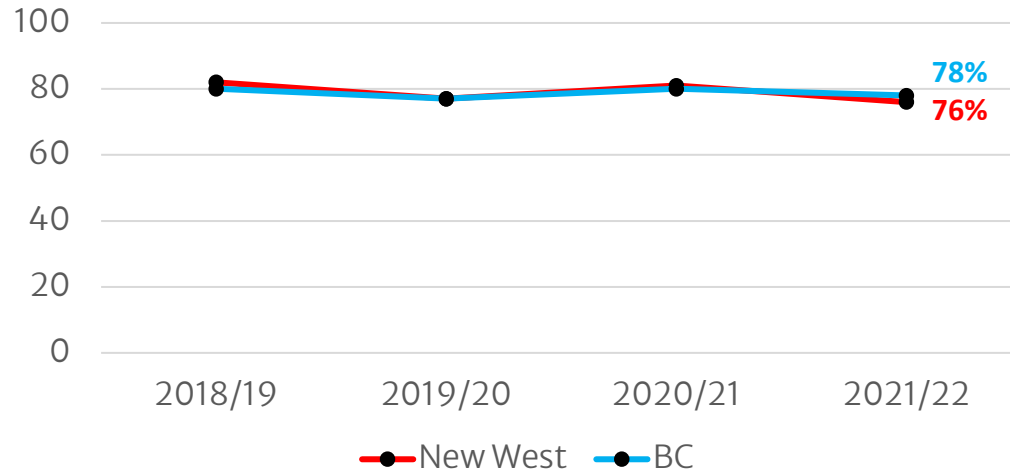
How many adults at school care about you?
Students reporting 2 or more

Grade 4

Grade 7

Grade 10

Grade 12

50
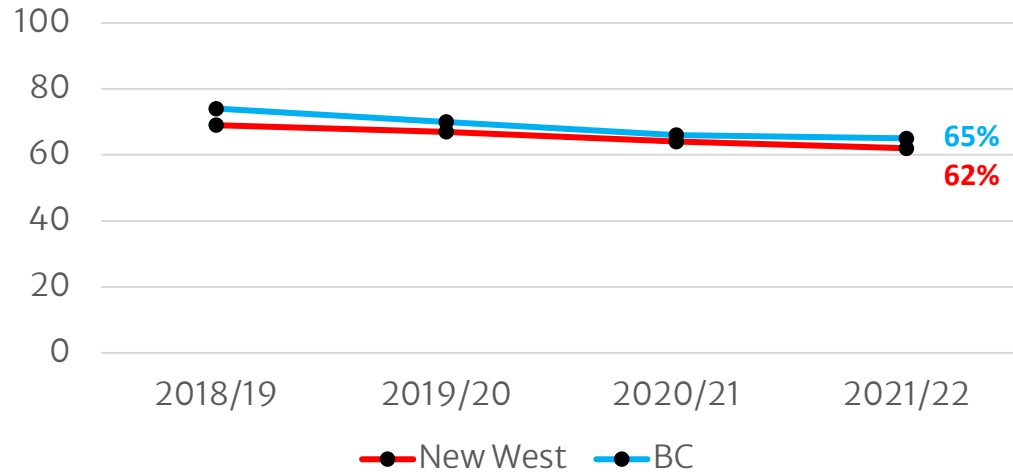