



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

Tuesday, June 9, 2020

7:00 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> 7:00 PM	
Recommendation: THAT the agenda for the June 9, 2020 Open Operations Policy and Planning Committee meeting be adopted as distributed.	
2. <u>Correspondence</u> 7:05 PM	
3. <u>Comment & Question Period from Visitors</u> 7:10 PM	
<i>Please note that we will answer questions during Question Period near the end of the meeting.</i>	
4. <u>Student Voice</u> 7:15 PM	
a. Remote Learning Survey-Student Voice (J. Bachra, R. Ballard, S. Rose-Hand)	4
5. <u>Reports from Senior Management</u>	
a. Capital Projects Update 7:35 PM	
i. Richard McBride Elementary School Replacement Project - Consultation Update (D. Crowe)	17
ii. New Westminster Secondary School (D. Crowe / G. Lachmuth)	21

b. Operations Update (B. Ketcham)

7:45 PM

June 2020 Operations Update

25

i. 2021-2022 Five-Year Capital Plan

27

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2021-2022 Five-Year Capital Plan as outlined in the attached summary for submission to the Ministry of Education.

ii. 2020-2021 Annual Facility Grant Expenditure Plan

32

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2020-2021 Annual Facilities Grant Spending Plan in the amount of \$1,141,892.00 as presented.

iii. 2020-2021 Budget - Process Debrief / Overview (Verbal)

c. Superintendent Update (K. Hachlaf)

8:05 PM

i. COVID-19 Update

37

ii. Orange Shirt Week

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to acknowledge Orange Shirt Week from September 28 - October 2, 2020 and encourages staff and student participation.

d.	School Fees 2020-2021 (M. Naser)	8:20 PM	39
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Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to approve the 2020-2021 School Fees as presented.

6.	<u>General Announcements</u>	8:30 PM	
7.	<u>New Business</u>		
	a. Annual Administrative Procedures Review (K. Hachlaf)	8:35 PM	41
	i. Proposed Anti-Racism Policy Work (Trustees Ansari & Dhaliwal)		43
	b. The Power of Teaching and Learning in New West Schools (Curriculum Team)	8:50 PM	44
8.	<u>Old Business</u>	9:20 PM	
9.	<u>Question Period (15 Minutes)</u>	9:25 PM	
	<i>Questions to the Chair on matters that arose during the meeting.</i>		
10.	<u>Adjournment</u>	9:40 PM	

Remote Learning Survey – Student Voice

Summarized by:
Jalen Bachra
Rebecca Ballard
Sierra Rose-Hand

Operations Policy & Planning Committee
June 9, 2020

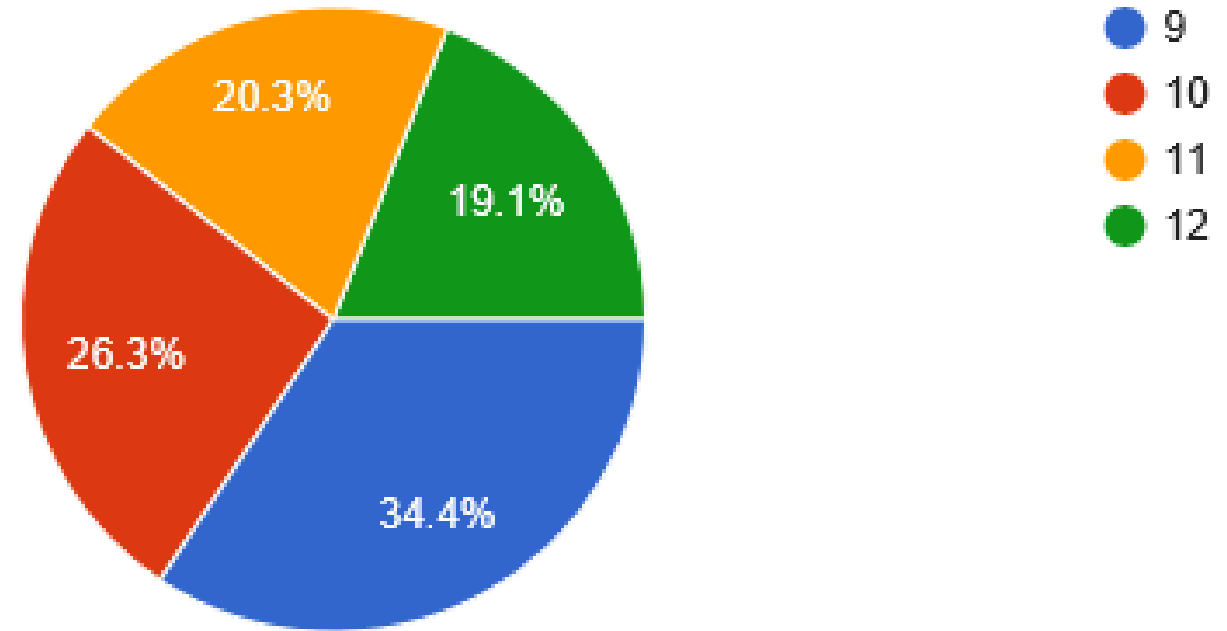


New
Westminster
Schools

What grade are you in?

What grade are you in?

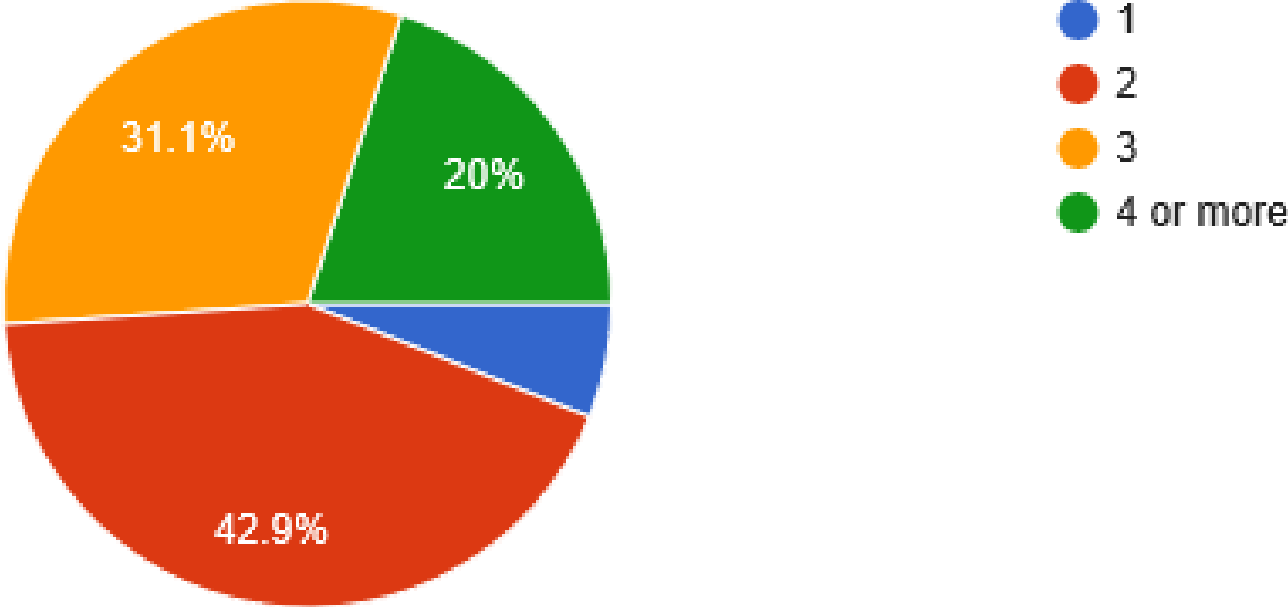
556 responses



How many platforms/apps are you currently using for your courses?

How many platforms/apps are you currently using for your courses?

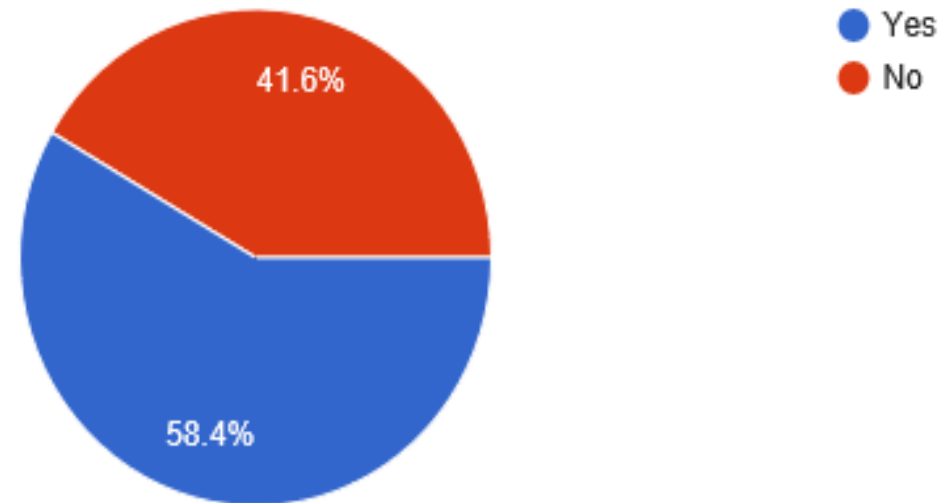
560 responses



Do you have a routine/schedule for yourself for the weekdays (waking up at a certain time, taking breaks, etc.)?

