



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

Tuesday, November 17, 2020

5:00 pm

Via Webex Livestream

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

			Pages
1.	<u>Approval of Agenda</u>	5:00 PM	
Recommendation: THAT the agenda for the November 17, 2020 Education Policy and Planning Committee meeting be adopted as distributed.			
2.	<u>Comment and Question Period</u>	5:05 PM	
3.	<u>Student Voice</u>	5:10 PM	
a.	Child and Youth Liaison Officers in Schools Update (Verbal)		2
4.	<u>Reports from Senior Management</u>		
a.	International Program Update (K. Klein)	5:20 PM	3
b.	Board Authority / Authorized (BAA) Courses (M. McRae-Stanger)	5:30 PM	17
c.	Anti-Racism Initiative (Verbal) (K. Hachlaf)	5:40 PM	
5.	<u>Adjournment</u>	6:00 PM	

Student Voice Update
Education Committee Meeting November 17, 2020

Step #1: Educate the Students at NWSS on the Child and Youth Liaison Officer Program.

Use Ms. McRae-Stanger's PowerPoint to visit classrooms:

- Student Voice reps present it or show Ms. McRae-Stanger's recorded version
- Student Voice reps answer questions or help clarify information in person
- If teachers do not want outside visitors, the presentation will be made available; teachers will be encouraged to show it when appropriate in their classrooms. Students can DM Student Voice if they have any questions
- We will be asking Mr. McLeod to upload the presentation to the school website
- Student Voice will attach the PowerPoint as a link in our Instagram bio and encourage people to watch it (through school announcements and social media)

Step #2: Create the survey!

International Education Board Update 2020

November 17, 2020
Karen Klein, Director



New
Westminster
Schools

2020: A YEAR LIKE NO OTHER



- Repatriation
- (Very) Remote Learning
- Federal border restrictions
- A “COVID readiness plan” and strict travel protocols

- ✓ 71 students repatriated;
- ✓ 34 planned to return for September 2020;
31 returned
- ✓ 63 remained in Canada



Only 5 provinces had COVID-19 readiness plans approved

ALIGNING STRATEGIC PRIORITIES



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

DEPARTMENT OBJECTIVES



STUDENTS

Engage & support students in their education programs to successfully reach their personal learning goals now and into the future.



FAMILIES

Provide students & families with access to district and community supports to ensure a focus is on health, learning and self-improvement