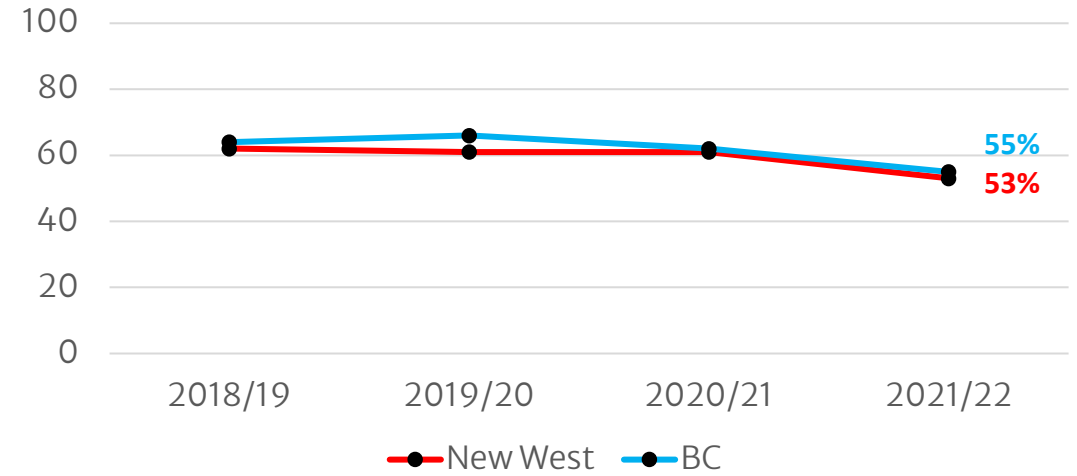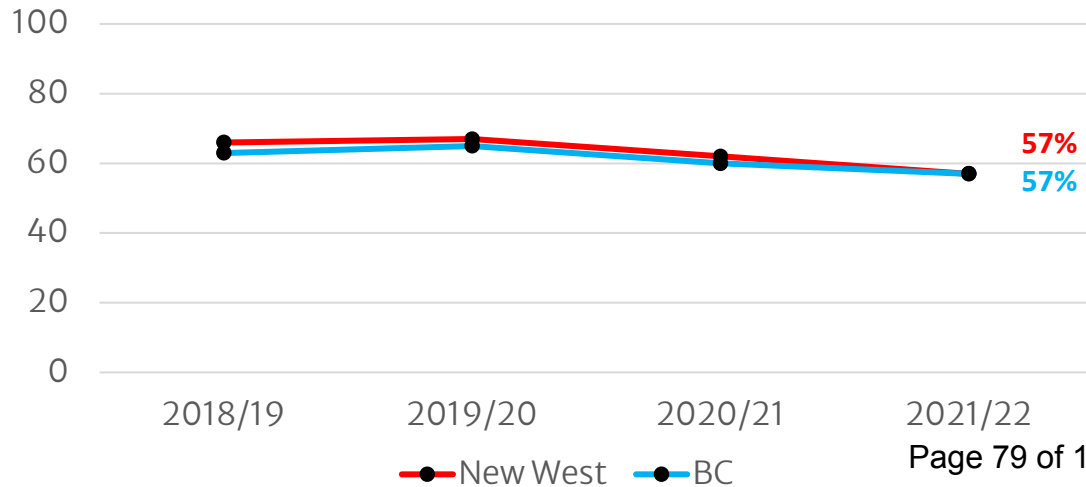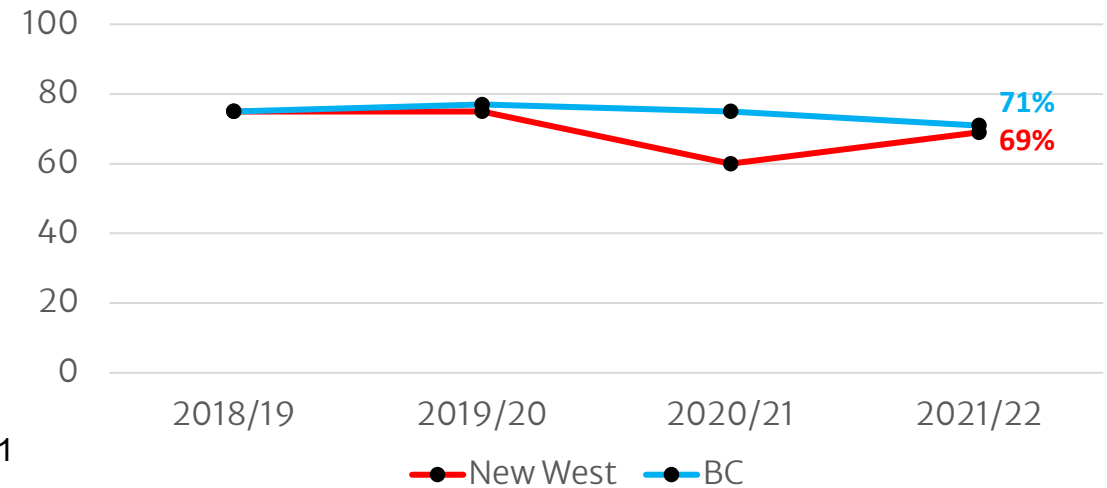
Do you feel welcome at your school?
Students reporting often or always

