

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

Tuesday, October 10, 2023 3:30 pm

New Westminster Secondary School 835 Eighth Street, New Westminster

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

			Pages
App	proval of Agenda	3:30 PM	
THA	commendation: AT the agenda for the October 10, 2023 Education Policy an nmittee meeting be adopted as distributed.	nd Planning	
Pre	sentations - (P.Craven & M.McLeod)	3:35 PM	
a.	Timetable Exploration (P.Craven & M.McLeod)		2
Cor	nment and Question Period	3:55 PM	
Stu	dent Voice	4:00 PM	
Rep	ports from Senior Management		
a.	Indigenous Education Report (C.Swan, A.Laidlaw, K.Headley)	4:10 PM	11
b.	Programs of Choice Review Recommendations (M.Naser)	4:30 PM	25
Ger	neral Announcements	4:50 PM	
Adio	ournment	4:55 PM	



NWSS Startup Highlights

- School opening activity
- Grade 9 Parent night
- Reconciliation week activities



Timetable Exploration





Actions Taken

- Exploration of space and numbers
- Meeting with other district staff to gain insight
- Survey to teachers & students

Exploration of Numbers



Current - 2300 students

Number of classrooms by block not currently being utilized at full capacity (25+ students)

Semester 1 Block A - 2 classrooms

Block D-2 classrooms

Semester 2 Block D – 2 classrooms

*All special purpose spaces are fully utilized

Things to review:

**Optimize schedule by taking a closer look at under subscripted classes running

**Review course completion numbers for grade 12 students and determine above graduation requirements

**Combine classes where possible

Lessons from other Districts

Extended day timetable – 5 block model process overview

Positive:

Student schedules block 1-4 or 2-5

Bank time to have early dismissal X times per year for staff meetings

Negative:

Adds 2-3 minutes extra a day

2 start-ups/2 lunches (if desired) *divides staff, no consistency

Went back to regular schedule once space opened

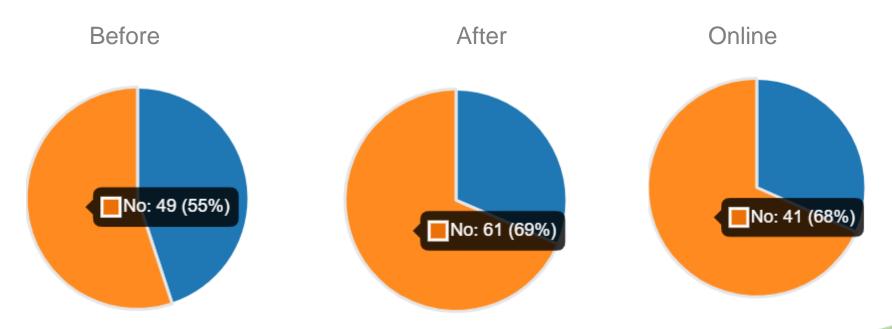
Union issues – split shift



Survey - Teachers



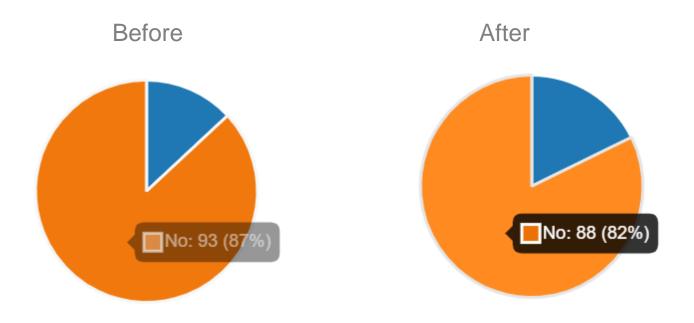
Teaching Before/After School Hours or Online



Survey - Students



Student Interest Before/After School Hours



Exploration of Ideas

Things to consider:

Optimizing schedule

Drop and add structure for courses

Increase online offerings (CLE)

Sigma (alternate program within NWSS)





Next Steps

Timeframe	Item	Person Responsible
10-Oct	Education meeting	
11-Oct	Department meeting	Murray
24-Oct	Staff meeting	
25-Oct	Town Hall - Parent engagement	PTI night
26-Oct	PAC	
14-Nov	Education meeting - update	
23-Nov	PAC	
29-Nov	Staff meeting	
12-Dec	Proposal	