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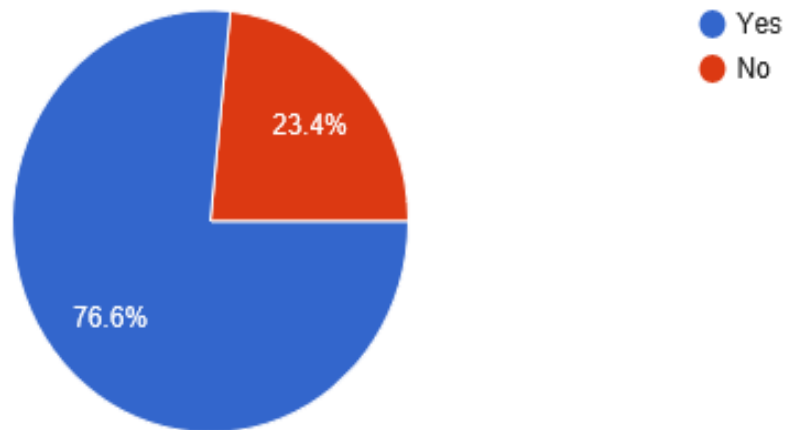
560 responses



Do you feel you have all the supports you need to be able to work from home (access to teachers, counsellors, administrators, extra assistance?)

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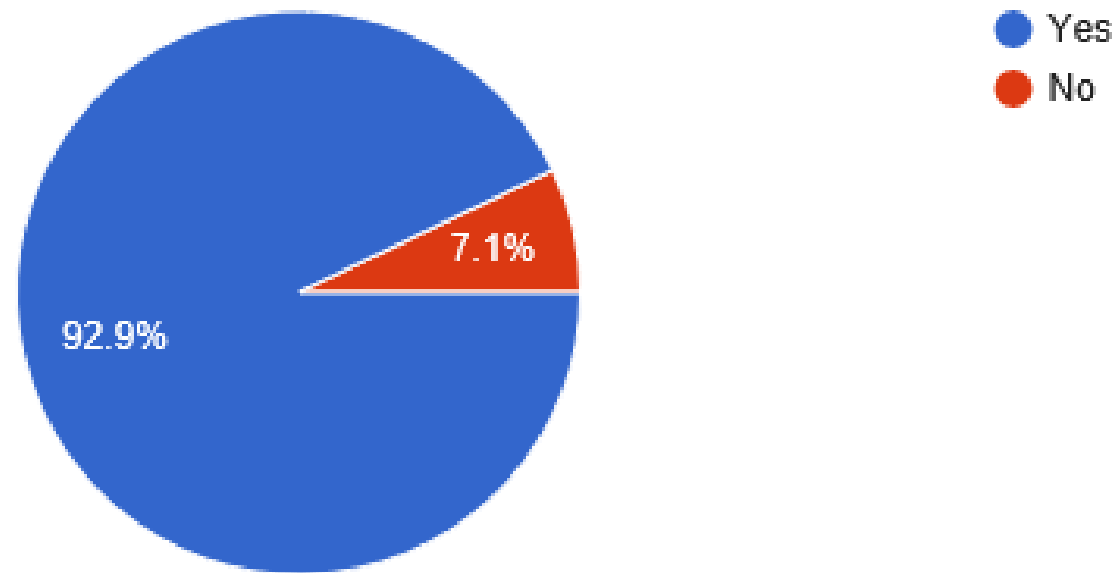
560 responses



Do you have a workspace and all the necessary supplies you need to work from home?

Do you have a work space and all the necessary supplies you need to work from home?

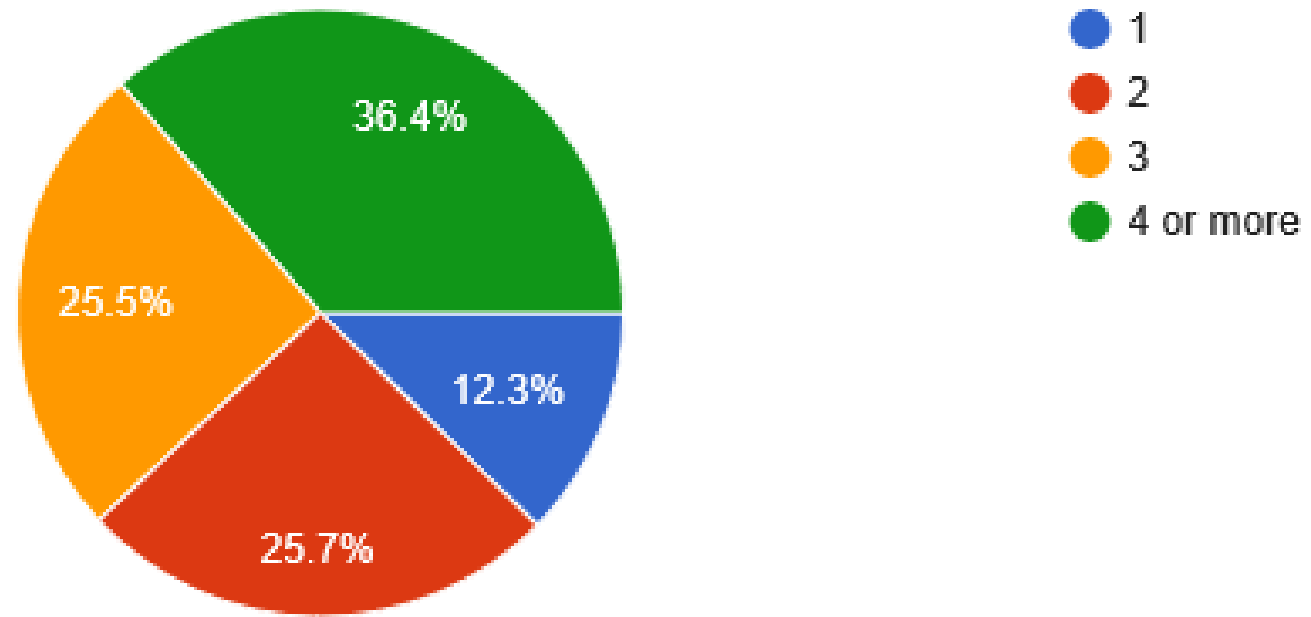
560 responses



How many hours a day are you spending on your schoolwork?

How many hours a day are you spending on your schoolwork?

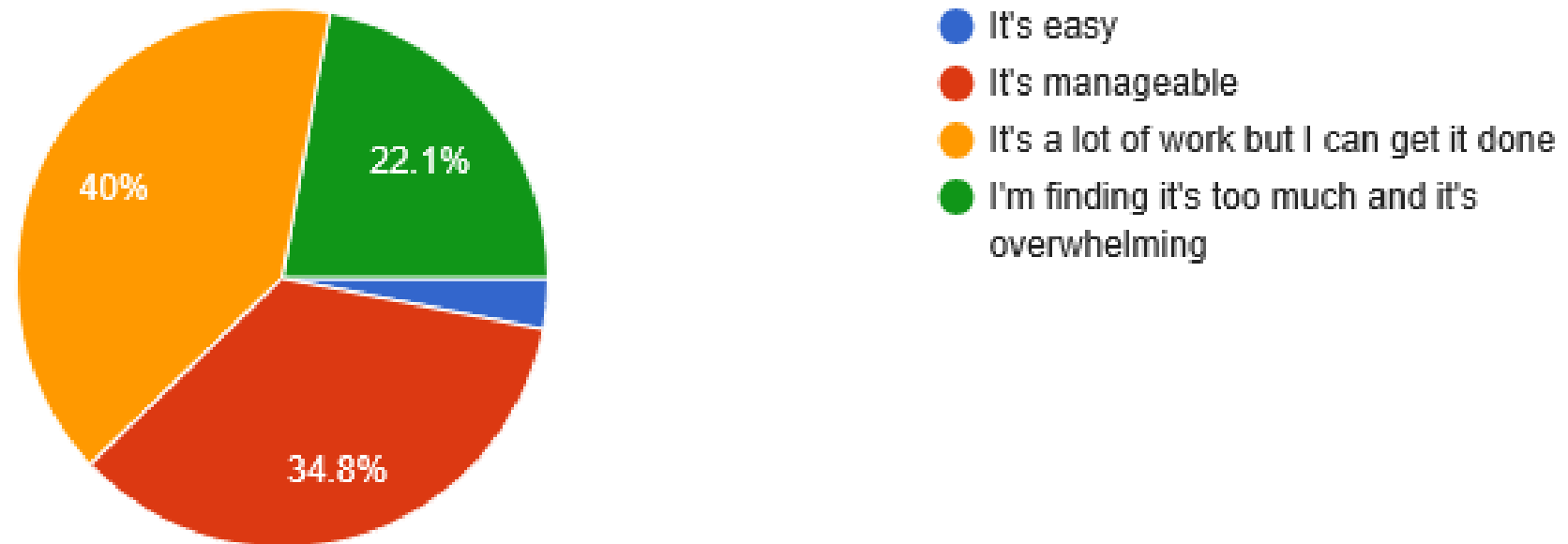
560 responses



How are you feeling about your current workload (virtual meets/classes, assignments)?

