



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

Tuesday, January 12, 2021

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 January 12, 2021 Education Policy and Planning Committee meeting be adopted as distributed.			
2.	<u>Presentation</u>	5:05 PM	
	a. Connaught Heights Elementary - Outdoor Learning (J. Scorda)		2
3.	<u>Comment and Question Period</u>	5:15 PM	
4.	<u>Student Voice</u>	5:20 PM	
	a. Verbal Update: School Liaison Officer Program		
5.	<u>Reports from Senior Management</u>		
	a. Careers Program Report (I. Lancaster/T. McArthur)	5:30 PM	17
	b. District Nourishment Program Highlights (T. Anderson)	5:40 PM	31
	c. District Calendar 2021-2022 (M. Naser)	5:50 PM	41
6.	<u>Adjournment</u>	6:00 PM	

Our Outdoor Learning Journey

Connaught Heights Elementary School
Small School, Big Education



New
Westminster
Schools



Connaught Heights Elementary 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.



DEVELOPING A SENSE OF PLACE THROUGH BEAUTIFUL OUTDOOR LEARNING SPACES

- Forest
- Outdoor Classroom
- Mud Kitchens
- Meadow
- Gravel Field

2020-2021 SCHOOL YEAR

Guiding Question-

We have a greater desire to be outside, how can we align our day to day practice with our beliefs?

Early Learning Framework

- ♦ Children are strong, capable in their uniqueness, and full of potential.
- ♦ Families have the most important role in contributing to children's well-being and learning.
- ♦ Educators are researchers and collaborators.
- ♦ Early years spaces are inclusive.
- ♦ People build connection and reconnection to land, culture, community, and place.
- ♦ Environments are integral to well-being and learning.
- ♦ Play is integral to well-being and learning.
- ♦ Relationships are the context for well-being and learning.
- ♦ Learning is holistic
- ♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ♦ 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 involves generational roles and responsibilities.
- ♦ Learning recognizes the role of Indigenous knowledge.
- ♦ Learning is embedded in memory, history, 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.

B.C. Ministry of Education, 2019

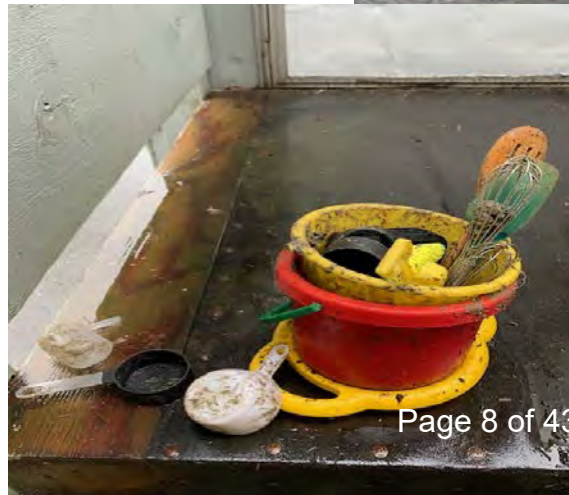


Mud Kitchens

“play is integral to well-being and learning”

