



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)**

**Combined Education & Operations Policy and Planning Committee
AGENDA**

Tuesday, December 3, 2019

7:00 pm

School Board Office

811 Ontario Street, New Westminister

The New Westminister 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>	7:00 PM	
Recommendation: THAT the agenda for the December 3, 2019 Combined Education and Operations Policy and Planning Committees' meeting be adopted as distributed.			
2.	<u>Correspondence</u>	7:05 PM	
3.	<u>Presentation</u>		
a.	School Learning Plans (M. Naser)	7:10 PM	4
b.	Draft 2019-2024 Strategic Plan (K. Hachlaf)	7:20 PM	23
4.	<u>Comment & Question Period from Visitors</u>	7:30 PM	
5.	<u>Student Voice</u>	7:40 PM	

Agenda continues on page 2

6. Reports from Senior Management

- | | | | |
|----|---|---------|----|
| a. | Statement of Financial Information (SOFI) Report (B. Ketcham) | 7:50 PM | 47 |
|----|---|---------|----|

Recommendation:

THAT the Combined Education and Operations Policy & Planning Committees recommend to the Board of Education of School District No. 40 (New Westminster) to acknowledge receipt of the Statement of Financial Information Report for information.

- | | | | |
|----|--|---------|-----|
| b. | 2020-2021 ThoughtExchange Public Engagement Process (Verbal) (B. Ketcham) | 7:55 PM | |
| c. | Review International Program Report (K. Klein) | 8:00 PM | 65 |
| d. | Board Authority / Authorized (BAA) Courses (M. McRae-Stanger) | 8:10 PM | 79 |
| e. | Special Education Review December Verbal Report (B. Cunnings) | 8:20 PM | |
| f. | Non-Replacement Data (Staffing) & Education Assistants' Absence Coverage (R. Weston) | 8:30 PM | 147 |
| g. | International Baccalaureate (IB) Programme Update (Q. Gamblen, M. McLeod, J. Sadler) | 8:40 PM | 148 |

7. General Announcements

8:50 PM

Agenda continues on page 3

8. New Business

- a. Education Policy and Planning Committee Daytime Meeting
Pilot (Trustee Connelly)

8:55 PM

149

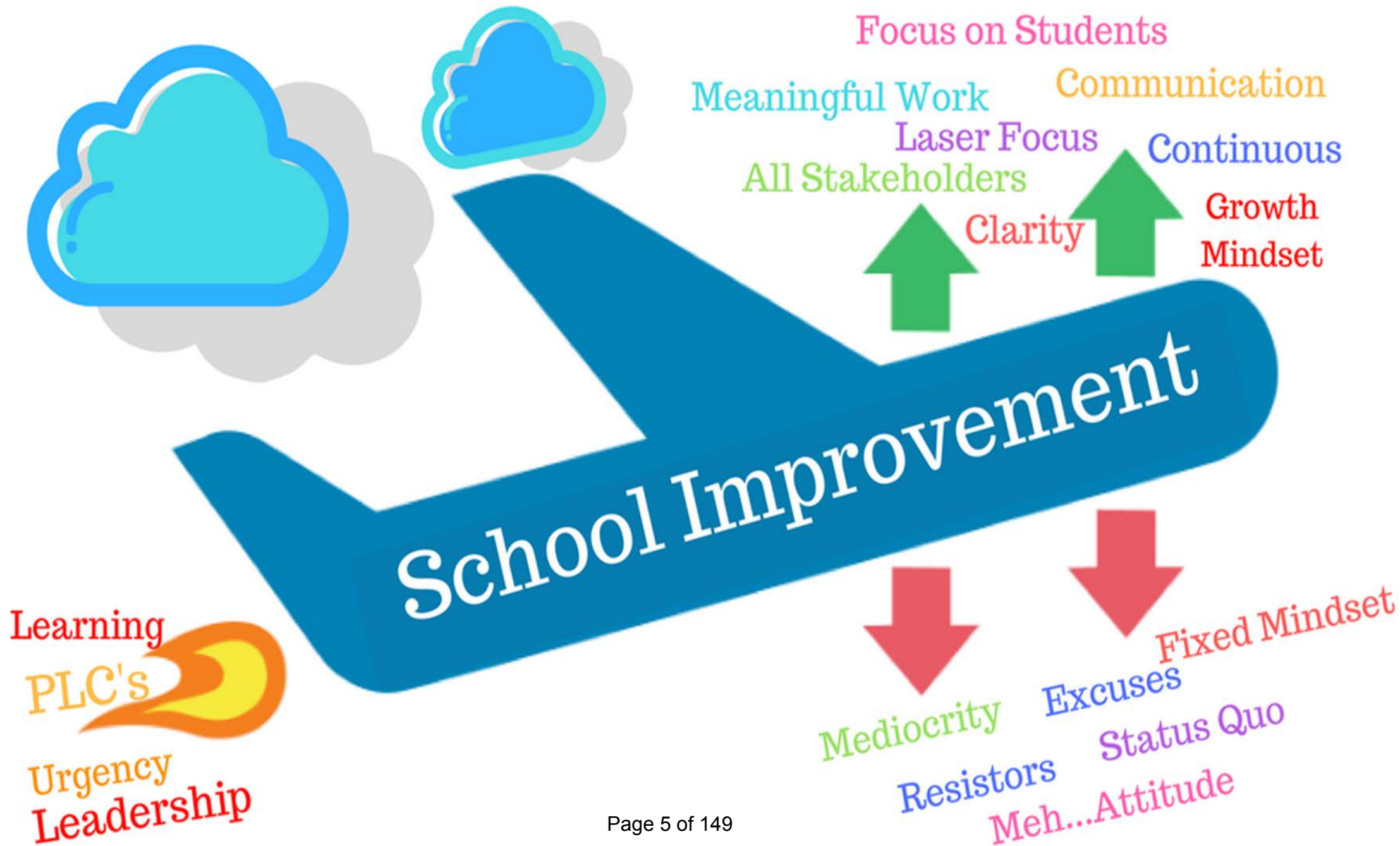
Recommendation:

THAT the Combined Education and Operations Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) that in order to continue to foster youth/student engagement in Board Governance, the Board directs staff to explore the feasibility of having an annual daytime Education Policy & Planning Committee meeting in lieu of one monthly evening meeting.

9. Adjournment

9:05 PM

School Learning Plans



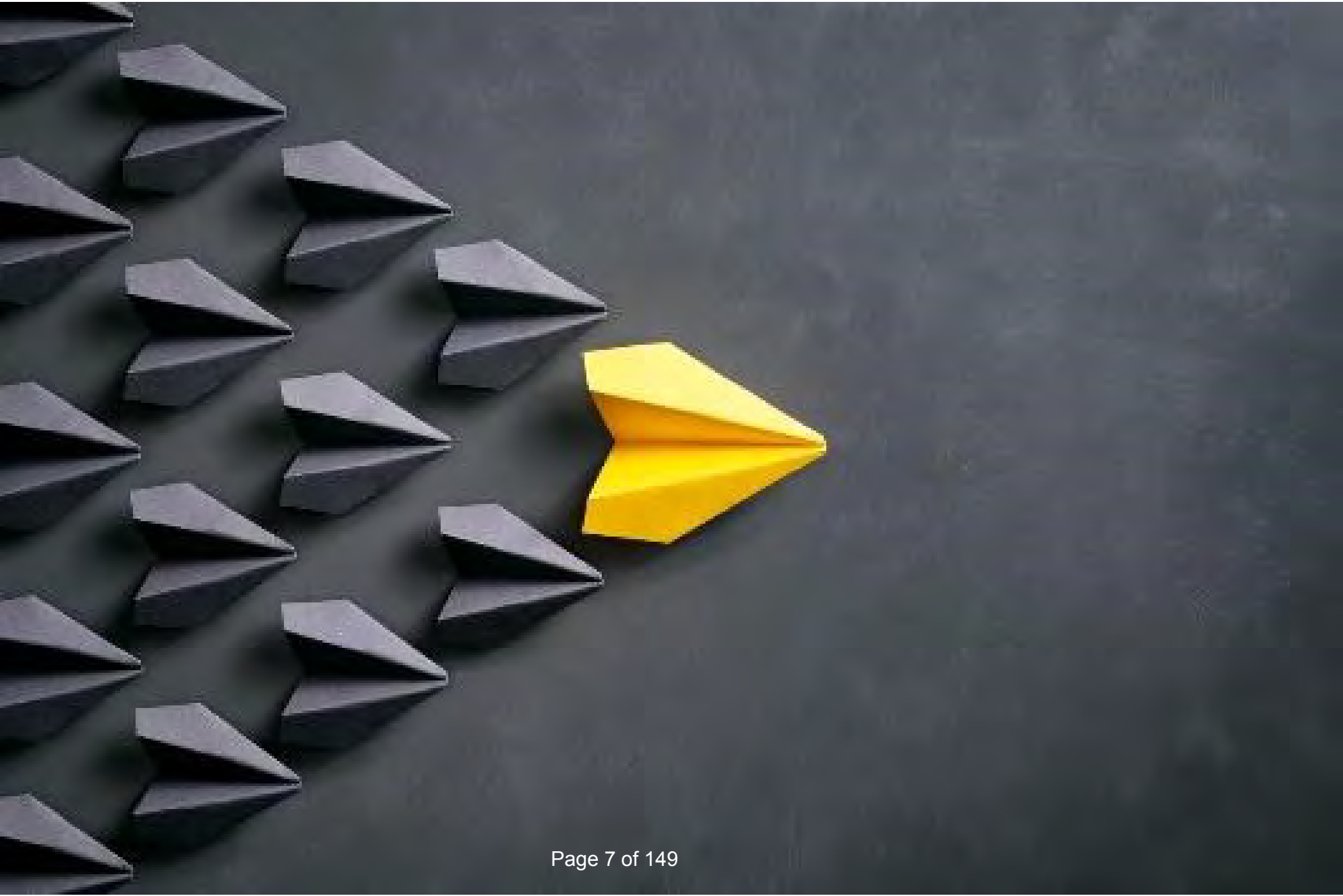
Reflection

WHY IS THE MOST IMPORTANT THING TO FOCUS ON?

WHAT WILL BE DIFFERENT FOR STUDENTS?

HOW WILL YOU MEASURE OUTCOMES?

HOW WILL YOU COMMUNICATE AND CELEBRATE PROGRESS WITH YOUR COMMUNITY?



Ministry of Education Service Plan 2019/20 – 2021–22

Objectives

Improve student achievement and success

Improve student outcomes

Improve student satisfaction with their learning

Improve outcomes for Indigenous students

Close the performance gap between Indigenous and Non-Indigenous students

Improve Indigenous students' sense of belonging in schools

Improve the K–12 system

Accelerate the School Seismic Mitigation Program

Supporting student wellness and safety

Board Strategic Plan – Intended Impact

Students – Whole and healthy learners who are confident, persistent and responsible citizens

Families – Partners in education who are valued and welcomed in our schools

Staff – Valued and appreciated employees finding purpose in their work

Community – Strong partnerships enhancing student success

Objective

Key Results

Ensure SLP process contributes to school improvement.

1. Plans are developed through a collaborative process that includes evidence
2. Plans are clearly articulated and shared with the school community
3. A plan of action is clearly articulated
4. Progress toward goals is regularly monitored with evidence
5. Learning journey is shared with all members of school community



SLP Planning Template

School: _____



Data

Literacy: (FSA, Report Cards, ERST, other)	Numeracy (FSA, Report Cards, others):	Student Learning Survey (Key points):	Other (EDI, MDI, Other):
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.....			

Strengths

Evidence

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Needs

Evidence

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School Learning Plan

Context

What we know about our learners:

Define

The outcome(s) we wish to improve:

Evidence

Evidence that tells us this is the most important thing to focus on at this time:

Design

The actions we plan to take to improve student learning:

Success Indicators

How we will know that our actions are having the desired impact:

Communication

How we will share our learning journey with our community:

School Learning Plan

October 2019/20

CONTEXT: WHAT WE KNOW ABOUT OUR LEARNERS

This is where you would add any notable data (FSA, EDI, MDI, SLS, etc.)

GOAL: WHAT WE HOPE TO ACHIEVE

This is the big overall goal/objective

PLAN: THE STEPS WE WILL TAKE

Key Results

1. This would be your key results – the idea is that if all of these were achieved, your objective would be met

Timeline

SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY



Context

- Demographics
- Evidence
- Context
- Why this goal?

What we hope to achieve:

- Goal

Competency Development

- How are you developing competencies?
- Enduring understandings

Strategies

- Specific actions that will lead to goal attainment
- Focus

Success Indicators

- What does it look like?
- How does it feel?
- What will be different?

Communication

- How will you tell the story?
- How will you engage all stakeholders?
- Will parents who are reading this understand?

Overview

Traditional
Territory

Learner Success

- BC's Redesigned Curriculum
- Teaching & Learning in Diverse Classrooms
- Assessing Learner Success

Calendars

Safe & Caring
Schools

Parent Resources



Enhancing Learner Success in New Westminster Schools

About Us – Learner Success

School Learning Plan

[Code of Conduct](#)[Programs and Services](#)

School Learning Plan

Please click on this link to view our School Learning Plan describing our goals for student learning, our strategies and how we will measure success:

- [2019-2020 School Learning Plan](#)

Take a moment to visit the following link on the B.C. [redesigned curriculum](#).

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Three core competencies were identified as a focus for the new curriculum:



Richard McBride Elementary School

FOCUS: STUDENTS WILL BE ABLE TO SELF REGULATE THEIR BEHAVIOUR TO BE SUCCESSFUL LIFE LONG LEARNERS.

- **EXPLICIT TEACHING OF SELF REGULATION STRATEGIES**
- **MORNING REGULATION ACTIVITIES**
- **PARENT EVENING TO SHARE TOOLS**



School Learning Plan

October 2019/20

CONTEXT: WHAT WE KNOW ABOUT OUR LEARNERS

Richard McBride Elementary is located in a truly beautiful and unique suburban setting in the historic community of Sapperton, New Westminster. Our school is in its 90th year and we held a large birthday party this year to honour this event. Community members and past students joined in the celebration. Our school is currently in the planning stages to have our school rebuilt, the opening date is expected to be September 2021. While we are very much looking forward to our new building, the construction phase will impact our playground and reduce our outside play space. We have approximately 430 students and approximately 25% of our population are English Language Learners with approximately 7 % of our population identified as Indigenous learners. Many clubs and after school activities are offered by our staff at our school. We are very fortunate to be supported by a very active PAC who work hard to support school based goals and support the feeling of community that are very evident in our building.

GOAL: WHAT WE HOPE TO ACHIEVE

2019-2020 Richard McBride School Goal: Students will be able to self-regulate their behaviour to be successful, life-long learners. At Richard McBride, we will continue to work together to develop the knowledge, skills and attitudes to foster a positive school community of socially and emotionally connected learners. This year, we will focus our shared learning on **self-regulation to enhance engagement and readiness for learning.**

We are in the third year of intentional focus on our School Wide Goal of increasing student understanding of Social Emotional Learning Skills. After a series of reflective conversations about school needs our staff observed that our students were experiencing challenges in their ability to learn and interact in a safe and positive manner in our classrooms and on the playground. We recognized that many of our students require guidance in the area of social emotional learning, specifically in the ability to self-regulate in order to manage emotions, maintain positive relations and make responsible decisions. We know that this difficulty can be a significant impairment in the academic progress for many students. After extensive research conducted by our staff based on clear criteria, our school adopted a program called RULER (from the Yale Centre for Emotional Intelligence) in order to support our students. Ruler stands for the following:

- Recognizing Emotions to obtain valuable information about ourselves and our environment
- Understanding the causes and consequences of emotions to predict behaviour
- Labeling Emotions to describe emotions precisely
- Expressing Emotions to communicate effectively and socially appropriate ways
- Regulating Emotions to promote learning and personal growth, including healthy relationships

Through a series of surveys, for both staff and students we have noted over time a significant improvement in our students' ability to identify their emotions and a growing ability to recognize and identify the emotions of others. Students are more able to reflect and use their increased vocabulary for the language of emotion. This year our work will include supporting our students to build a repertoire of self regulation strategies and apply the strategies they have learned to strengthen their relationships within the school and have a positive impact on their learning.

PLAN: THE STEPS WE WILL TAKE

Actions to Sustain:

- Continue to develop and maintain a school wide approach to support SEL learning needs with common language across the grades

New Actions:

- Staff will work with our teacher coach and teacher librarian to develop school wide learning sequences for our students, with a focus on nurturing a positive

Queensborough Middle School Learning Plan

October 2019/20



CONTEXT: WHAT WE KNOW ABOUT OUR LEARNERS

- QMS is a diverse and growing community of learners comprised of 330 students in grades 5 through 8. Our students and their families come from 19 different countries, including Canada, and account for 28 different home languages. Punjabi as a Second Language (PSL) is offered to our students with 49 students enrolled. At QMS, there are strong connections among staff, students, parents and the community. Most of our students come to us from Queen Elizabeth Elementary; both schools and the Queensborough Community Centre work closely together to provide opportunities for the students in the community.
- Three years ago, we began a learning journey about growth mindset. We noticed that many of our students lacked confidence in their mathematical ability. Our hunch was that this belief system had an adverse impact on student achievement. This led us to focus our school learning plan on developing tools to enable students to have a growth mindset. Our hope was that once students learned about their brains (neuroplasticity) and how effort, perseverance, and strategy development positively impact success more than innate ability, we would see evidence of gains in student confidence and engagement, and ultimately achievement.
- After our first year learning the language and principles of growth mindset, our learning focus expanded to include "growth mindset assessment", specifically how our assessment practices align with growth mindset and maximize student achievement. For the 2018.2019 school year, we focused on the role that feedback plays in student learning. ***We wondered what the impact would be on our students if we gave them timely and specific feedback, taught them strategies, and gave them multiple opportunities to apply those strategies to demonstrate what they know.***

2017.2018 [FSA](#) [MDI](#) STUDENT LEARNING SURVEY

2018.2019 [FSA](#) [MDI](#) [STUDENT LEARNING SURVEY](#)

GOAL: WHAT WE HOPE TO ACHIEVE

We believe that all students can achieve at high levels with effort, perseverance, resilience and the right set of strategies. We hope to continue to develop these skills in our students by ensuring that our classroom assessment practices:

- Provide specific and timely feedback to students (from teachers, peers and **student self-reflection/assessment**)
- Provide students with opportunities to learn, develop and assess their strategies
- Give students multiple opportunities to show what they know in multiple formats

Additionally, for the 2019.2020 school year, we will explore ways in which:

- the school responds to and acts upon feedback received from students, parents and community partners**
- meaningful and easily understood feedback is provided to students and parents**

PLAN: THE STEPS WE WILL TAKE

Key Results

- Review of and reflection upon data from 2018.2019 school year (FSA results, Student Learning Survey, MDI, report cards, Spring 2019 reflections from staff and students) and set School Learning Focus for 2019.2020
- Review/explicit teaching of growth mindset concepts and language
- Surveys of students and parents around mindset and feedback administered, reviewed and action items identified
- Intentional learning opportunities provided for students to give and receive feedback, and improve their work over time (design process for whole school ADST Music and outdoor seating projects, whole school involvement in our annual Winter Production)
- Frequent opportunities for student voice/ownership/engagement in school initiatives and activities (Leadership Exploratory, School Clubs, School Wide assemblies)
- Staff collaboration with colleagues/teacher coach/district facilitators around feedback including communicating student learning (Wednesday collaboration block, learning staff meetings, collaboration days, Professional Development Days, Book Clubs, Feedback Cafe)
- Review of and reflection upon data (once available) from current school year to inform next steps

Timeline

- August/September
- September and ongoing throughout the year
- Fall and Spring
- Ongoing
- Ongoing
- Ongoing
- Ongoing
- Spring

End in mind

WHAT WILL WE SEE IN THE SPRING VISITATION AS EVIDENCE THAT YOU HAVE MADE PROGRESS TOWARD YOUR GOAL?