How are you feeling about your current workload (virtual meets/classes, assignments)?

560 responses



What are you enjoying about remote learning?

Common Themes:

- Nothing (as in: they are not enjoying it)
- Sleeping in
- More time with family & pets
- Flexibility / Self-Regulation
- Less Stress

Significant Responses:

“I enjoy being able to access my work at a time that is convenient for me. This way I am schedule other activities comfortably between school. I don’t have to do my classes back to back; I can take a break in between to decompress.”

“I don’t feel sleep deprived, in fact I feel more energized to get my work done.”

“Allows me to focus more than in a crowded classroom.”

“I enjoy planning my day instead of having my day planned for me.”

What are you finding challenging in remote learning?

Common Themes:

- No structure / routine
- Lack of motivation / self- discipline
- Technical difficulties
- Lesson comprehension
- Teacher communication

Significant Responses:

“Just because I’m at home doesn’t mean I have hours of extra time for each class.”

“Some teachers require video/audio requirements which is frustrating in terms of storage. Not all of us have the newest macbook with \$300 programs and mics.”

“Balancing 4 days of a 9 hour job with 5 online classes and keeping myself mentally and physically fit is challenging. Especially with the eye strain that comes with staring at a screen for 8+ hours a day.”

How are you balancing schoolwork with your mental health at this time?

Common Themes:

- Students are focusing just on mental health and pushing off school work or vice versa
- finding it hard to balance both school and mental health
- It is hard to reach out when they need help

Significant Responses:

"It really depends on the day, sometimes I'll be super into it but other days I barely feel up to completing even one assignment."

"Fitness, socializing with my friends and loved ones, and working are what keep me mentally satisfied, stimulated, and healthy. Online school work has been nothing but a burden and an obstacle to all of those things, and thus, my mental health."

"Most days I don't think about or take care of my mental health since I am busy with school work; but days that I don't have work to complete I do notice that I am more down than usual."

"It is very difficult to balance for me and being isolated makes it hard to reach out and go out of my way to make contact."

"It's hard, because you're pretty much alone and the people you'd normally rely on can't help you, so you have to be responsible for your own mental health and that's hard"

"School work is just taking so long everyday so sometimes I feel like I'm not getting much time to just breathe."

What suggestions do you have if remote learning continues?

Common Themes:

- Stick to one platform
- Teachers need to be more understanding; more time needed for assignments
- Teachers need to collaborate with each other
- “Put yourselves (teachers) in our shoes’

Significant Responses:

“I'd like to see assignments that will provide meaningful learning opportunities. There are classes that feel like busy work and busy work is not helpful for motivating me to do good work as it adds a lot of stress.”

“Make sure all the work you hand out is manageable and isn't unrealistic, if we couldn't cram that much in a class being at home isn't an exception”

“Microsoft teams can be a bit confusing at times, I enjoy using google classroom.”

“The teachers can try to make assignments more fun. I know that they are already putting in a lot of effort and I appreciate that but online school can get boring especially when you have to work on everything alone. More interactive assignments can make virtual school more fun.”

“If we were to continue, maybe if some teachers could give us a less heavy workload because lots of us cannot keep up.”

“Make it easier for students to receive the guidance and learning they need through better resources.”

“It would definitely be helpful if all teachers used the same learning platform for assignments and video classes.”

Questions



Project	Project Name McBride Replacement	Project Description	Construction of new building and demolition of existing	Project Dashboard Green: As planned Yellow: Corrective Action Being Taken Red: Executive Attention Required			
Date	June 9	Year	2020	Scope		Budget	
Prepared By	Karen Hearn			Schedule		Issues	

Project Status
<p>Brief paragraph describing the status of the project, milestones achieved and not reached. Major upcoming milestones.</p> <p><i>Project is in the construction stage.</i></p> <p><i>Since the May report the following major milestones were achieved:</i></p> <ul style="list-style-type: none"> ▪ <i>Foundation permit has been received from the City of New Westminster</i> ▪ <i>Shoring mini piles drilling for west wall is complete</i> ▪ <i>Reviewed potential of relocating the play structure this summer rather than subsequent to the new building completion.</i> <p>Upcoming major milestones</p> <ul style="list-style-type: none"> ▪ <i>Issuance of the Building Permit (require permit by summer of 2020)</i> ▪ <i>Completion of shoring & mini piles drilling</i> ▪ <i>Completion of excavation, shoring and trucking of soil</i> ▪ <i>Start of micro piling for the foundation</i> ▪ <i>Start of detailed excavation and footings</i> ▪ <i>Relocation of play structure from northeast corner to southeast area of existing school playground</i>
Project Scope
<p>Changes to the original scope or key assumptions which may have a material impact on schedule, budget, or project outcome.</p> <ol style="list-style-type: none"> 1. <i>Increase of building size to accommodate siting on the property. The school portion of the building is 3,765 m2. Total space for the Child Care is 435 m2 with the Childcare funding being provided from the Ministry of Children and Family Development and the City of New Westminster.</i>
Project Schedule
<p>Highlight any important changes or risks to the project timelines.</p> <p><i>The previously planned opening of the new school for September 2021 is no longer viable. The General Contractor has identified the potential for opening December 2021 or January 2022 though they are aiming to meet December 2021 with demolition of the existing school and full completion of the project changed from June to September 2022. The General Contractor has identified they are working to advance the schedule for an earlier completion if possible. COVID-19 creates additional caution as the availability of supplies and trades is being impacted by the pandemic. Currently, the impact of the pandemic has been beneficial rather than detrimental to the project.</i></p> <p><i>The following table provides further detail regarding the project schedule.</i></p>

Task	Completed by
Phase one – new school	
Excavation, shoring, micro piling, formwork for foundation	Last week August 2020
Slab on grade	Mid-September 2020
Steel structure including decking	1 st week of March 2021
Roof	2 nd week April 2021
Exterior windows and exterior building envelope	Last week August 2021
Interior finishes	2 nd week December 2021
Occupancy	Mid December 2021
Phase two – demolition & completion of landscaping	
Demolition	Mid-April 2022
Completion of Landscaping	End of August 2022

Project Budget

Changes to overall budget and approx. % over or under budget.

The project budget has been revised based upon the bid price. The revised project budget is \$34,984,643. Change Orders are exceeding expectation for this point in the project. Currently working with the General Contractor to explore potential cost savings.

Major Risks

As identified in the Funding Agreement:

1. Unexpected Soil & Ground Conditions
2. Hazmat
3. Additional City Requirements
4. Post Completion Audit
5. Escalation

Additional major risks include:

- Safety – construction vehicle access as well as construction site strategies to minimize danger to students and community
- Neighbours concerns regarding construction disruption
- Quality – ensuring competent contractor, design team, project manager
- Timing of approvals – ensuring adequate time in the project schedule for approvals balanced with timely response
- COVID-19 and impact on availability and timing for supply deliveries and availability of trades personnel

A Risk Management Plan for the project has been prepared and reviewed with the Steering Committee. The committee regularly review the risks and strategies in place to manage the risks.

The General Contractor has been identifying items that likely could be impacted with longer delivery times than usual and are taking steps to minimize the risk.

Issues

Significant issues or risks that should be brought to the attention of the Project Committee. These include issues being managed by the project team and issues which need to be escalated for Executive intervention.

- Continuing to ensure City personnel are thoroughly engaged so that permitting is timely.



North wall piles in
progress

West shoring wall - 4th
row anchor drilling





View of excavation extent and shotcrete wall

1. Project Summary

The existing school facility is approximately 69 years old and it has reached the end of its useful life as well as being classified as H1 high seismic risk. The existing school facility is built on an area that has history of burial usage.