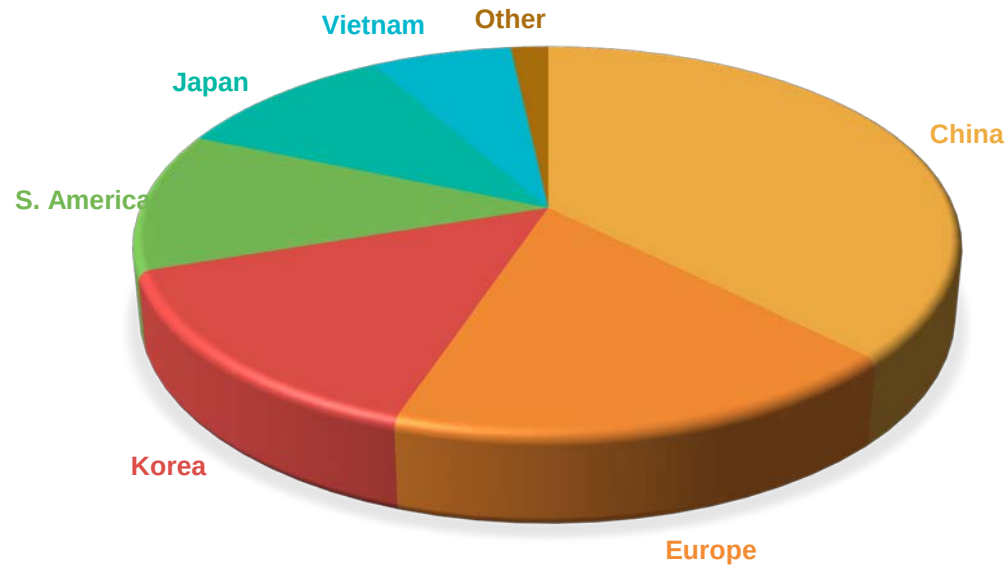


COMMUNITY

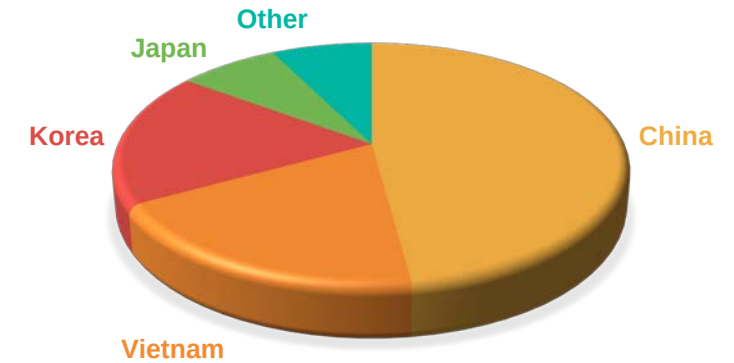
Collaborate with stakeholders to maintain excellent customer service standards both domestically and internationally in the IE/Newcomer Centre



SOURCE COUNTRIES (SEP 2019)