Our learning journey

Strategic Plan
2019–2024
[Draft]

DRAFT

“The school district is a model for what we want the world to be: sustainable, safe, compassionate, respectful, fair, just, curious, open, self-aware, connected, honest, welcoming, innovative and brave.”

—New Westminster School Teacher

Contents

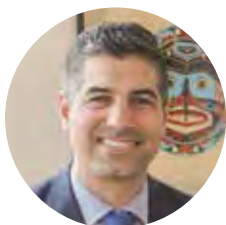
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Charting our course at New Westminster Schools



Mark Gifford

Mark Gifford,
Board of Education



K. Hachlaf

Karim Hachlaf,
Superintendent

This booklet outlines our Strategic Plan for the next five years of inspired learning – an extraordinary roadmap fully grounded in the collective wisdom of our students, staff, parents and community.

You will discover – here in this document and in our interactive online version – our commitment to transform student learning, build meaningful relationships, ensure full participation in learning, and lead into the future.

These four key directions and the actions we will take to make them happen are guided by you. For the first time in our history, we incorporated exciting and robust consultations with students, staff, parents and the community – through a ground-breaking, interactive online forum; a month of guided and deeply felt community dialogue sessions; and more than 100 interviews conducted by an engagement team of parents, administrators, district staff, teachers, trustees and students.

Thanks to so many shared voices through the spring of 2019, we are motivated and inspired to be the model we want the world to be: open to change, willing to take risks, and guided by a clear, focused and meaningful plan of action.

Let us introduce you to our foundation, our identity, our strategic priorities, and our plan.

Welcome to our Learning Journey for 2019–2023!

*Pictured:
Caption here.*

Our foundation

Part 1:

Our foundation

VISION

A place where students love to learn

MISSION

To enable each student to learn in a safe, engaging and inclusive environment

VALUES

collaboration

Purposeful cooperative relationships to achieve shared goals and consider each other in our decisions and actions

engagement

Meaningful, purposeful, and relevant learning

equity

Fair treatment and the removal of barriers to learning, achievement, and the pursuit of excellence for all

inclusion

Learning where all people are welcomed, respected, and supported

innovation

Curiosity, inquiry and creativity

integrity

Ethical, principled and honest in our words and actions

*Pictured:
Caption here.*

Our identity

Part 2:

Our identity

A: ULTIMATE AIMS

How we show up

We aim to live by our values as we engage our students, families, and community. *These are the ways we are dedicated to showing up:*

open and curious

student-focused

forward thinking

B: PREMISES

The ideas we believe in

We incorporate our Mission, Vision and Values to live, learn and work. They remind us what matters most. *These are the core ideas that guide us*

every student has the right to full and equitable opportunity

we each have different starting points

we are all learners

our diversity makes us stronger

“Understanding why [changes are being made] builds trust.”

—Support Staff

C: INTENDED IMPACT

The difference we seek to make

Our ideas of intended impact are areas of change we aim to effect, the difference we want to make. *As a result of our schools, our students, families, staff and community will be affected in these ways*

students

Capable leaders

- Students have the tools and desire to make the world a better place
- Students have a sense of purpose and be prepared to exercise leadership both locally and globally
- Students are adaptable, able to thrive in a changing future

Responsible citizens

- Students are responsible, accountable, and compassionate
- Students are able to contribute positively to community and society

Whole and healthy persons

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

Persistent learners

- Students love to learn and become life-long learners
- Students develop critical thinking skills, confidence to try new things, curiosity to encourage their learning
- Students are thoroughly engaged in learning now and into the future

families

Connected to their children's learning

- Families are aware of their children's learning potential and progress
- Families are interacting with their children about learning and growing
- Families experience joy and fulfillment in the learning of their children

Engaged and trusting the educational system

- Families find the education system understandable and approachable
- Families are involved in their schools
- Families feel supported and valued by school personnel

Accepting and valuing the diversity of the community

- Families from diverse groups in the community are receiving and can count on culturally-specific supports, sensitivity and understanding
- Families are meaningfully involved with the community
- Families are enriched by ideas, perspectives, and cultural experience through schools.
- Supporting BIPOC and LGBTQ2SIA members in our community

staff

Thrive in their work

- Staff enjoy being a part of the New Westminster Schools
- Staff find purpose and meaning in their work in the district

Reach their full potential in their roles

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

Experience their value

- Staff contribute to the success of the schools
- Staff experience respect and appreciation
- Staff have a sense of belonging

community

Connected richly

- The community has stronger, better, more meaningful relationships
- All generations within the community, interact with each other, care for each other, and learn from each other
- The community is welcoming and committed to involving all

Partnered in purpose

- The community encourages people to work, act, and learn together
- The community joins together to improve the experience of all community members
- The community is strengthened and enriched through the children and youth in our schools

“I see many children of different backgrounds in [my child’s] school. They all seem to interact really well with each other, enjoy and appreciate each other. It’s really special.”

—Parent

D: BEST MEANS*The approach we take*

We believe that every endeavor is guided by a set of commitments not just about the “why” and the “what,” but also the “how.” These are the ways we are committed to engaging in and through our schools. This is our way, our approach. *These principles inform everything we do.*

*listening to the voices
of students*

*personalizing
learning*

*putting relationships
at the centre*

*using the collective wisdom
at all levels*

*creating spaces
to hear truth*

*making financially responsible
and informed choices*

*engaging, involving, and
supporting parents, staff,
and the community*

*advocating for the unmet needs
of our students*



**“At my child’s school, their love
for the children is apparent.
They want the very best for the
kids. This is apparent at all levels.
This inspires me!”**

—Parent

*Pictured:
Caption here.*

Our strategic priorities

Part 3:

Our strategic priorities

STRATEGIC PRIORITY A

Transform the student experience

What we mean

Our priority is to promote student success. We know it takes focused effort and investment to provide the best possible learning experience for our students. We are dedicated to creating exciting teaching and learning environments. We will maximize the expertise of our teachers, staff, and education partners. We will leverage the human and material resources of our schools and community to promote teaching and learning of highest quality. We will nurture educational environments that are healthy and supportive. Our aim is to pursue the best possible student experience through bold, creative, attentive, evidence-informed, consistent, supportive, and effective teaching and learning.

Characteristics of our future

- Students experience joy and excitement in learning
- Classrooms, schools, and schools partners have resources, training, and support they need
- Community partners are excited to join with New Westminster Schools
- New Westminster Schools is a leader in teaching and learning excellence

Below: Caption regarding image in footer area.



STRATEGIC PRIORITY B

Build meaningful relationships

What we mean

Our aim is to be a district that puts relationships at the heart of all we do. To pursue this priority, we will engage people thoughtfully and responsively throughout every level of our schools and our whole community. We will strengthen our relationship with community partners. We will build bridges to our families. We will relate to all our staff with empathy and respect. Most critically, we will seek to build relationships with all of our students, from all capacities, backgrounds, and interests. We will listen as much as we speak. We will be open and curious toward others. Our communications will be two-way, timely, transparent, honest, and respectful. We will actively seek feedback and consultation, both within our district and throughout our community. We will be trustworthy and trusting towards others. We will engage in dialogue, sensitively and with curiosity. We will actively seek, embrace, and nurture strong partnerships and collaborative practices because we believe it takes a whole community to promote the learning of its next generations.

Characteristics of the future

- Students will experience appreciation, support, and belonging
- Health and wellness will be prioritized throughout all levels of the educational system
- Teachers, staff, and administration will enjoy a culture based on empathy and trust
- Families will be meaningfully engaged in the teaching and learning at our schools
- Newcomers will be drawn into the social fabric of the schools
- Community partners will be integrated and integral to the education of the next generation

“[I] feel heard... have opportunities to provide input and feel there is a real effort towards this. I’m excited by the direction the district is going.”

—Community Partners

STRATEGIC PRIORITY C

Lead into our future

What we mean

Our priority is to maximize learning opportunities and overcome the barriers to learning posed by our changing world. We aim to be an evolving, improving, and adapting district, not at the expense of stability and consistency but in service to improvement, responsiveness, and preparedness in light of our rapidly changing times. As such, we will lead into our future with energy, curiosity, flexibility, adaptability, courage, and hope. We will seek ways not only to withstand our changing environment but to embrace it, thrive in it, and improve it. We will practice measured and intelligent risk-taking. We will be open to trying new approaches to teaching and learning. We will examine ourselves and consistently reflect on how we might grow, adapt, and evolve to better serve our students, families, staff and community. We will not settle for the status quo where the status quo no longer best serves the future of our children, youth, families, and community.

Characteristics of the future

- Teachers, staff, and administrators will learn and grow along with students
- The skills and capacities of school personnel and partners to maximize emerging opportunities will be a focus and investment of the school district
- District staff and partners will practice measured risk-taking, innovation, and program experimentation
- Innovation and progress will be embraced within the district at all levels
- The district will have financial, workforce, and physical infrastructure sustainability
- Talented school personnel will be retained and nurtured for current and future leadership
- A culture of truth and reconciliation will permeate the district as people at all levels both share and receive insight and advice

STRATEGIC PRIORITY D

Ensure full participation in learning

What we mean

We will be a welcoming and inclusive learning community, especially to those who experience barriers to the full experience of learning in New Westminster. We will actively, courageously, and creatively seek ways to dismantle barriers to participation for students and their families. We will pursue ways to engage students of all learning styles and capabilities. We will develop means to overcome challenges students face to fully participating in the learning experience – hunger, health, trauma, other-ability, and access. We will involve the uninformed in our community. We will partner in providing strategic and meaningful out-of-school learning experiences to foster enriched and expansive learning for children and youth. With energy and sensitivity, we will practice equity, reconciliation, and restorative education in all we do. We will become a leader and model of inclusion

Characteristics of the future

- Supportive services are visible and accessible to all students
- The most vulnerable students in our community are included and have exceptional learning experiences in our schools
- Families experience the support they need to help their children reach their full learning potential
- Schools are actively engaged in consistent, effective, and authentic outreach to families
- Educators practice skillful techniques of inclusion for all students
- The whole community – families, community partners, businesses, government, and others – is informed, motivated, and mobilized to draw the marginalized and least engaged into the excitement of learning and growing through schools

“The kids are at the centre of all we do.”

—Principal



“Caring for the students is what keeps me engaged. Seeing them learn, grow and develop.”

—Support Staff

Pictured:
Caption here.



Our plan

Part 4: Our Plan

OVERARCHING GOALS

Transform the student experience, build meaningful relationships, lead into the future, ensure full participation

In this section, you will discover our Board of Education's overarching goals for each of our four strategic priorities – along with the steps to get us there.

These are guiding the work of our teams, schools, and departments throughout the district. Our Facilities and Operations team for instance, will help transform the student experience by ensuring 'barrier-free access to safe, healthy, and green learning environments.' Our Human Resources team will help transform the student experience by supporting staff collaboration and innovative learning as one way to enhance the classroom experience.

You will discover the rich and interconnected details of our district-wide plan in our colour-coded, interactive – and living – online document (see www.newwestschools.ca).

Across New Westminster Schools, our shared priorities – along with our team, school and department-specific goals and actions – will amplify and enhance each other. Together, we are building a foundation for making our New Westminster Schools vision a reality: that we are a place where students love to learn.

Below: Caption regarding image in footer area.



Transform the student experience

OUR GOAL

HOW WE GET THERE

Be unwavering in our commitment to improve **student** success

- Improve education outcomes for all students, with a focus on improving equity for Indigenous students, children-in-care, and students with diverse abilities
- Maintain our focus on improving literacy and numeracy expectations for every learner
- Support the development of the core and curricular competencies in order for students to achieve their life goals

Students are thriving emotionally, socially and academically, and are whole and healthy learners

- Increase evidence-based supports towards social-emotional learning, and mental and physical health literacy
- Ensure continuum of supports for students with diverse abilities and needs

Students are meaningfully engaged and have an active voice

- Foster inclusive student feedback opportunities with the Board of Education through monthly Education Policy and Planning Committee meetings
- Provide ongoing support toward an annual student symposium

Staff are supported and encouraged to find purpose and meaning in their work and reach their full potential

- Provide staff with opportunities for collaboration, shared learning and timely access to curricular resources

Build meaningful relationships

OUR GOAL

HOW WE GET THERE

Families have opportunities to engage with the educational system to develop trusting relationships

- Ensure meaningful consultation in district learning initiatives and budget development
- Provide families with access to curriculum and educational resources that reflect and value the cultural diversity of our community
- Ensure families have a culturally safe and accessible location to receive support with registration and settlement
- Ensure Sanctuary Schools policy and procedures are publicly visible, and increase understanding by staff and families

Students are connected in a welcoming and inclusive learning community

- Increase the number of students who feel welcomed, safe, connected, and have a sense of belonging in their school
- Maintain commitment towards district culture which supports diversity regardless of sexual orientation, gender identity or expression.
- Increase support and tools to handle bullying, harassment and personal conflict within our schools
- Improve and provide seamless student transitions into elementary, middle, secondary school

Staff are valued and appreciated

- Provide for increased opportunities for staff recognition address

Meaningful relationships with **community** partners to support our students and families

- Ensure policies and procedures encourage community partners to work with the District and support strategic priorities
- Increase access to school spaces during non-instructional time for our public and non-profit partners
- Continue to provide annual volunteer and community partner recognition
- Strengthen and expand community partnerships

Lead into our future

OUR GOAL

HOW WE GET THERE

A culture of truth and reconciliation guides and informs our work in the district

- Ensure District policies and investment align with our Aboriginal Enhancement Agreement, the Truth and Reconciliation Commission, and the United Nations Declaration on the Rights of Indigenous Peoples
- Provide ongoing commitment to decolonize the district's physical structures and honour the traditional and un-ceded territories of the Qayqayt First Nation and Coast Salish peoples
- Continue to collaborate with and support the Qayqayt First Nation

Maintain financial accountability, transparency and stability

- Ensure a transparent and consultative budget process with all partner groups
- Ensure annual budgets and allocation of resources align with strategic priorities and objectives

Develop an environmental strategy and climate action plan, and provide leadership in environmental education

- Reduce District greenhouse gas emissions and carbon footprint
- Increase learning opportunities for students and staff towards climate literacy and environmental sustainability
- Expand our green initiatives in our facilities and operations

Develop innovative and sustainable programs

- Increase access to existing and future specialty programs
- Review the District's alternate, online and continuing education programs to ensure the diverse needs of our students are being met

Implement the District's long-range facilities plan

- Ensure all district facilities are seismically safe
- Develop modern and efficient facilities to support increasing enrolment and provide a healthy and safe environment

Attract, recruit and retain **staff**

- Promote New Westminster Schools as a place where we all love to learn
- Actively engage with our post-secondary partners in recruiting talented new staff
- Sustain high quality leadership development programs
- Expand implementation of District's Educational Assistant Training Program

Ensure full participation in learning

OUR GOAL

HOW WE GET THERE

Sustain our ongoing commitment to address food security and healthy eating to ensure high quality food programs are available in our schools

- Reduce impact and stigma of family poverty
- Ensure students receive ongoing healthy-eating learning opportunities
- Continued investment in our district-wide Fuel Up! school nourishment program, with a commitment to affordability and accessibility for all

Increased childcare opportunities for our *families*

- Increase the availability of before and after school childcare spaces in the District
- Continue to collaborate with the City of New Westminster to address childcare needs

Act as an advocate for public education in New Westminster and the province

- The Board of Education will model responsible governance and continue to develop strong working relationships with students, families, staff and the community
- Promote regular meetings and maintain timely and constructive communication with municipal and provincial government officials to garner support for educational objectives
- Advance District positions and priorities through relevant provincial organizations and associations

“All the adults – almost everyone, really care about us – as students and as people. The teachers, aids, [and] principal.”

—Student

New Westminister Schools 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.

New Westminister School District

School Board Office School District No 40
811 Ontario Street New Westminister, BC Canada V3M 0J7
604 517 6240 | info@sd40bccs | newwestschools.ca



Ministry
of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER 40	NAME OF SCHOOL DISTRICT New Westminster	YEAR 2018/2019
OFFICE LOCATION(S) 811 Ontario Street		TELEPHONE NUMBER 604-517-6240
MAILING ADDRESS 811 Ontario Street		
CITY New Westminster	PROVINCE BC	POSTAL CODE V3M 0J7
NAME OF SUPERINTENDENT Karim Hachlaf		TELEPHONE NUMBER 604-517-6240
NAME OF SECRETARY TREASURER Bettina Ketcham		TELEPHONE NUMBER 604-517-6240

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2019

for School District No. **40** as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY TREASURER	DATE SIGNED

EDUC. 6049 (REV. 2008/09)

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2019

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Documents are arranged in the following order:

1. Approval of Statement of Financial Information
2. Financial Information Act Submission Checklist
3. Management Report
4. Audited Financial Statements
5. Schedule of Debt
6. Schedule of Guarantee and Indemnity Agreements
7. Schedule of Remuneration and Expenses including:
 - Statement of Severance Agreements
 - Reconciliation or explanation of differences to Audited Financial Statements
8. Schedule of Payments for the Provision of Goods and Services including:
 - Reconciliation or explanation of differences to Audited Financial Statements

Statement of Financial Information for Year Ended June 30, 2019

Financial Information Act-Submission Checklist

		<i>Due Date</i>
a)	☐ A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b)	☐ An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c)	☐ A schedule of debts (audited financial statements).	<i>September 30</i>
d)	☐ A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e)	A schedule of remuneration and expenses, including: ☐ i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required. ☐ ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member ☐ iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	<i>December 31</i>
f)	☐ An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g)	☐ Approval of Statement of Financial Information.	<i>December 31</i>
h)	☐ A management report approved by the Chief Financial Officer	<i>December 31</i>

School District Number No.40 (New Westminster)

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2019

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District

Karim Hachlaf, Superintendent

Date:

Bettina Ketcham, Secretary Treasurer

Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2019

SCHEDULE OF DEBT

Information on all long term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2019

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No. 40 (New Westminster) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

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A. LIST OF ELECTED OFFICIALS

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
ANSARI, ANITA	VICE CHAIRPERSON	\$17,230.53	\$1,595.00
BEATTIE, DOLORES A	TRUSTEES	\$16,107.44	\$1,690.00
CAMPBELL, JONINA L.D.	TRUSTEES	\$7,811.92	\$0.00
CONNELLY, DANIELLE S	TRUSTEES	\$16,107.44	\$1,690.00
COOK, CASEY	TRUSTEES	\$7,811.92	\$0.00
DHALIWAL, GURVEEN	TRUSTEES	\$16,107.44	\$1,240.00
EWEN, MICHAEL	TRUSTEES	\$7,811.92	\$0.00
FELDHAUS, MARY ELIZABETH	TRUSTEES	\$23,547.36	\$0.00
GIFFORD, MARK	CHAIRPERSON	\$26,831.10	\$1,565.00
JANZEN, JAMES	TRUSTEES	\$7,811.92	\$0.00
RUSSELL, MAYA S.	TRUSTEES	\$16,107.44	\$1,590.00
SLADE-KERR, KELLY	VICE CHAIRPERSON	\$8,356.60	\$0.00
		-----	-----
TOTAL FOR ELECTED OFFICIALS		\$171,643.03	\$9,370.00
		=====	=====