The project consists of design and construction of a 19,837m² replacement facility on the existing SD owned property, decommissioning of the existing school, and restoration of the site with appropriate memorialization.

2. Project Structure

The Project Team are identified in Appendix 1.

3. Scope

The new school will accommodate more than 1,900 students with 76 teaching units and an allowable school area of 16,390m², plus Neighbourhood Learning Centre (NLC) space of 2,802m², and a SD Maintenance/IT facility of 645m², for a total gross area of 19,837m² per the CPFA.

There may be sufficient site area to accommodate two playfields and the Maintenance/IT facility is proposed as a stand-alone facility separate from the new school building.

4. Schedule

The following Table 1 sets out target milestone dates.

Table 1 – Tentative Timetable for Key Milestones

Milestone/Deliverable	Target Dates	Revised
RFQ issued	November 24, 2016	-/-
RFP issued	Early March 2017	Late March 2017
Technical submissions	July 2017	September 25, 2017
Financial submissions	August 2017	November 1, 2017
Contract award	September 2017	December 2017
Occupancy	September 2019	2020
Demo + Memorialization	2020	-/-

5. Budget

Contract expenditures to date total to an aggregate value of approximately - \$69,500,000

6. Communications

a) General

- Communication has been circulated to public regarding Covid-19 impact to construction phase of NWSS Replacement Project and subsequent impact to opening schedule.
 - Staffing levels of workforce has reduced from +250 to approximately 150 - 170, and continues to fluctuate from week to week.

- Significant interruption to materials supply chain, however, indications are that some supply chains are coming back online.
- School will not be available for occupancy in early September 2020. Project team is working closely with Contractor to establish an updated schedule for completion based on availability of workers and re-establishment of materials supply chain.
- Bi-weekly stakeholder consultation meetings are ongoing regarding delivery of remaining civil works and top-lift asphalt paving between Massey Theatre and Moody Park Arena.
Representation from SD #40 Project Team, City of New West (Engineering), Graham DB, Massey Theatre Society, Moody Park Arena, NWSS Principal.
- Communications with adjacent residents regarding implementation of 6th Street Pedestrian Activated signal crossing – potential impacts to on-street parking.

7. Work Completed or Underway

May Achievements:

- General Completion of Paving and Sidewalks between Moody Park Arena and Massey Theatre
- Onsite Curbs and Paving
- Casting of Sidewalks
- Arrival of Kitchen equipment (Hoods and Freezers)
- Continued installation of Classroom Aluminum Frames and Glazing
- Completion of the MIT Building Wood Framing and Roofing
- Start-up/Activation of various mechanical fans
- Start of Public Address/AV commissioning
- Painting of the exposed structure in the Gym
- Installation of Lockers
- Installation of Millwork

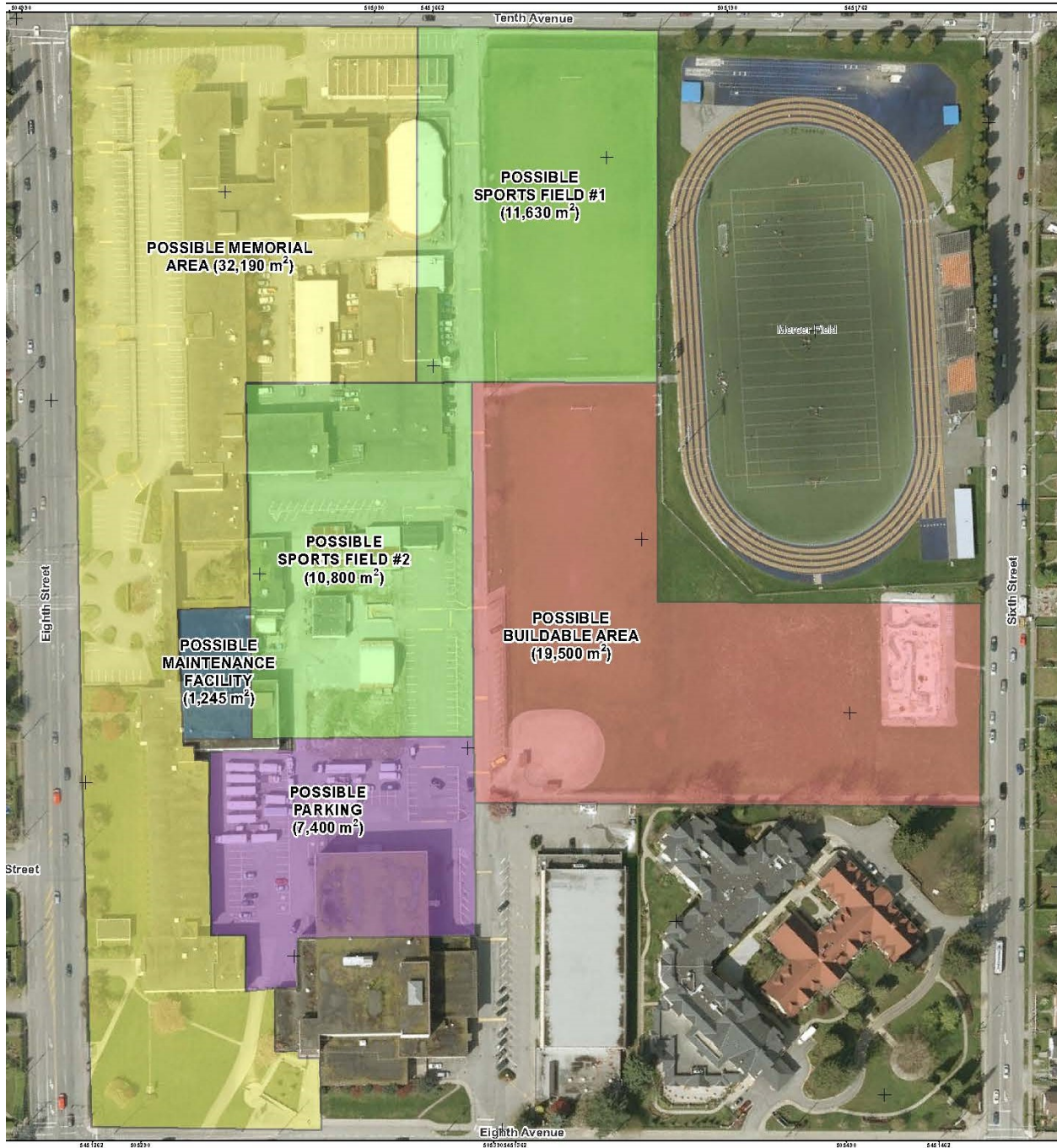
8. June Planned Construction Activities:

- Arrival of Gym Equipment (Bleachers)
- Landscape and Street Furniture
- Continued onsite curbs, paving, sidewalks
- Gym Cladding, North Elevation Cladding ongoing
- Start-up of 2 major Air Handlers
- Start-up of Air Condition equipment for Communications/IT Rooms
- Final Paint in Academic Wing
- Continued Millwork
- Start Flooring
- Theatre Lighting Rough In
- Telus lines brought from municipal street to School
- Rough in of Mechanical & Electrical, and start of Gypsum Wallboard in MIT building
- Grand Commons Stair forming (concrete works)
- Painting in Learning Commons

Notes:

- ***Work hours for Graham Design-Builders - Monday to Friday from 7:00 a.m. to 5 p.m.***
- **Traffic/Pedestrian/Cycling movements through and around worksite on Municipal streets are operating effectively and safely.**

Figure 1 – Anticipated Location of Major Site Uses (January 2017)



Appendix 1 – Project Team

- **School District #40:**
 - Karim Hachlaf, Superintendent
 - Murray McLeod, NWSS Principal
 - Dave Crowe, Director, Capital Projects
 - Grant Lachmuth (Black Wolf Consulting Inc.), Project Officer

Capital Projects, Operations and Planning

Connaught Heights Elementary and F.W Howay Elementary

(School Enhancement Program) Mechanical upgrades - air handler in the Gym and office. New air handler has been ordered and the contract has been awarded to Just Mechanical.

Herbert Spencer Elementary

(School Enhancement Program) Roof replacement and replace gutters, new flashing.

Cambie Roofing has completed new roof and installed the new sky lights. They are working on finishing the gutters and flashing.

Queen Elizabeth Elementary

The District was approved to move forward on preparing a draft concept plan for the addition. We are working with our architect team to draft this report. A draft working copy has been provided to Ministry staff for their initial review and comments.

Glenbrook Middle

(School Enhancement Program) Roof and gutter replacement, new flashing. Cambie Roofing has completed the shingle roof. They have started the flat roof and gutters and are 50 percent done.

Replacement of all flooring has begun. Finished the first floor plus the hallways on second and third floor and the library, tech room have also been completed.