Grade 4

Grade 7

Grade 10

Grade 12

New West — BC

51
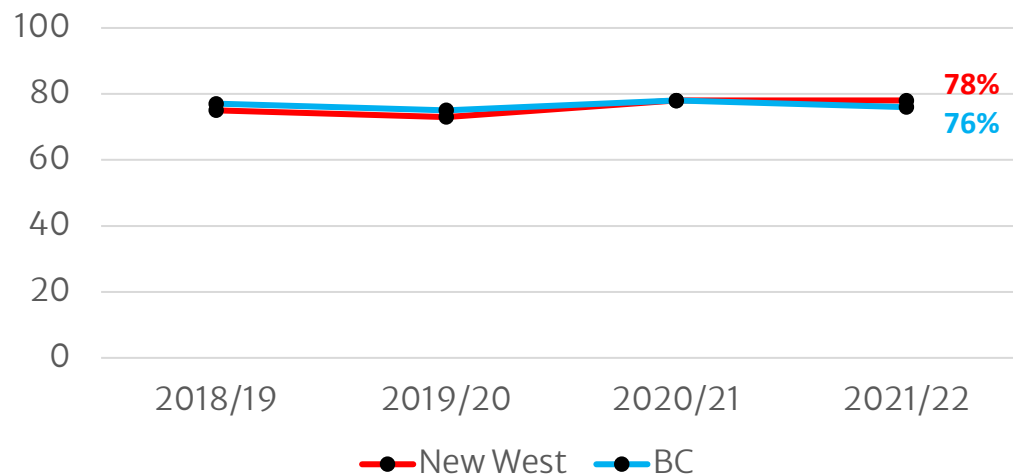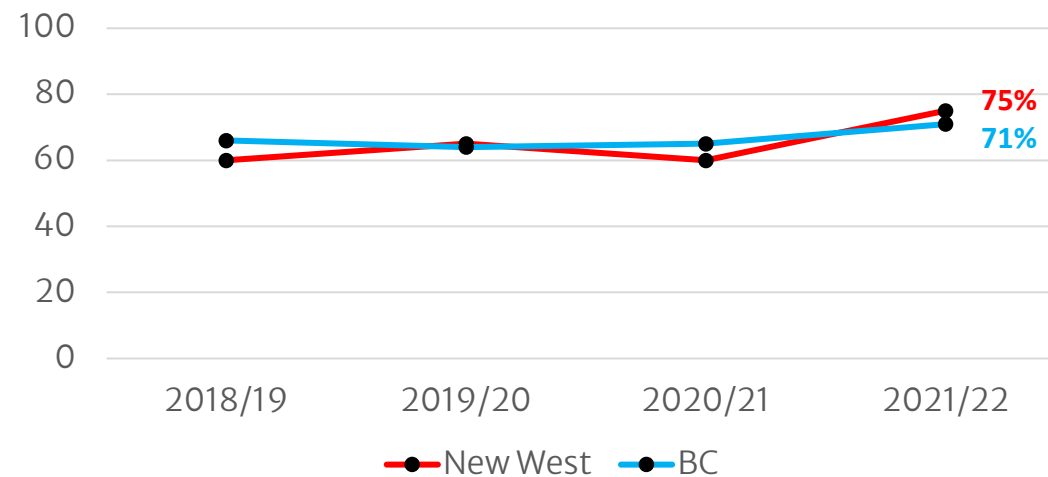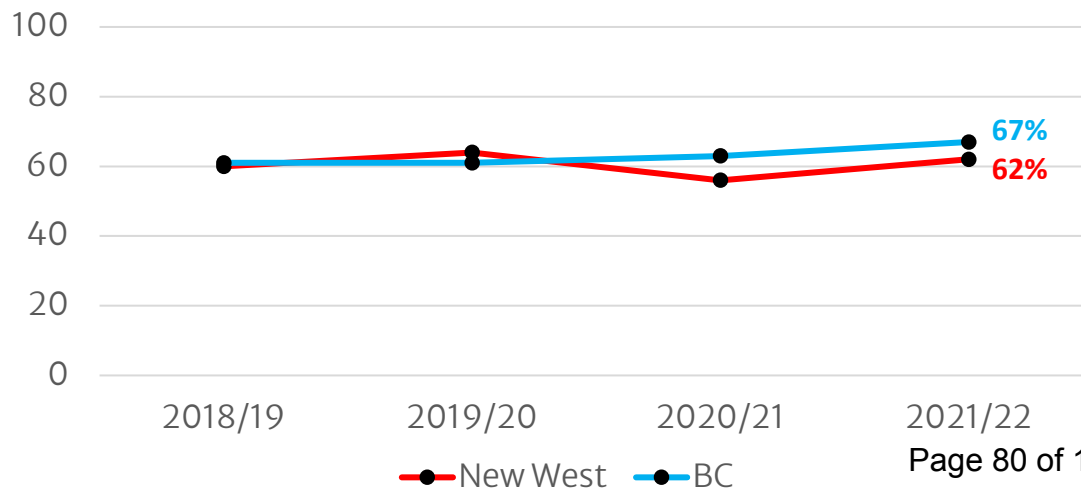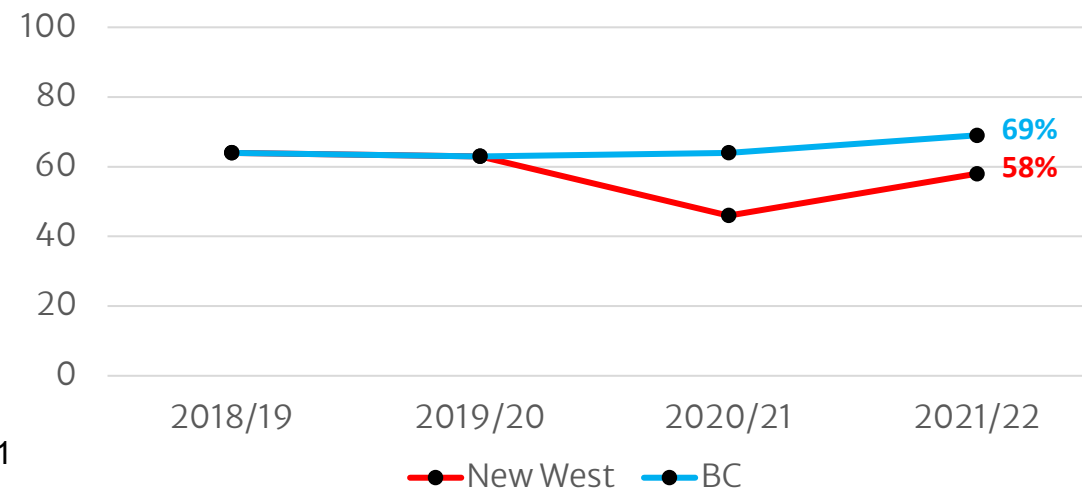
What Does the Human and Social Development Data Tell Us?

FESL Goals	Data Indicators
Students will feel welcome, safe and connected to school	**Early Development Instrument:** • vulnerabilities have decreased over the data collection cycles
	Middle Years Development Instrument & Youth Development Instrument: • Grade 4/5 well-being higher than Grade 7/8 • Peer Relationships and After School Activities are stronger for Grade 4/5 & 7/8 • Adult connections: stronger in Grade 4/5, significant decrease in Grade 7/8 and Grade 11 • Nutrition and sleep: low for Grade 4/5 & 7 and very low for Grade 8 and Grade 11
	Student Learning Survey (average of all grades): • 75% feel safe in schools • 55% feel they belong • 68% feel welcome • 60% report 2 or more Adult Connections at school
	Student Learning Survey Participation rates lower in Grades 10 and 12

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Human and Social Development Initiatives: Highlights

Wellness Centre

District VP Safe and Caring

Strong Start, Child Care, Seamless Day

Wellness Handbook
Mental Health in New Westminster Schools Strategy
A Guide for Staff