Our Path to Mud Kitchens

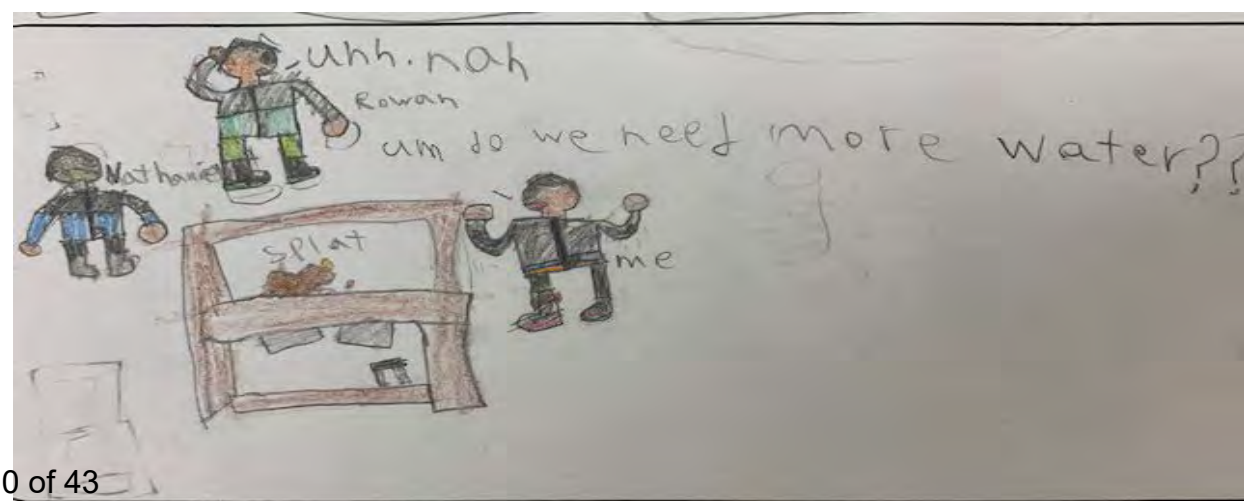
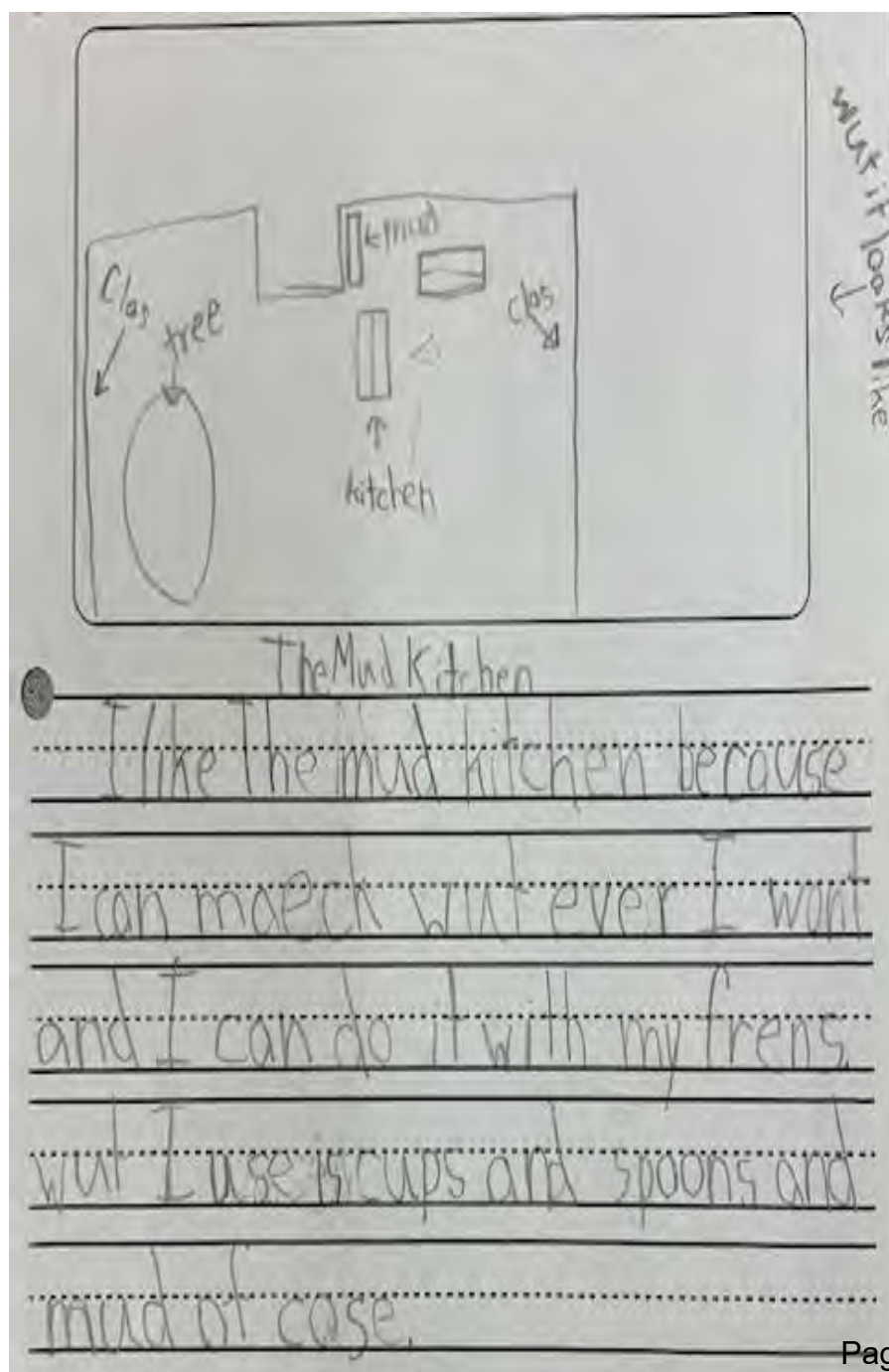
- NOTICED THAT CHILDREN WERE ENGAGING IN IMAGINATIVE MUD PLAY OUTSIDE
- PURCHASED WITH FEDERAL FUNDS
- CUSTOM DESIGNED
- COMMUNITY DONATIONS



Mud Kitchen and Imaginative Play

I make food like pancakes, cupcakes, Hot chocolate and pumpkin pie with Diya, Elizabeth, Rohiah, Cienna and Mahira. When I make spaghetti and meat balls I use mud strips and just mud. I laugh with my friends a lot. Everyday, if we go to the mud kitchen, I make lots of different food.







Explorative Learning

“Educators are researchers and collaborators”

Learning and Creating Outdoors



**“Teaching is mostly about listening.
Learning is mostly about stories.”** -Deborah Meier



The meadow is fantastic when I sketch the flower to look beautiful on my sheet of paper. I like to use the rocks in the meadow to show a picture. The meadow has a lot of plants, that's really amazing.