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
ALEXANDER, NANCY E.	\$90,380.63	\$0.00
ANGIOLA, JOSHUA	\$91,540.02	\$893.92
ARNOLD, ALLISA MICHELLE	\$91,182.37	\$288.25
BALLANTYNE, VALERIE	\$83,234.04	\$0.00
BALLARIN, GORDANA	\$82,770.65	\$1,194.67
BANNISTER, ERIN	\$90,105.70	\$0.00
BANZIGER, ANJALA	\$99,900.39	\$50.00
BATTISTIN, PETER	\$88,636.96	\$0.00
BECERRIL, ROSA	\$92,741.41	\$0.00
BEERWALD, ANDREAS J.	\$90,990.76	\$0.00
BINPAL, NINA	\$83,934.68	\$0.00
BIRSAN, MONICA	\$90,740.58	\$0.00
BLACKBURN, KAREN E.	\$97,054.06	\$0.00
BLAJBERG, NEESHA	\$90,782.69	\$564.20
BLATHERWICK, DAVID A.	\$90,737.07	\$0.00
BLEANEY, TIMOTHY WARREN M	\$75,142.85	\$166.13
BOSAK, RODNEY S.	\$93,436.89	\$0.00
BOTHWELL, AMY	\$90,825.69	\$0.00
BOWMAN, KENNETH	\$88,490.19	\$0.00
BRINE, STACY LEE	\$88,661.61	\$0.00
BRITO, MATTHEW	\$88,517.19	\$420.00
BROTHERS, SHEELAGH	\$81,645.64	\$0.00
BROWNING, SANDRA	\$89,867.94	\$172.35
BULJAN, ANA	\$91,902.39	\$0.00
BULLARD, GLENN	\$91,858.54	\$16.50
CAMERON, SUZANNE	\$126,187.86	\$481.17
CAMILLO, MARTHA	\$90,062.67	\$0.00
CANTAFIO, LORI	\$90,740.59	\$0.00
CARRINGTON, COLLEEN	\$90,380.62	\$0.00
CARTER, BARRIE	\$91,902.84	\$0.00
CATHERWOOD, KAREN	\$126,547.85	\$925.54
CAVE, TRACI M.	\$82,553.17	\$194.25
CELIS, ROSA	\$81,514.69	\$0.00
CHAD, KATHLEEN	\$126,187.85	\$493.48
CHAN, SHIRLEY	\$75,122.83	\$263.72
CHAN, WINNIE WING KEI	\$90,465.71	\$1,864.10
CHANG, TRUDI	\$98,616.68	\$0.00
CHEEMA, NAVJYOT K	\$87,118.92	\$0.00
CLEMENTS, STEVE	\$82,553.01	\$0.00
CODESMITH, DEVON	\$83,234.05	\$0.00
COPLEY, KATHERINE	\$80,200.02	\$0.00
CRAIG, BRENT	\$93,414.23	\$0.00
CRANSTOUN, HELEN	\$94,502.61	\$22.25
CROSBY, KAREN A.M.	\$88,027.54	\$578.10
CROWE, DAVE	\$120,191.80	\$1,795.11
CUNNINGS, BRUCE	\$120,110.30	\$0.00
DANG, TIM	\$83,312.36	\$129.34
DECAMP, SABINE	\$79,662.55	\$3,019.00
DECKER, RANDY	\$82,784.66	\$0.00
DESROCHERS, ROSE	\$97,038.46	\$559.47
DEVI, SUNITA	\$89,632.84	\$0.00
DHALIWAL, RAJINDER	\$90,422.70	\$0.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
DODDS, TIMOTHY JAMES	\$83,119.64	\$0.00
DOMINGUEZ, RODRIGO	\$81,465.56	\$0.00
ECKERT, ANDREW C.	\$91,182.40	\$0.00
EIRIKSON, CARLY	\$83,529.57	\$0.00
ELVES, DARREN	\$111,421.93	\$70.83
EVANS, CHRISTOPHER G.	\$130,480.83	\$434.06
EVANS, DANA	\$91,902.74	\$0.00
FAN, DUEN-YEA	\$75,258.43	\$0.00
FILIPPONE, JOE	\$90,020.66	\$0.00
FOSTER, BRENT	\$90,465.69	\$0.00
GAMBLER, QUIRINA	\$121,916.42	\$0.00
GARCHA, ANDEEP	\$77,714.17	\$0.00
GASKELL, MICHAEL	\$91,458.41	\$956.63
GATES, TRACY L	\$100,294.01	\$0.00
GAYLE, CATHY	\$91,452.40	\$0.00
GIBSON, LENA	\$83,273.16	\$0.00
GILHESPY, MAUREEN T.	\$90,380.79	\$0.00
GILL, SHALLENE PREET KAUR	\$90,277.71	\$0.00
GOERTZ, DEBORAH	\$91,498.53	\$157.33
GRAVES, DAVID	\$85,862.72	\$75.00
GRUBB, SHEILA	\$83,028.94	\$0.00
GUNDERSON, GILLIAN	\$84,294.69	\$0.00
GURBA, CARRIE	\$95,579.73	\$679.67
HA, PETER	\$86,495.13	\$0.00
HA, STEVEN	\$83,306.62	\$75.00
HACHLAF, KARIM	\$193,636.79	\$18,660.42
HAFFNER, MELISSA L	\$91,073.39	\$0.00
HAMERTON, ROGER WILLIAM	\$83,478.71	\$666.66
HAMES, JEFF	\$75,470.68	\$0.00
HARTMANN, ERIC	\$93,330.67	\$0.00
HO, CASPAR KA TSUN	\$88,533.58	\$0.00
HODSON, SCOTT A	\$91,709.75	\$833.47
HUNT, MARY-JOANNE	\$86,385.37	\$644.47
INNISS, STEPHEN	\$117,684.87	\$659.58
IRWIN-GIBSON, SARAH	\$81,489.92	\$0.00
JAGGERNATHSINGH, RANDY D	\$115,580.31	\$20.74
JAMES, CAITLYN	\$97,013.01	\$201.90
JANZ, ALLISON	\$91,363.50	\$79.99
JANZ, JAMES R	\$97,012.96	\$0.00
JAWANDA, SHELDON	\$89,573.02	\$0.00
JESCHKE, RHONDA G	\$90,388.54	\$0.00
JEW, PHYLLIS	\$82,913.16	\$26.51
JOHNSON, PAM	\$83,270.93	\$0.00
JOHNSTON, BRENDA	\$91,996.22	\$0.00
JOHNSTON, SHIRLEY	\$82,762.78	\$0.00
JONES, DEBBIE	\$130,120.83	\$159.01
JOVANOVIC, DANICA	\$83,312.96	\$0.00
KAMAGIANIS, DIANE	\$91,203.97	\$0.00
KANEGAE, MAS	\$90,769.84	\$0.00
KASELJ, TANYA	\$81,687.92	\$0.00
KASHEMEIRE, GERTRUDE	\$87,525.05	\$0.00

STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
KEARNEY, PATRICIA ANNE	\$85,271.91	\$0.00
KELLY, CHERYL	\$85,468.97	\$0.00
KEMP, JAMES	\$95,894.13	\$27.83
KENNEDY, ANNA	\$83,273.16	\$0.00
KENTEL, JEANNE	\$90,982.72	\$0.00
KLEIN, KAREN	\$138,614.84	\$641.48
KLEISINGER, MEGAN	\$91,542.42	\$534.82
KONJIN, ANAHITA ABBAS NEJA	\$91,102.25	\$0.00
KOZAK, ANDRE	\$93,361.58	\$0.00
KUMAR, CHRISTINA J	\$86,467.55	\$0.00
KUNGEL, STEVEN	\$91,672.18	\$1,856.93
KWOK, BRENDA Y	\$96,858.15	\$0.00
LAFOREST, J.S. YVES	\$82,666.10	\$0.00
LAFOREST, SARA	\$90,380.62	\$0.00
LAM, ISABELLA	\$99,964.05	\$753.71
LANCASTER, IAIN	\$106,261.00	\$0.00
LANGE, SHANNON G	\$91,498.51	\$0.00
LANSDOWNE, BERTHA	\$95,219.73	\$988.96
LARKMAN, EMILY	\$91,585.53	\$1,101.06
LAVEN, SHIRLEY	\$85,742.04	\$0.00
LAVRENCIC, ROMEO A.	\$88,069.43	\$1,709.70
LAYZELL, MARK	\$88,157.20	\$657.81
LEE, DANIEL	\$91,010.77	\$2,803.47
LEE, SHERYL	\$80,671.42	\$0.00
LEIGH, MARTHA	\$90,020.62	\$0.00
LEKAKIS, JOHN	\$114,238.62	\$62.77
LEUNG, KEN	\$89,440.70	\$0.00
LEWIS, HELENI	\$89,688.02	\$0.00
LIEM, WINFRED J.	\$91,973.95	\$0.00
LIOCE, MIRELLA	\$96,584.78	\$895.23
LIU, JASPER J	\$83,312.36	\$0.00
LOUIS-CHARLES, DEBBIE	\$90,825.69	\$0.00
MACCASKELL, AMANDA	\$78,054.30	\$0.00
MACDONALD, KATHLEEN	\$91,902.43	\$0.00
MACLEAY, SCOTT	\$91,542.45	\$0.00
MAGLIO, SONIA	\$93,288.84	\$446.00
MAJCHER, JO-ANN	\$111,679.90	\$0.00
MANJI, ZAIDA	\$91,672.49	\$1,266.25
MANKOO, SHARAN	\$77,321.48	\$0.00
MANNIX, LINDA	\$91,138.51	\$0.00
MANVILLE, PAUL	\$126,559.58	\$103.02
MARSH, D'ALICE	\$82,379.39	\$108.33
MARTINS, JENNIFER E.	\$90,825.66	\$0.00
MAST, LORENA	\$97,172.16	\$0.00
MAXIM, TAMARA	\$80,792.52	\$0.00
MCARTHUR, TAMMY	\$91,915.29	\$0.00
MCCLOY, BRUCE A.	\$91,858.48	\$0.00
MCGHEE, VERONICA	\$96,773.37	\$150.00
MCGOWAN, CHE-YIN	\$90,062.72	\$0.00
MCGOWAN, RICK	\$83,077.53	\$0.00
MCNULTY, CHRISTINE	\$90,258.76	\$0.00
MCRAE-STANGER, MAUREEN	\$120,920.31	\$10,316.28

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
MCWHIRTER, HELEN I	\$93,400.69	\$0.00
MEADOWS, WAYNE P.	\$101,624.14	\$1,789.18
MEVILLE, JEFFREY	\$92,257.33	\$0.00
MICK, BRIAN S	\$76,048.62	\$669.42
MILLARD, KEN M.	\$126,907.86	\$638.43
MILLHOFF, COURTNEY	\$84,443.33	\$207.24
MILLS, DANIEL	\$82,824.23	\$0.00
MONTELEONE, FRANCES	\$83,312.36	\$1,437.03
MOORCROFT, ARDYTH	\$91,383.22	\$36.60
MOOSA, TAZIM	\$86,033.71	\$0.00
MORRIS, KIM	\$156,078.94	\$0.00
MOUNTAIN, JODY L	\$90,427.05	\$0.00
MUSGROVE, STEPHANIE	\$90,996.51	\$0.00
NADEAU, YVAN	\$90,743.42	\$0.00
NASATO, LISA	\$130,480.83	\$472.18
NASER, MARYAM	\$158,951.65	\$11,244.10
NGUYEN, CATHY	\$76,415.63	\$0.00
NOLAN, JUANITA N.	\$90,740.61	\$0.00
NOSEK, AMY M	\$91,585.53	\$0.00
NOTTINGHAM, SARAH J	\$83,273.18	\$0.00
OATWAY, CHAD	\$91,945.49	\$40.33
OKE, NICOLE	\$90,620.80	\$1,120.00
ONSTAD, BRYAN	\$109,773.97	\$0.00
ORMEROD, SARAH	\$91,902.42	\$0.00
OUTHWAITE, WILLIAM IAN ADAM	\$81,221.22	\$0.00
OXLEY, KRISTIE	\$91,585.49	\$1,286.08
PALMER, JAN	\$87,089.36	\$619.08
PARKER, MICHAEL A	\$91,498.51	\$0.00
PATERSON, JAMES D.	\$91,902.44	\$681.49
PATTERN, GARY	\$95,984.75	\$4,846.45
PATTON, GREG	\$113,834.81	\$110.60
PECELJ, JELENA	\$97,125.76	\$0.00
PENNY, CHRISTINA	\$90,422.73	\$0.00
PHAM, NGHI	\$88,535.45	\$0.00
PHELAN, SARAH A.L.	\$122,649.77	\$128.91
POCHER, JAMES	\$116,293.19	\$3,545.07
POIRIER, JACQUES	\$91,858.54	\$0.00
PORTER, ELIZABETH ANN	\$91,007.11	\$0.00
PRINCIPE, JULIE	\$90,782.72	\$821.21
PROZNICK, KELLY J.	\$88,470.73	\$340.00
PURDON, JENNIFER S.	\$75,388.17	\$0.00
RAFTER, RODNEY	\$84,763.66	\$0.00
RAI, SUKHDEEP	\$94,492.16	\$0.00
RAMEN, DEBBIE	\$111,421.96	\$3,926.20
REIMER-AIUMU, LORELEI	\$81,677.19	\$0.00
REXIN, KRISTEN	\$85,967.68	\$124.33
RHEAD, LARRY	\$83,122.79	\$0.00
RICHTER, CASSANDRA	\$82,241.03	\$0.00
RICHTER, JENNY L.	\$126,907.86	\$432.74
ROBERTS, LAURA M	\$117,684.81	\$638.79
ROBINSMITH, STACEY	\$91,682.64	\$0.00
ROIK, ANNA	\$82,921.26	\$0.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
RONDESTVEDT, SONJA L.	\$117,000.67	\$229.88
ROULEAU, MARC	\$85,858.24	\$0.00
ROWBOTTOM, DAVID	\$91,923.81	\$0.00
RUSSELL, JAMES	\$95,939.87	\$0.00
RUUS, MARC M	\$94,120.62	\$0.00
SABISTON, CHRIS	\$116,082.14	\$2,425.84
SACCO, DRAGANA	\$91,858.51	\$1,350.00
SADLER, JAMES	\$126,547.86	\$1,000.51
SADR, KHASHAYAR	\$82,913.18	\$0.00
SAHOTA, JESSY SINGH	\$77,605.40	\$0.00
SANDHU, JEEVAN	\$91,576.65	\$0.00
SANGRA, SATNAM S	\$91,023.73	\$0.00
SASGES, DAWN	\$89,352.92	\$255.12
SAUGSTAD, ALLAN	\$121,682.88	\$7,981.70
SCHARF, HEATHER M	\$90,465.70	\$0.00
SCHELP, DARRYL	\$90,862.96	\$0.00
SCHIEMANN, ROSEMARIE B.	\$91,498.51	\$180.67
SCORDA, JENNIFER	\$118,554.80	\$134.28
SEBEL RUSSELL, SHANNON	\$88,535.07	\$0.00
SEKHON, APINDER	\$84,906.54	\$0.00
SEWRUTTUN, KAVITA	\$91,902.40	\$0.00
SHARP, LUCIE	\$82,596.68	\$0.00
SHAW, WILLIAM	\$91,902.43	\$0.00
SIDHU, RAJWANT	\$91,945.47	\$0.00
SIHOTA, RUBY	\$111,061.93	\$20.74
SIMPSON, JOANNE T.	\$90,782.72	\$0.00
SKYE WEISNER, JENNIFER D.	\$82,493.45	\$0.00
SMIALEK, CARY	\$102,484.90	\$0.00
SMITH, JEFF BRUCE	\$81,717.56	\$0.00
SMITH, SIAN ELLEN	\$82,910.94	\$0.00
SMITH, TANYA M (KAI)	\$82,862.47	\$0.00
SOMOGYI, GEORGE L.	\$91,902.39	\$0.00
SPECKMAN, BRIAN	\$90,740.56	\$0.00
SPRING, STEVEN	\$83,237.95	\$1,401.10
STATES, NATALIE	\$83,480.84	\$0.00
STEBNER, COLLEEN J.	\$80,885.60	\$0.00
STIGLICH, DINO	\$117,826.01	\$0.00
STRACHAN, BRIANNA	\$78,304.91	\$0.00
SURES, GARY	\$91,923.83	\$682.48
TAKHAR, ANGIE	\$93,405.54	\$0.00
TAN, SHENTON	\$91,858.53	\$0.00
TEH, TERESA	\$91,498.52	\$0.00
THOMPSON, JENNIFER	\$76,560.88	\$0.00
TONG, CALVIN	\$90,825.70	\$0.00
TREMBLAY, NATHALIE	\$90,105.67	\$699.40
TRIEU, TU LOAN	\$111,712.81	\$1,055.99
TROTT, CORINNE E.	\$85,294.01	\$300.00
TUCSOK, DIANE R.	\$90,782.71	\$0.00
TYLER, JOHN D	\$100,473.02	\$585.33
VENTOURAS, ATHANASIA	\$85,412.31	\$0.00
VILLENEUVE, RIEL	\$82,283.96	\$0.00
VIT, CYNTHIA A.	\$97,012.94	\$200.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

Page 10

A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
WALDNER, LINDSAY	\$90,825.69	\$0.00
WALKER, IAN	\$81,714.89	\$462.97
WATKINS, STEPHEN	\$89,271.40	\$0.00
WEINKAM, KATHLEEN	\$93,769.95	\$0.00
WESTON, ROBERT	\$166,062.57	\$1,605.57
WETHERED, SARAH A.	\$91,902.43	\$0.00
WHITE, MEGAN M.	\$82,553.13	\$60.00
WHYTE, SARAH E	\$90,782.71	\$10,692.54
WIENS, CHARLOTTE R.	\$84,106.08	\$0.00
WILLIAMS, RICHARD	\$80,168.24	\$0.00
WINPENNY, DARYL J	\$88,705.65	\$0.00
WONG, BECKIE	\$83,813.89	\$0.00
WONG, DARYL	\$90,088.47	\$0.00
WONG, LAURIE	\$75,436.36	\$101.00
WOO, BOBBY	\$102,356.90	\$0.00
WOO, CALVIN KENNETH	\$90,825.69	\$0.00
WOO, CARMEN J	\$89,913.27	\$675.60
WORKMAN, RORY	\$95,803.94	\$0.00
WRIGHT, KAREN E	\$89,773.86	\$0.00
WRIGHTMAN, DEIDRE	\$90,380.63	\$0.00
YASUI, KRISTI	\$90,555.11	\$0.00
YEO, CHENG L.	\$95,353.96	\$0.00
YOUNG, ERIC A	\$95,939.74	\$10.00
YOUNG, NADIA	\$102,177.16	\$172.43
ZAENKER, PETER	\$91,903.60	\$1,997.13
ZIVARTS, HILDA	\$90,380.62	\$0.00

TOTAL FOR EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00	\$26,651,328.08	\$132,352.21
=====		

B. REMUNERATION TO EMPLOYEES PAID \$75,000.00 OR LESS

Total remuneration paid to employees where the amount paid to each employee was \$75,000.00 or less:	\$29,552,380.89	\$158,177.42
	=====	=====

C. REMUNERATION TO ELECTED OFFICIALS	\$171,643.03	\$9,370.00
	=====	=====

D. EMPLOYER PORTION OF E.I. AND C.P.P.

The employer portion of Employment Insurance and Canada Pension Plan paid to the Receiver General of Canada:	\$2,925,131.38
	=====

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2019

STATEMENT OF SEVERANCE AGREEMENTS

There were no severance agreements made between School District No. 40 (New Westminster) and its non-unionized employees during fiscal year 2019.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