Mental Health & Social Emotional Learning Resources

EASE
Everyday
Anxiety
Strategies for
Educators

Game Ready Fitness Student Mentorship

District VP, DEIA

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

55

Framework for Enhancing Student Learning

Completion Rates

All Resident Students: 5 & 6 Year Completion

5 Year

| | | | | 87% |
| | | | | 86% |

Chart axis: 100, 95, 90, 85, 80, 75, 70, 65, 60, 55, 50

Years: 2017/18, 2018/19, 2019/20, 2020/21, 2021/22

Legend: New West, BC

6 Year

| | | | | 92% |
| | | | | 89% |

Chart axis: 100, 95, 90, 85, 80, 75, 70, 65, 60, 55, 50

Years: 2017/18, 2018/19, 2019/20, 2020/21, 2021/22

Legend: New West, BC
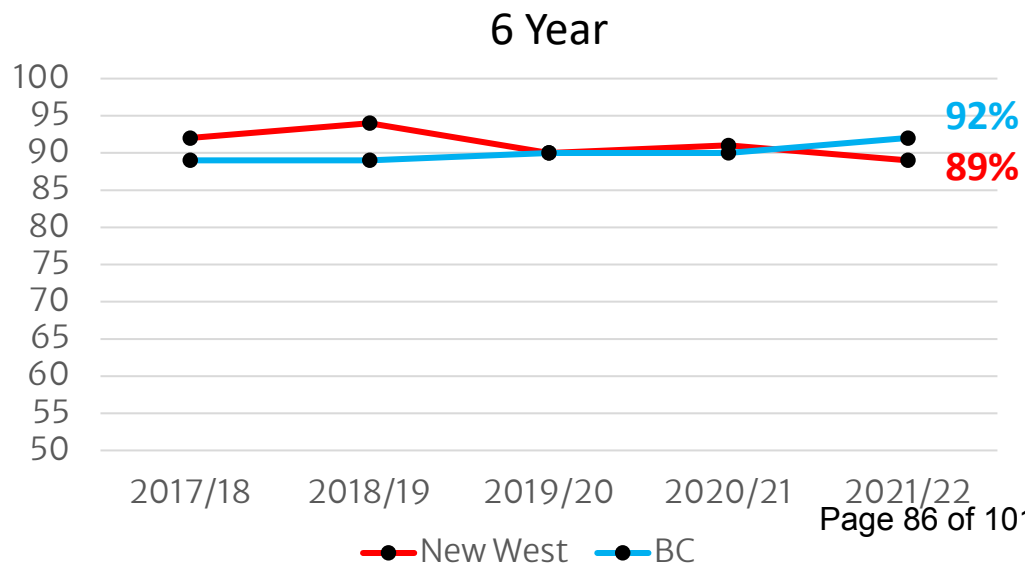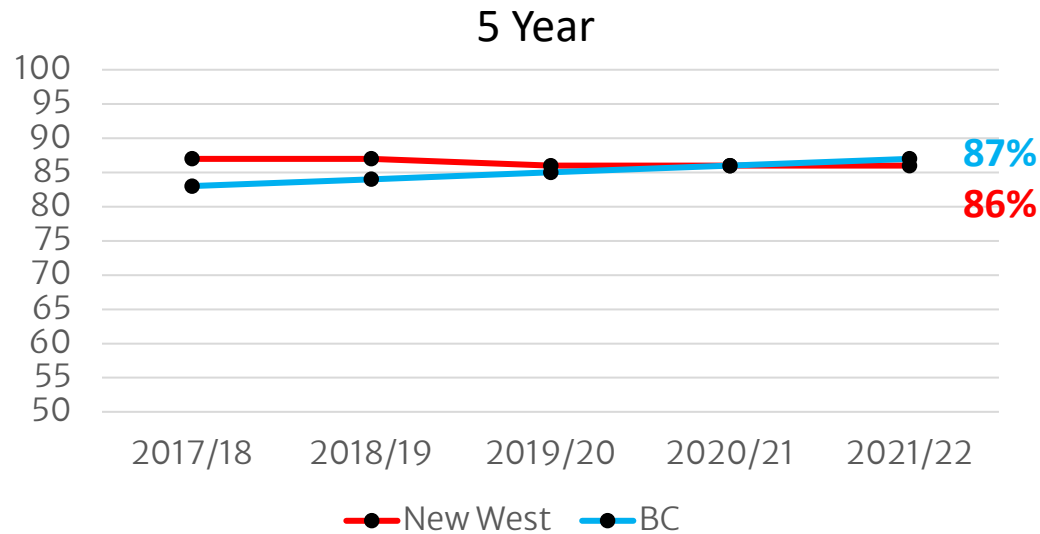
Year	Cohort Size
2017/2018	445
2018/2019	491
2019/2020	477
2020/2021	489
2021/2022	471