Capital planning

For the month of May, we have been working on the Annual Facility Grant (AFG) and the Five-Year Capital Plan submissions with the Secretary-Treasurer. These submissions need to be completed by July 2020. Our major capital projects submitted for Ministry consideration include an Elementary School site acquisition and a Middle School expansion project.

COVID-19

The gradual in-class instruction resumed on June 1. Our staff built hand-sanitizer stations for each entrance of our schools and did a lot of work to support the OH&S requirements needed for the return, which included determining capacities for shared spaces, social-distancing markers, signs for hand-hygiene, putting up protective barriers for administrative spaces and moved furniture to create space within classrooms.

The maintenance department opened up all of our playgrounds on June 1, 2020.

Custodial hours have been adjusted to accommodate day schedules, while staff and students are in the building to ensure constant cleaning and disinfection throughout the day. Custodial staff have attended meetings and training to review cleaning and disinfecting procedures.

Finance

Finance team is starting to prepare for the District's fiscal year end.

Ministry & Other Submissions: June 2020

Submitted to:	Description	Date
Ministry of Education	2020 - 21 preliminary budget	June 30
Ministry of Education	5-year capital plan and AFG spending plan	June 30



Supplement to: **OPERATIONS POLICY & PLANNING COMMITTEE**

Date: June 9, 2020

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2021-2022 Five-Year Capital Plan

Background:

Please find attached the summary page of the 5-year capital plan that will be submitted to the Ministry of Education.

MAJOR CAPITAL PROJECTS

As per our Long Range Facility Plan, we anticipate having an enrolment of 8,238 by 2041. To that end, we have significant capacity constraints and we plan to address this as follows:

- 1) Our first priority as reported in the 5-year capital plan is to have a site acquisition for an elementary school in the Fraser River Middle Zone. This would be for a 40K/450 nominal capacity school providing an additional 452 seats. If the District was successful in acquiring a site by 2021 it could be feasible to have the school constructed by 2025. Presently, without any action, the District would be at a shortfall of 1,048 seats by 2025 and 1,340 by 2030 and 1,921 by 2041 (NOTE: these enrolments include our alternate programs and Home Learner’s program in the figures). It is estimated that the site acquisition be \$31M if we continue to use the current model of locating adjacent to a city Park. This has substantially brought our request down from \$62M in the prior year 5-year capital plan.

- 2) Our other major priority as reported in the 5-year capital plan is to create space within our middle schools. Last year, the District submitted a plan for a site acquisition (no school building) for a middle school as well where the request was for over \$90M. Between the 2 site acquisition requests for elementary and middle, these amount to over \$150M (without the buildings on them). While capacity issues are still a significant concern at the middle schools, the District feels we would be able to address the issue by creating an 8-classroom expansion at Fraser River Middle School. The classes would be built above the existing parking spaces and would be a 2-storey addition for 4 classes per floor.



The Fraser River zone is our highest growth area. Fraser River Middle School currently has a capacity of 500 and was completed in 2016 and was already over capacity in the 2019-20 school year. An 8-classroom expansion creates capacity for 200 more students and brings the total capacity of FRMS to 700 students. Based on forecasts, this meets the needs to the year 2030 where the anticipated enrolment at FRMS at the site is 699. The cost of the expansion is currently estimated to be approximately \$9.5M, which is significantly lower than the original request and meets the medium term needs of the District. It is felt that this approach would garner significant ministry support considering it is the lower cost option and meets the needs of the district. Furthermore, as RCAP is being co-located with Power at Columbia square and the District is renovating this portable space, we have access to 4 additional classes to support overflow in the future (by 2041, we may have enrolment of up to 758 students). This means, the addition and portables provide 300 seats in the Fraser River Zone which addresses short, medium and long term needs.

In terms of Glenbrook, there are some capacity issues here as well, though not nearly as significant as the Fraser River Middle zone. As part of our long range facilities plan, there is the potential for an annex capacity for 200 at the Hume Park site with the acquisition of the neighbouring site (which was completed in 2018 – Fader Street property).

MINOR CAPITAL PROJECTS

The Minor capital projects are submitted on an annual basis and include the categories of – School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP) and Playground Equipment Program (PEP).

Under the SEP program the following are the priorities:

- 1) Lord Tweedsmuir – We had a seismic renovation which allowed the District to completely renew the interior of the school. Additional requests are being put forward under SEP for the upcoming cycle to address the remainder of the building which focuses mainly on the exterior work – windows and cladding. This would be a 2-stage project amounting to \$1.15M.
- 2) Queensborough Middle – There are 2 projects for this site which focus on the HVAC system on the roof and replacing the roofing material at the same time as it is end of life. These are under 2 separate requests for \$950,000 for the HVAC and \$375,000 for the roof replacement.
- 3) Lord Kelvin – This request is to address our carbon footprint to install an air source heat pump at a cost of \$280,000 (please also see the requests under CNCP below).
- 4) Queen Elizabeth Elementary – This project is a priority but not as high as the other projects as we hope to have this project approved (at the latest) in the 2022-23 to align with the completion of the expansion planned at Queen Elizabeth which the district is currently working through with its team and Ministry.

Under the CNCP program, the focus here is changing our systems to an air source heat pump at Queensborough and Glenbrook and also Spencer and Howay (in this order). The total requests are for \$1.26M for these 4 sites. The 5th project priority would be the LED lighting and controls at Queen Elizabeth which also reduces energy consumption and comes at a cost of \$200,000. This

project will move up in priority when we move to working on the expansion of Queen Elizabeth where we would look to upgrade multiple systems concurrently with the major capital project being completed.

Finally, for the PEP, we have identified 4 sites as needing playground refreshes. The main priority being Richard McBride as the approval of this PEP would coincide with the anticipated completion of the seismic replacement of the school, hence it being our first priority. The other school sites (Spencer, Tweedsmuir and Kelvin) also require eventual replacement due to age. All playgrounds are funded at \$125,000 and are to be used for universally accessible equipment.

Program Name	Project Priority	Facility or Project Name	Project Description or Type	Total/Estimated Project Cost
Addition	1	Fraser Middle School	grades 6 to 8 classroom addition	\$9,500,000
Site Acquisition	1	Fraser River area elementary school	New site for elementary school	\$31,000,000
Seismic	1	Hume Park Home Learners	2 level classroom with basement needs retaining walls and some shear	\$500,000
SEP	1	Lord Tweedsmuir Elementary	Building envelope upgrades	\$1,550,000
SEP	2	Queensborough Middle	Replacement of 12 roof top units and remove old boilers	\$950,000
SEP	3	Queensborough Middle	Roof replacement	\$375,000
SEP	4	Lord Kelvin Elementary	Air source heat pumps wich reduce green house gas280000	\$280,000
SEP	5	Queen Elizabeth Elementary	new air handlers	\$425,000
CNCP	1	Queensborough Middle	Air source heat pumps wich reduce green house gas	\$350,000
CNCP	2	Glenbrook Middle	Air source heat pumps wich reduce green house gas	\$350,000
CNCP	3	Herbert Spencer Elementary	Air source heat pumps wich reduce green house gas	\$280,000
CNCP	4	F W Howay Elementary	Air source heat pumps wich reduce green house gas	\$280,000
CNCP	5	Queen Elizabeth Elementary	Upgrade lighting in classrooms	\$200,000

****Note: Ministry does not include PEP in their summary document in the submission which is why it is not reflected above.**

The total of our 5-year capital plan submission (including PEP projects) is \$46,540,000.

Recommendation

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2021-2022 Five-Year Capital Plan as outlined in the attached summary for submission to the Ministry of Education.

