



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
SPECIAL OPEN MEETING OF THE BOARD
AGENDA**

**Tuesday, June 18, 2019
8:00 am (morning)
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>ADOPTION OF THE AGENDA</u>	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the June 18, 2019 Special Open School Board meeting.	
2. <u>STRATEGIC PLAN 2019 (K. Hachlaf)</u>	2
<ul style="list-style-type: none">• Attached, for review, is the draft New Westminister Schools' Strategic Plan.	
3. <u>EXEMPT STAFF BENEFITS (K. Morris)</u>	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) approve the BCPSEA Exempt and Principal/Vice-Principal Benefit Improvement package at an annual cost of \$18,000, as presented.	
4. <u>NOTICE OF MEETINGS</u>	
Tuesday, June 25 - Regular Open Board Meeting, 7:30pm, School Board Office	
5. <u>ADJOURNMENT</u>	



New Westminster Schools

Strategic Plan
2019

“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

DRAFT
June 3, 2019

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

Part 2 – Our Identity

A: Ultimate Aims – how we show up

We aim to exemplify our values as we engage our students, families, and community. These are the ways we are dedicated to showing up, the ethos and ethic we aim to exhibit in all things.

Open and curious

In all things, we will listen and pay attention, seeking first to understand.

Student-focused

In all things, we will remember the focus of our work is the students we serve.

Forward thinking

In all things, we will have the courage to stretch and improve ourselves for the benefit of our future.

B: Premises – the ideas we believe in

We hold fast to a set of ideas and perspectives that are fundamental to who we are. They keep us oriented to what matters most. These are the core ideas that guide us.

All our students have potential. We believe that every student is (replace with a new word... with capacity that can be identified, encouraged, and maximized with the care and attention of educators.

Every student has the right to full opportunity. We believe opportunity is an innate right for every student in our community and, therefore, an incumbent responsibility to fulfil for everyone in our schools.

We all have different starting points. Every person learns uniquely, with different styles, at different paces, and in different ways.

We are all learners. We believe everyone in our community can and should learn – students, teachers, staff, parents, administration, and community partners.

Our diversity makes us stronger. We believe that our community is strengthened and enriched by a diversity of cultures, generations, histories, and perspectives.

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, and community will be affected in these ways.

1. 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.
- Students engage in society and meaningfully give back to the community.

Whole and healthy humans

- Students are confident and poised, with open minds and open hearts.
- Students have the emotional, social, and physical literacy skills to succeed in life.
- Students pursue their full potential, become resilient in the face of challenges and setbacks, and are able to make friends from all walks of life.

Persistent learners

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

2. 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 are meaningfully involved with the diversity of the community.

- Families are enriched by interaction with other ideas, perspectives, and cultural experience through schools.
- Families participate in an enriched experience with the whole community through schools.

3. Community

Connected richly

- The community has stronger, better, more meaningful relationships.
- The community, and 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.

Learning together

- The community is open and able to learn from all community members.
- The community is more visibly connected to learning at all levels.
- The community values diversity.

Partnered in purpose

- The community fosters partnerships where people work, act, and learn together.
- The community comes together to improve the experience of all community members.
- The community is strengthened through the children and youth in our schools.

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.

Putting relationships at the center. Our approach is highly relational, cultivating interpersonal connections of purpose and respect.

Creating spaces to hear truth. Our approach is characterized by curiosity and openness to listen, consider the perspectives of others, and hear the truth.

Personalizing the learning. Our approach is to respond to the individual and unique needs of students, seeking to meet them at their point of readiness and interest.

Engaging, involving, and supporting parents, staff, and the community. Our approach is not to work in isolation, but in engagement and mutuality with those at all levels of our schools, district, and community.

Using the collective wisdom at all levels. Our approach is characterized by seeking and integrating the insights of children, youth, adults and elders of the community.

Balancing stability with adaptability. Our approach is to pursue consistency and reliability in the quality of our work while we lean with courage into innovation, responsiveness, and lead-taking on our growing edges.

Listening to the voices of students. Our approach is characterized by attention, honor, and curiosity for the experience, needs, and perspectives of our students.

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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 such enriched and 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 will be excited to join with New Westminster Schools.
- Students will be engaged in their learning.
- The best teaching and learning is exemplified at every level and in all our schools and programs.
- New Westminster is an inspiration for others, leading the way in best practices.
- Operational excellence advances the skills and amplifies the expertise of the staff and volunteers.

Strategic Priority B

Build Meaningful Relationships and Partnerships

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 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 engender relationships of mutuality and respect among all personnel of our schools. 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. Instead of being insular and disconnected, we will engage in dialogue, sensitively and respectfully. We will actively seek, embrace, and nurture strong partnerships and collaborative practices as an expression of our belief that it takes a whole community to promote the learning of its next generation.

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 of mutuality and trust.
- The ethos of our schools will be richly relational and deeply respectful.
- A sense of emotional and relational health will pervade all we do.
- Families will be integrally engaged in the teaching and learning of schools.
- Newcomers will be drawn into the social fabric of the schools.
- People from all aspects of our community will be meaningfully interacting with others in learning.
- Community partners will be integrated and integral to the education of the next generation.

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. As such, we will lead into our future with energy, curiosity, flexibility, adaptability, courage, and hope. We will seek ways to not only withstand our changing environment but embrace it, thrive in it, and improve it. We will cultivate and nurture stewardship and sustainability of people and resources. 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 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. Instead, we will develop strategies to push ourselves and stretch ourselves to grow and develop further our ability to steward our current capacity and expertise and create new capacity and expertise for the future.

Characteristics of the future

- Teachers, staff, and administrators will be learning and growing along with students.
- The skills and capacities of school personnel and partners will be a consistent focus and investment of the school district.
- District staff and partners will be practicing measured risk-taking, innovation, and program experimentation.
- Positive energy toward innovation and an attitude of progress will permeate the experience of everyone within the district at all levels.
- People will be improving what is working well and trying new approaches for what is not working well.
- The district will have financial, workforce, and physical plant sustainability.
- Talented school personnel will be kept, honored, and utilized for current and future leadership.
- A culture of mutual learning and openness to improve 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, courage, 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.
- School leaders and teachers attend to the social-emotional development of students to accompany the mental and skill development of students.
- Strategies are pursued to involve the most vulnerable students in our community.
- School personnel throughout the district have skills to identify and respond to the mental and emotional health needs of students.
- Families experience the support they need to help their children reach their full potential.
- Schools are actively engaged in consistent and authentic outreach to families.
- The classroom experience exhibits the practice of skillful techniques of inclusion for students on the margins, not at the expense of the full learning of the class but to enhance the full learning of the class.
- 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.

Part 4 – Our Plan

TBD

Department Objectives, Key Performance Indicators, Operational Plans

DRAFT