57

Indigenous Students: 5 & 6 Year Completion

5 Year

New West: **62%**
BC: **65%**

6 Year

BC: **75%**
New West: **61%**
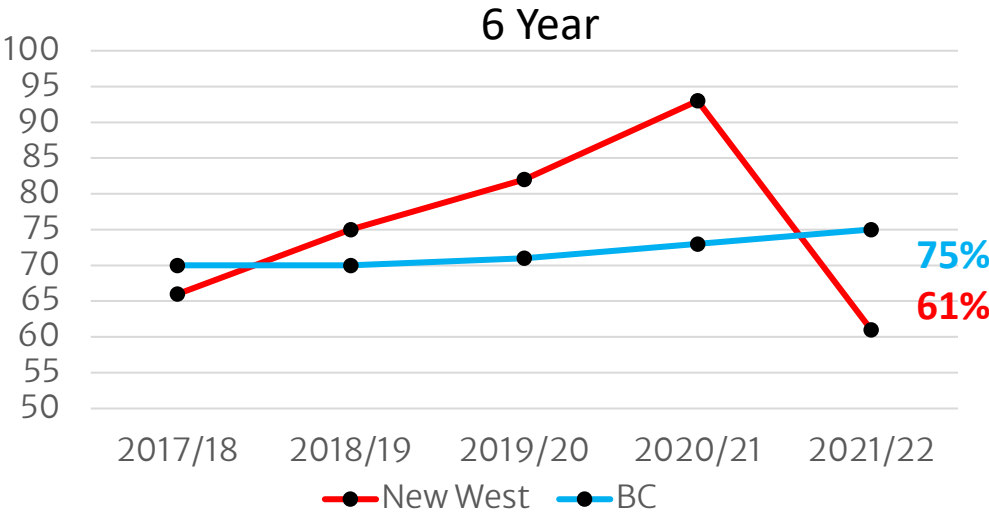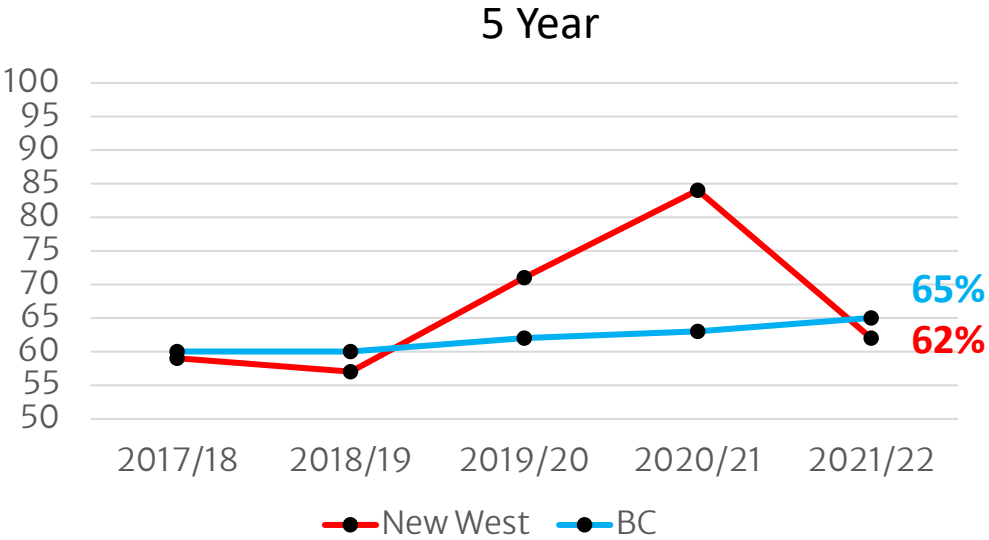
Year	Cohort Size
2017/2018	35
2018/2019	33
2019/2020	28
2020/2021	22
2021/2022	28

7 year completion rate: 89%
8 year completion 81%

Diverse Students: 5 & 6 Year Completion

5 Year

- New West — **62%**
- BC — **68%**

6 Year

- New West — **68%**
- BC — **77%**
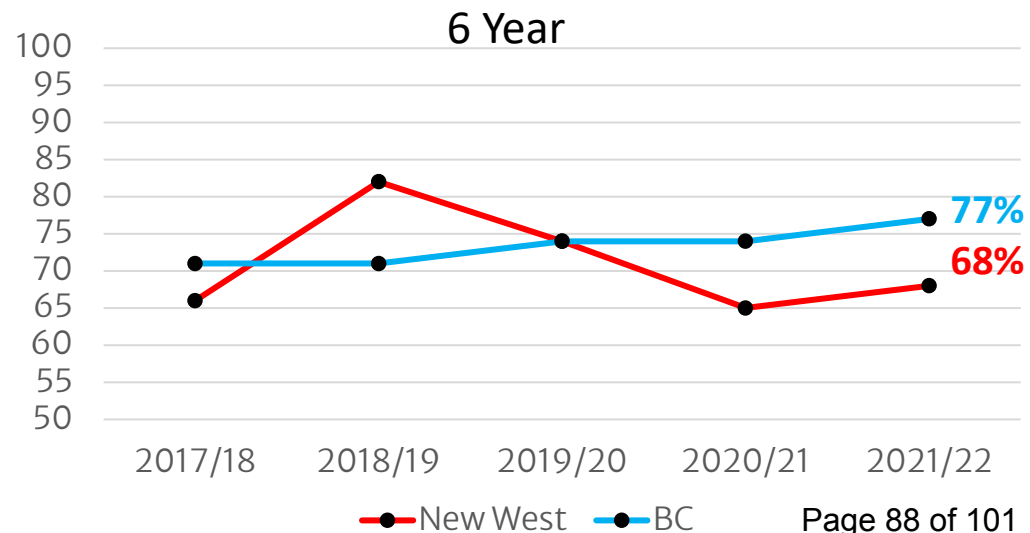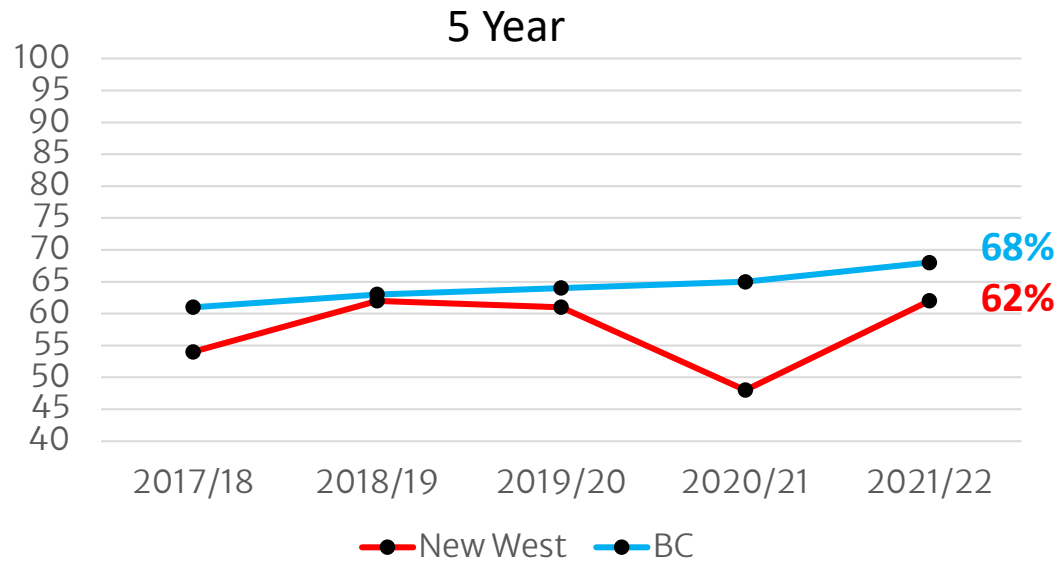
Year	Cohort Size
2017/2018	78
2018/2019	73
2019/2020	78
2020/2021	73
2021/2022	67

