



BOARD OF EDUCATION

SD NO. 40 (NEW WESTMINSTER)

Education Policy and Planning Committee

Tuesday, November 7, 2017– 7:30 pm

Herbert Spencer Elementary School

Location: 605 Second Street, New Westminster

AGENDA

Item	Action	Info	Presenter	Attachment
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The New Westminster 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.

1. Approval of the Agenda	X		M. Ewen	
2. Presentations				
a) Digital Portfolios		X	S. Cameron	
3. Reports from Senior Management				
a) Career Programs Report		X	K. Hachlaf	<i>Encl Pg 1</i>
b) Value Statements		X	P. Duncan	<i>Encl Pg 2</i>
c) Public Consultation Process on May Day Task Force Recommendations		X	P. Duncan	<i>Encl Pg 12</i>
4. General Announcements				
5. New Business				
a) Student Trustee	X		M. Lalji	<i>Encl Pg 17</i>
6. Adjournment				

Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date:

November 2, 2017

Submitted by:

Karim Hachlaf

Item:

Requiring Action

For Information

SUBJECT:

Career Programs Report

Background:

The Career Education report will highlight our enrolment data for 2016/17 and our current enrolment for this school year. Further, an update will be provided on our Career Education program initiatives including Makerspaces. Finally, an update will be provided on our current Career Education Grants and ITA Youth Funding.



New
Westminster
Schools

Confirming our
District Foundational Statements

Draft
Value Statements
November 7, 2017

A Mission statement is intended to answer the question:

“Why do we exist as an organization?”

Our Mission Statement was designed to answer the question:

“What is the fundamental purpose of school?”

New West Schools' Mission Statement reads as follows:

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

A vision statement answers the question:

*“What must we become in order to accomplish our
fundamental purpose?”*

New West Schools' Vision Statement reads as follows:

A place where students love to learn.

Values clarify collective commitments - “How must we behave to create the school that will achieve our purpose?” Clarity on this topic guides the individual work of each member of our School District and outlines how each person can contribute to the culture of our District.

Values are the attitudes, behaviors and commitments we demonstrate to advance our mission and vision. For every value we identify, it should be possible to point to many examples from all corners of the School District of that value in

action. It is fundamentally important that our articulated value statements are aligned with our Mission and our Vision.

Draft Value Statements

Curiosity - Inquisitive thinking, exploration, and investigation are integral to learning. We strive to have our students graduate from grade 12 as curious as when they first began kindergarten.

Collaboration- We strive to develop purposeful relationships where we choose to cooperate in order to achieve shared goals and consider each other in our decisions and actions. Genuine collaboration encourages introspection of behavior and communication.

Engagement - Learning should be meaningful, purposeful, and relevant to each student. We strive to have students and teachers who are attracted to their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work.

Equity - We believe in the principles of equity – all decisions shall be fair, impartial and free from bias or favoritism.

Inclusion - We value, respect and support the needs of every individual and strive to ensure the conditions are in place for each student to exceed their full potential.

Innovation - We value the intellectual habits of mind, such as openness, levels of ideation, autonomy, exploratory behavior, and convergent and divergent thinking. We celebrate the implementation of innovative and creative ideas.

Integrity - We value honesty and truthfulness as demonstrated not only by our words but also by our behaviours and our conduct.

Appendix 1

Current Ministry of Education Mission Statement and Goals of Education



Mission Statement

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

-Statement of Education Policy Order - 1989

Goals of Education

Prime Goal of Public Schools Supported by the Family and Community

- Intellectual Development

Goals that are shared among Schools, the Family and Community

- Human and Social Development
- Career Development

-Statement of Education Policy Order - 1989

Attributes of the Public School System

Accessibility – a variety of programs is available in the province to meet the full range of student needs.

Relevance – programs are current, and relevant to the needs of the learner.

Equity – resources are allocated fairly.

Quality – professional teaching and administration are of high quality.

Accountability – resources are allocated in a cost-effective manner; parents and the community are informed of the progress of schools and are involved as partners in planning.

-Statement of Education Policy Order - 1989

Appendix 2

Examples of Value Statements from other BC School Districts

North Vancouver School District (#44)

Trust	We act with integrity. We are open and honest in our communication with one another.
Responsibility	We are accountable for our actions. We support positive change, continuous improvement and the pursuit of excellence.
Respect	We relate to each other with care and appreciation. We honour diversity and recognize the exceptional in everyone.
Collaboration	We develop relationships and affiliations to achieve shared goals and consider each other in our decisions and actions.