Indigenous Education & DEI Anti-Racism Presentation October 10, 2023



Indigenous Education Department Staff

Sherry Bellerose – Fraser Middle School

Lee Laufer—Glenbrook, RCap & Power

Laura Newman—NWSS & Sigma

Roslyn Smith—Lord Kalvin, F.W. Howay & Lord Tweedsmuir

Jasmine Tannahill—Qayqayt, Queen Elizabeth, Queensborough Middle School

Connie Swan – District VP – Indigenous Education

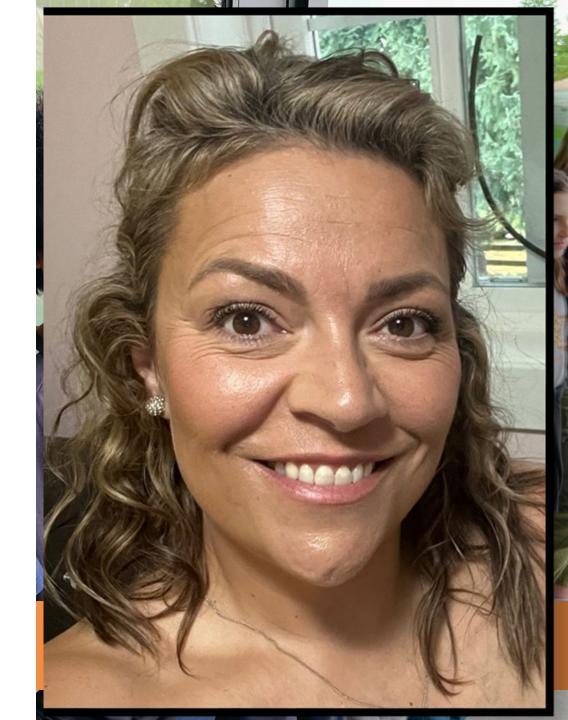
Amelia Laidlaw – Coordinator of Indigenous Curriculum/Transitions





Introduction

Taanishi Amelia/Amy dishinihkaashoon. Maple Ridge d'ooshchiin. Mii noon dii faamii si lii Ricard pi lii Morin, pi lii Pelletier. Ni Mooshoom Manitoba d'ooshchiin. Ni Nookoom Slovakia d'ooshchiin.



Indigenous Systems of Knowledge Higher Education Institutions **Asking Questions** Schools Observing **Archives** Listening Libraries Expressions of ISK Dreaming/Visions Museums Storywork Lived Experiences Indigenous Ways Creating of Knowing Inter-generational Activities Peoplehood-Relationality/ **Documents** Holism Buildings Books Ceremonial Cycle Language Songs Carvings Tools Land Sacred History Pottery Stories Cloth Food Art Weaving C Respect Reciprocity @2018 Sandra D. Littletree Responsibility

Figure 2. Indigenous systems of knowledge conceptual model with examples.



Coordinator of Indigenous Curriculum & Grad Transitions

Grad Transitions - .5 FTE

- Coordinating with school counsellors & families to support graduation success.
 - Reviewing Diploma Verification Forms 3 times a year.
 - Reviewing report cards & adjusting schedules to meet graduation requirements.
 - Connecting with families to include them in the discussion & decisions.
 - Providing opportunities for students to connect & visit post-secondary institutions.
- Providing academic supports 'over & above' the supports in place at the schools.
 - One on one academic supports, providing guidance for course selection to assure grad success, collaborating with educators to assure students are up to date.

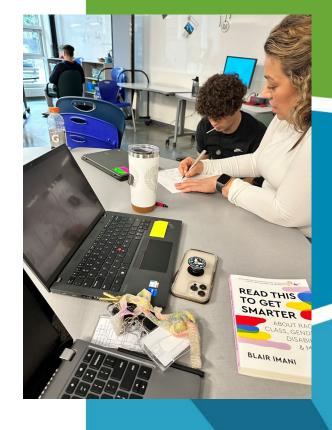
<u>Curriculum Transitions – .5 FTE</u>

- Assisting Educators to decolonize the curriculum with the incorporation of Indigenous Worldview & Pedagogy.
 - Professional Development Opportunities.
 - Building additional resources.
 - Consult & co-planning of units.
- Review Equity Scan action plan & adjust the resources, professional development, family & community plans to fulfill the actionable steps.



Work at the Schools

- District-Wide Middle School Presentation about Truth & Reconciliation
- Co-facilitating discussions about Circle Protocol within High School English.
- Co-planning with Kindergarten teachers' lessons in Identity and importance of name.
- Assisting with meeting our 1701 requirements by September 29th











Truth and Reconciliation

- Fraser River Middle School- smudging of a new space with knowledge keeper, Glen Williams; Land Acknowledgements with Sherry Bellerose and Stacey Ferguson
- Queen Elizabeth September Pro D Kairos Blanket Exercise (Musqueam)
- NWSS Tribe of One showing with Questions and Answers by Chief Larrabee
- NWSS Suzette Amaya 2 Assemblies
- Connaught Reconciliation Walk

Indigenous Education Councils

- Ministry of Education and Child-Care working towards implementing changes to Indigenous Education as part of commitments under the Declaration on the Rights of Indigenous People Act Action Plan and the BC Tripartite Education Agreement.
- While achievement results have been improving over the past few years, based on the data, the current public education system has much work to do to close the achievement gap between Indigenous and non-Indigenous students in our province.
- To help close the gap, there are proposed changes being developed in cooperation with FNESC. The Ministry is currently considering proposing policy and legislative changes in respect to the following:
- Declaration Act Action Plan 4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning reporting.