7-year completion rate 74%

8-year completion rate 78%

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School Certificate of Completion Program: Evergreen

- An Evergreen Certificate celebrates success in learning that is not recognized by a Dogwood Diploma

- Intended for students who complete specific IEP goals that met their diverse needs and prepare them to transition into the community

- In consultation with parents/caregivers and the School Based Team, students may be placed on an Evergreen Program in Grade 10

Year	Evergreen Certificate
2017/2018	7
2018/2019	6
2019/2020	6
2020/2021	7
2021/2022	8

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Tracking and Supporting Students: 2021–2022 Cohort

Population	Cohort Size	Graduates (5 year)	Evergreen (5 year)	Path to Grad/Evergreen (6 year+)	Graduated Fall of 2022	Withdrawn
All Students	471	369	8	13	20	61
Subpopulations:						
Indigenous	28	16		1	1	10
Diverse (ever designated)	67	38	8	2	5	14

Evergreen is not considered completion--impacts grad rate

Withdrawn includes students who left the province/country, transitioned to work, or non-attenders (in any BC Public or Independent School), at anytime between Grade 8 and 12

Students With Diverse Abilities 2021/2022 Designations:

	Ministry Category	Total for NWSS, SIGMA & POWER
A	Physically Dependent	
B	Deafblind	
C	Moderate to Profound Intellectual Disability	
D	Physical Disability/Chronic Health	12
E	Visual Impairment	
F	Deaf or Hard of Hearing	2
G	Autism Spectrum Disorder	3
H	Intensive Behaviour Interventions/Serious Mental Illness	14
K	Mild Intellectual Disability	2
P	Gifted	1
Q	Learning Disability	20
R	Moderate Behaviour Interventions/Mental Illness	13
	Total Designations in the 2021/2022 Cohort:	67

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Post-Secondary Transitions

BC Post-Secondary Transitions

All Students: Immediate

New West: 50%
BC: 44%

(Years: 2016/17, 2017/18, 2018/19, 2019/20, 2020/21)

All Students: Within 3 Years

New West: 71%
BC: 65%

(Years: 2014/15, 2015/16, 2016/17, 2017/18, 2018/19)
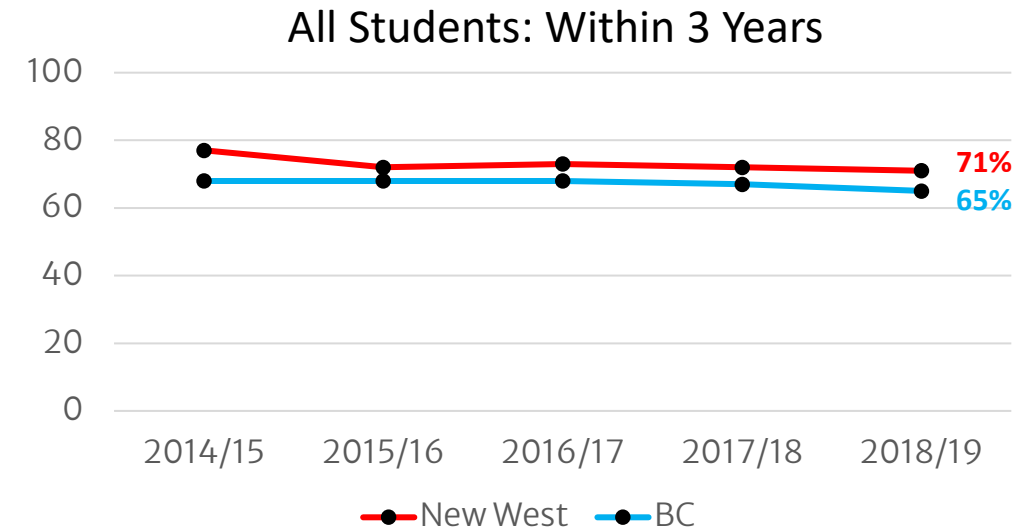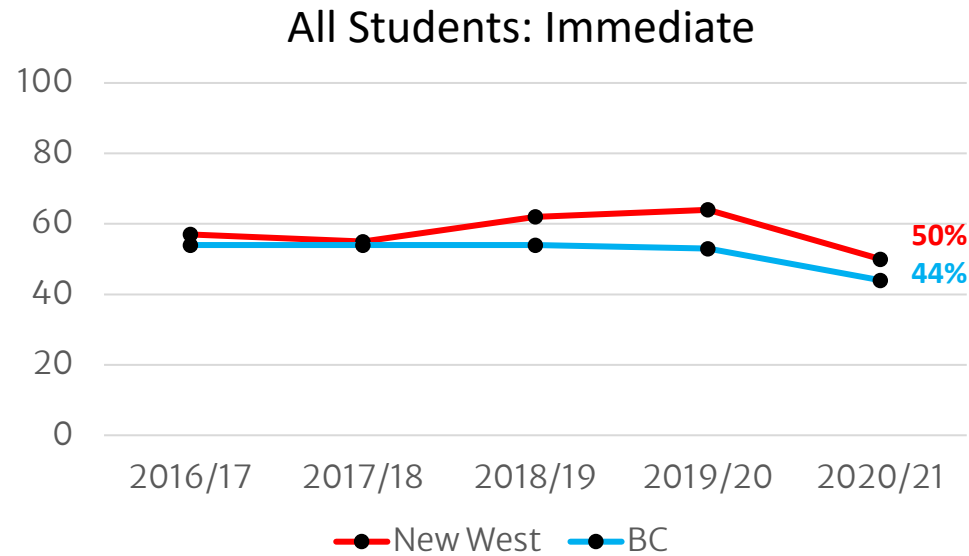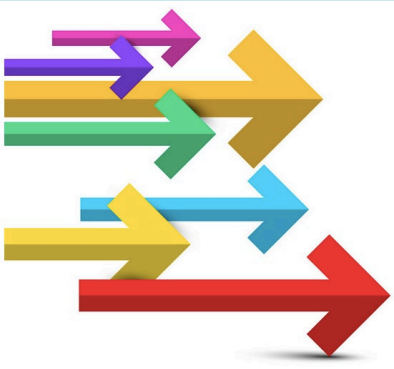
Where Do New West Students Go Within Three Years?