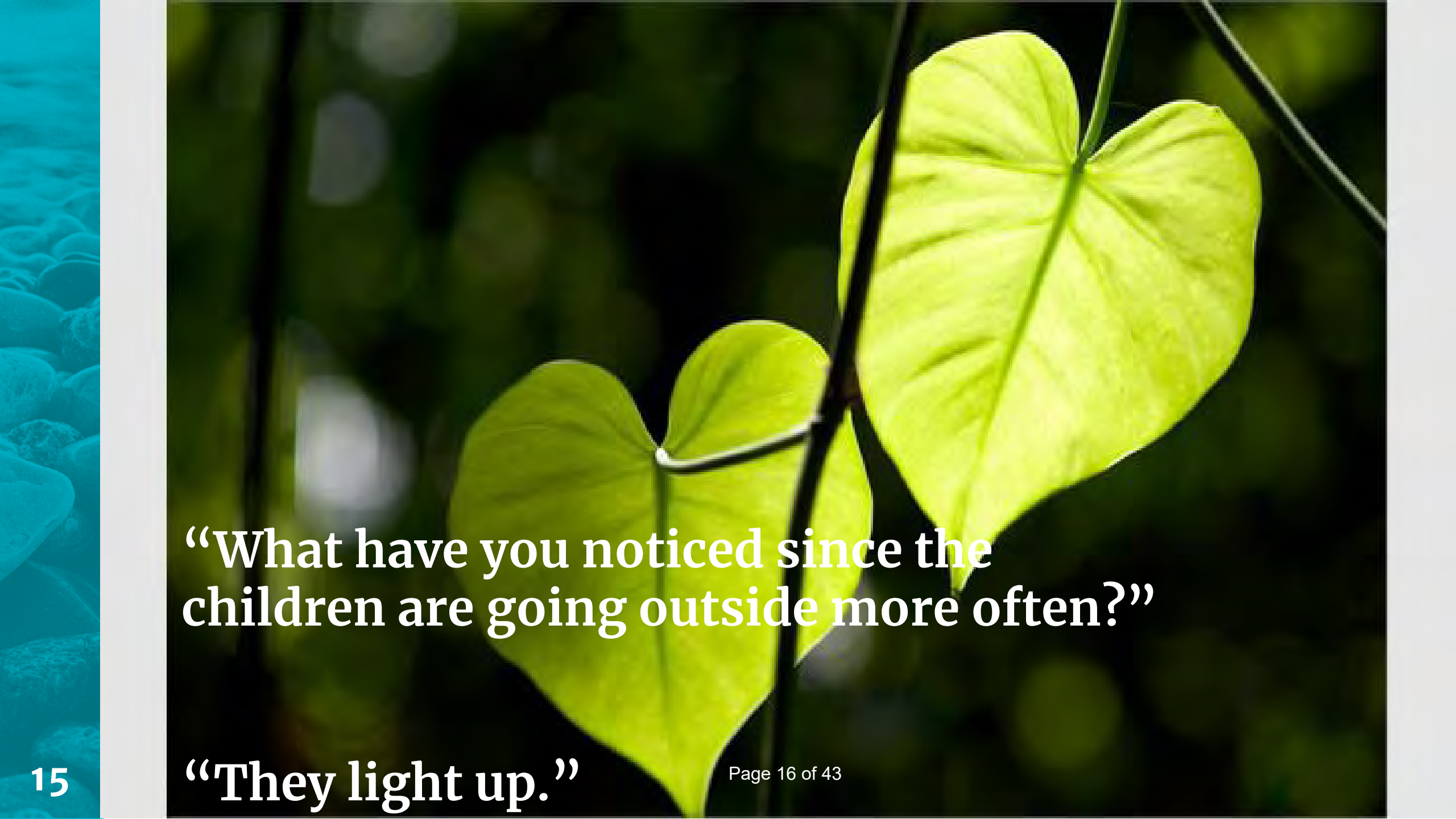


Gratitude and Sharing Circles

“Relationships are the context for
well-being and learning”

Gratitude and Sharing Circles





“What have you noticed since the children are going outside more often?”

“They light up.”