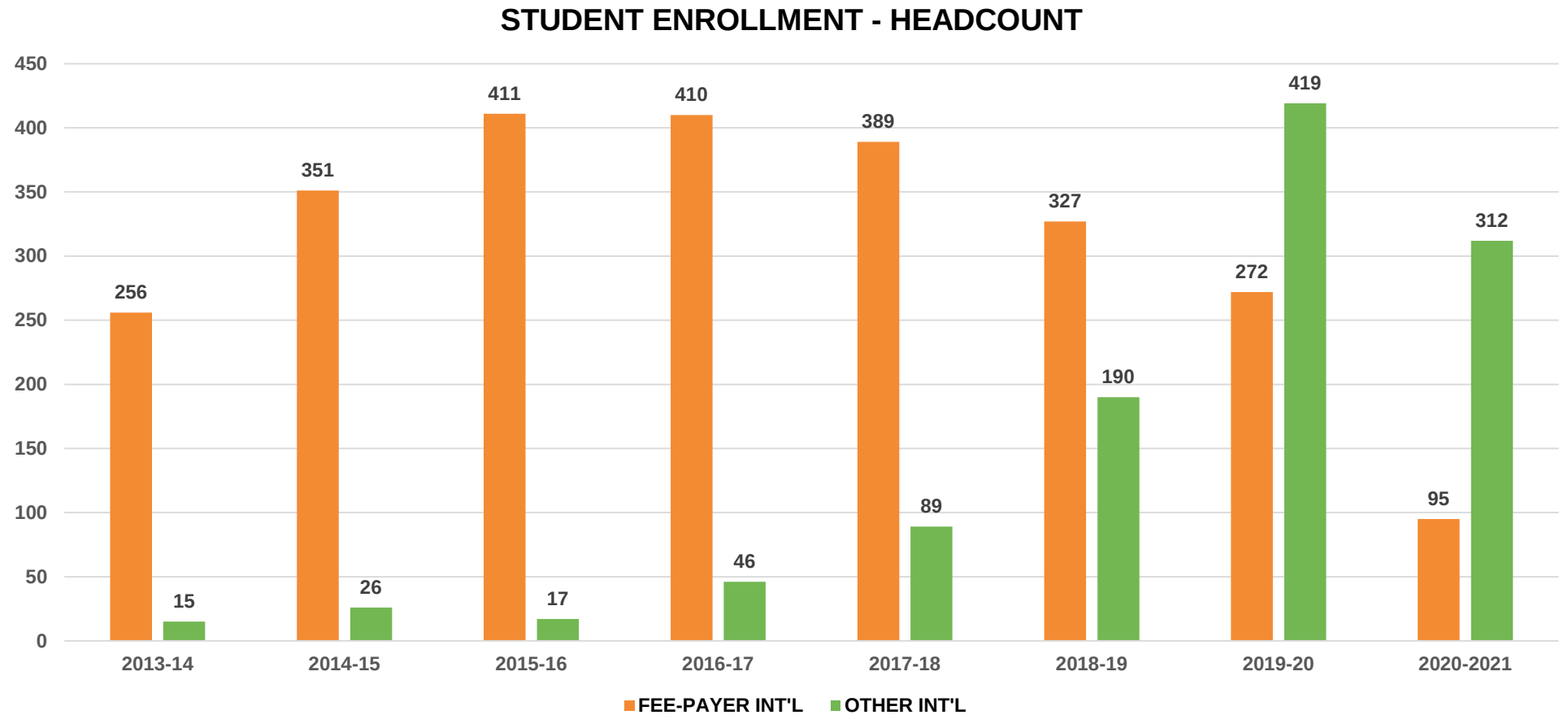


SOURCE COUNTRIES
(SEP 2020)



Country/Region	2019 September	2020 September
China (Mainland, Hong Kong, Taiwan)	87	45
Europe (Italy, Belgium, Germany, Turkey, etc.)	41	1
Korea	34	17
S. America (Mexico, Brazil, Colombia)	27	2
Japan	24	8
Vietnam	15	18
Other (India, Iran)	4	4
TOTAL	232	95

ENROLLMENT



FINANCIAL RESULTS

Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021 projected	2021-2022 projected
FTE	366	360	320	277	228	88	40 ~ 240 ?
Revenue	\$5,344,955	\$4,968,078	\$4,887,314	\$4,220,489	\$3,518,310	\$1,280,200	
Expenses	1,080,390	985,008	914,585	2,374,149	1,993,689	1,200,000	
Remaining Budget	4,264,565	3,983,070	3,972,729	1,846,340	1,524,621	80,200	

**Transform the student experience
Build meaningful relationships
Lead into the future**



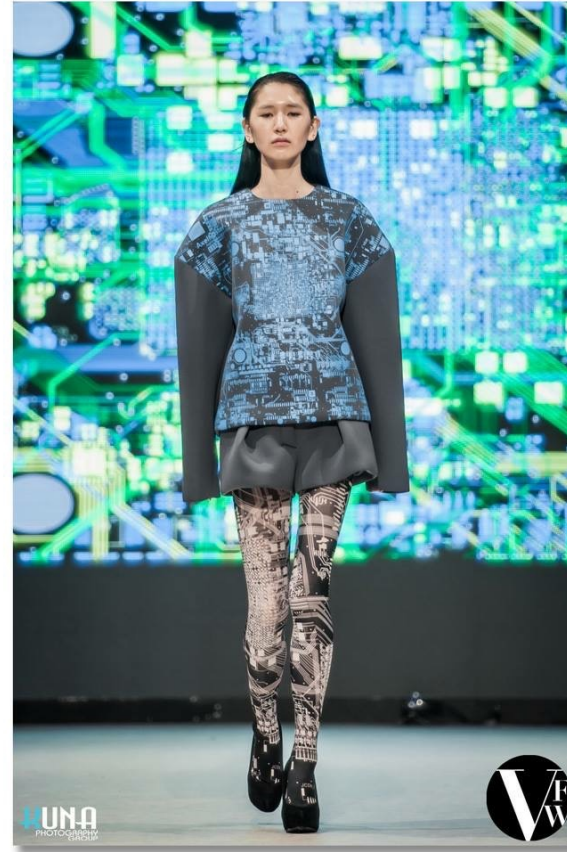
STUDENT SUCCESS STORIES

	Tony, China <i>NWSS Scholarship recipient</i>		Lucie, France		Tony, China
	Arturo, Italy		Cathy, China		Alice, Vietnam
	Boyue, China		Charlotte, Germany		Phinney, China <i>NWSS Scholarship recipient</i>
	Lee, South Korea		Jessica, China <i>Memorial Bursary for Fine Arts recipient</i>		Oleg, Spain
	Malinee, Thailand		Lou, Belgium		Hana, Japan

How did you get into modeling?

I was quite tall and started modelling in Japan. “When I turned 16, I flew to Canada for a study abroad program ... and got really involved in the international modeling industry.

I was told to lose 5-10 pounds within a week. I went on an extreme diet ... after about a month and a half, I only weighed 44 kg.”



“One day, I had an appointment with my counselor at school, and the moment she saw me she immediately knew I had to be sent to a clinic... I was hospitalized that very day... and the doctor had told me I could have a heart attack anytime.”