Page 1

A. LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00

SUPPLIER NAME =====	EXPENDITURE =====
1155020 BC LTD	\$48,138.30
A.P. FLOORS	\$139,431.82
AMAZON MARKETPLCE CA	\$26,401.64
AMAZON.CA	\$127,172.81
ANDREW SHERET LTD.	\$42,833.42
APOLLO SHEET METAL LTD.	\$352,408.16
APPLE CANADA INC.	\$116,052.90
AZ COPYWRITING LTD.	\$189,354.93
BC INSTITUTE OF TECHNOLOGY	\$27,030.00
BC SCHOOL TRUSTEES ASSOCIATION	\$38,271.92
BLACK WOLF CONSULTING INC	\$305,686.85
BOWEN ISLAND PROPERTIES LTD PA	\$47,093.65
BURNABY REPO.COM	\$66,001.60
C & C DEMOLITION	\$57,503.25
CALIBER SPORT SYSTEMS INC.	\$117,785.85
CASCADE FACILITIES MANAGEMENT	\$67,098.00
CASCADIA ENERGY LTD	\$368,956.63
CDW CANADA INC	\$125,665.19
COMMISSIONER MUNICIPAL PENSION	\$2,735,034.83
COMMISSIONER TEACHERS' PENSION	\$10,366,524.74
CORP OF THE CITY OF NEW WESTMI	\$992,151.99
CROSSTOWN METAL INDUSTRIES LTD	\$165,125.64
DDP CIVIL WORKS LTD	\$66,606.96
DISCOVERY EDUCATION CANADA ULC	\$50,843.80
DOUBLE R RENTALS, LTD	\$50,847.36
DUNBAR LUMBER	\$181,272.45
EDUCAN INSTITUTIONAL FURNITURE	\$48,246.58
EMPIRE ASPHALT PAVING INC	\$73,644.54
ERV PARENT CO. LTD.	\$109,086.09
ESC AUTOMATION INC	\$74,501.23
FASKEN MARTINEAU DUMOULIN LLP	\$29,655.63
FORTIS BC - NATURAL GAS	\$149,233.34
FOUNTAIN TIRE	\$32,724.82
FULCRUM MANAGEMENT SOLUTIONS L	\$25,760.00
GARAVENTA LIFT B.C.	\$35,407.76
GOLDER ASSOCIATES LTD	\$173,269.27
GORDON FOOD SERVICE CANADA LTD	\$51,494.55
GRAHAM DESIGN BUILDERS LP	\$21,488,829.68
GRAND & TOY LTD.	\$74,372.03
GREAT WEST LIFE ASSURANCE CO.	\$92,925.61
GREAT WEST LIFE ASSURANCE COMP	\$31,530.13
GUILLEVIN INTERNATIONAL CO.	\$31,797.71
HABITAT SYSTEMS INC	\$126,490.21
HARRIS & COMPANY LLP	\$49,223.33
HOMEWOOD HEALTH INC.	\$56,463.82
HYDRA-TEK FIRE SYSTEMS LTD	\$99,490.23
IBI GROUP	\$518,960.37
ICSCLEAN SUPPLIES LTD.	\$31,027.72

SUPPLIER NAME	EXPENDITURE
=====	=====
DESIGN SOLUTIONS INC.	\$30,874.14
JOHN A WALLACE ENGINEERING LTD	\$93,440.83
KEV SOFTWARE INC.	\$38,894.97
KINSIGHT COMMUNITY SOCIETY	\$57,000.00
KMS TOOLS AND EQUIPMENT LTD.	\$28,390.24
KPMG LLP, T4348	\$28,649.25
LASERNETWORKS C/O T11197	\$120,376.62
LYNCH BUS LINES	\$122,457.42
M3 ARCHITECTURE INC.	\$78,374.17
MISC BMO PCARD VENDOR	\$41,509.62
MORNEAU SHEPELL LTD.	\$71,265.18
NELSON EDUCATION LTD	\$127,008.59
NEW WESTMINSTER TEACHERS UNION	\$279,950.52
P.E.B.T. (IN TRUST)	\$730,683.61
PACIFIC BLUE CROSS	\$1,956,176.45
PACIFIC BLUE CROSS (PVP)	\$33,815.64
PACIFIC CLEAN AIR	\$56,557.45
PEARSON CANADA INC.	\$151,660.65
POWERSCHOOL CANADA ULC	\$56,543.82
PUBLIC BODIES REALLOCATION	\$91,083.53
RAM MECHANICAL LTD.	\$85,557.22
RICHELIEU HARDWARE LTD	\$59,153.64
ROYAL BANK VISA	\$68,276.05
SAFE-GUARD FENCE LTD	\$25,800.08
SCHOLASTIC CANADA LTD	\$45,049.56
SCHOOLHOUSE PRODUCTS INC.	\$89,014.22
SMCN CONSULTING INC.	\$196,061.25
SOFTCHOICE CORPORATION	\$83,345.42
SSA QUANTITY SURVEYORS LTD.	\$48,201.25
STAPLES ADVANTAGE (VAN)	\$109,404.79
SUNCOR ENERGY PRODUCTS PARTNER	\$56,748.39
SWISH MAINTENANCE LIMITED	\$56,949.96
SYSCO FOOD SERVICES OF CANADA,	\$31,774.74
TALIUS	\$81,734.61
TEACHER REGULATION BRANCH	\$43,152.45
TELUS	\$108,446.51
TELUS MOBILITY	\$76,736.85
THE STAFFING EDGE INC.	\$26,787.60
THYSSENKRUPP ELEVATOR (CANADA)	\$43,903.28
TRAINOR MECHANICAL CONTRACTORS	\$635,840.18
TRAVEL HEALTHCARE INSURANCE SO	\$126,831.45
UA PIPING INDUSTRY COLLEGE OF	\$33,800.00
UNITECH CONSTRUCTION MANAGEMEN	\$1,026,273.19
WARRINGTON PCI ITF 1100368 BC	\$232,782.43
WESCLEAN EQUIPMENT CLEANING SU	\$35,089.29
WESCO DISTRIBUTION CANADA LP	\$40,489.76
WEST COAST T-BAR	\$31,776.20
WESTCOAST T-BAR	\$33,941.25
WESTERN CAMPUS RESOURCES	\$42,226.62
WOOD WYANT INC.	\$35,820.13

STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019

SUPPLIER NAME =====	EXPENDITURE =====
WORKSAFE BC	\$589,178.06
X10 NETWORKS	\$604,604.24
XEROX CANADA INC.	\$195,501.33
YELLOW FENCE RENTALS INC.	\$33,984.86
YEN BROS. FOOD SERVICE LTD	\$35,627.62

TOTAL FOR SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00	----- \$49,540,006.52 =====
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B. SUPPLIERS PAID \$25,000.00 OR LESS

Total amount paid to suppliers where the amount paid to each supplier was \$25,000.00 or less:	\$5,829,390.67 =====
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SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2018/2019
RECONCILIATION OF FINANCIAL STATEMENTS TO STATEMENT OF FINANCIAL POSITION REPORT (SOFI)

Schedule of Payments

Total for Suppliers over \$25,000	\$ 49,540,006.52
Total for Suppliers Under \$ 25,000	\$ 5,829,390.67
Total Supplies	<u>\$ 55,369,397.19</u>
Total Employees over \$ 75,000	\$ 26,651,328.08
Expenses Employees over \$ 75,000	\$ 132,352.21
Total Employees under \$ 75,000	\$ 29,552,380.89
Expenses Employees under \$ 75,000	\$ 158,177.42
Total For Elected Officials	\$ 171,643.03
Expenses Elected Officials	\$ 9,370.00
Employer CPP/EI	\$ 2,925,131.38
Total Employee Expenses	<u>\$ 59,600,383.01</u>
Total Scheduled Payments	<u>\$ 114,969,780.20</u>

Non Cash Items

Inventories and Prepaids	\$ 22,388.00
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Payments Included

Taxable Benefits	\$ (605,294.74)
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Other

Change in Liability Trades	\$ 5,505,691.00
Purchase of Land Site	\$ 1,749,209.00
Change in Employee Future Benefits	\$ 126,318.00
Third Party Recoveries	\$ (638,611.55)
GST Rebate	\$ (1,124,576.71)
International Student Refunds	\$ (156,175.00)
Employees Share of Benefits	\$ (7,805,116.20)

Total Reconciled Schedule of Payments	\$ (2,926,168.20)
---------------------------------------	-------------------

Total After Adjustments	<u>\$ 112,043,612.00</u>
-------------------------	--------------------------

Financial Statement Expenditures

Income Statement 2	\$ 80,486,030.00
Less Amortization	\$ (3,096,279.00)
Tangible Capital Assets Additions (Statement 5)	\$ 4,379,139.00
Tangible Capital Assets WIP Additions (Statement 5)	\$ 30,274,722.00

Total	<u>\$ 112,043,612.00</u>
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Variance	<u>\$ -</u>
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INTERNATIONAL EDUCATION

ANNUAL REPORT October 2019



Karen Klein, Director
kklein@sd40.bc.ca



CONTENTS

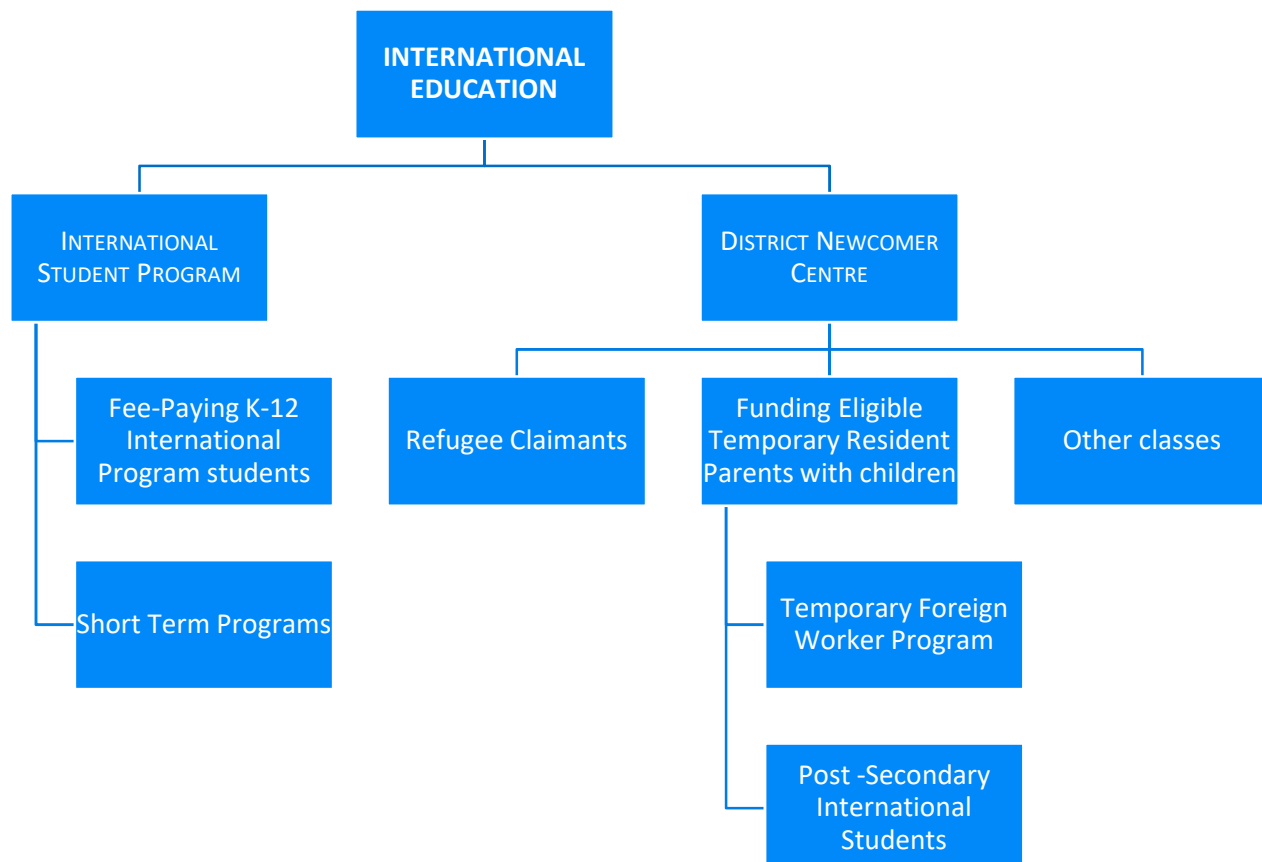
OVERVIEW - THE INTERNATIONAL EDUCATION PROGRAM	2
GUIDING PRINCIPLES, POLICIES AND PROCEDURES	4
DISTRICT STRATEGIC PLAN.....	5
INTERNATIONAL PROGRAMS ENROLLMENT	6
STUDENT SUCCESS	8
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HOMESTAY	10
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OVERVIEW

New Westminster is a place where students love to learn!

International Education in the district is a full-service 12-month program consisting of two interconnected parts: The District Newcomer Centre and the International Student Program (ISP).

International Education is a student-centered department where children from around the globe are welcomed and supported while learning and living in New Westminster. The program has expanded to include a District Welcome Centre where hundreds of children and their families annually connect to learn about and enroll in a district school.



The ISP accepts students for a summer, a semester, a year or to graduate, while the Newcomer Centre welcomes all families new to the district, particularly refugees, parents who are here to work or study, and sanctuary families. The program also monitors reciprocity exchange students.

Since 1987, New Westminster School District has valued the social, cultural and economic contributions international students bring to the community. Today, International Education continues to support the District's Values of:

- *Equity* – fair treatment and the removal of barriers to learning, achievement and the pursuit of excellence for all
- *Inclusion* – Learning where all people are welcomed, respected and supported.

International Education in New Westminster contributes to a diverse learning environment where all students and families can benefit from a global perspective.



As per District Administrative Procedure 301, the objectives of the International program are:

- ✓ To offer opportunities to international students to participate in the learning and social environments of district schools;
- ✓ To generate revenue to be used to enhance all educational services and/or programs;
- ✓ To promote awareness of and appreciation for other cultures;
- ✓ To strengthen the connection between the City of New Westminster and other countries.

To meet the objectives, the New Westminster International program embraces inclusion and integration. Regular classes and programs in New Westminster school district schools are accessible to international students so that everyone may benefit from the cross-cultural experience.

The success of the program infuses millions of dollars annually into supporting students and schools, providing jobs, and as economic spin-offs to the community.

Sister School visits and outbound travel opportunities exist through partnerships with the City of New Westminster and cities in China and Japan as well as through the local Rotary Club.

DISTRICT STRATEGIC PLAN

Having a thriving International Program supports the intended impact of the District Strategic Plan by

- helping to create capable leaders who have a sense of purpose and are prepared to exercise leadership both locally and globally
- helping to create responsible citizens who are compassionate and can contribute to community & society.
- nurturing whole & healthy persons with open minds and the confidence to try new things
- providing families from diverse groups with opportunities to be enriched by ideas, perspectives and cultural experiences.
- warmly welcoming visitors in schools.



Lake Louise 2017

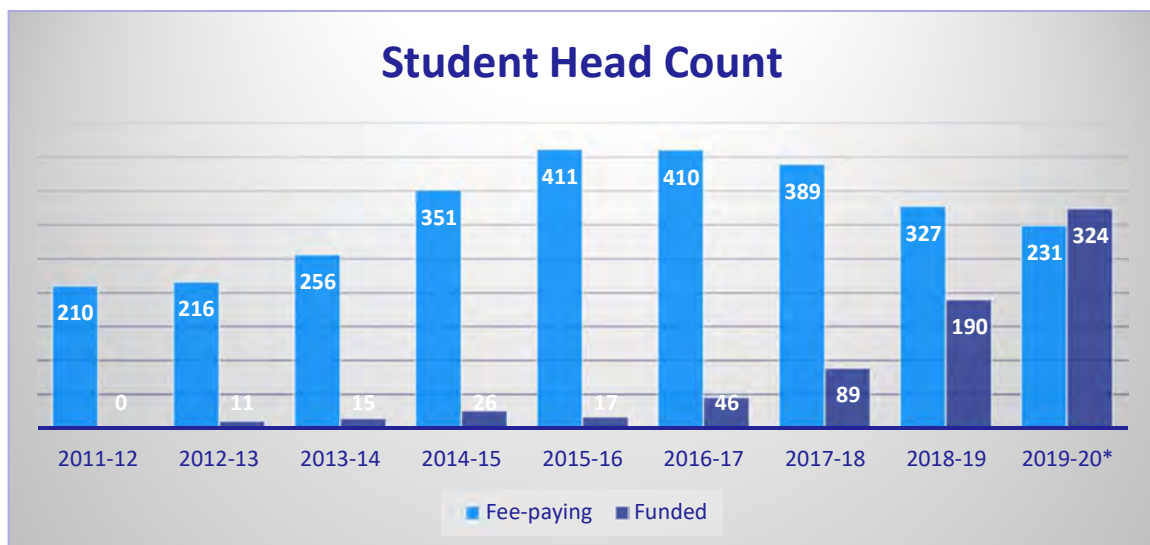
Quick Facts

The International Education department is guided by the School Act, the Ministry of Education's International Education Branch, The Ministry of Education Homestay Guidelines, the Immigration and Refugee Protection Act, and by federal, provincial and district policies.

The SD40 ISP is a founding member of the International Public Schools Education Association (IPSEA) in BC and an active member in the Canadian Association of Public Schools – International (CAPS-I) and a founding member of the North America Homestay Association (formerly BC Homestay Network).

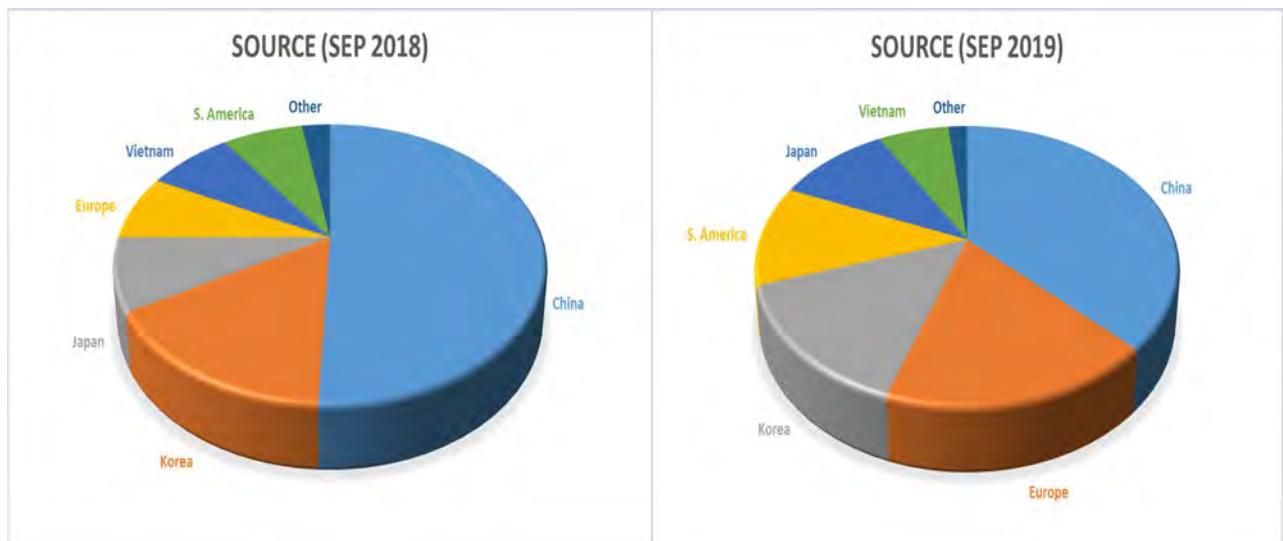
For 2018-2019, the district enrolled 503 children: 313 fee-paying and 190 international funded. In addition, there were 114 summer school students in attendance.

For 2019-2020, there are currently 555 children: 231 fee-paying and 324 international funded reflected on the Ministry data report of September 30, 2019* from 49 different countries. Summer enrollment was an additional 102 students



ISP STUDENT ENROLLMENT

In alignment with the District's premise that "our diversity makes us stronger", the International Student Program represents students from 19 countries this year, and has had over 8,000 students from 38 different countries since its inception.