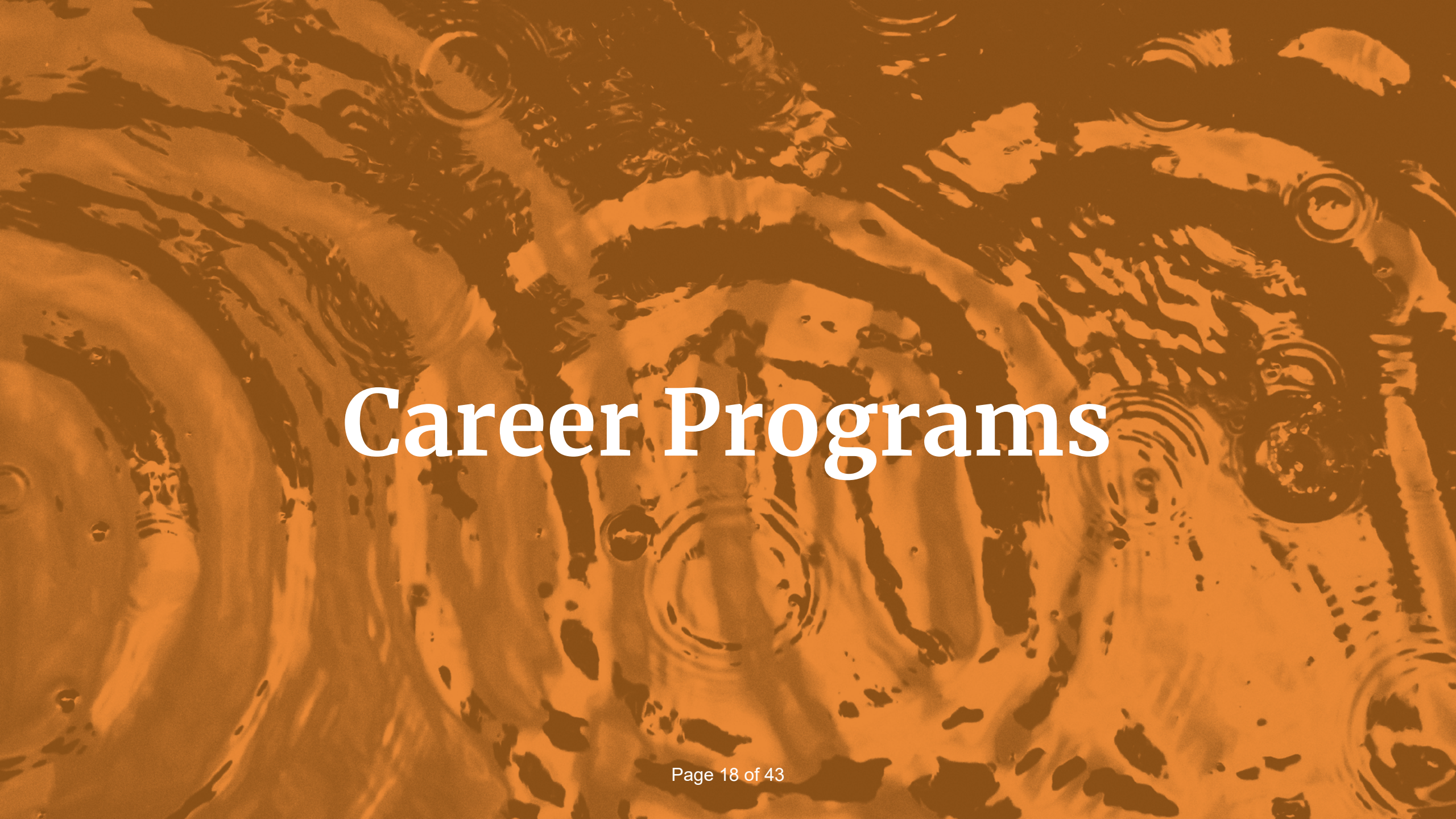
Career, Training and Work Options for NWSS Students

Tammy McArthur, NWSS

Iain Lancaster, District VP Programs and Planning



New
Westminster
Schools

The background of the slide is a solid orange color with a pattern of white, concentric ripples, resembling water droplets or rain falling on a surface. The ripples are of varying sizes and are scattered across the entire page.

Career Programs

Career Programs

Careers Curriculum

- 2 required courses delivered in Grade 10 and 12; Career-Life Exploration (CLE) & Career-Life Connections (CLC)
- Optional Work Experience (WEX) courses in grade 12

Purpose

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

Career Programs: CLE and CLC courses

Requirements

CLE (grade 10) requires daily class attendance, regular portfolio work, establishing a mentor, and interactive discussions, often with a guest speaker.

CLC (grade 12) requires evidence of 30+ hours of career-exploration activity, a Capstone project which highlights the students learning journey, and large and/or small group lessons on relevant transition topics.

Community Connections

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

COVID Adaptations

- CLE and CLC were both run virtually this year due to timetabling and cohort restrictions

Career Programs: Work Experience

Requirements

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

Curriculum Highlights

- Connect personal strengths to possible work experience placements
- Identify employability skills and make a plan to develop them
- Demonstrate cultural sensitivity and workplace etiquette

COVID Adaptations

- WEX has been cancelled this year due to the fact that ALL our regular employer sponsors have declined to have volunteer students working at their sites due to COVID restrictions. (In any “normal” year our best source of placements is Royal Columbian Hospital)
- Fingers crossed, WEX will be fully back on track in the 2021-2022 school year

The background of the slide is a close-up photograph of water ripples, creating a complex pattern of concentric circles and organic shapes. The entire image is overlaid with a semi-transparent orange filter, which unifies the visual theme.

Apprenticeship Programs

District Apprenticeship Programs

Three programs run in co-operation with ITA sponsorship and financial assistance

1. Youth Explore Trades
2. TRAIN in Trades
3. WORK in Trades

Potential ITA Funding

- \$100 per student for Youth Explore Trades Program
- \$2200 per successfully completed TRAIN course
- \$500 per Dual WORK/TRAIN students
- \$30,000 Youth Work in Trades Support Grant

Youth Explore Trades (YET)

Youth Explore Trades 10-12 (Elective)

- A “sampler” class that lets students explore construction careers as electricians, plumbers, framers, finish carpenters, dry wallers and more.
- Delivery is through lab work and can include community projects such as building sheds and garden systems.
- Students end up more informed about future career training interests and well prepared for the challenge of trades training.