EQUITY SCAN INPUT THROUGH R'S PERSPECTIVE

OVERVIEW



RESPECT INDIGENOUS CULTURAL INTEGRITY

- · Recognize and value the importance of cultural knowledge, the land, traditional knowledge, oral knowledge, and Indigenous worldview.
- Recognize that some knowledge is sacred and only shared with permission and /or certain situations.

RELEVANCE

· Incorporate material and teaching

stories/storytelling, land-based

curricular/intergenerational learning

opportunities, inquiry) that allow for

represented within the classroom.

· Address historical and contemporary

Indigenous students to see themselves

themes and issues that are important to Indigenous peoples and reflect

strategies (Indigenous

by Indigenous peoples.

education, cross-



· Recognize that learning is a

are not passive recipients of

reciprocal process in which both

· Honour the knowledge held in the room and that learning goes beyond

from one another and that learners



FOSTER RECIPROCAL RELATIONSHIPS

teacher and student grow and learn

KNOWLEDGE IS SITUATED IN RELATIONSHIP TO LAND AND PLACE.

· Build connections and relationships so Indigenous students can "see oneself as a legitimate and fully participating member of a [school] community" (Gilmore, 2010)

LIVED EXPERIENCE, AND COMMUNITY

RELATIONALITY

RESPONSIBILITY

- · Responsibility of educators to evaluate their biases and those that exist within the education system.
- Responsibility to become a reflexive practitioner and examine how those biases impact Indigenous student success.
- · Responsibility to engage in personal learning to shift my practice and perspectives.

Indigenous realities as they are perceived

knowledge.

the classroom.

Kirkness, V. J. and R. Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. In Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations.

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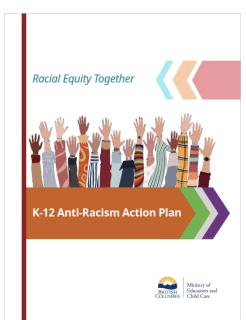
Diversity, Equity, Inclusion and Anti-Racism

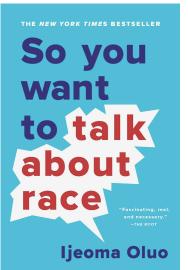
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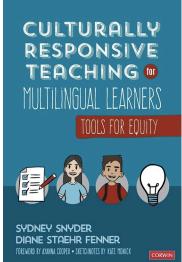


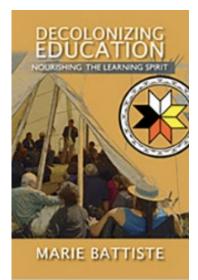


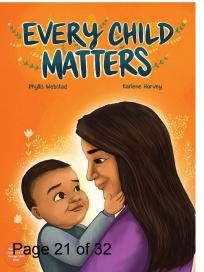


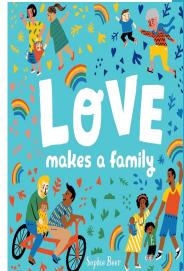












DO THE BEST YOU CAN UNTIL YOU KNOW BETTER. THEN WHEN YOU KNOW BETTER, DO BETTER.

MAYA ANGELOU

In our every deliberation, we must consider the impact of our decisions on the next seven generations.

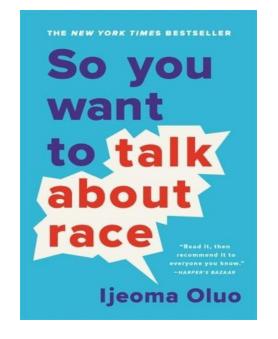
From The Great Law of The Iroquois Confederacy