Fee-paying Students Headcount

Country/Region	2018 September	2019 September
China (Mainland/Hong Kong/Taiwan)	140	87
Europe (Italy/Belgium/Germany/Turkey)	21	41
Korea	44	34
S. America (Mexican/Brazil/Colombia)	20	27
Japan	23	24
Vietnam	21	15
Other (India/Iran)	7	4

Future enrolment is determined by the capacity at each of our schools and the number of homestay families available to host.

STUDENT SUCCESS

In a recent report card review, the most common letter grade assigned to high school ISP students was a “B” meaning their achievement is “above average” most often. The second most common letter grade earned was an “A”, while the third was a “C-”. Overall, international student tended to perform higher than average or lower than average, but rarely were they in the C+ to C range indicating average achievement.

In June 2019, 65 NWSS international students successfully achieved their BC Dogwood Diploma.



STUDENT SUPPORT

Homesickness and emotional support needs have led to the creation of an international student counsellor knowledgeable in serving the unique needs of a student away from home. All international students meet with the counsellor at least once and can meet as often as necessary at their discretion throughout the school year. The counsellor knows the issues to look for with visiting students and is another vital part of the international student support plan in New Westminster.

For day-to-day matters students or parents can contact the international office to speak with any of the multi-lingual staff regarding an array of topics such as homestay issues, fee payments, class selection, community and club-sport activities, visa information and so on. It is the goal of each International Education staff member to support students so they are able to concentrate on school and not on things that parents may have taken care of if they were living in their home countries.

STAFFING

The Director of International Education oversees the entire program and is aided by a multilingual team consisting of one Assistant General Manager, one Finance Manager, one Homestay Manager, and a 12-month CUPE secretary.

In addition, the program finances all related teaching positions including a 0.6 international counsellor at NWSS.

The IEP program has had to align its reduction in enrollment this year by eliminating a 1.0 Marketing Manager recently and 0.2 counsellor. The teaching positions assigned to schools further reflect actual enrolments and were reduced by a corresponding ratio.



ORIENTATION AND ACTIVITIES

The ISP provides an orientation to all new students upon arrival. Elementary and middle school students reside with a parent or relative who can all attend a 1-day orientation for the children and adults in their own language and in English.

At the high school, the Program hosts a week-long Orientation at the start of their program. Participants are introduced to student leaders and key adults in the school to whom they can turn for assistance. They receive information related to the school Code of Conduct, wellness, course planning, safety, and a tour of the surrounding area to confidently ease students into their new lifestyles.

Throughout the year, the ISP offers an activities program with several options planned to keep students connected, and to assist new students in making friends while enjoying healthy and cultural experiences. The Spring Break bus trip to the Rocky Mountains is often the highlight for many students.

HOMESTAY

One of the pillars of the international program is the personalized homestay program offered by the district. The full time Homestay Manager carefully matches potential students with a homestay family that will enrich the student's overall Canadian experience. Of course, there are differences experienced by each student in relation to their natural home and their home-away-from-home, and the New Westminster's homestay program helps students, parents and hosts through the welcoming adjustment stage right through to the emotional farewell.

Students and families here and abroad have access to the Homestay Manager or other staff member on-call 24/7 for any emergency.

There are 82 students in our district homestay program this year and 54 who have private placements. All private placements are registered with the ISP and receive our district expectations regarding living conditions, contact information, and providing a supportive environment.



Finding and maintaining suitable families remains an ongoing challenge. The district abides by provincial guidelines for living standards and criminal records checks for all adults in a home. Regular support sessions are planned for families wanting to learn more about hosting or to provide hosts with information and assistance dealing with concerns. The program competes with Burnaby School District, Douglas College, private schools, and downtown institutes,

especially those close to the Skytrain, for homestay placements of students.

The Homestay program provides local families with a cultural experience, extra income and a chance to share their ideas, perspectives and values.

FINANCIAL RESULTS 2013-2019

FY	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 preliminary	2020-2021 projected
FTE	210	303	366	360	320	277	231	130
Gross Revenue	3,220,657	4,547,249	5,344,955	4,968,078	4,887,314	4,220,489	3,419,000	2,032,000
Expenses	1,118,053	1,229,594	1,080,390	985,008	914,585	2,374,149	2,146,700	1,525,425
Net Profit	2,102,604	3,317,655	4,264,565	3,983,070	3,972,729	1,846,340	1,272,300	506,575

FEE STRUCTURE

The New Westminster ISP rates are reviewed annually to remain competitive with other programs in the province. Fees collected fully cover the cost of providing an education program including teachers and counselling staff, ISP support staff including homestay management, host family compensation, and a supplies grant to each school of \$250 per student. All surplus revenue is allocated to the district's general revenue to fund and support district operations and emergent needs.

The Board has approved an increase for the 2020-2021 school year \$15,000 tuition, \$1000 insurance and medical and \$950 per month to each homestay family.

PROJECTED BUDGET 2020

Spaces for the international student program are based on school capacity and homestay availability which vary annually. Global economies and current events drive offshore decisions. Onshore, the International department provides market based information and predictions for long and short-range planning to the Superintendent. Annual goals and strategic plans are based on input from Human Resources, the Secretary-Treasurer, the Board and other stakeholder groups.

Given classroom size and composition concerns coupled with a growing newcomer population, the projection for 2020 is tentatively set for 100 high school and 30 K-8 students.

INTERNATIONAL EDUCATION ABROAD

The New Westminster ISP works to expand its markets and create a diversified student body through partnerships with key embassies, trade commissions and agencies that promote education opportunities in Canada.

In British Columbia, International Education in all sectors continues to develop. The Ministry of Education has created a provincial brand for international programs in the province and established guidelines to ensure programs deliver quality programming and exceptional student care. The Ministry's International Education Branch supports diversity and inclusion, and enables the development of intercultural competencies for students, teachers and communities. The expansion of international education helps to create new relationships with other regions and cultures around the world. At the federal level, Global Affairs Canada leads Canada's global development and humanitarian assistance programs.

International students enrich the diversity of perspectives in our schools and add to the academic, social and cultural experiences of local students while contributing to the B.C. economy and society.



GLOBAL EDUCATION

The International Education Strategic Plan 2019/2020 will focus on

- Learners who will have access to full and equitable learning opportunities in a culturally diverse environment.
- Parents and guardians who will feel welcomed, supported and connected to their child's learning
- Staff in the district who feel connected to their work and are supported with culturally specific and relevant information to do their work
- Community as place where trusted partnerships, locally and internationally, ensure student success.

The Newcomer Centre will continue to provide swift and kind service for all new families to make a positive and memorable initial impression of the district.

Timeline

In 2018, the department revamped its website to be more globally accessible. The rest of the district soon followed to provide a unified look for all sites in the district.

In 2019, the database was overhauled to provide greater security of stored information and offer a web based platform

In 2020, department messaging will be revised to align with the new strategic plan and to showcase the new school buildings.

Information pertinent to parent's engagement of their child's learning will be available in a number of languages through the website associated platforms, and direct contact. We will continue to work at attracting homestay families who will provide caring and supportive homes. Developing partnerships with colleges and universities will provide seamless pathways to post-secondary institutes.

Board Authority / Authorized (BAA) Courses

Board Presentation
December 3, 2019

What is a Board Authority / Authorized Course?

- a course developed by teachers in a specific school district
- meets the needs, interests and passions of students

because...

- current Ministry courses are not “all encompassing” of all potential areas of learning



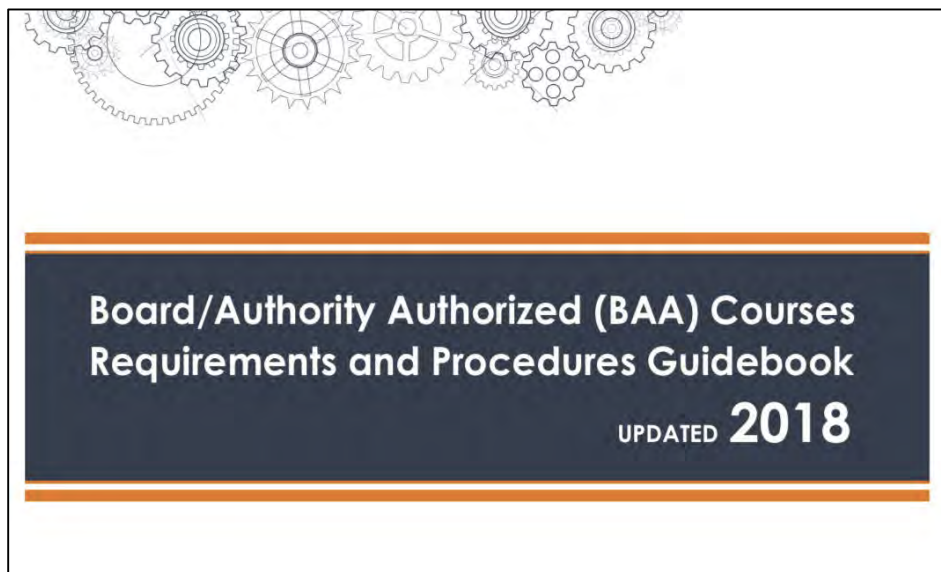
Purpose of Board Authority / Authorized Courses

- provide flexibility and choice for students
- acknowledge specific and personal learning needs
- promote engagement in learning to support student success



Board Authority Authorized Course Order:
School Act, sections 168 (2) (b) and (t)

Features of BAA Courses:



- courses *are*:
 - guided by specific Ministry of Education requirements
 - elective credits (grades 10–12) that count towards graduation in 2018 Graduation Program
- courses *cannot* be used toward the Adult Graduation Program
- courses *do not* have pre-requisites

BAA Course Creation and Approval

- Submissions in the fall: Sept–Nov
- Revisions in Nov
- Board presentation/approval: Dec
- Ministry documents submitted: Dec
- BAA courses in course selection process: Jan for Sept start
- BAA courses reviewed on a regular basis



ADMIN PROCEDURES MANUAL
Administrative Procedure 219

BOARD AUTHORITY / AUTHORIZED COURSES

Background

The District is committed to serving the diverse educational needs of students and recognizes the importance of the opportunities afforded by Board Authority / Authorized (BAA) Courses to provide unique programs, which are appropriate to the needs of students. Board Authority / Authorized Courses are locally developed Grade 10, 11, and 12 courses that meet the graduation requirements set by the Ministry of Education. To ensure that the quality of educational programs is maintained, all Board Authority / Authorized courses must be approved by Boards of Education.



Are All BAA Courses Offered Every Year?

Currently have 26 approved BAA courses
Remember: BAA courses are elective courses!

BAA/elective course offerings are determined by:

- teacher interest, qualifications & passion
- student need/passion/request/enrolment
- available resources: space, materials, access to specialty equipment & outside supports
- timetable coordination





New BAA Courses for Approval

BAA Applications for Learning: Grade 10, 11 and 12

This course is designed to scaffold learning skills and support students with diverse learning needs. Students requiring this support will be recommended through the School Based Team and may or may not have a Ministry Special Education designation.

Focus on various skills including:

- communication
- organization
- executive functioning
- thinking and reflecting
- test-taking skills



BAA Laboratory Technology: Grade 12

Laboratory Technology 12 is designed to develop in-depth laboratory management skills and techniques for independent, self-directed students.

Students will:

- learn and utilize science safety procedures
- demonstrate proper laboratory techniques and equipment usage
- prepare and evaluate laboratory demonstrations/experiments for classes
- explore laboratory technology related careers



BAA Self-Efficacy: Grades 10, 11 and 12

This course is designed to allow students to demonstrate their self-efficacy through overcoming their own social, emotional and/or behavioural barriers to learning.

Students will learn:

- self-awareness and management
- social awareness and interactions
- responsibility and decision-making

Students will develop to strategies to support:

- communication
- interpersonal relations
- conflict management
- taking responsibility for their actions



BAA Volleyball Skills: Grades 10 and 12

Volleyball Skills will focus on:

- fundamental and technical skills of volleyball
- strategies and tactics used during match play

Students will learn about:

- specific offensive setups and defensive strategies
- team leadership and officiating



Proposed by Scott Hodson and Jamie Sadler

BAA Motion: Board Meeting December 10

THAT the Board of Education of School District No. 40 (New Westminster) approve the following Board Authority/Authorized Courses for the 2020/2021 school year:

BAA Applications for Learning 10

BAA Applications for Learning 11

BAA Applications for Learning 12

BAA Laboratory Technology 12

BAA Self-Efficacy 10

BAA Self-Efficacy 11

BAA Self-Efficacy 12

BAA Volleyball Skills 10

BAA Volleyball Skills 12



Questions



Board / Authority Authorized Course – Applications for Learning 10

School District/Independent School Authority Name New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: North Vancouver School District Adapted for New Westminster Schools by Pam Craven and Maureen McRae-Stanger	Date Developed: Revised: October 2019
School Name: POWER, NWSS	Principal's Name: Pam Craven, Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School Districts only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: Applications for Learning 10: YCPA-0B	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Staff should have a Masters/Diploma in Special Education and/or have several years of experience working with students who have a learning disability. Staff should be familiar with the SD40 Learning Services Handbook, Ministry of Education Special Education Policies and Inclusive Education Resources, and have an in-depth understanding of secondary curriculum and the Graduation Program.

Course Synopsis:

This course is designed to scaffold learning skills and support students with diverse learning needs. Students requiring this support will be recommended through the School Based Team and may or may not have a Ministry Special Education designation.

The primary focus for students taking this course will be:

- Self-advocacy and self-determination
- Applying strategies related to the students learning challenge(s)
- Focusing on various skills including:
 - Communication
 - Organization
 - Social interaction
 - Executive Functioning
 - Self-Regulation
 - Thinking and reflecting
 - Test-taking skills

The course provides direct instruction in effective learning skills and strategies that are required for students to become independent, successful learners. Students will be closely monitored for skills development in the areas of binder organization, planner use, and homework completion. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence.

Goals and Rationale:

This course was developed to provide support to learning disabled students. Students with a learning disability often have difficulty transitioning into secondary courses. It is critical to help them understand their disability and learn instructional strategies and organizational skills to support their overall academic success. As well, students with a learning disability require assistance with academic work from the regular classroom and remedial support in many aspects of academics. The Learning Strategies course provides students with the opportunity to fully understand how to succeed in the regular classroom and become confident, advocates for their own learning. Students who participate in this class will recognize that they are not alone and that they can experience success.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

The First Peoples Principles of Learning are inherent in all aspects of the Applications for Learning course:

- Learning ultimately supports the well-being of the self, the family, the community.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Declaration of Aboriginal Worldviews and Perspectives:

The Applications for Learning course will also focus on student awareness and advocacy for their own learning needs through these Aboriginal Worldviews:

- Experiential learning
- Flexibility
- Leadership
- A positive learner-centred approach
- Holistic
- Balance
- Emphasis on identity

BIG IDEAS

Learning how to learn prepares us to be lifelong learners who can adapt to new opportunities

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Understanding that success can be achieved if one knows what needs to be done in order to be successful

Learning effective habits and skills can support self-directed learning

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Executive Functioning • Incorporate study skills, organization and time management strategies in regular classes. • Keep track of all assigned work in some organizational nature (agenda book, app, cell phone). • Keep their binders organized. • Complete work from the regular classroom. • Prepare for the writing of quizzes and tests. • Be assessed periodically to determine gains in use of learning strategies. • Self- monitor their “learning strategies” goals. Developing and learning about unique individual learning profile • Develop an understanding of and describe their learning profile. • Participate in setting personal goals and objectives. • Implement strategies for personal development of skills in areas of learning that are of concern for them. • Receive assistance utilizing these strategies. • Recognize their unique learning style and how to “tap” into it. • On a daily basis work on strategies to build and improve themselves in areas of weakness. • Advocate for themselves and articulate what their learning profile looks like.	<i>Students are expected to know the following:</i> • What their learning profile is. • Why the learning process has been such a challenge for them. • What it is about a specific task/assignment that makes it more challenging for them. • What specific part(s) of a task/assignment need to be adapted for completion to be successful. • How they will get a task done, including any necessary adaptations, and how long it will take them to get the task done. • Develop the skills required to map out a step-by-step plan for completion for all assigned tasks. • Whether or not they are reaching the goal that has been established for them. • What it means to be a self-advocate and how to do it successfully within the confines of an educational setting. • How to work independently and in a group. • How they plan on reaching the goals/objectives that has been set for them. • Why they are using a certain strategy and have evidence of its effectiveness in the past.

Curricular Competencies	Content
<i>Working in multiple environments</i> • Develop the ability to work both independently and cooperatively with all staff, peer tutors, students. • Frequently communicate with their LST teacher to keep him/her informed of how things are going. • Ask for help from their classroom teacher when there is something they do not understand and/or to seek clarification. <i>Reflection and self-assessment</i> • Learn to reflect on work that has been done and provide self-assessment on said work. • Set realistic goals for themselves (short and long term) and self-assess when necessary. • Reflect on their efforts.	

Big Ideas – Elaborations

- **Learning how to learn prepares us to be lifelong learners who can adapt to new opportunities** – As the student becomes more comfortable with his/her learning profile, as well as become more comfortable with how to best utilize their arsenal of learning strategies, he/she will be better prepared to be a lifelong learner and to adapt to whatever situation is presented to them as they move forward in life.
- **Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals** – Knowing how to achieve our goals is essential for anyone, but particularly for a student with learning challenges who may or may not fully understand what roadblocks might be keeping them from reaching them.
- **Understanding that success can be achieved if one knows what needs to be done in order to be successful** – If a student is aware of what needs to be done and how work can be adapted to fit their learning profile, success can become a very practical goal.
- **Learn effective habits and skills that can support self-directed learning** – If a student can implement effective study habits and organization skills to be a self-directed learner then he/she should have success regardless of their unique challenges and learning profile.

Curricular Competencies – Elaborations

- **Executive Functioning:** Consists of working memory, cognitive flexibility and inhibitory control, five key skills include: paying attention, organizing and planning, initiating tasks and staying focused on them, regulating emotions, self-monitoring (keeping track of what you're doing).
- **Developing and learning about unique individual learning profile:** A complete picture of the students' preferences, strengths, and challenges and is shaped by the categories of learning style, intelligence preference, culture and gender.
- **Reflection and self-assessment:** Reflection is a process that involves playing back a period of time related to previous valued experiences in search of significant discoveries or insights about oneself, one's behaviours, one's values, or knowledge gained; self-assessment is process used for studying one's own performance in order to improve it, it is more proactive than reflection in that performance criteria are defined before the action in question begins.

Content – Elaborations

- **Learning profile** - a complete picture of the students' preferences, strengths, and challenges and is shaped by the categories of learning style, intelligence preference, culture and gender.
- **Self-Advocate** – is learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you.

Recommended Instructional Components:

- Direct teacher instruction of executive functioning skills, unique profiles, working in multiple environments and reflection and self-assessment.
- One-on-one peer and teacher instruction.
- Interactive group work.
- Modeling.
- Brainstorming.
- Assistive technology.
- Video/audio tapes.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment:

- Daily self-assessment.
- Student-teacher conferencing.
- Journaling.
- Rubrics.

Learning Resources:

- Subject textbooks.
- Video and audio-tapes related to subject curriculum.
- Daily planner (can be done by paper or electronically).
- Strategies to help with learning disabilities.
- Google Suite.

Board / Authority Authorized Course: Applications for Learning 11

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: North Vancouver School District Adapted for New Westminster Schools by Pam Craven and Maureen McRae-Stanger	Date Developed: March 2006 Date Revised: October 2019
School Name: POWER, NWSS	Principal's Name: Pam Craven, Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School District only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: Applications for Learning 11: YCPA-1B	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Approval through School Based Team meeting.