Youth TRAIN/WORK in Trades



Youth TRAIN In Trades (Apprenticeship)

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

Youth WORK in Trades (4 courses/16 credits)

- Allows students to get up to 16 high school credits for work that they are already doing - students can earn as they learn.
- Can occur before or after a TRAIN course. (but usually follows TRAIN)
- Students can earn a \$1000 Youth Work in Trades Award

The Numbers 2020-2021

- Approximately 43 students enrolled in Youth Explore Trades Skills
- 29 onsite TRAIN students (Plumbing*, Carpentry, Professional Cook)
- 22 off-site TRAIN students (BCIT, KPU, VCC)

*Plumbing numbers slightly down from last year due to COVID restrictions at PIC where students complete the program

WORK Awards 2020-2021

- Student must have successfully graduated
- Have completed all 4 WORK courses
- Maintained at least a C+ average
- Have completed 900+ hours of work

NWSS WORK students won 12 \$1000. ITA awards last year (out of about 18 students)



Working towards the future

1. Increase the number Youth Explore Trades Skills Construction to classes to 3 classes next year
2. Continue to grow enrollment in Apprenticeship Math 12 Pilot from 2 to 3 classes for next year (collaboration between Math and Apprenticeship Departments).
3. Continue to run full onsite TRAIN courses and increase the number of off-site seat purchases by 25% this year.
4. Continue to grow WORK student portfolio as Youth Explore Trades Skills and TRAIN grow
5. Explore more dual credit options in human services at local post-secondary institutions

Trades Program Feedback

I am currently enrolled in the CNC program at BCIT. In high school I found my love for design, and how I could develop and refine my designs using CAD programs. I fell in love with the class and I knew that I wanted to take my post secondary in the direction of computer aided design but with so many programs and schools I was feeling a bit lost and overwhelmed as I approached graduation. This is where Ms. McArthur came in. With my passion and aptitude for drafting she recommended I enroll in the CNC Tech program at BCIT. At first I wasn't sure, but I took the time to sit down with her as well as my drafting teacher and began to understand the advantage that working hands on making things is a vital part of becoming a good designer. Now, a few months into the program I couldn't be happier, I've discovered a whole new world that I never knew I enjoyed so much. I am so thankful that I had this opportunity brought and explained to me, because just reading about it on the BCIT site I would've glazed over it in a heartbeat and never found this new passion of mine.

Trades Program Feedback

The trades program and help from a career coordinator has helped solidify my career path in carpentry. Ms McArthur has been a huge help in the process of starting up my career, getting associated with the Industry Trade Authority as a certified apprentice, helping with the signing up at BCIT for the Carpentry apprenticeship, and aiding me in making sure I can afford the program and have the necessary PPE. Ms. McArthur also helped me get the proper options for a job and used her variety of connections in the trades to give me work opportunities. Her help has made it easy for me and other students to follow their career path or discover a new one they were not even sure of. Without her help I would not have had such a good jump into the trades.

- Jordan Scott

Questions?