Richmond School District (#38)

- Focus on student learning to ensure that each student achieves his or her potential
- Value diversity and be inclusive of all learners
- Contribute to student learning in a meaningful, flexible, respectful, and sustainable manner
- Commit to continuous improvement and life-long learning through the use of an inquiry cycle
- Communicate and inform our community in a way that celebrates and maintains confidence in our schools

Greater Victoria School District (#61)

Engagement	Students are actively engaged in their education and connected to our learning community.
Equity	We give each student the opportunity to fulfill their potential.
Innovation/Positive Change	We are innovative. We constantly seek ways to make positive change.
Integrity	We are ethical and fair.
Openness and Transparency	We are open about the decisions we make and how we make them.
Partnerships	We create open and respectful partnerships with each member of our learning community.
Respect	We respect ourselves, others, and our environment.
Social Responsibility and Justice	

It is our shared responsibility to work with and inspire students to create a better world.

West Vancouver School District (#45)

EXCELLENCE	We pursue excellence in everything we do
INCLUSIVENESS	We treat everyone fairly. We respect, reflect and appreciate the diversity in our community.
ACCOUNTABILITY	We strive to be approachable and to make our processes and decisions as open and transparent as possible
AUTHENTICITY	We provide meaningful and relevant learning experiences
INNOVATION	We pursue innovation by encouraging curiosity and a spirit of inquiry
COMMUNITY ENGAGEMENT	We forge connections with our community and welcome their input.
HAPPINESS	We seek happiness in the way we learn and work.

Coquitlam School District (#43)

The Board of Education believes in:

- Public Education and the need to advocate on its behalf;
- Instilling a passion for learning;
- Learners as the most important focus;
- High quality and equitable learning opportunities;
- Innovation, creativity, problem solving, critical thinking and sustainability;
- The essential value of District/Community/Global Partnerships;
- Safe, inclusive and socially responsible learning communities.

Maple Ridge-Pitt Meadows School District (#42)

- Responsibility to all Learners
- Uniqueness of Each Individual
- Personal and Social Responsibility
- High Expectations for Success
- Culture, Community and Citizenship
- Diverse Learning Opportunities

Maple Ridge - Pitt Meadows SCHOOL DISTRICT VALUES

The core values for Maple Ridge-Pitt Meadows School District express our beliefs, what we stand for and how we will conduct ourselves. They are the foundation for our policies, procedures, goals and strategies, as they provide the basis and a reference point for all district activities.





Supplement to: Education Planning & Policy Committee

Date:

November 7, 2017

Submitted by:

Pat Duncan –Superintendent of Schools

Item:

Requiring Action

For Information

SUBJECT:

Public Feedback on the May Day Task Force Recommendations

Background:

At the October 24, 2015, Regular Meeting of the Board of Education the following motion was passed:

THAT the Board of Education of School District No. 40 (New Westminster) send out the May Day recommendations for public consultation.

Attached please find a draft copy of the New Westminster Schools: 2017 Public Feedback Form on the May Day Task Force Recommendations.

The electronic feedback form will be available on our District website and will seek feedback on the three May Day Task Force recommendations. An invitation to participate in the feedback process will be sent to every parent through our school principals. As well, invitations to participate will also be circulated to PAC Chairs and all of our stakeholder groups. In an effort to solicit community feedback, an advertisement will be placed in the local newspaper.

New Westminster Schools: 2017 Public Feedback Form on the May Day Task Force Recommendations

* Required

Introduction

The New Westminster Board of Education is seeking public input concerning the school district's participation in the annual celebration of May Day in New Westminster. The district ceremony takes place during a school day in Queen's Park and is one of several community and city-run events celebrating May Day.

The May Day Task Force was commissioned by the Board of Education to review the scope and nature of the school district's annual May Day celebrations. The Task Force included parent, teacher staff and trustee representatives who, after 18 months of deliberations, reached consensus on three recommendations. These were put before the Board at the October 24th, 2017 Regular Board Meeting. (See the full May Day Task Force report at www.newwestschools.ca.)

The Board of Education is now inviting public feedback on these recommendations to assist in making an informed decision on the school district's role in the annual May Day celebration. Students, parents and community members are asked to provide a response of agree/disagree/undecided in relation to each of the three recommendations, as well as comments. A brief rationale for each recommendation is included.