Ministry of Education Capital Plan 2020/21 Request Summary

Program Name	Project Priority	Facility or Project Name	Project Description or Type	Total/Estimated Project Cost	SD #	SD Name
Addition	1	Fraser Middle School	grades 6 to 8 classroom addition	\$9,500,000	40	New Westminst
Site Acquisition	1	Fraser River area elementary school	New site for elementary school	\$31,000,000	40	New Westminst
Seismic	1	Hume Park Home Learners	2 level classroom with basement needs retaning walls and some shear	\$500,000	40	New Westminst
SEP	1	Lord Tweedsmuir Elementary	Building envelope upgrades	\$1,550,000	40	New Westminst
SEP	2	Queensborough Middle	Replacement of 12 roof top units and remove old boilers	\$950,000		New Westminst
SEP	3	Queensborough Middle	Roof replacement	\$375,000	40	New Westminst
SEP	4	Lord Kelvin Elementary	Air source heat pumps wich reduce green house gas280000	\$280,000	40	New Westminst
SEP	5	Queen Elizabeth Elementary	new air handlers	\$425,000	40	New Westminst
CNCP	1	Queensborough Middle	Air source heat pumps wich reduce green house gas	\$350,000	40	New Westminst
CNCP	2	Glenbrook Middle	Air source heat pumps wich reduce green house gas	\$350,000	40	New Westminst
CNCP	3	Herbert Spencer Elementary	Air source heat pumps wich reduce green house gas	\$280,000	40	New Westminst
CNCP	4	F W Howay Elementary	Air source heat pumps wich reduce green house gas	\$280,000	40	New Westminst
CNCP	5	Queen Elizabeth Elementary	Upgrade lighting in classrooms	\$200,000	40	New Westminst
Total				\$46,040,000.00		

2021/22 CALL FOR PROJECTS - PLAYGROUND EQUIPMENT PROGRAM (PEP) REQUESTS

CAPITAL MANAGEMENT BRANCH

Submission Date (yyyy-mm-dd) 30-Jun-2020

PRIMARY CONTACT	NAME	PHONE	EMAIL
	Dino Stiglich	604-517-6314	dlich@sd40.bc.ca

SCHOOL DISTRICT INFORMATION		GRADE CONFIGURATIONS				PLAYGROUND INFORMATION							
SD Name	Facility Name	Lowest Grade	Highest Grade	Grade Range	Project Priority	Request for New Equipment or Replacement Equipment	Number of Existing Playgrounds	Age of Existing Equipment	Project Description, Benefits and Rationale	SMP or REP Project Request	Recent Equipment Funding	Program Name	Project Type
Example District	ABC Elementary School	K	5	#NAME?	1	YES - New Equipment (Complete)	0	0	N/A	YES	No	PEP	Universally Accessible Playground Equipment
Example District	DEF Middle	6	8	#NAME?	3	YES - Complete Replacement of Existing Equipment	1	10	Extensive rusting; some malfunctioning components; missing pieces	NO	No	PEP	Universally Accessible Playground Equipment
New Westminster	Richard McBride Elementary	K	5	#NAME?	1	YES - Complete Replacement of Existing Equipment	2	20	With the completion of our seismic replacement project and they had to eliminate one of the play grounds which was wood and was not universally accessible. They will have two student that are physically dependent next year. This would coincide with this project replacing the old wooden worn out and not universally accessible playground	NO	Yes - From PAC	PEP	Universally Accessible Playground Equipment
New Westminster	Herbert Spencer Elementary	K	5	#NAME?	2	YES - Complete Replacement of Existing Equipment	3	15	wearing out and not universally accessible	NO	Yes - From PAC	PEP	Universally Accessible Playground Equipment
New Westminster	Lord Tweedsmuir Elementary	K	5	#NAME?	3	YES - Complete Replacement of Existing Equipment	2	10	wood wearing out and not universally accessible	NO	No	PEP	Universally Accessible Playground Equipment
New Westminster	Lord Kelvin Elementary	K	5	#NAME?	4	YES - Complete Replacement of Existing Equipment	2	8	wearing out and not universally accessible	NO	Yes - From PAC	PEP	Universally Accessible Playground Equipment
New Westminster				#NAME?								PEP	Universally Accessible Playground Equipment
New Westminster				#NAME?								PEP	Universally Accessible Playground Equipment

Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 9, 2020

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2020-2021 Annual Facility Grant (AFG) Expenditure Plan

Background:

Attached is the District's proposed plan for AFG expenditure. The District's allocation for AFG capital projects is \$1,141,892 for the 2020-21 year. The Certificate of Approval (COA) has already been provided as the funding follows government's year end. The allocation must be spent by March 30, 2021. As such, the District has already started working on some of these projects, though the majority is planned through the course of summer months. As we have had some months of suspended in-class instruction, we were able to take advantage of this time to get ahead of the work our maintenance department carries out. The following provides a summary by work categorization and attached is the Ministry submission which aligns with this summary.

Project Type	Project Budgets
MECHANICAL SYSTEM UPGRADES	
Co2 sensor, mechanical system motion sensor and DDC programming systems at all sites	\$ 179,603.00
ELECTRICAL SYSTEM UPGRADES	
Fire & Intrusion alarm panel replacement to all schools (enchaning to enhance technology)	\$ 165,000.00
FACILITY UPGRADES	
Connaught Heights Elem Exterior Painting	\$ 55,000.00
Queen Elizabeth Elem Gym refinish flooring	\$ 25,000.00
Glenbrook Middle New Flooring	\$ 55,000.00
Queensborough Middle Gym refinish flooring	\$ 40,000.00
RCAP classroom reconfiguration	\$ 60,000.00

FUNCTIONAL IMPROVEMENTS	
QayQat Elem cabinets	\$ 10,600.00
Queensborough Middle new cabinets	\$ 10,600.00
TECHNOLOGY INFRASTRUCTURE UPGRADES	
Upgrade schools phones at all sites	\$ 188,500.00
SITE UPGRADES	
Qayqayt Paving, Stairs & side walks	\$ 40,000.00
Fraser Middle Drainage & paving	\$ 40,000.00
FW Howay Elem Retaining wall	\$ 60,589.00
Queensborough Middle fencing & site prep	\$ 80,000.00
Connaught Heights elem paving stairs & sidewalks	\$ 24,000.00
MISC. PROJECTS; SPECIAL NEEDS; LOCKS & DOORS	
doors locks, special needs	\$ 40,000.00
Lord Tweedsmuir Ramp special needs	\$ 28,000.00
HEALTH & SAFETY UPGRADES	
Queen Elizabeth Elem Air duct cleaning	\$ 20,000.00
SITE SERVICING	
Queen Elizabeth Elem play ground	\$ 20,000.00
\$1,141,892.00	

Certain larger projects of highlight include upgrades at all our facilities which include:

1. Mechanical system upgrades where we will be placing CO2 sensors for life-safety upgrades and installing mechanical system motion sensors in order to be more energy efficient at all sites.
2. Electrical system upgrades to enhance the fire and intrusion panels at all sites to make them 21st century compatible to allow maintenance to monitor sites on a real-time basis
3. Technology infrastructure upgrades to set up new VoIP phones to allow for placing calls over the internet rather than traditional public switched telephone networks.

Included in some of these projects, where maintenance staff perform the work (rather than work being contracted out due to the lack of in-house expertise) we have included salaries, which represents the market value for performing work and is acceptable to the Ministry.

Recommendation

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2020-2021 Annual Facilities Grant Spending Plan in the amount of \$1,141,892.00 as presented.



Ministry of Education - Capital Management Branch
Annual Facility Grant (AFG) - 2020/21 Expenditure Plan

Submission Date (YYYY/MM/DD): 2020-06-30

District: 40 New Westminster

Name	Email	Phone
Dino Stiglich	dstiglich@sd40.bc.ca	604-517-6314

FACILITY INFORMATION	PROJECT INFORMATION			ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Connaught Heights Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
FW Howay Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Glenbrook Middle	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Herbert Spencer Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Lord Kelvin Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Queensborough Middle	Replacing P/A systems	\$ 15,000	Electrical System Upgrade	Yes	
Queen Elizabeth Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Queensborough Middle	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Hume Park Home Learners	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Herbert Spencer Elementary	Replacing P/A systems	\$ 15,000	Electrical System Upgrade	Yes	
Alternate Programs	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Connaught Heights Elementary	Replacing from Analog to 250 VoIP	\$ 10,000	Technology Infrastructure Upgrade	Yes	
FW Howay Elementary	Replacing from Analog to 250 VoIP	\$ 10,000	Technology Infrastructure Upgrade	Yes	
Herbert Spencer Elementary	Replacing from Analog to 250 VoIP	\$ 18,000	Technology Infrastructure Upgrade	Yes	
Lord Kelvin Elementary	Replacing from Analog to 250 VoIP	\$ 17,500	Technology Infrastructure Upgrade	Yes	
Lord Tweedsmuir Elementary	Replacing from Analog to 250 VoIP	\$ 17,000	Technology Infrastructure Upgrade	Yes	
Queen Elizabeth Elementary	Replacing from Analog to 250 VoIP	\$ 12,000	Technology Infrastructure Upgrade	Yes	