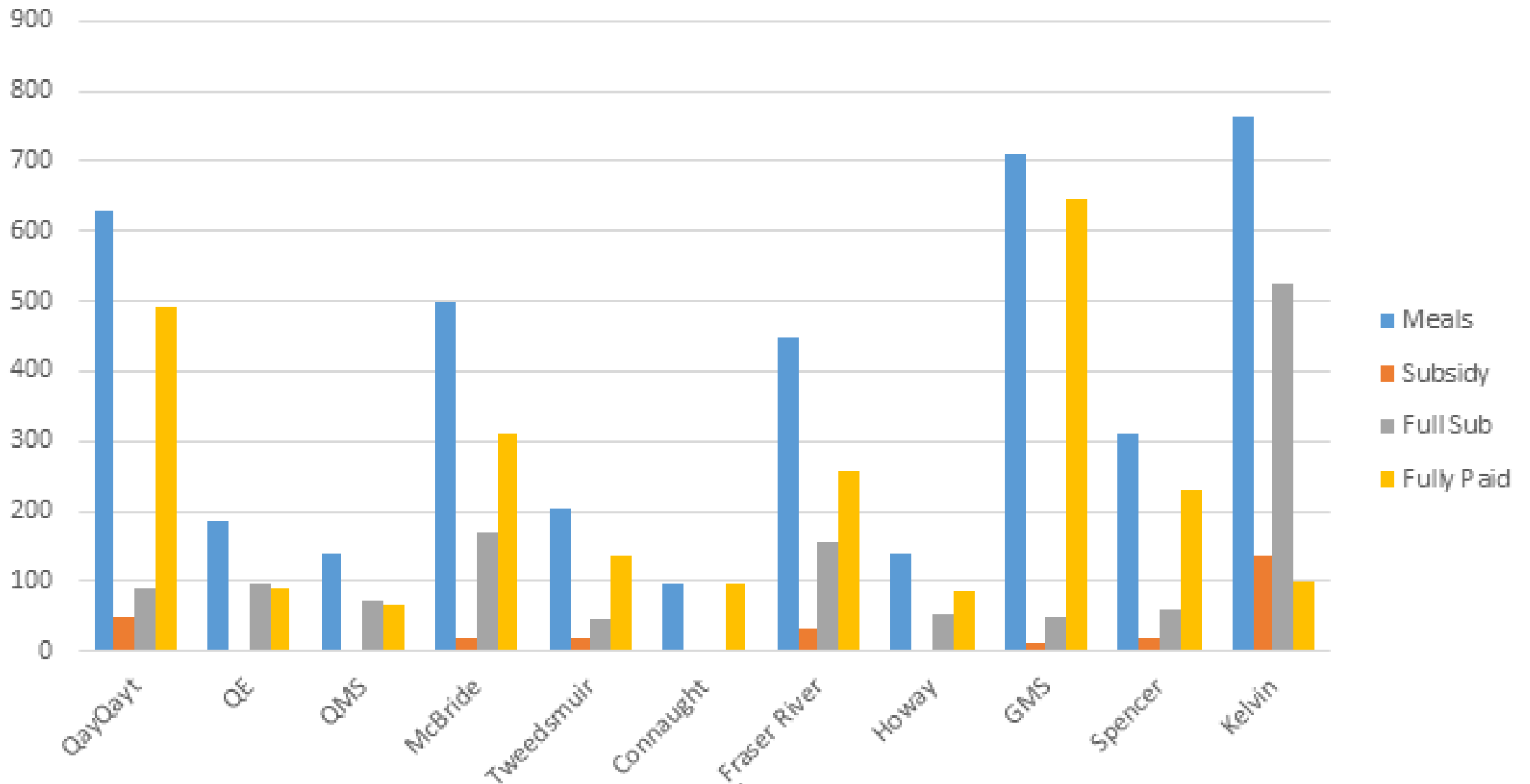


District Nourishment Program Highlights

- Responsive to feedback received
- Relaunch has proven successful
- More "kid friendly" options
- "Try it" days to introduce new foods
- PAC "fun lunches"
- We now are providing 10 meals a day to the students in the RCAP and Power programs