- Kiko, Japan Today OCT 2020



A New Life

Today, thanks to my self love journey, my life is completely different. I'm an [ethical fashion model](#) based in Paris, working for ethical fashion brands that help the environment, animals, and people. I do this because it reflects my ethics and beliefs. *Kiko, Eluxe Magazine*



Surprise visit to New Westminster! 😊🌟

This is the place where I feel like I've done the most growth in my lifetime. There's also a lot of memories in this house. Good and bad. It was so nice meeting them again and I'm so thankful for everything they've done for me because I wouldn't be who and where I am today without them. I'm gonna miss them so much



Kiko, Instagram





kiko.sunflowersoul



International ethical model KIKO

Executive Impact

Japanese ethical fashion model/entrepreneur and anorexic survivor KIKO aims to change industry



mllesarad So proud of you ❤️

19h

1 like

Reply



kiko.sunflowersoul @mllesarad
thank you! 🥰 You saved my life. 🙏



**Transform the student experience
Build meaningful relationships
Lead into the future**

Thank You!

International Education Staff:
Karen Klein / Trevor Gee / Sara Dick / Somi Park / Yiwen Zhang



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

Date: November 17, 2020

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

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

Subject: Board Authority Authorized Courses: Update

Background:

Board Authority Authorized Courses:

- are courses developed by a teacher or teachers in a specific school district that meets the needs, interests and passions of students
- are a way to provide flexibility and choice for students and acknowledge specific learning needs
- are a way to promote engagement in learning to support student success
- follow the Board Authority Authorized (BAA) Courses Requirements and Procedures Guidebook (updated 2018) https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_requirements.pdf
- are Grade 10-12 elective courses that provide credits toward graduation requirements in the 2018 Graduation Program
- cannot be used toward the Adult Graduation Program and do not have pre-requisites;
- cannot significantly overlap any current Ministry of Education course at the Grade 10, 11 and 12 level

Secondary teachers are provided with the BAA guidelines and procedures every September and may submit a BAA course for Board approval in early November. The creation of BAA courses is optional. The number of BAA course submissions varies from year to year.

For the 2021-2022 school year, there have been no BAA course submissions.

Update on BAA Courses Approved for the 2020-2021 School Year:

Course: BAA Applications for Learning

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 own learner profile and to support the 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.

Course Name	Grade	School	Numbers	Enrolment Notes
Applications for Learning	10	NWSS	48	- All students in the Junior and Senior Hubs at NWSS are taking the Applications for Learning course. - All students in SIGMA and POWER will be enrolled in Applications for Learning in Semester 2.
		POWER	5	
		SIGMA	1	
	11	NWSS	24	
		POWER	10	
		SIGMA	31	
	12	NWSS	13	
		POWER	10	
		SIGMA	30	

Course: BAA Self-Efficacy

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.

Course Name	Grade	School	Numbers	Enrolment Notes
Self-Efficacy:	10	NWSS	0	- No enrollment for Self-Efficacy at NWSS. - All students in SIGMA and POWER are enrolled in Self-Efficacy in Semester 1.
		POWER	5	
		SIGMA	1	
	11	NWSS	0	
		POWER	10	
		SIGMA	31	
	12	NWSS	0	
		POWER	10	
		SIGMA	30	

Course: BAA Volleyball Skills

Volleyball Skills is designed to engage and educate students 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.

Course Name	Grade	School	Numbers	Enrolment Notes
Volleyball Skills	10	NWSS	0	In consultation with the Volleyball Skills Teacher and the Administration of NWSS, this course is not being offered this year. Volleyball Skills was scheduled as a Z-Block class and all students in the class would be from different cohorts. This would require physical distancing and masks at all times. Maintaining this during skill development and game play would be a safety concern.
	12	NWSS	0	

Course: BAA Laboratory Technology

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.

Course Name	Grade	School	Numbers	Enrolment Notes
Laboratory Technology	12	NWSS	0	In consultation with the Laboratory Technology Teacher and the Administration at NWSS, this course is not being offered this year. The Chemistry 11 class was scheduled as a day 1, day 2 remote learning rotation. This course delivery model is not ideal for a student doing the Laboratory Technician 12 course, as it is meant to be 100% hands on and face- to-face on a daily basis.