FACILITY INFORMATION	PROJECT INFORMATION			ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Queensborough Middle	Replacing from Analog to 250 VoIP	\$ 17,000	Technology Infrastructure Upgrade	Yes	
Richard McBride Elementary	Replacing from Analog to 250 VoIP	\$ 12,000	Technology Infrastructure Upgrade	Yes	
New Westminster Secondary	Replacing from Analog to 250 VoIP	\$ 44,000	Technology Infrastructure Upgrade	Yes	
Hume Park Home Learners	Replacing from Analog to 250 VoIP	\$ 7,000	Technology Infrastructure Upgrade	Yes	
Royal City Alternate Program	Replacing from Analog to 250 VoIP	\$ 7,000	Technology Infrastructure Upgrade	Yes	
Glenbrook Middle	Replacing from Analog to 250 VoIP	\$ 17,000	Technology Infrastructure Upgrade	Yes	
Connaught Heights Elementary	Repainting outside of School	\$ 110,000	Facility Upgrade	Yes	
Queen Elizabeth Elementary	Gym flooring refinished	\$ 25,000	Site Upgrade	No	
Queensborough Middle	Gym flooring refinished	\$ 40,000	Site Upgrade	No	
Queen Elizabeth Elementary	Play ground replacement - site prep costs	\$ 20,000	Site Upgrade	No	
Qayqayt Elementary	Paving, Stairs & side walks	\$ 40,000	Site Upgrade	No	
Fraser Middle	Drainage & Paving	\$ 40,000	Site Upgrade	No	
FW Howay Elementary	Retaining wall	\$ 60,589	Site Upgrade	No	
Queensborough Middle	Fencing and back filling school due to settling of ground	\$ 80,000	Site Upgrade	No	
Queen Elizabeth Elementary	Air Duct cleaning	\$ 20,000	Health and Safety Upgrade	Yes	
Glenbrook Middle	Replace flooring	\$ 60,000	Facility Upgrade	Yes	
Connaught Heights Elementary	Fencing around garbage containers	\$ 5,500	Site Servicing	No	
Lord Kelvin Elementary	Fencing around garbage containers	\$ 5,500	Site Upgrade	No	
Herbert Spencer Elementary	Fencing around garbage containers	\$ 5,500	Site Upgrade	No	
Lord Tweedsmuir Elementary	Fencing around garbage containers	\$ 5,500	Site Upgrade	No	
Lord Tweedsmuir Elementary	Wheel chair ramp replacement	\$ 28,000	Disabled Access	No	
Qayqayt Elementary	Building new cabinets	\$ 15,000	Facility Upgrade	No	
Queensborough Middle	Building new cabinets	\$ 15,000	Facility Upgrade	Yes	
Connaught Heights Elementary	Paving, Stairs & side walks	\$ 24,000	Facility Upgrade	No	

FACILITY INFORMATION	PROJECT INFORMATION			ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Connaught Heights Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls	\$ 7,600	Mechanical System Upgrade	No	
Lord Kelvin Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls	\$ 12,500	Mechanical System Upgrade	No	
Lord Tweedsmuir Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls	\$ 9,200	Mechanical System Upgrade	No	
Herbert Spencer Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls and replace HUI	\$ 46,703	Mechanical System Upgrade	No	
Queensborough Middle	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 14,700	Mechanical System Upgrade	No	
Queen Elizabeth Elementary	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 10,100	Mechanical System Upgrade	No	
Glenbrook Middle	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 27,300	Mechanical System Upgrade	No	
Fraser Middle	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 36,720	Mechanical System Upgrade	No	
Queen Elizabeth Elementary	Boys and girls upgrade flooring counters bathroom stalls	\$ 23,980	Facility Upgrade	Yes	
Total Estimated Cost		\$ 1,141,892	Total estimated cost exceeds funding		
Total AFG Allocation		\$ 1,141,892			
Variance		-\$ 0			

Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 9, 2020

Submitted by: Karim Hachlaf, Superintendent

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

Subject: COVID-19 Update

Background:

As we complete our first week of part-time in-class instruction, our attendance rates for the week of June 1st are noted in the tables below:

Elementary	# of Students (daily)	% of Students
Connaught Heights	51	30%
Herbert Spencer	169	35%
Qayqayt	185	34%
FW Howay	48	44%
Lord Kelvin	144	28%
Lord Tweedsmuir	122	32%
Queen Elizabeth	93	22%
Richard McBride	128	30%
Overall	940	31%

Middle School	# of Students (daily)	% of Students
FRMS	53	10%
Glenbrook	89	13%
QMS	44	14%
Overall	186	12%

Secondary & Alternate	# of Students (daily)	% of Students
NWSS	70	4%
RCAP/POWER/SIGMA	9	9%

We will continue to monitor weekly attendance as students are welcome to return to classes throughout the month of June.

Health and Safety

Our return to instruction plan including our Health & Safety guidelines for the safe return of students and staff was approved on May 29th by the Ministry of Education as part of every school district submitting their plans. Our plan, which will be revised and updated as needed, can be found on both our district website and individual school websites under our [COVID-19 Info Centre](#).

Teaching and Learning

As we reflect on the 2019-20 school year and prepare for 2020-21, there still remains uncertainty to what school will look like in September. While we are currently in Stage 3 (see table below) and anticipate transitioning to Stage 1 or 2 for September, online learning will likely maintain a prominent role within our teaching and learning environment.

STAGE 1 SCHOOL DENSITY TARGETS 100%	STAGE 2 SCHOOL DENSITY TARGETS K-7: 100% Grade 8-12: 40%	STAGE 3 SCHOOL DENSITY TARGETS K-5: 50% Gr. 6-12: 20%	STAGE 4 SCHOOL DENSITY TARGETS K-12: 20%	STAGE 5 SCHOOL DENSITY TARGETS K-12: 0%
In-class instruction: K-12: 5 day per week	In-class instruction: K-7: 5 days per week Grade 8-12: 2 days per week ----- 5 days per week available for: <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports ----- Remote/online instruction: Balance of learning	In-class instruction: K-5: 2 to 3 days per week Gr. 6-7: 1 day per week Gr 8-12: 1 day per week ----- 5 days per week available for: <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports ----- Remote/online instruction: <div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-size: small;">Parent/Guardian choice to return to in-class instruction optional</div> Balance of learning	In-class instruction: K-12: Limited ----- 5 days per week available for: <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports ----- Remote/online instruction: K-12: Majority of all students	In-class instruction: K-12: None ----- Suspend all in-class instruction for all grades and students ----- Remote/online instruction: K-12: All Students

As a school district, we have made this ‘emergency’ shift during a time of crisis and our educators have made tremendous efforts over the last few months in completely transforming their instructional delivery. As we look ahead, we will need to strategically provide ongoing professional development and training opportunities for teachers to support the intentional and balanced design for online instruction. Moreover, we will need to remain focused on ensuring an equitable structure and support system for students and families who may require additional assistance. This work certainly aligns with our strategic priorities and will require ongoing development.

School Fees 2020 - 2021

ELEMENTARY

ITEM	COST
Agenda/Planner	\$4.00 - \$8.00
School supplies (optional)	\$25.00 - \$40.00
Recorder fee (may purchase or use school recorder)	\$5.00 - \$10.00

MIDDLE

ITEM	COST
Agenda/Planner	\$6.00 - \$10.00
School Supplies (optional)	\$40.00
Yearbook (optional)	\$25.00 - \$40.00
Band practice book (optional)	\$10.00 - \$15.00
Band rental (rental cost depends on instrument)	\$10.00 - \$40.00/mo.
Gr. 8 Athletic fee	\$25.00/sport
Locks (optional)	\$7.00

NWSS

STUDENT ACTIVITY FEE (Total)			\$30
Other: (specify)		Yearbook (optional)	\$55
GRADUATION ACTIVITY FEE (Total)		Ceremony (includes rental of grad gown, cap and tassel purchase and two tickets to ceremony and cost of arena rental and event)	\$80
Breakdown:		Dinner/Dance (optional)	\$110
DEPARTMENT	COURSE CODE	COURSE NAME or Description	FEE
Athletics		Junior Sports	\$50
		Senior Sports	\$85
		Football	\$285
		Wrestling and Lacrosse	\$100
Academies		Hockey	\$1,220
Business Education	MAC-11	Accounting 11 (optional workbook)	\$30
International Baccalaureate (IB)	Program Fee	Program Fee for IB registration (annual)	\$75
	Diploma Fees Grade 11	Diploma Fees Grade 11 (deposit; balance based on # of courses)	\$600
	Diploma Fees Grade 12	Diploma Fees (balance based on # of courses)	\$750
Math	MFOM-11	Foundations of Mathematics 11 workbook (optional)	\$25
	MFOM-12	Foundations of Mathematics 12 workbook (optional)	\$25
Music	Rental of school-owned instruments: MU--09, MMUCB10, MICB11, MICB12, XLDCB09, MMUJB-10, MIMJB11, MIMJB12, MMU—090, MMUOR-10, MIMOS11, MIMOS12	Concert Band 9 to 12, Jazz Band 9 to 12	\$100
Tech Ed		Skills exploration 9	\$50
Apprenticeship Programs		Baking VCC	\$500 plus books
* \$500 for Apprenticeship programs covers the cost of supplies used at the school.		Carpentry	\$500 plus \$160 workbook
		Plumbing	\$500 plus \$200 workbook
		Professional Cook	\$500 plus \$160 workbook
Visual Art	9-12 Art classes	Personal Supplies for the class (optional)	Optional \$65
PE		Basketball Skills	\$20
ADST		Culinary Arts 10-12	\$10 for Foodsafe Certificate (optional) \$35 for FS Course and Cap

MAY DAY ACTIVITIES

Background

It is important for students to learn about and experience such cultural traditions as May Day. The preparation for and participation in May Day activities by elementary students is to be a part of their educational program.