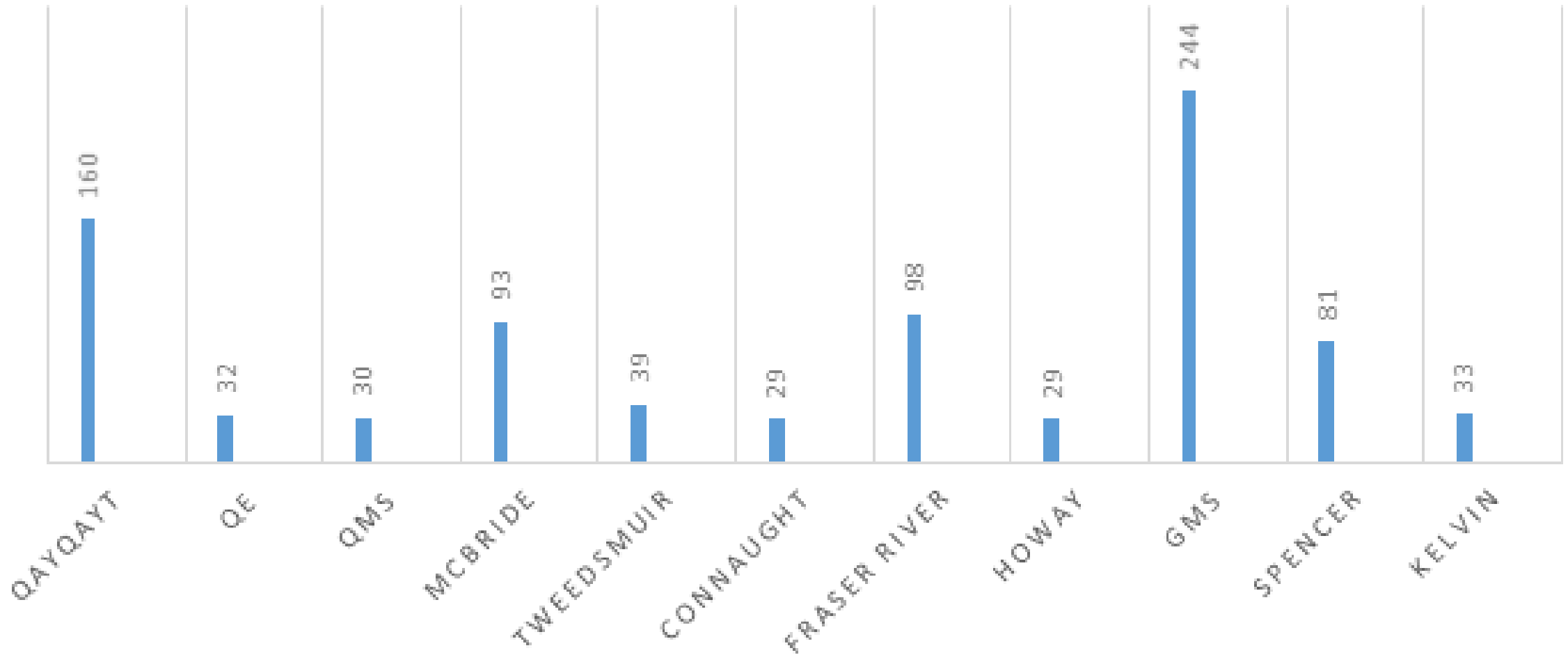


School Nourishment Program October 2020



DONATIONS - OCTOBER 2020

■ Donations



COSTS FOR OCTOBER



On the Horizon....

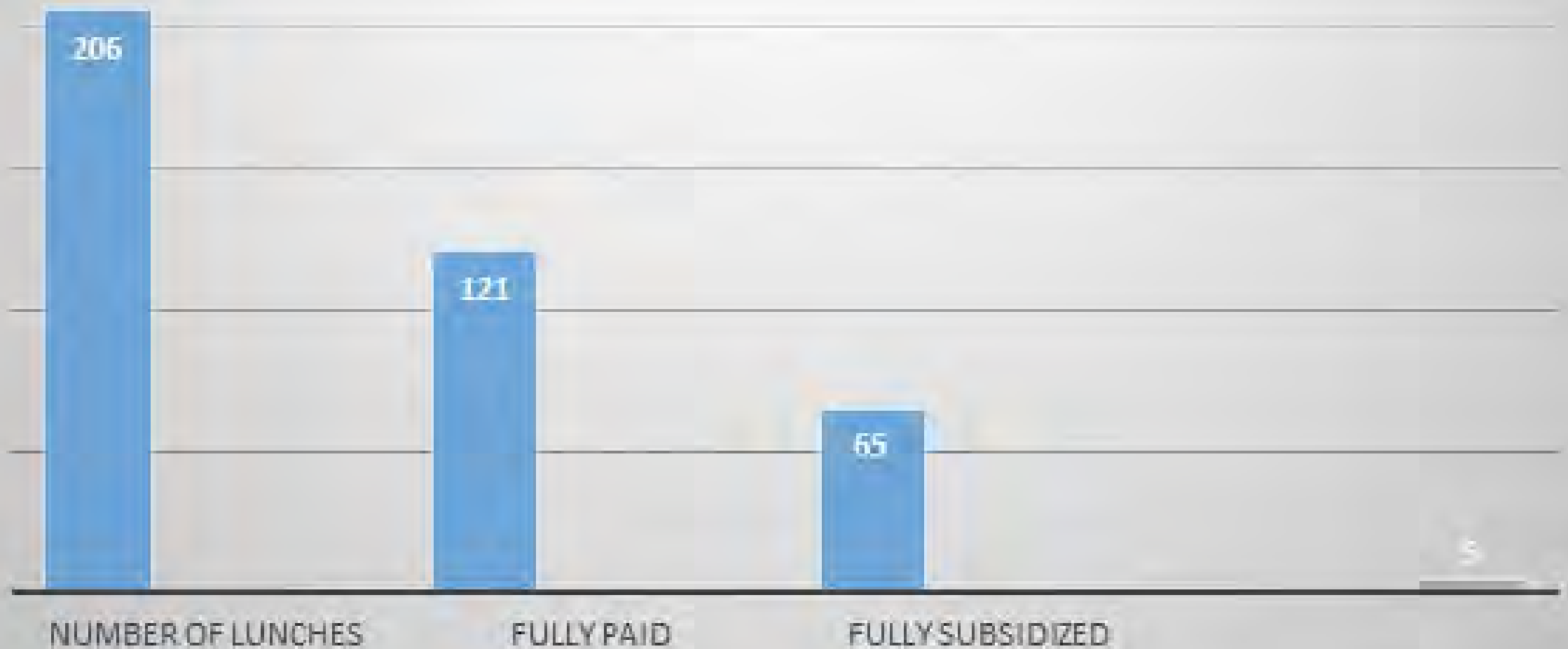


- Exploring eco friendly packaging
- Continuing to advertise program through PAC groups, social media, and school newsletters
- Launch video featuring kitchen and health and safety measures