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

64
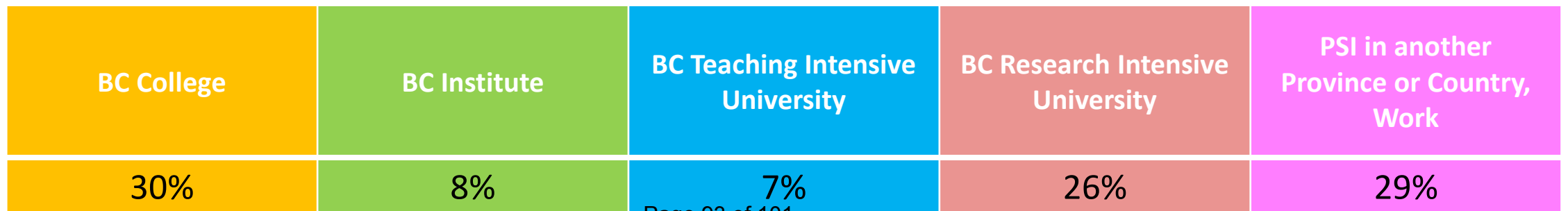
What Does the Career Development Data Tell Us?

FESL Goals	Data Indicators
Students will graduate and have the Core Competencies to achieve their career & life goals	• 5 and 6 year completion rates are strong-- at or above provincial average for All students • Indigenous and Diverse Grad rates are impacted by small cohort sizes, specifically with Indigenous in 2021/2022 • Ministry's definition of ""cohort" impacts completion rates for all populations • Focus needed to adjust/align our data entry processes in MyEd to clearly indicate graduates and withdrawals in the cohort
	• 5 and 6 year completion rates for Diverse students on a downward trend and below the provincial average • 7 and 8 year completion rates are strong for Diverse students—some students need more time and NW provides ongoing support beyond year 6 • Students with an H designation are more likely to not graduate • 80% of Q students graduate within 5 years of starting Grade 8
	• Majority of NW graduates (about 70%), go to a PSI in BC within 3 years of graduating • Decrease of students going directly to a PSI in BC in Year 1 (Covid impacts) • Within 3 years, about 30% of students go to a University in BC, about 30% go to a College in BC, about 10% go to an Institute in BC and another 30% go to a PSI out of province/country or to work • Ministry data is limited—does not include PSI transitions out of province/country

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Career Development Initiatives: Highlights

Alternate Programs

Core Competencies

Tracking and supporting Indigenous and Diverse students

Trades and Apprenticeship

Careers Curriculum K-12

Area of Learning: CAREER-LIFE CONNECTIONS

BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Career-life decisions influence and are influenced by **internal and external factors**, including local and global **trends**.

Engaging in networks and **reciprocal relationships** can guide and broaden career-life awareness and options.

A sense of purpose and career-life balance support **well-being**.

Lifelong learning and active citizenship foster **career-life opportunities** for people and communities.

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Our Learning Journey Continues...

2023-2024 School Calendar   DRAFT

August 2023 `1`

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023 `2`

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023 `3`

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023 `4`

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023 `5`

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024 `6`

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024 `7`

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024 `8`

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024 `9`

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024 `10`

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024 `11`

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024 `12`

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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2023-2024 School Calendar KEY

Color	Description
🟩 Green	Statutory Holiday
🟦 Blue	Opening Partial Day
🟥 Red	Non-Instructional Day (NI Day) – Staff Professional Development
⬛ Grey	Administrative Day
🟨 Yellow	School Vacation
⬜ Light	Days of Instruction
🟪 Purple	Summer Vacation

2023

Date	Event
Tuesday, September 5	Opening Partial Day
Monday, September 18	NI Day (Professional Development)
Monday, October 2	National Day for Truth and Reconciliation Stat
Monday, October 9	Thanksgiving Day
Friday, October 20	NI Day (Provincial Pro-D)
Monday, November 13	Remembrance Day Stat
Tuesday, November 14	NI Day (Professional Development)
December 25	Christmas Day Stat
December 26, 2023 - January 5, 2024	Winter Break