This feedback form will run from November 6 to November 20, 2017.



1. Name *

2. Email *

3. Please let us know if you are:

Check all that apply.

- a parent of a current New Westminister School District student
- a current student of New Westminister School District
- a New Westminister resident
- a non-New Westminister resident

RECOMMENDATION #1

For 2018 and 2019, May Day celebrations should be school-based. FURTHER, the May Day Task Force recommends that on the 150th anniversary of May in 2020, the School District support the May Day Celebration Ceremony at Queen's Park.

Background

The district annual event in Queen's Park involves the participation of students in grades 2 to 5 from eight elementary schools and one middle school. The Task Force found there is little pedagogical or staff support for the amount of time taken out of the teaching schedule to make the school district's May Day event happen. Teachers estimate 15-35 hours of instructional time is devoted to practice of folk and maypole dances over an 8-week period. The justification for taking the Grades 2 and 5 classes out of school for this day "seems to be merely to act as an audience." Further, the committee found that the May Day ceremony as currently practiced elicits minimal student or public engagement and that organizers are faced with increasing difficulties in organizing parent volunteers to assist with transiting students to the park.

A task force survey of teachers and staff indicated that school-based May Day events would require fewer resources, take less time, and lead to greater school participation than the district-wide event, while being tailored to each school's unique community. A 150th anniversary celebration would allow for planning while contributing to a recognition of the significance of the tradition in the city.

4. Check all that apply.

- I agree with Recommendation #1
- I disagree with Recommendation #1
- I am undecided about Recommendation #1

5. Comments

Skip to question 6.

Recommendation #2

The District should discontinue the practice of selecting a Royal Suite. The Board should support the transferring of responsibility for the Royal Suite to a community organization.

Two Grade 5 representatives, one male and one female, from each school are selected by a vote of all Grade 5 students at the school to form the Royal Suite. These students form a procession during the event with the crowning of the May Queen taking place during the ceremony at Queen's Park. The female members of the Royal Suite wear head wreaths and white ceremonial dresses and capes. In its deliberations, the Task Force considered issues related to equity and inclusion and found in its survey of teachers, support staff, administrators and exempt staff "meagre support or justification" for the institution of the Royal Suite, which was widely characterized as a popularity contest. The Task Force found the Royal Suite does not positively reflect the District's values of inclusion and diversity based on its core notions of stereotypical gender roles.

6. Check all that apply.

- I agree with Recommendation #2
- I disagree with Recommendation #2
- I am undecided about Recommendation #2

7. Comments

Recommendation #3

The board should endeavor to transfer responsibility for organizing the May Day celebrations in Queen's park outside of school hours to a community organization who could then decide how best to continue the tradition. In this way, for example, those community members who are particularly keen to keep alive the institutions of the May Queen and Royal Suite could formulate their own selection methods, costume requirements and ceremonial 'duties.'

Background

The May Day Task Force considered the historical and traditional importance of the May Day Celebration in the district. Based on its survey of staff and teachers, the task force found that May Day and its institutions face significant pedagogical and practical issues and command little general support amongst District staff. The task force found there is broad support for the general notion that the May Day ceremony in Queen's Park should transition away from a District-orchestrated event to one organized by a community group where students could voluntarily participate outside of school hours.

8. Check all that apply.

- I agree with Recommendation #3
- I disagree with Recommendation #3
- I am undecided about Recommendation #3

9. Comments

DRAFT

Thank you for your participation!

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 Google Forms

Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date:

November 7, 2017

Submitted by:

Mary Lalji, Trustee

Item: Requiring Action

For Information

SUBJECT: STUDENT TRUSTEE

Rationale:

The student voice is a resonant force in establishing a thriving learning environment giving students the ability to influence learning is integral to everyone's success. Appointing a student trustee would empower students by giving them a voice and keeping the student body informed of discussions and decisions that affect them.

We want our schools to be places where students take ownership of their learning and their school environment. In order to accurately represent the New Westminster School District the student body needs to be heard, sharing their views, ideas and concerns with us so that decisions can be made with their best interests in mind.

Recommendation:

THAT the Education Policy and Planning recommend to the Board of Education for School District No. 40 (New Westminster) that they appoint no more than two Student Trustees, and one Aboriginal Student Trustee to sit on the Board of Education.