Special Training, Facilities or Equipment Required:

Staff should have a Masters/Diploma in Special Education and/or have several years of experience working with students who have a learning disability. Staff should be familiar with the SD40 Learning Services Handbook, Ministry of Education Special Education Policies and Inclusive Education Resources, and have an in-depth understanding of secondary curriculum and the Graduation Program.

Course Synopsis:

This course is designed to scaffold learning skills and support students with diverse learning needs. Students requiring this support will be recommended by the School Based Team and may or may not have a Ministry Special Education designation.

The primary focus for students taking this course will be:

- Self-advocacy and self-determination
- Applying strategies related to the students learning challenge(s)
- Focusing on various skills including:
 - Communication
 - Organization
 - Social interaction
 - Executive Functioning
 - Self-Regulation
 - Thinking and reflecting
 - Test-taking skills

The course will provide direct instruction towards students becoming proficient in the skills mentioned above. Students will be closely monitored for development in their self-management skills. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence.

Goals and Rationale:

Applications for Learning is designed to provide students with a framework to develop the skills needed to succeed at school and in the community. Developing communication, social, executive functioning and self-regulation skills promotes student independence in all settings. The course is also designed to promote student Thinking and Reflection with respect to personal strengths, stretches, history, and personal preferences.

Students with diverse learning needs often have difficulty transitioning into secondary courses. It is critical to help them understand their learner profiles and to support their development of strategies and skills to support their overall success at school. Applications for Learning strives to provide students with the opportunity to fully understand how to succeed in all learning and community environments.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples' Principles of Learning:

The First Peoples' Principles of Learning are inherent in all aspects of the Applications for Learning course. Learning ultimately supports the well-being of the self, the family, the community:

- Learning ultimately supports the well-being of the self, the family, the community.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Declaration of Aboriginal Worldviews and Perspectives:

The Applications for Learning course will also focus on student awareness and advocacy for their own learning needs which may include these Indigenous Worldviews:

- Experiential learning
- Flexibility
- Leadership
- A positive learner-centred approach
- Holistic
- Balance
- Emphasis on identity

BIG IDEAS

Understanding our learner profile helps us to achieve our goals.

Understanding how we learn prepares us to be lifelong learners who can adapt to new opportunities

Communication is essential to express our needs, wants and ideas, and to develop relationships

Learning is transferrable to different environments

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Executive Functioning • Estimate time needed for tasks • Construct task planning and organizational skills • Demonstrate preparedness • Perseverance • Task initiation • Self-control • Develop metacognition • Develop strategies to improve sustained attention • Working memory • Show flexibility • Assess an effective organizational tool • Transfer skills across multiple environments Learner Profile Fluency • Demonstrate self-awareness • Utilize strategies to support learning strengths • Identify learning stretches and utilize strategies to facilitate learning • Reflect on personal history • Identify personal preferences • Access alternative media formats as adaptations	<i>Students are expected to know the following:</i> • Their learner profile (strengths, stretches, history and personal preferences) • Goal-setting • Effective interactions - peer and adult • How to work effectively independently and in a group • Effective time management strategies • Effectively organize and plan • Perseverance and persistence • Self-regulation and self-management in relation to task completion • Study, note-taking and test-taking skills • Adaptive technology

Curricular Competencies	Content
Communication • Self-advocacy • Communicate effectively with peers and adults • Utilize tools and strategies to demonstrate knowing and understanding Thinking and Reflecting • Self-assessment • Development of approaches for learning skills • Develop self-regulation strategies	

Recommended Instructional Components:

- Direct instruction of executive functioning skills, unique profiles, working in multiple environments, reflection and self-assessment
- Interactive group work
- One-to-one instruction or coaching on specific skills with student
- Modelling
- Brainstorming
- Assistive technology

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment:

- Student-teacher conferences
- Rubrics
- Observations
- Self-assessments
- Teacher interviews

Learning Resources:

- Subject textbooks
- Audio and video media format of literary works
- Daily planner (school agenda, cell phone, calendar)
- Google Suite
- Speech-to-text technology
- Assistive technology



Board / Authority Authorized Course: Applications for Learning 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: North Vancouver School District Adapted by Pam Craven and Maureen McRae-Stanger	Date Developed: February 2007 Revised: October 2019
School Name: POWER and NWSS	Principal's Name: Pam Craven and Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School District only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: Applications for Learning 12: YCPA-2B	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority prerequisite(s):

Approval through School Based Team meeting.

Special Training, Facilities or Equipment Required:

Staff should have a Masters/Diploma in Special Education and/or have several years of experience working with students who have a learning disability. Staff should be familiar with the SD40 Learning Services Handbook, Ministry of Education Special Education Policies and Inclusive Education Resources, and have an in-depth understanding of secondary curriculum and the Graduation Program.

Course Synopsis:

This course is designed to scaffold learning skills and support students with diverse learning needs. Students requiring this support will be recommended by the School Based Team and may or may not have a Ministry Special Education designation.

The primary focus for students taking this course will be:

- Self-advocacy and self-determination
- Applying strategies related to the students learning challenge(s)
- Focusing on various skills including:
 - Communication
 - Organization
 - Social interaction
 - Executive Functioning
 - Self-Regulation
 - Thinking and reflecting
 - Test-taking skills
 - Transitioning to a variety of post-secondary opportunities

The course will provide direct instruction towards students becoming proficient and independent in the skills mentioned above. Students will be closely monitored for development in their self-management skills and learn to set and reflect on the own goals as they relate to their unique learning needs. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence.

Goals and Rationale:

Applications for Learning is designed to provide students with a framework to develop the skills needed to succeed at school and in the community. Developing communication, social, executive functioning and self-regulation skills promotes student independence in all settings. The course is also designed to promote student Thinking and Reflection with respect to personal strengths, stretches, history, and personal preferences.

Students with diverse learning needs in their Grade 12 year require additional support to transition into their post-secondary path. For students with diverse learning needs it is critical to help them understand their learner profiles and to support their development of strategies and skills to support their overall success at school. Applications for Learning strives to provide students with the opportunity to fully understand how to succeed in all life-long learning opportunities including both education, work and community life.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples' Principles of Learning:

The First Peoples' Principles of Learning are inherent in all aspects of the Applications for Learning course. Learning ultimately supports the well-being of the self, the family, the community:

- Learning ultimately supports the well-being of the self, the family, the community.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Declaration of Aboriginal Worldviews and Perspectives:

The Applications for Learning course will also focus on student awareness and advocacy for their own learning needs which may include these Indigenous Worldviews:

- Experiential learning
- Flexibility
- Leadership
- A positive learner-centred approach
- Holistic
- Balance
- Emphasis on identity

BIG IDEAS

Understanding our learner profile helps us to achieve our goals

Understanding how we learn prepares us to be lifelong learners who can adapt to new opportunities

Communication is essential to express our needs, wants and ideas, and to develop relationships

Learning is transferrable to different environments

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Executive Functioning • Estimate time needed for tasks • Construct task planning and organizational skills • Demonstrate preparedness • Perseverance • Task initiation • Self-control • Develop metacognition • Develop strategies to improve sustained attention • Working memory • Show flexibility • Assess an effective organizational tool • Transfer skills across multiple environments Learner Profile Fluency • Demonstrate self-awareness • Utilize strategies to support learning strengths • Identify learning stretches and utilize strategies to facilitate learning • Reflect on personal history • Identify personal preferences • Access alternative media formats as adaptations	<i>Students are expected to know the following:</i> • How to advocate for their learning needs based on their strengths, stretches, history and personal preferences • Goal setting in relation to post-secondary choices • Effective interactions - peer and adult • How to work effectively independently and in a group • Effective time management strategies • How to organize and plan for a variety of activities • Perseverance and persistence • Self-regulation and self-management in relation to task completion • Organization • Adaptive technology

Curricular Competencies	Content
Communication • Self-advocacy • Communicate effectively with peers and adults • Utilize tools and strategies to demonstrate knowing and understanding Thinking and Reflecting • Self-assessment • Development of approaches for learning skills • Develop self-regulation strategies	

Recommended Instructional Components:

- Direct instruction of executive functioning skills, unique profiles, working in multiple environments, reflection and self-assessment
- Interactive group work
- One to one instruction or coaching on specific skills with student
- Modelling
- Brainstorming
- Assistive technology

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment:

- Student-teacher conferences
- Rubrics
- Observations
- Self-assessments
- Teacher interviews

Learning Resources:

- Subject textbooks
- Audio and video media format of literary works
- Daily planner (school agenda, cell phone, calendar)
- Google Suite
- Speech-to-text technology
- Assistive technology



Board / Authority Authorized Course: Laboratory Technology 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: Surrey School District Adapted for New Westminster Schools by Lindsay Waldner	Date Developed: Revised by New Westminster Schools September 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School District only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: Laboratory Technology 12: YED- -2A	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board Authority Prerequisite(s):

Teacher recommendation, Chemistry 11 and one other Grade 11 Science.

Special Training, Facilities or Equipment Required:

The teacher will need to be proficient and knowledgeable with respect to laboratory procedures and chemical safety, storage and disposal. The teacher will also need to be familiar with laboratory equipment usage and maintenance in all general areas of science.

Course Synopsis:

Laboratory Technology 12 is designed to develop in-depth laboratory management skills and techniques for independent, self-directed students. Students will focus on competencies that allow them to improve their communication, management and organizational skills in a practical, real-world type setting. Students will learn and utilize science safety procedures; demonstrate proper laboratory techniques and equipment usage; and prepare and evaluate laboratory demonstrations and experiments for classroom use. In addition, students will be given opportunities to support

students in lab based settings. Students will critically evaluate resources for their appropriateness and prioritize tasks in the laboratory. Finally, students will have opportunities to explore laboratory technology related careers.

Goals and Rationale:

Goals:

- Exposure to a wide variety of laboratory equipment and techniques
- Further develop laboratory skills for future use in post-secondary laboratory science environments
- Recognize how the skills learned in laboratory science can be applied to their future learning
- Develop attitudes that demonstrate an understanding that laboratory assistants learn from mentors and those who we are meant to lead
- Develop creative problem solvers and flexible thinkers
- Develop independence in organization and project management

Rationale:

Laboratory Technology 12 is a course designed for a small number of students who wish to further their understanding about practical laboratory science. It is less focused on content and more focused on practical applications of a variety of laboratory procedures and techniques, which they can then use in a variety of future settings, including but not limited to: post-secondary lab based courses, laboratory technologist based jobs, project/inventory management jobs, and other Grade 12 laboratory based courses.

Laboratory Technology 12 is primarily focused on the development of the core competency skills of a student. They will learn self-paced learning, organizational skills, collaboration, leadership skills, communication techniques (written and verbal), problem solving, flexibility and reflective practices while completing this course. Students will work with other students in lab based settings--mentoring students alongside the supervising teacher.

Laboratory Technology 12 allows students to gain in-depth knowledge of the systems that must be in place for any functional lab to operate successfully. They will be expected to be highly focused on safe procedures and become adept at thinking about WorkSafe safety practices. These behaviors will transfer to any workplace position.

This course is designed for one student, enrolled in Laboratory Technology 12 to work alongside a Chemistry 11 class and teacher. This student will complete the safety component of Chemistry 11 as well as go further with this unit as an independent project. In order to progress in the course, they will be required to demonstrate mastery in reading Safety Data Sheets for all chemicals as well as knowing chemical disposal and storage requirements. They will execute any chemical based work in the presence of the Chemistry 11 teacher (or another supervising teacher), typically at the back or side of the room as the teacher is teaching the rest of the class. Students will not be allowed to work with poisonous chemicals and will be required to work alongside a teacher, in a fume hood, if working with corrosives (for example diluting acids). The procedures followed for supervision of Laboratory Technology 12 students will follow the same guidelines as Chemistry 11 students.

A Laboratory Technology 12 student will aid and shadow teachers in all laboratory preparation tasks. Although this student will be designated to one teacher for assessment purposes, other teachers who are doing a lab with their students may request this student to aid in their set up, execution and clean up as well. In this way, the student will gain access to a multitude of knowledge, organizational styles and laboratory setups during the course.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Laboratory Technology 12 supports the development of self in support of connecting with others
- Learning is embedded in memory, history and story
- Leading involves learning from mentors as well as those we are meant to lead
- Leadership and learning are holistic, reflexive, reflective, experiential and relational
- Laboratory Technology requires exploration of one's identity, philosophy and ethics

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are present in this course in the following ways:

- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the mentor

BIG IDEAS

Science has everyday uses and safety implications in the workplace.

Lab Technicians choose how to organize, classify and sort a variety of materials.

Lab Technicians design experiments with accuracy and precision.

Lab Technicians evaluate and choose appropriate technology when designing experiments.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <u>Safety</u> - Maintain an orderly and safe environment when engaged in a variety of activities - Organize chemicals by their safe storage properties - Organize and store equipment in a safe and appropriate manner - Demonstrate a positive attitude toward lifelong health and well-being <u>Technology</u> - Use appropriate technologies in a variety of applied contexts - Identify and evaluate the impact of technology on the way information is gathered, problems are solved and work is done - Use appropriate multimedia and information technology in presentations <u>Design and Application</u> - Select and use a problem-solving model in the design and production of a product - Assemble the necessary equipment and materials for standard laboratory activities - Collect and organize, live and preserved specimens, for laboratory activities - Construct models for classroom use	<i>Students are expected to know the following:</i> - Proper use of protective and safety equipment - Current WHMIS symbols and the globally harmonized system of classification and labelling of chemicals (GHS) - IUPAC naming system of chemicals - Classification, storage and inventory of chemicals - Safety data sheets (SDS) procedures - Chemical safety and disposal methods - Calculate quantities of chemicals for preparing molar solutions - Make standard solutions, indicators and buffers - Proper disposal techniques of biohazardous materials - Appropriate use of units in measurement - Use of appropriate laboratory technology

Curricular Competencies	Content
- Analyze and use appropriate problem-solving strategies and critical thinking when resolving problems in a variety of science contexts - Compare and contrast experimental values with expected results <u>Measurement and Analysis</u> - Judge the effectiveness of standardized lab activities and make recommendations for improvements - Estimate the amount of reagents required when setting up class laboratory activity - Calibrate equipment necessary for accurate measurement - Use appropriate criteria and standards to assess and evaluate products, services, systems and ideas - Design and interpret graphs using graphing programs <u>Communication</u> - Use effective communication skills when gathering and sharing information independently and in groups - Participate independently and interdependently in a productive environment - Select appropriate information gathering and communication tools when solving problems related to laboratory technology skills - Identify and apply appropriate knowledge, skills and attitudes when making choices and defending decisions	

Big Ideas - Elaborations

Lab Technicians - students with basic practical knowledge of experimental design and procedures

Technology - standard high school laboratory equipment, Probeware and other digital tools

Curricular Competencies - Elaborations

- **Health and wellbeing:** awareness of the effect of toxic chemicals on the body
- **Appropriate technologies:** glassware, scales, stir plates, electronic equipment, probes, software, web applications, microscopes
- **Technology:** traditional graphing vs spreadsheet, photo microscopy, digital meters
- **Product:** demos, lesson aids, AV, YouTube, online animation, independent study
- **Productive environment:** task coordination with peers, effectively communicate with staff
- **Communication tools:** develop and use a communication log

Content - Elaborations

- **Safety equipment:** gloves, sterilization, biohazards, eyewash station, safety shower, spill kits, fume hood, fire blanket, fire extinguishers
- **Standard solutions:** oxalic acid and potassium hydrogen phthalate used as primary standards to prepare standardized base solutions. Use titration methods to prepare acidic standard solutions.
- **Indicators:** phenolphthalein, methyl orange, methyl red, universal indicator
- **Laboratory technology:** computer simulation programs, Probeware, digital tools, computers, iPads, apps

Recommended Instructional Components:

The course format for Laboratory Technology 12 is designed to be an independent self-directed course. Once students are provided with the initial laboratory and safety training, they will then be responsible for prioritizing work tasks, planning their schedules accordingly and then completing their tasks in a timely fashion. It will be expected that students will partake in the following:

- Direction instruction
- Indirect instruction
- Independent learning
- Group and individual instruction
- Demonstration
- Discovery
- Self-evaluation
- Hands-on experience
- Analysis and evaluation of AV resources
- Analysis and evaluation of experiments
- Skill practice
- Journal writing
- Production
- Planning and scheduling
- Measurement

Recommended Assessment Components:

- Journaling and reflections
- Self-Assessments
- Performance Assessments (Carry out and help others carry out lab experiments)
- Presentations (Technology based, oral)
- Quizzes (workbook units)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

BC Science Safety Manual <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/science-safety-manual.pdf>

WHMIS online certification - contact district health and safety officer

Essential Experiments for Chemistry - Teacher Manual by Morrison/Scodellaro

Bangs, Flashes and Explosions by Chris Schrempp

Argument Driven Inquiry in Biology: Lab Investigations for Grades 9-12 by Victor Sampson

Argument Driven Inquiry in Chemistry: Lab Investigations for Grades 9-12 by Victor Sampson

Argument Driven Inquiry in Physics: Lab Investigations for Grades 9-12 by Victor Sampson

Flinn Scientific - Laboratory Safety Courses for Science - <https://labsafety.flinnsci.com/>

Additional Information:

- This course is designed for one student per block to work with a multitude of teachers. They would ideally be placed in a Chemistry 11 classroom and that Chemistry 11 teacher would supervise and assess that student. They would work independently as the teacher taught Chemistry 11.
- It is suggested that for the first year of this course, one student is piloted by one supervising Chemistry 11 in one block during the first semester and one block during the second semester. After the first year, this course can be reassessed to see if one student per block (for a total of 8 students per year) is a feasible option.
- At first, ideal candidates for the pilot course will be put forward by Senior Science teachers. The teacher who will pilot the course will interview and select a suitable candidate for the course if there is more than one applicant per semester.



Board / Authority Authorized Course: Self-Efficacy 10

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: North Vancouver School District Adapted for New Westminster Schools by Pam Craven and Maureen McRae-Stanger	Date Developed: Revised for New Westminster Schools October 2019
School Name: POWER, NWSS	Principal's Name: Pam Craven and Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School Districts only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: Self-Efficacy 10: YCPA-OC	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Self-efficacy is an individual's belief in their ability to be successful. This course is designed to allow students to demonstrate their self-efficacy through overcoming their own social, emotional and/or behavioural barriers to learning. Learning standards for the course are grouped under social-emotional learning themes: self-awareness and management, social awareness and interactions, and responsibility and decision-making. By exposing students to diverse situations and interactions, students will begin to develop personal values. Students will be exposed to strategies and

skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and begin to consider how they can create new possibilities for themselves.