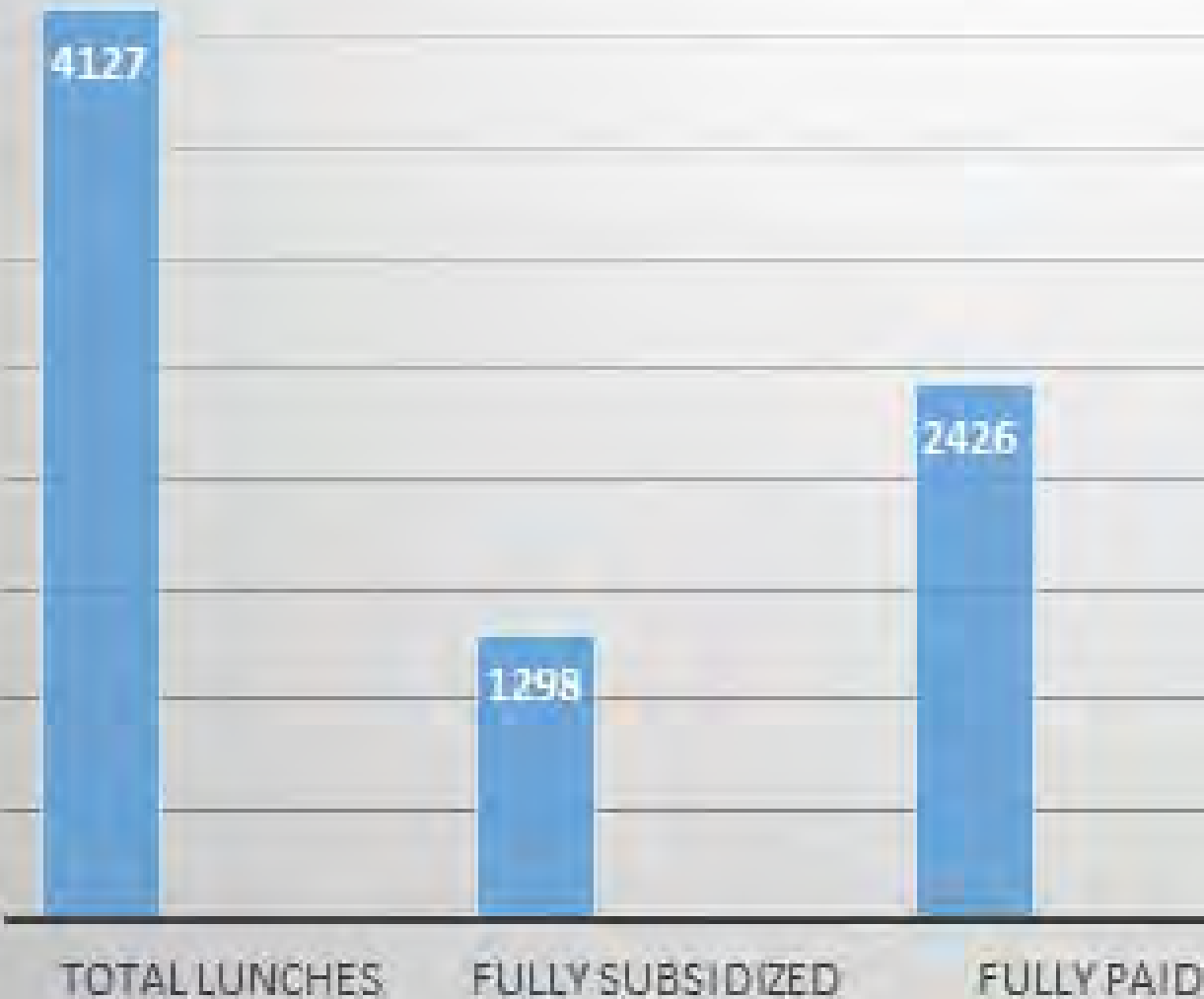


[Click photo to view YouTube video](#)

Daily Average - October



Lunches in October



Fall Donations from YLSBC

YLSBC has provided \$696.95 in donations to our RCAP and Power programs, providing students with:

- granola bars
- pudding cups
- yogurt
- cheese strings
- juice boxes



Gift Card Donations



- Thank you to the Greater Vancouver Food Bank for providing Real Canadian Superstore gift cards for New Westminster students and families.
- \$16,000 in Real Canadian Superstore gift cards were donated to New Westminster families.

2021-2022 School Calendar **DRAFT**

AUGUST 1						
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2021-2022 School Calendar KEY

- Statutory Holiday
- Opening Partial Day
- Non-Instructional Day (NI Day)
- Administrative Day
- School Vacation
- Days of Instruction
- Summer Vacation

2021

- Tuesday, September 7 - Opening Partial Day
- Monday, September 27 - NI Day
- Monday, October 11 - Thanksgiving Day
- Friday, October 22 - Provincial Pro-D Day
- Thursday, November 11 - Remembrance Day
- Friday, November 12 - NI Day
- December 20, 2021 – January 3, 2022 - Winter Break

2022

- Tuesday, January 4 - Schools reopen
- Monday, February 21 - Family Day
- Tuesday, February 22 - NI Day
- March 14 – 25 - Spring Break
- Monday, March 28 - Schools reopen
- Thursday, April 14 - NI Day
- Friday, April 15 - Good Friday
- Monday, April 18 - Easter Monday
- Friday, May 20 - NI Day
- Monday, May 23 - Victoria Day
- Wednesday, June 29 - Last day - students
- Thursday, June 30 - Administrative Day

DRAFT

Proposed School Calendar

August 2022 - July 2023

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KEY

- = Stat Holiday
- = School Vacation
- = Administrative Day
- = Days of Instruction
- = Summer Break

DRAFT

Proposed School Calendar

August 2023 - July 2024

August 2023 ¹						
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