2024

Date	Event
Monday, January 8	Schools reopen
Friday, February 16	NI Day (Professional Development)
Monday, February 19	Family Day
March 15 - 28	Spring Break
Friday, March 29	Good Friday
Monday, April 1	Easter Monday
Friday, April 26	NI Day (Professional Development)
Monday, May 20	Victoria Day
Tuesday, May 21	NI Day (Professional Development)
Thursday, June 27	Last day - students
Friday, June 28	Administrative Day

New Westminster Schools

School District No. 40 (New Westminster)

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

Date: February 7, 2023

Submitted by: Nancy Brennan, External Consultant

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

Subject: District Programs of Choice Review – Monthly Update

Background:

At the October Operations, Policy and Planning Committee meeting, a review of New Westminster School District's Programs of Choice was announced. As outlined in that report, the purpose of the review is to identify strengths, gaps, and future opportunities in SD 40's Programs of Choice, so that the district may ensure that it continues to meet the diverse needs and interests of students enrolled in New Westminster schools.

The three Programs of Choice included in the review are Early and Late French Immersion at the elementary, middle and secondary school levels, Montessori at the elementary level and the Home Learners Program, which is available to students in Kindergarten through Grade 8.

Areas of focus for the review will include:

- Alignment with the BC curriculum
- Alignment with district values and the Board of Education's Strategic Plan
- The extent to which the POC meets student interests and needs
- Assessment of current and future needs related to facilities utilization, geographic equity, staffing, resources, training, etc.
- An analysis of the district's ability to support the diverse students' needs and interests through existing and possible new programs
- An overview of the various Programs of Choice offered in neighbouring school districts, as well as the various districts' application processes for these programs.

The review began in early January of 2023 and will continue through to the end of June 2023. A final report will be presented to the Education Committee in the fall of 2023. While this date for the presentation of the final report is later than what was originally presented, it was decided that it is important that enough time be allocated to properly connect with all members of the learning communities, and that ample opportunities be provided to engage

with and receive feedback from students, staff, parents and other members of the New Westminster learning community.

Engagement opportunities will include:

- on-site visits to all schools hosting Programs of Choice,
- individual and small group interviews with representative staff as well as associated stakeholder groups
- focus groups with students, staff, parents
- online surveys specific to each Program of Choice

Work to Date:

During the month of January, I was able to visit the following schools and to meet with the principal responsible for the supervision of the program at that site:

- Connaught Heights Elementary School
- Skwo:wech Elementary School
- Ecole Qayqayt Elementary School
- Ecole Herbert Spencer Elementary School
- Ecole Lord Tweedsmuir Elementary School
- The Home Learners Program and Hume Park
- Ecole Glenbrook Middle School
- New Westminster Secondary School

At each of these schools, I was fortunate to be able to spend 1-1.5 hours with the principal, discussing three guiding questions:

- What is working well in the program (EFI, LFI, Montessori, Home Learners) at your school site?
- What challenges and obstacles are being faced by the program at your school?
- What are opportunities are there for improvement of the program at your school?

In each of these meetings, I met dedicated and enthusiastic principals and vice-principals who were proud of their schools and their programs. They spoke passionately about their staff and students, and were unfailingly honest when talking about the strengths and challenges in regard to the programs they supervise. I very much appreciated their candour and the time that they were able to give to me in spite of their very busy schedules. It gave me a much stronger understanding of the impacts (both positive and negative) to Programs of Choice that are specific to the New Westminster School District, as well as those that are common among many school districts in BC.

In addition to these school visits, I was also able to participate in meetings (virtually and in person) with the following staff and community representatives:

- CUPE 409 President
- New Westminster Teachers' Union President
- New Westminster DPAC President
- New Westminster Montessori Parents' Association President and Vice-President
- New Westminster Canadian Parents for French Executive
- District French Immersion Advisory Committee
- French Programs Facilitator
- French Programs Coordinator
- Communications Manager

The viewpoints shared in each of these meetings were also extremely helpful. As these were preliminary meetings with key representatives of these stakeholder groups, their comments gave me a sense of further questions I should be asking at future large group meetings. And once again, their pride in the work that their members do in and for these programs, as well as their support for the programs themselves was very evident.

Upcoming Work:

The following is a list of those engagement opportunities already scheduled for February and March.

FEBRUARY:

- Participation in the monthly DPAC meeting
- Interviews with district staff responsible for central registration, facilities and recruitment and hiring of POC staff
- Data collection re: enrolment trends, graduation rates, admin procedures, application process, recruitment and retention, etc.
- Information-gathering from other Lower Mainland districts for comparison purposes
- Creation of survey questions

MARCH:

- Electronic surveys available February 27 – March 10th (2 weeks) . Individualized surveys will be made available/ sent to the following groups:
  - o All parents and all interested community members (available on district website)

- o All teachers
- o All school-based administrators
- o All secondary students
- o Teachers of district programs
- o Secondary French Immersion students
- o Intermediate Home Learners
- o Gr. 5-8 French Immersion (EFI and LFI) students
- o Gr. 5 Montessori students
- o Parents of French Immersion students
- o Parents of Montessori students
- o Parents of Home Learners

Conclusion:

As stated on the district website, *"At New Westminster Schools, we strive to be a learning organization, committed to reviewing, refining and reflecting upon our practice to provide the best possible outcomes for students."* The intent of this review process is to provide multiple opportunities for all members of the community to contribute their thoughts and ideas regarding Programs of Choice in order that the district may continue to provide the best possible outcomes for their students.

Another progress report will be presented to the Board at the April Education Committee meeting.