Goals and Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning and emotional needs of students who require a structured framework to promote social-emotional learning, self-advocacy, self-efficacy, and independence.. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by examining what they value and who they want to become.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

The First Peoples Principles of Learning are inherent in all aspects of Self-Efficacy 10:

- Learning involves recognizing the consequences of one's actions
- Learning supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning is embedded in history, memory, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Declaration of Aboriginal Worldviews and Perspectives:

Self-Efficacy 10 explores many of the Aboriginal Worldviews and Perspectives:

- Emphasis on identity
- Awareness of history
- Community engagement
- Positive learner-centered approach
- Experiential learning
- Flexibility
- Power of story
- Community involvement
- Language and culture

BIG IDEAS

Development of self-awareness is a lifelong practice	Knowledge of strengths and needs enables us to persevere	Recognizing differences allows us to consider the interdependence of people	Communication is an integral part of building and maintaining relationships	Decisions we make impact the world around us
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Self Awareness and Management - Explore different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values - Explore personal interests to work towards being able to describe themselves - Express some wants, needs, and preferences - Participate in activities that support their well-being - Explore at least one strategy to manage impulse control - Explore a variety of strategies to manage stress and anxiety - Explore strategies to aid organizational and time management - Explore strategies to aid in planning and goal-setting Social Awareness and Interactions - Recognize the importance of treating others with respect - Explore a variety of social norms - Explore perspectives that are different from their own - Explore different appropriate communication skills (verbal and non-verbal) - Explore making positive contributions to the establishment of group goals - Explore ways to positively contribute to reaching group goals - Explore ways to appropriately seek and provide help	<i>Students are expected to know the following:</i> - People feel a variety of emotions - How to identify emotions - Emotions can influence daily living Self-regulation skills enhance ability to manage emotions Executive functioning skills promote daily success - That the brain can impact emotions - That nutrition, sleep and hygiene affect their well-being - That there are multiple ways of communicating information, ideas, and opinions - People come from diverse backgrounds and experiences - Functional, expressive and receptive communication skills - That individuals are responsible for themselves - That actions have impacts on ourselves and others - That decisions we make impact the world around us - How, when, and where to get help when needed

Responsibility and Decision Making • Explore different strategies to aid in the decision-making process • Evaluate the effectiveness of decisions • Explore different problem-solving strategies and different situations to use them in • Recognize successes and needs for improvement when using problem-solving strategies • Demonstrate ownership of their behaviour	
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Content – Elaborations
• Emotions: A natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others • Self-regulation: The ability to manage unhelpful behaviours • Executive functioning skills: Time-management, organization, planning and prioritizing, task initiation, goal-directed persistence • Sleep hygiene: Habits that help improve duration and quality of sleep • Expressive communication: Outward communication including verbal, written, and body • Receptive communication: The ways in which individuals receive information

Recommended Instructional Components:

- Direct instruction – (1:1, small group and large group)
- Large and small group discussions
- Guest speakers
- Videos
- Online research
- Individual and group activities: such as role-playing modelling, demonstrations, reflective writing
- Student presentations
- Mindful meditations
- Self-directed projects
- Goal-setting, tracking, and self-assessment activities

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment:

- Journaling (written, reflective, visual)
- Projects (individual & group)
- Portfolios (goal-setting)
- Skills performance assessment – skill/task development/usage rubrics
- Self-assessment
- Peer-assessment
- Teacher anecdotal records/logs

Learning Resources:

- An Instant help book for teens series (<https://www.newharbinger.com/imprint/instant-help-books>)
- Restorative Circles in Schools (<https://www.amazon.ca/Restorative-Circles-Schools-Community-Enhancing/dp/1934355046>).
- DBT Skills Manual for Adolescents Rathus & Miller.
- Workshops provided through various community partners (Vancouver Coastal Health, MCFD, Community Youth Outreach Workers etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem Solving methods etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Greene).
- IEP Goal Setting templates.
- Visual Journals.
- The Explosive Child (2006), Lost at School, Ross Greene, 2008.
- Self-Regulation Research Materials: Stuart Shanker.
- Teaching Self-Efficacy through Personal projects: http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx
- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy.
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online
- Mindfulness Resources such as MindUp.
- <https://www.anxietybc.com/>
- <https://foundrybc.ca/>



Board / Authority Authorized Course: Self-Efficacy 11

School District/Independent School Authority Name: New Westminister School District	School District/Independent School Authority Number: SD #40
Developed by: North Vancouver School District Adapted for use in New Westminister by Pam Craven and Maureen McRae-Stanger	Date Developed: Revised for New Westminister Schools October 2019
School Name: POWER and NWSS	Principal's Name: Pam Craven and Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School Districts only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: Self-Efficacy 11: YCPA-1C	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

None.

Course Synopsis:

Self-efficacy is an individual's belief in their ability to be successful. This course is designed to allow students to demonstrate their self-efficacy through overcoming their own social, emotional and/or behavioural barriers to learning. Learning standards for the course are grouped under social-emotional learning themes: self-awareness and management, social awareness and interactions, and responsibility and decision-making. By solidifying personal values, students will develop skills in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. Students equipped with sound social and emotional skills, anchored in sound personal values, will be able to demonstrate consistency in purpose and action. As a culmination, students reflect on their goals and create new possibilities for their lives.

Goals and Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning and emotional needs of students who require a structured framework to promote social-emotional learning, self-advocacy, self-efficacy, and independence. It will develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to develop a powerful sense of self-efficacy through responsible decision making, based on their values, in order to effectively problem solve.

Aboriginal Worldviews and Perspectives:Declaration of First Peoples Principles of Learning:

The First Peoples Principles of Learning are inherent in all aspects of Self-Efficacy 11:

- Learning involves recognizing the consequences of one's actions
- Learning supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning is embedded in history, memory, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Declaration of Aboriginal Worldviews and Perspectives:

Self-Efficacy 11 explores many of the Aboriginal Worldviews and Perspectives:

- Emphasis on identity
- Awareness of history
- Community engagement
- Positive learner-centered approach
- Experiential learning
- Flexibility
- Power of story
- Community involvement
- Language and culture

BIG IDEAS

Development of self-awareness is a lifelong practice

Knowledge of strengths and needs enables us to persevere

Recognizing differences allows us to consider the interdependence of people

Communication is an integral part of building and maintaining relationships

Decisions we make impact the world around us

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Self Awareness and Management - Identify and recognize their own emotions - Be able to give an accurate self-perception - Recognize personal strengths, needs, and values - Make choices that benefit their well-being and keep them safe - Develop strategies to manage impulse control - Develop strategies to manage stress and anxiety - Develop strategies to enhance self-motivation and self-discipline - Develop strategies to develop and achieve goals Social Awareness and Interactions - Recognize and respect perspectives different from their own - Practice empathy by role playing a variety of situations - Recognize and respect diversity - Recognize the importance of treating others with respect - Develop an ability to communicate in social and formal situations - Recognize social norms and develop skills for working cooperatively - Develop strategies to use for conflict management/resolution - Develop strategies for negotiation and refusal in a social and formal situation - Demonstrate ways to appropriately seek and provide help	<i>Students are expected to know the following:</i> - People feel a variety of emotions - How to identify the influence of emotions on daily living Self-regulation skills enhance ability to manage emotions Executive functioning skills promote daily success - The link between our brains and our emotions - That nutrition, sleep and hygiene affect their well-being - People come from diverse backgrounds and experiences that shape their interactions and values - Multiple ways of communicating information, ideas, and opinions - Essential expressive and receptive communication skills. - That actions have impacts on selves and others - That individuals are responsible for themselves - When decisions will have positive or negative outcomes - How, when, and where to get help when needed

Curricular Competencies	Content
Responsibility and Decision Making - Identify problems and analyze social and formal situations - Demonstrate skills for effective problem solving - Reflect and Evaluate the effectiveness of decisions - Demonstrate personal and social responsibility	

Content – Elaborations
Emotions: A natural instinctive state of mind deriving from one’s circumstances, mood or relationships with others Self-regulation: The ability to manage unhelpful behaviours Executive functioning skills: Time-management, organization, planning and prioritizing, task initiation and goal-directed persistence Sleep hygiene: Habits that help improve duration and quality of sleep Expressive communication: Outward communication including verbal, written, and body Receptive communication: The ways in which individuals receive information

Recommended Instructional Components:

- Direct instruction – (1:1, small group and large group)
- Large and small group discussions
- Guest speakers
- Videos
- Online research
- Individual and group activities: such as role-playing modelling, demonstrations, reflective writing
- Student presentations
- Mindful meditations
- Self-directed projects
- Goal setting, tracking, and self-assessment activities

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Journaling (written, reflective, visual)
- Projects (individual & group)
- Portfolios (goal-setting)
- Skills performance assessment – skill/task development/usage rubrics
- Self-assessment
- Peer-assessment
- Teacher anecdotal records/logs

Learning Resources:

- An Instant help book for teens series (<https://www.newharbinger.com/imprint/instant-help-books>).
- Restorative Circles in Schools (<https://www.amazon.ca/Restorative-Circles-Schools-Community-Enhancing/dp/1934355046>).
- DBT Skills Manual for Adolescents Rathus & Miller
- Workshops provided through various community partners (Vancouver Coastal Health, MCFD, Community Youth Outreach Workers etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem Solving methods etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Greene).
- IEP Goal Setting templates.
- Visual Journals.
- The Explosive Child (2006), Lost at School, Ross Greene, 2008.
- Self-Regulation Research Materials: Stuart Shanker.
- Teaching Self-Efficacy through Personal projects:
http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx
Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online.
- Mindfulness Resources such as MindUp.
- <https://www.anxietybc.com/>.
- <https://foundrybc.ca/>.



Board / Authority Authorized Course: Self-Efficacy 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: North Vancouver School District Adapted for New Westminster Schools by Pam Craven and Maureen McRae-Stanger	Date Developed: Revised for New Westminster Schools October 2019
School Name: POWER and NWSS	Principal's Name: Pam Craven and Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School Districts only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: Self-Efficacy 12: YCPA-2C	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Self-efficacy is an individual's belief in their ability to be successful. This course is designed to allow students to demonstrate their self-efficacy through overcoming their own social, emotional and/or behavioural barriers to learning. Learning standards for the course are grouped under social-emotional learning themes: self-awareness and management, social awareness and interactions, and responsibility and decision-making. By the end grade 12, students need to solidify their personal values. Students will demonstrate skill development in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. Students equipped with sound social and emotional skills,

anchored in sound personal values, will be able to demonstrate consistency in purpose and action. As a culmination, students reflect and report on the process developing their self-efficacy, and describe how they intend to pursue new opportunities and confront new challenges outside of secondary school.

Goals and Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the needs of students who require a structured framework of promoting social-emotional learning and self-advocacy, as well as, expecting self-efficacy, and independence from the student as they begin to transition to life outside of secondary school. This course supports and encourages students to emerge with a powerful sense of self-efficacy through recognizing and understanding the outcome of their actions, and responsible decision making based on their values, in order to confront the challenges and obstacles they face both in school and beyond their school lives.

Aboriginal Worldviews and Perspectives:Declaration of First Peoples Principles of Learning:

The First Peoples Principles of Learning are inherent in all aspects of Self-Efficacy 12:

- Learning involves recognizing the consequences of one's actions
- Learning supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning is embedded in history, memory, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Declaration of Aboriginal Worldviews and Perspectives:

Self-Efficacy 12 explores many of the Aboriginal Worldviews and Perspectives:

- Emphasis on identity
- Awareness of history
- Community engagement
- Positive learner-centered approach
- Experiential learning
- Flexibility
- Power of story
- Community involvement
- Language and culture

BIG IDEAS

Development of self-awareness is a lifelong practice	Knowledge of strengths and needs enables us to persevere	Recognizing differences allows us to consider the interdependence of people	Communication is an integral part of building and maintaining relationships	Decisions we make impact the world around us
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Self Awareness and Management - Recognize the influence their own emotions have on their ability to be successful - Be able to give an accurate self-perception and recognize/employ strategies and actions to improve their self-perceptions - Demonstrate the effective use of personal strengths and values to help overcome personal needs - Demonstrate the effective use strategies that manage impulse control - Demonstrate the effective use strategies to manage stress and anxiety - Effectively use strategies to aid organizational skills and time management - Recognize self-motivation factors and effectively use strategies to maintain self-discipline Social Awareness and Interactions - Recognize the importance of treating others with respect - Recognize, respect, and engage in exploring aspects of diversity in their lives - Practice empathy in real-life situations and reflect on being empathetic - Demonstrate understanding of perspectives different from their own - Effectively communicate in appropriate ways in both formal and informal situations	<i>Students are expected to know the following:</i> - People experience a variety of emotions - How to identify and manage the influence of emotions on daily living - A variety of self-regulation skills that can enhance their ability to manage emotions - How to utilize executive functioning skills to promote their daily success - That the brain is a complex organ linked directly to both behaviour and emotion - How nutrition, sleep and hygiene effects their well-being - Interactions with people from diverse backgrounds and experiences can shape individuals values and increase empathy - Multiple ways of effectively communicating information, ideas, and opinions - Comprehensive expressive and receptive communication skills - That actions have impacts on selves and others - That individuals are responsible for and accountable to themselves - How to predict potential positive and negative outcomes prior to making decisions

Curricular Competencies	Content
- Effectively contribute to group success and reflect on positive contributions made - Effectively role-model appropriately asking for and providing help - Demonstrate the effective use and reflect on the success of strategies for conflict management/resolution - Demonstrate the effective use of negotiation and refusal strategies in a variety of situations and settings Responsibility and Decision Making - Demonstrate the successful use of decision making strategies - Reflect on the success and the effectiveness of decisions made - Demonstrate the effective use of problem solving strategies in a variety of situations and settings - Effectively demonstrate and role model personal and social responsibility in a variety of situations and settings. - Demonstrate accountability and role-model responsibility for behaviour.	

Content – Elaborations
- Emotions: A natural instinctive state of mind deriving from one’s circumstances, mood, or relationships with others - Self-regulation: The ability to manage unhelpful behaviours - Executive functioning skills: Time-management, organization, planning and prioritizing, task initiation, goal-directed persistence - Sleep hygiene: Habits the help improve duration and quality of sleep - Expressive communication: Outward communication including verbal, written, and body - Receptive communication: The ways in which individuals receive information

Recommended Instructional Components:

- Direct instruction – (1:1, small group and large group)
- Large and small group discussions
- Guest speakers
- Videos
- Online research
- Individual and group activities: such as role-playing modelling, demonstrations, reflective writing
- Student presentations
- Mindful meditations
- Self-directed projects
- Goal-setting, tracking, and self-assessment activities

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment:

- Journaling (written, reflective, visual)
- Projects (individual & group)
- Portfolios (goal-setting, grade 12 transitions)
- Skills performance assessment – skill/task development/usage rubrics
- Self-assessment
- Peer-assessment
- Teacher anecdotal records/logs

Learning Resources:

- An Instant help book for teens series (<https://www.newharbinger.com/imprint/instant-help-books>).
- Restorative Circles in Schools (<https://www.amazon.ca/Restorative-Circles-Schools-Community-Enhancing/dp/1934355046>).
- DBT Skills Manual for Adolescents Rathus & Miller.
- Workshops provided through various community partners (Vancouver Coastal Health, MCFD, Community Youth Outreach Workers etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem Solving methods etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Greene).
- IEP Goal Setting templates.
- Visual Journals.
- The Explosive Child (2006), Lost at School, Ross Greene, 2008.
- Self-Regulation Research Materials: Stuart Shanker.
- Teaching Self-Efficacy through Personal projects:
http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx.
- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002).
- Articles, information and videos on the internet related to self-efficacy.
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online.
- Mindfulness Resources such as MindUp.
- <https://www.anxietybc.com/>.
- <https://foundrybc.ca/>.



Board / Authority Authorized Course: Volleyball Skills 10

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: Scott Hodson	Date Developed: October 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School Districts only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: BAA Volleyball Skills 10: YLRA-OB	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

The instructor will require a degree in Human Kinetics from an accredited university, with specializations in physical education and kinesiology or the approved equivalent. The instructor will need to have experience in coaching volleyball at the high school level (levels after high school would be an asset). The instructor will need qualifications in coaching theory and sport skill training that are specific to volleyball. Training in injury prevention and maintenance, strength and conditioning and First Aid would be beneficial.

Equipment required includes gym space with at least two full size volleyball courts available, 18 volleyballs per court, access to the NWSS Fitness Centre, a laptop computer with projector, speakers and cart, exercise balls, resistance bands, skipping ropes, yoga mats, medicine balls and free weights.

In addition, a volleyball spike trainer and serving machine would be a great asset to the program.

Course Synopsis:

Volleyball Skills 10 is designed to engage and educate students in grades 9/10 about the sport of volleyball. Sport specific instruction and player development about skills such as serving, passing, setting, attacking, blocking and defense, for example, will be taught in the volleyball course. The course will focus on the fundamental and technical skills of volleyball, as well as the strategies and tactics used during match play. Students will learn specific offensive setups and defensive strategies used in a volleyball match. Students will be offered the opportunities to lead, officiate and participate in a positive, inclusive learning environment. Students will learn the current FIVB rules of volleyball and how to apply those rules to the game situations they will encounter. The course will follow the Volleyball Canada LTAD (Long Term Athlete Development) model to ensure that all students receive that appropriate training that will produce well-rounded individuals, and allow them to maintain a lifelong passion for the sport of volleyball. The LTAD provides a framework for training, competition and recovery at all stages of athlete development. The LTAD focusses on the general framework of athletic development with specific reference to growth, maturation and individual development at all stages of life.

Goals and Rationale:

Volleyball Canada has developed an 8-stage model of Long-Term Athlete Development (LTAD):

1. Volleyball Skills 10 will focus on the Training to Train and Learning to Compete phases of the LTAD (Ages 11-19). In these two areas, fundamentals of the games are learned and adapted to different competitive, in match situations.
2. Students will be exposed to many different strategies of the game with respect to offense, defense and transitional play. Fundamental and higher level technical skills will be combined to develop a competitive system of play within a match.
3. Students will learn all positions of the game. As the course progresses, students will have the ability to see some position specific specializations. This course is open to all students, regardless of their level of experience.
4. Students will learn injury prevention programs, fitness training programs, training and injury recovery, mental preparation and fundamental/technical development throughout the course.

Using the LTAD, Volleyball Skills 10 will allocate specific amounts of time throughout the course on different elements of the LTAD training model.

TACTICS (20%): Short term adjustments to long term plans, very specific.

STRATEGY (30%): The overall long-term plan, learning how to apply technical and fundamental skills in various in-play situations.

TECHNICAL (30%): Decision making within the play of the game, when/which skill to execute at a specific time.