thepeopleproject.com



Collaboration





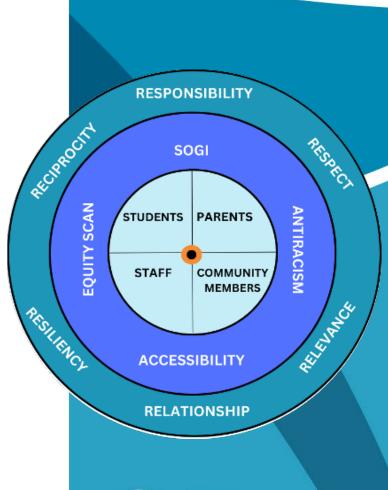








I regularly check to ensure my personal unconscious Becoming Anti-Racist in biases do not perpetuate I can identify how I may systemic racism unknowingly benefit Canada: a Journey advocate for policies from racism I create and hold space and procedures that are for people whose voices From Wayi Wah! Indigenous Pedagogies: An Act for anti-racist have been marginalized Reconciliation and Anti-Racist Education (2022) by Jo I acknowledge that I l educate myself have biases and I speak out when I hear Chrona about overt and knowledge gaps or see racism I continue to educate systemic racism myself about how racism I understand the harms my profession importance of learning I understand my own I acknowledge that about and from First privilege in ignoring racism is a current and Nations, Inuit, and Métis racism systemic problem I do not let my actively seek out people I enter into mistakes stop me Lavoid who look and sound I acknowledge I have conversations I know from doing better discomfort different than me a role to play in I deny will challenge me I avoid hard combating racism racism is a questions Denying Growth Zone problem **Learning Zone** Fear Zone Racism Becoming Anti-Racist In Canada $\leftarrow - - \rightarrow$ I minimalize or I interact only Exists I yield positions of power with people discount other I understand the am willing to sit with I can learn without who think and to those otherwise people's experiences impacts of racial my discomfort in defensiveness or guilt act like I do marginalized of racism microaggressions learning I acknowledge that I I advocate for IBPOC have a role to play in I understand the people to be in I understand the Reconciliation differences between I can identify how positions of distinctiveness and diversity equality and equity Indigenous-specific responsibility and of First Nations, Inuit, and racism is connected decision making in all Métis in Canada Lunderstand how the to colonialism aspects of society present is affected by past racist policies and actions I respect land-based I find personal and/or rights of Indigenous professional ways to Peoples engage in Reconciliation I advocate for Canada to fulfill its legal obligations to Indigenous Peoples Idea/graphic adapted by Jo Chrona based on work of Andrew M. Ibrahim MD, MSc







- Professional Learning Series Connecting DEIA and Truth and Reconciliation (Deepening Indigenous Ways of Knowing)
- Collaboration Indigenous Voices at Advisory Tables (Antiracism, SOGI, Educational Council, Ministry Antiracism Network)
- District Wide Diversity, Equity, Inclusion and Antiracism Pro D
 *Panel and Deepening Indigenous Ways of Knowing Presentation
- Multiple JEDI Leads (Foundation in Equity, Indigenous Ways, SOGI, Antiracism, Accessibility).

Programs of Choice Review Recommendations

October 10, 2023



Process and Timeline

Timeline: January – June 2023

Consultant: Nancy Brenan

- 8 School visits
- 12 Stakeholder Interviews
- 12 Electronic Surveys
- 14 Focus Groups

3 Guiding Questions:

- 1. What is working well in the program (EFI, LFI, Montessori, Home Learners)?
- 2. What challenges and obstacles are being faced by the program?
- 3. What opportunities are there for improvement to the program?







Program Strengths

- Programs are well regarded by the community
- Programs meet current community needs
- Alignment with curriculum
- Dedicated staff
- Strong parent involvement



Program Challenges

- ☐ Limited number of spaces
- Staffing
- ☐ Gaps in understanding of parent understanding of program
- ☐ Impact of attrition in intermediate grades
- ☐ French "presence" in schools
- ☐ Inclusive supports
- ☐ Resources to support curriculum









New Westminster

Considerations from Consultant

- ☐ Program consolidation (FI & Montessori)
 - □ Numerous associated benefits including presence, resources, robust community, reduce perceptions of inequality
- ☐ District level administrative support
 - Resource allocation, communication, training, curricular support
- Waitlist adjustment for EFI
- ☐ Program budget review
- ☐ Consider POC in Queensborough in the future

Staff Recommendations

☐ EFI and Montessori waitlists dissolved on the last day of instruction in December	October 2023
☐ The development of more French Immersion & Montessori Program information resources for parents, including video clips, interviews, newsletters, etc.	December 2023
☐ More opportunities for teacher collaboration across the district and between the elementary, middle and secondary FI programs.	January 2024
☐ Reinstate school visits to all Grade 5 classrooms to fully promote the Late French immersion Program.	January 2024
☐ Increase efforts to provide bilingual signage in all common areas of French Immersion school sites and increase French language usage within the school day.	April 2024

Staff Recommendations

☐ Consider the creation of a District Montessori Advisory Committee.	May 2024
☐ Continuing to advocate for the implementation of Montessori training programs at BC universities. Consider providing some financial support to teachers interested in pursuing Montessori training.	May 2024
☐ A small annual district budget allocation to both schools intended to be used for items unique to the Montessori program.	May 2024
☐ The inclusion of the Home Learners Program in all district notices and events and improve communication with families.	October 2024
☐ A review of the funding currently allocated to professional services.	January 2024

Areas for further investigation



Program consolidation offering numerous associated benefits:

Strong program presence within school Ability to share resources Larger community within school



District level administrative support allowing for:

Consistency in resource allocation & budget review Improved communication

Training and curricular support



Consider POC in Queensborough in the future