FUNDAMENTALS (20%): The “How To” and “Why To” of basic foundational volleyball skills.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Volleyball Supports the development of self in support of connecting with others
- Leading in volleyball involves learning from mentors, as well as those who are meant to lead
- Volleyball requires athletes to cooperate and collaborate with each other
- Learning is holistic, reflective, experiential and relational
- Connecting learning to the broader community, volleyball extends beyond the walls of the gymnasium and school at large
- Learning involves patience and time. Skill retention in volleyball occurs over a period of time and does not occur instantly

Declaration of Aboriginal Worldviews and Perspectives:

- Volleyball and team play is inseparable from connectedness and relationships; specifically:
 - Community involvement
 - Experiential Learning
 - Flexibility
 - Leadership
 - Positive learner-centered approach
 - Role of the teacher/coach
 - Learning involves patience and time

BIG IDEAS

Daily participation in a variety of physical activities influences our physical literacy, personal health/fitness goals and mental/emotional development

Successful performance depends on individual and cooperative learning in challenging environments

Communication is essential to successful teamwork and leadership

Participating in volleyball is an example of a physical activity that can contribute to overall physical, emotional, psychological, mental and cognitive well-being

Following proper training, recovery and technical programs can help us reach our health and fitness related goals

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Active Living: • Execute specific aerobic and anaerobic fitness markers • Perform various tasks related to volleyball specific training • Demonstrate successful performance, using proper technique, control of volleyball skills • Demonstrate successful performance or a player's role in: ○ Serve reception ○ Offensive play ○ Support play ○ Defensive play • Pursue personal activity goals related to health promoting components Critical Thinking: • Demonstrate specific positions effectively • Demonstrate the principles of systems of play in regards to both offense and defense • Respond with appropriate responses to different game situations • Describe effective methods of individual and team preparation • Integrate fitness skills into practice and game situations	Students are expected to know the following: • The difference between aerobic and anaerobic fitness • Training principles to enhance personal strength and fitness • Proper warm up, prehab, stretching procedures and purpose • The mechanics involved in the following: ○ Serving ○ Passing ○ Setting ○ Attacking ○ Blocking ○ Defense • Common errors and error detection in specific skills • Offensive and defensive skills and strategies • Specific positions, their purpose and accompanying skill sets

Curricular Competencies	Content
Communication and Social Responsibility: - Communicate in a positive and effective way with coaches and teammates. - Demonstrate safety, fair play and leadership in all aspects of the game. - Employ leadership techniques to improve individual and teammate opportunity for success in a variety of team and individual situations during game play. Exploring and Creating: Volleyball Fundamentals - Participate in daily physical activities that are designed to enhance fundamental volleyball skills. - Identify how to move offensively and defensively in both an individual sense and as a team unit. - Demonstrate how to use fundamental volleyball skills and why to use them. - Participate in daily volleyball skills that are athlete (not coach/teacher) centered and that are designed to explore experiential learning. - Participate in a games approach to learning, designed to improve one's perception of the game of volleyball and when/where to perform specific skills. Connecting and Expanding: Volleyball Playing Principles - Learn BLOCKED PRACTICE volleyball skills and develop them in RANDOM/VARIABLE environments. - Develop the concept of DECISION MAKING in volleyball, "when to execute a skill". - Develop the principles of offense, defense and spacing. - Utilize verbal and visual feedback in practice and game situations. Collaboration and Teamwork: Strategies and Tactics - Understand the difference between game STRATEGIES AND TACTICS. - Develop effective means of communication with teammates in game situations. - Implement transition strategies and tactics to be used in game situations. - Learn how to create an advantage when one does not exist. - Identify and perform key factors and outcomes for the successful performance of individual and linked volleyball skills.	- Appropriate decision-making abilities in team play including: 1 v 1 2 v 2 3 v 3 4 v 4 6 v 6 - Understand the application of the rules and regulations of the game - Learn to referee at an appropriate level: - Using proper hand signals and procedures - How to communicate in team play - How to be an effective team leader - When serving: - Maintain balance - Underhand serve - Overhand serve - When passing: - Maintain balance - Footwork to move to the ball - Passing at mid-line - Pass to target - Pass to location - When setting: - Maintain balance - Basic set - Advanced sets - Setting out of system - Setting in system - Jump sets - Front sets/back sets - Sets to back row

Curricular Competencies	Content
Principles of Training: Physical Characteristics • Understand the principles and theories of aerobic and anaerobic system training • Understand the importance of fundamental movement mastery and proper technique before the beginning of strenuous training programs • Use equipment and workspace in a safe and proper manner • Learn about activities such as yoga and physiotherapy to help with injury prevention, training and rehabilitation Healthy and Active Living: Mental and Cognitive Characteristics • Demonstrate the capacity to use self-analysis and self-correction • Understand that even though winning is a goal of sport, it is possible to compete against an opponent and maintain positive relationships • Demonstrate the ability to accept constructive criticism • Understand how to use stress reduction techniques on and off the court Social Responsibility: Emotional Characteristics • Develop, through participation in leadership, decision making and responsibility roles • Learn that the peer group is a very powerful force and players are searching for a stable and balanced self-image • Take ownership of personal training, skill development, organizational skills and balance of sport and academics • Plan to be a positive role model and set good examples through personal actions	• When attacking: ○ Attacking in system ○ Attacking out of system ○ Quick attacks ○ Back row attacks ○ Different footwork for outside/middle/back row attacks ○ Arm swings for outside and middle hits • Where to aim (high, hard and deep) • When blocking: ○ Timing ○ Positioning ○ Footwork ○ Single, double, triple blocks ▪ When to use • When on defense: ○ Body positioning ○ Arm positioning ○ Ball control ○ Diving • Systems of play: ○ 5-1, 6-2, 4-2, Basic W • What does it take to be a leader? ○ Best player? ○ Best communicator? ○ Best motivator? • Understand the qualities of good leadership • Realize that not everyone is built to be a leader, some prefer to be led • Realize leadership can happen from any person at any time • Realize that leaders rise to the occasion when needed

Curricular Competencies – Elaborations

BLOCKED PRACTICE: Focus is on one part of a skill, repetitive practice until skill is performed correctly

RANDOM/VARIABLE PRACTICE: Several skills are practiced in a random order

DECISION MAKING TRAINING: Decision making is done in practice the same way it is done in a competitive environment

TRANSFER OF LEARNING: Influence of previous experiences on learning new skills

STRATEGIES: The long-term of what to do in competitive situations

TACTICS: Short-term adjustments to the long-term plan, very situationally specific

POSITIONLESS VOLLEYBALL: Play where each athlete learns how to perform each specific position in both an offensive and defensive capacity

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Self-correction
- Modelling
- Video Analysis
- Group Instruction/Mentoring
- Guest Speakers
- Interviews
- Peer/Self Evaluation
- Field Trips

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Participation and Effort
- Fitness Testing
- Biomechanical Assessments/Analysis
- Theory Tests
- Self-Assessment, Peer Assessment, Performance Assessment
- Strength and Volleyball Journals/Publications

Learning Resources:

BOOKS:

- Volleyball Coaching Bible
- Ultimate Guide to Weight Training for Volleyball
- Volleyball Systems and Strategies
- Coaching Volleyball Champions
- Championship Team Building
- Team Building for Success
- FIVB Rule Book
- Pyramid of Success

WEBSITES:

- <http://www.volleyballbc.org/coach/>
- <https://www.coach.ca/volleyball-p154447>
- <https://www.theartofcoachingvolleyball.com/>
- <https://volleyball.ca/>



Board / Authority Authorized Course: Volleyball Skills 12

School District/Independent School Authority Name: New Westminster School District	School District/Independent School Authority Number: SD #40
Developed by: Scott Hodson	Date Developed: October 2019
School Name: New Westminster Secondary School	Principal's Name: Murray McLeod
Superintendent Approval Date (for School Districts only): December 2019	Superintendent Signature (for School Districts only): Karim Hachlaf
Board/Authority Approval Date: December 2019	Board/Authority Chair Signature: Mark Gifford
Course Name: BAA Volleyball Skills 12: YLRA-2B	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

It is recommended that students take Volleyball Skills 10.

Special Training, Facilities or Equipment Required:

The instructor will require a degree in Human Kinetics from an accredited university, with specializations in physical education and kinesiology or the approved equivalent. The instructor will need to have experience in coaching volleyball at the high school level (levels after high school would be an asset). The instructor will need qualifications in coaching theory and sport skill training that are specific to volleyball. Training in injury prevention and maintenance, strength and conditioning and First Aid would be beneficial.

Equipment required includes gym space with at least two full size volleyball courts available, 18 volleyballs per court, access to the NWSS Fitness Centre, a laptop computer with projector, speakers and cart, exercise balls, resistance bands, skipping ropes, yoga mats, medicine balls and free weights.

In addition, a volleyball spike trainer and serving machine would be a great asset to the program.

Course Synopsis:

Volleyball Skills 12 is designed to engage and educate students in grades 11/12 about the sport of volleyball. Sport specific instruction and player development about skills such as serving, passing, setting, attacking, blocking and defense, for example, will be taught in the volleyball course. The course will focus on the more advanced technical skills of volleyball, as well as the strategies and tactics used during match play. Students will learn specific offensive setups and defensive strategies used in a volleyball match. Students will be offered the opportunities to lead, officiate and participate in a positive, inclusive learning environment. Students will learn the current FIVB rules of volleyball and how to apply those rules to the game situations they will encounter. The course will follow the Volleyball Canada LTAD (Long Term Athlete Development) model to ensure that all students receive that appropriate training that will produce well-rounded individuals, and allow them to maintain a lifelong passion for the sport of volleyball. The LTAD provides a framework for training, competition and recovery at all stages of athlete development. The LTAD focusses on the general framework of athletic development with specific reference to growth, maturation and individual development at all stages of life.

Goals and Rationale:

Volleyball Canada has developed an 8-stage model of Long-Term Athlete Development (LTAD)

1. Volleyball Skills 12 will focus on the Training to Train and Learning to Compete phases of the LTAD (Ages 11-19). In these two areas, fundamentals of the games are learned and adapted to different competitive, in match situations.
2. Students will be exposed to many different strategies of the game with respect to offense, defense and transitional play. Fundamental and higher level technical skills will be combined to develop a competitive system of play within a match.
3. Students will learn all positions of the game. As the course progresses, students will have the ability to see some position specific specializations. This course is open to all students, regardless of their level of experience.
4. Students will learn injury prevention programs, fitness training programs, training and injury recovery, mental preparation and fundamental/technical development throughout the course.

Using the LTAD, Volleyball Skills 12 will allocate specific amounts of time throughout the course on different elements of the LTAD training model.

TACTICS (20%): Short term adjustments to long term plans, very specific

STRATEGY (30%): The overall long-term plan, learning how to apply technical and fundamental skills in various in-play situations

TECHNICAL (30%): Decision making within the play of the game, when/which skill to execute at a specific time

FUNDAMENTALS (20%): The “How To” and “Why To” of basic foundational volleyball skills

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Volleyball Supports the development of self in support of connecting with others
- Leading in volleyball involves learning from mentors, as well as those who are meant to lead.
- Volleyball requires athletes to cooperate and collaborate with each other.
- Learning is holistic, reflective, experiential and relational.
- Connecting learning to the broader community, volleyball extends beyond the walls of the gymnasium and school at large.
- Learning involves patience and time. Skill retention in volleyball occurs over a period of time and does not occur instantly.

Declaration of Aboriginal Worldviews and Perspectives:

- Volleyball and team play is inseparable from connectedness and relationships; specifically:
 - o Community involvement
 - o Experiential Learning
 - o Flexibility
 - o Leadership
 - o Positive learner centered approach
 - o Role of the teacher/coach
 - o Learning involves patience and time

BIG IDEAS

Daily participation in a variety of physical activities influences our physical literacy, personal health/fitness goals and mental/emotional development

Successful performance depends on individual and cooperative learning in challenging environments

Communication is essential to successful teamwork and leadership

Participating in volleyball is an example of a physical activity that can contribute to overall physical, emotional, psychological, mental and cognitive well-being

Following proper training, recovery and technical programs can help us reach our health and fitness related goals

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Active Living: • Execute specific aerobic and anaerobic fitness markers. • Perform various tasks related to volleyball specific training. • Demonstrate successful performance, using proper technique, control and accuracy of volleyball skills. • Demonstrate successful performance or a player's role in: ○ Serve reception ○ Offensive play ○ Direct contact ○ Support play ○ Defensive play • Pursue personal activity goals related to health promoting components Critical Thinking: • Demonstrate specific positions effectively. • Demonstrate the principles of systems of play in regards to both offense and defense. • Respond with appropriate responses to different game situations. • Describe effective methods of individual and team preparation. • Integrate fitness skills into practice and game situations.	Students are expected to know the following: • The difference between aerobic and anaerobic fitness and the benefits of each • Training principles to enhance personal strength and fitness • Proper warm up, prehab, stretching procedures and purpose. • The mechanics involved in the following: ○ Serving ○ Passing ○ Setting ○ Attacking ○ Blocking ○ Defense • Common errors and error detection in specific skills • Personal error correction without external direction • Advanced offensive and defensive skills and strategies • Effective methods for individual and team preparation for competition • Specific positions, their purpose and accompanying skill sets.

Curricular Competencies	Content
Communication and Social Responsibility: - Communicate in a positive and effective way with coaches and teammates - Demonstrate safety, fair play and leadership in all aspects of the game - Employ leadership techniques to improve individual and teammate opportunity for success in a variety of team and individual situations during game play - Create effective player positioning and team strategies, determined by observing and analyzing an opponent's tendencies Exploring and Creating: Volleyball Fundamentals - Participate in daily physical activities that are designed to enhance fundamental volleyball skills - Identify how to move offensively and defensively in both an individual sense and as a team unit - Demonstrate how to use fundamental volleyball skills and why to use them - Participate in daily volleyball skills that are athlete (not coach/teacher) centered and that are designed to explore experiential learning - Participate in a games approach to learning, designed to improve one's perception of the game of volleyball and when/where to perform specific skills Connecting and Expanding: Volleyball Playing Principles - Learn BLOCKED PRACTICE volleyball skills and develop them in RANDOM/VARIABLE environments - Develop the concept of DECISION MAKING in volleyball, "when to execute a skill" - Develop the principles of offense, defense and spacing - Learn principles and theories of intelligent movement on the court - Develop the concepts of defensive to offensive (and vice versa) transitional play - Utilize verbal and visual feedback in practice and game situations Collaboration and Teamwork: Strategies and Tactics - Understand the difference between game STRATEGIES AND TACTICS - Develop effective means of communication with teammates in game situations - Implement transition strategies and tactics to be used in game situations. - Learn how to create an advantage when one does not exist.	- Systems of play ,their advantages and disadvantages ad when to use them - Appropriate decision-making abilities in team play including: 1 v 1 2 v 2 3 v 3 4 v 4 6 v 6 - Understand the application of the rules and regulations of the game - Learn to referee at an appropriate level: - Using proper hand signals and procedures - How to communicate effectively in team play - How to be an effective team leader - When serving: - Maintain balance - Underhand serve - Overhand serve - Jump serves - Jump Spin - Jump Float - When passing: - Maintain balance - Footwork to move to the ball - Passing at mid-line - Passing outside mid-line - Pass to target - Pass to location - When setting: - Maintain balance - Basic set - Advanced sets - Setting out of system - Setting in system - Choice of set based on opponents positioning - Jump sets - Front sets / back sets / Sets to back row

Curricular Competencies	Content
- Identify and perform key factors and outcomes for the successful performance of individual and linked volleyball skills Principles of Training: Physical Characteristics - Understand the principles and theories of aerobic and anaerobic system training. - Understand the importance of fundamental movement mastery and proper technique before the beginning of strenuous training programs. - Use equipment and workspace in a safe and proper manner. - Learn about activities such as yoga and physiotherapy to help with injury prevention, training and rehabilitation. Healthy and Active Living: Mental and Cognitive Characteristics - Demonstrate the capacity to use self-analysis and self-correction. - Understand that even though winning is a goal of sport, it is possible to compete against an opponent and maintain positive relationships. - Understand how to use self-control and mental toughness in high pressure situations within a match. - Demonstrate the ability to accept constructive criticism. - Understand how to use stress reduction techniques on and off the court. - Learn how to use stress reduction concepts away from the practice or game situations. Social Responsibility: Emotional Characteristics - Develop, through participation in leadership, decision making and responsibility roles. - Learn that the peer group is a very powerful force and players are searching for a stable and balanced self-image. - Take ownership of personal training, skill development, organizational skills and balance of sport and academics. - Plan to be a positive role model and set good examples through personal actions. - Take ownership and buy into team building activities.	- When attacking: - Attacking in system - Attacking out of system - Low tempo attacking - High tempo attacking - Quick attacks - Back row attacks - Selling the fake attack - Committing to your attack - Different footwork for outside/middle/back row attacks - Arm swings for outside and middle hits - Where to aim (high, hard and deep) - When blocking: - Timing - Positioning - Hand position - Footwork - Single, double, triple blocks - When to use - When on defense: - Body positioning - Arm positioning - Ball control - Transition to offense from defense - Diving - Systems of play: 5-1, 6-2, 4-2, Basic W - Understand and be able to self-correct errors in the moment of play - What does it take to be a leader? - Best player? - Best communicator? - Best motivator? - Understand the qualities of good leadership - Realize that not everyone is built to be a leader, some prefer to be lead.

Curricular Competencies	Content
	• Realize leadership can happen from any person at any time. • Realize that leaders rise to the occasion when needed.

Curricular Competencies – Elaborations

BLOCKED PRACTICE: Focus is on one part of a skill, repetitive practice until skill is performed correctly

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POSITIONLESS VOLLEYBALL: Play where each athlete learns how to perform each specific position in both an offensive and defensive capacity

Recommended Instructional Components:

- Direct Instruction
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- Interactive Instruction
- Self-correction
- Modelling
- Video Analysis
- Group Instruction/Mentoring
- Guest Speakers
- Interviews
- Peer/Self Evaluation
- Field Trips

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Participation and Effort
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Learning Resources:

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- Team Building for Success
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WEBSITES:

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- <https://www.coach.ca/volleyball-p154447>
- <https://www.theartofcoachingvolleyball.com/>
- <https://volleyball.ca/>

Supplement to: **COMBINED EDUCATION AND OPERATIONS POLICY & PLANNING COMMITTEE**

Date: December 3, 2019

Submitted by: Robert Weston, Executive Director of Human Resources

Item: Requiring Action Yes ☐ No ☒ For Information ☒

Subject: September 3, 2019 to October 31, 2019 Non-Replacement Data (Staffing)

Background:

The data chart below is provided in response to the following Board motions:

MOTION: 2018-118 - Teachers Teaching On Call (TTOC) Shortages, and

MOTION: 2018-119 - Educational Assistants Absence Coverage

SEPTEMBER 2019	Total Teacher or EA days 18	Total absence days in month	Total absence days replaced in month	Total absence days not replaced by TTOC's/Casuals	Covered by School based administrators
A. Enrolling Teaching assignments	4770	494	298.5	195.5	
B. Non-Enrolling assignments	1134	29.50	19	10.50	0
C. Education Asst.	3400	209	134	75	N/A

OCTOBER 2019	Total Teacher or EA days 21	Total absence days in month	Total absence days replaced in month	Total absence days not replaced by TTOC's/Casuals	Covered by School based administrators
A. Enrolling Teaching assignments	5565	664	426.75	237.25	
B. Non-Enrolling assignments	1323	44.50	26	18.50	0
C. Education Asst.	3740	340	197	143	N/A

** All such absences were covered by the reassignment of non-enrolling teacher's or school-based administrators

Supplement to: **COMBINED EDUCATION AND OPERATIONS POLICY & PLANNING COMMITTEE**

Date: December 3, 2019

Submitted by: Quirina Gamblen, Director of Programs and Planning,
Murray McLeod, Principal NWSS and Jamie Sadler, Vice-Principal NWSS

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

Subject: International Baccalaureate (IB) Programme Update

Background

The International Baccalaureate Diploma Programme (IB) is a District Program of Choice that has been offered at New Westminster Secondary School (NWSS) for twenty years. The IB program offers an integrated program for students as they complete courses preparing for IB examinations in six different subject groups. Currently students apply to the program in Grade 8 for entry into the locally developed "Pre-IB" program in grade 9. NWSS currently offers this program in both French and English. Once admitted, students in the Pre-IB program take a locally developed grade 9 course as well as Grade 10 honours courses. In their grades 11 and 12 years, students officially begin the IB Diploma Programme.

The IB Programme currently has an intake of 90 students in grade 9; 24 of those students are French Immersion students (FRIM) which is a subset cohort of the program (FRIM Cohort).

As part of a comprehensive review process conducted by school and district administrators as well as current IB teachers, a variety of factors were considered. These included inclusive practices, scheduling, staffing and student success data across a number of years. Following this review, the following recommendations are made with respect to the IB Programme for the 2020/21 school year:

1. Retiring the Pre-IB Programme and allowing all grade 9 students the opportunity to transition to secondary school and participate in a wide variety of courses, including elective courses;
2. Offering the opportunity for **all** Grade 10 students to take Honours courses;
3. Offering **all** Grade 10 students the opportunity to apply for the IB program;
4. Discontinuing the French Immersion IB option;
5. To support a smooth transition process, continuing to offer both the French and English IB options for current Grade 11 students.

A comprehensive communication and transition plan has been articulated by the administrative team which includes student, parent and teacher communication.



Supplement to: COMBINED EDUCATION AND OPERATIONS POLICY & PLANNING COMMITTEE

Date: December 3, 2019

Submitted by: Danielle Connelly, Trustee

Item: Requiring Action Yes ☒ No ☐ For Information ☐

Subject: Youth/Student Engagement in Board Governance

Background:

In the past year, New Westminister Schools has taken many exciting steps to encourage youth engagement at the Board table. Students have engaged in the budget process, through Student Voice, and bringing issues of importance to them to Board meetings.

Recommendation:

THAT the Combined Education and Operations Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) that in order to continue to foster youth/student engagement in Board Governance, the Board directs staff to explore the feasibility of having an annual daytime Education Policy & Planning Committee meeting in lieu of one monthly evening meeting.