From its beginnings in 1870, May Day has been a day for the schools and the community to celebrate together. The activities associated with the annual New Westminster May Day form a rich part of our local heritage. These activities include folk dances, May Pole dances, music, athletic demonstrations as well as the traditional crowning of the May Queen.

It is the responsibility of the Superintendent, or designate, to develop, implement and review procedures for the May Day activities from time to time.

Procedures

May Day is held on the Wednesday following the Victoria Day weekend.

1. May Day activities are managed by the May Day Committee. The Committee is comprised of District representatives. Meetings are held to plan the logistics. District representatives include: the Superintendent or designate, Director of Facilities and Operations, the Elementary School Principal chairing the school program, and the May Day Chair as appointed by the Superintendent.
2. The May Day Committee is responsible for organizing and conducting the activities at Queen's Park and plays a supporting role in other May Day activities.
3. The Elementary School Principals are assigned tasks related to the school activities at Queen's Park that they rotate amongst themselves. These tasks are:

- General Chair - Master of Ceremonies
- Transportation
- Royal Party Line-up March-in
- Field Organization Sound System
- Music
- Folk Dance
- May Pole Dance
- School Relays

The May Day Chair has overall responsibility for the school activities at Queen's Park and for briefing the Chair for the following year.

4. Teachers in grades three and four have the responsibilities of training their students in the folk dance and May Pole dance, respectively. This takes approximately six weeks of preparation. Primary students (grade one and/or two) from the school that has the May Queen are designated as the Royal Dancers. The teachers at that level are responsible for teaching them the greeting dance for the Royal Party. The preparation for these dances is addressed within the learning standards for the Arts.
5. The Director of Facilities is responsible for the maintenance of the May Poles, and working collaboratively with Parks and Recreation for the set-up at Queen's Park.

*Reference: Section 6, 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Educational Program Guide Order M333/99*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)



Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 9, 2020

Submitted by: Anita Ansari, Chair & Gurveen Dhaliwal, Vice-Chair

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

Subject: Proposed Anti-Racism Policy Work

Background:

In this time of uncertainty, as we collectively grapple with the ramifications of the COVID-19 pandemic, and the civil protests resulting from structural inequities being exposed, it has become clear to us that now more than ever, it is imperative to build anti-racist policies within our District.

As a public institution, we are mandated to serve our diverse communities. We are mindful of the barriers that exist within our society, and we must do our part to dismantle these barriers so our youth have a chance to live in a world where they can live as equals, regardless of their race, gender, disability, sexual identity/orientation, point of origin or perceived class.

Work needs to be done to meaningfully engage our communities in the development and implementation of a comprehensive anti-racist policy and framework. Our students, our staff and our community deserve this. It won't be easy and it won't always be clear, regardless, this is work we cannot afford to put off.

We also choose now to initiate this action, to develop tangible policy and administrative procedural changes, so we can let our students know, especially our black, indigenous and students of colour, that as we watch what is happening in the world today, we will not stand idly by.

The Power of Teaching and Learning in New West Schools

Curriculum Team
June 9, 2020

Where Everyone Loves to Learn!



Our Curriculum Team:

- transforms the student experience
- builds meaningful relationships
- leads into our future
- ensures full participation in learning

Josh Angiola

Sabine Decamp

Zaida Manji

Kristie Oxley

Patricia Pain

Gary Pattern

Kelly Proznick

Keri Roberts

Maureen McRae-Stanger



Our Focus

Teaching and Learning Objectives:

- Staff will receive support and encouragement to find purpose and meaning in their work
- Staff will be valued and appreciated and receive support to reach their full potential

Key Result:

- Teachers will develop the skills and confidence to provide engaging and meaningful learning opportunities for students



Our Success Stories



Professional Learning: TC/TLs

Objective: Provide regular professional development opportunities in a variety of delivery methods

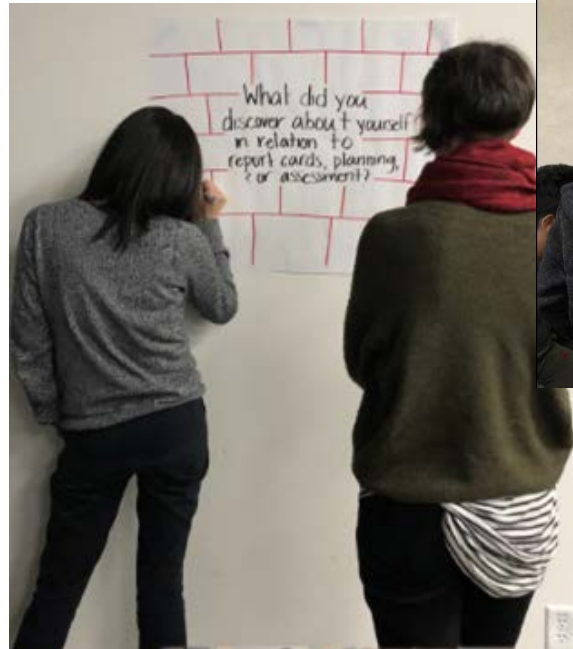
The goal was to develop, empower and support the Teacher Coaches and Teacher Librarians to be mentors and curricular leaders in their schools.



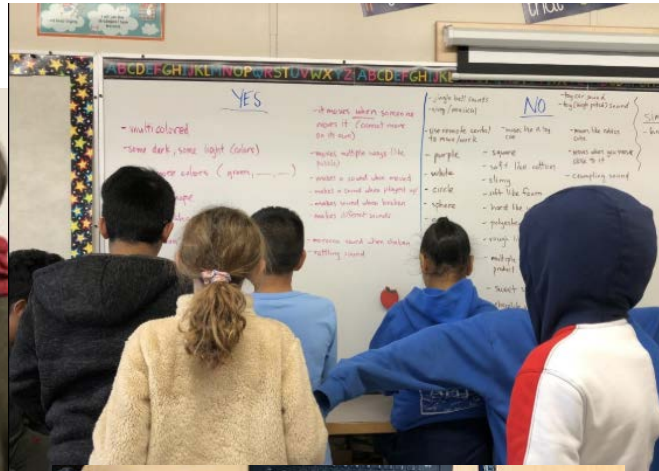
Supporting Early Career Teachers

Objective: Provide regular professional development opportunities in a variety of delivery methods

#trust



#taketherisk



#mentormentee

#safepacetoland

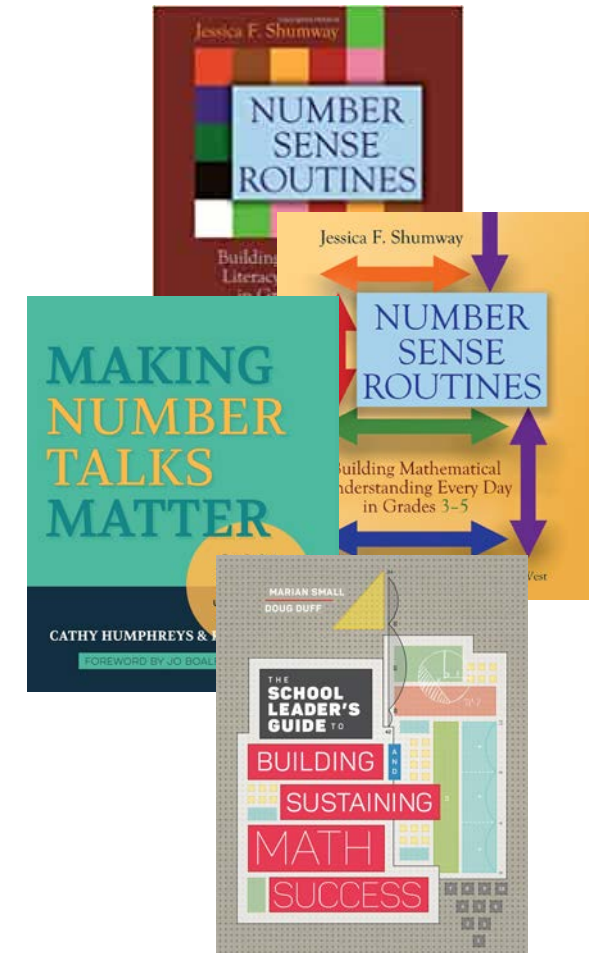
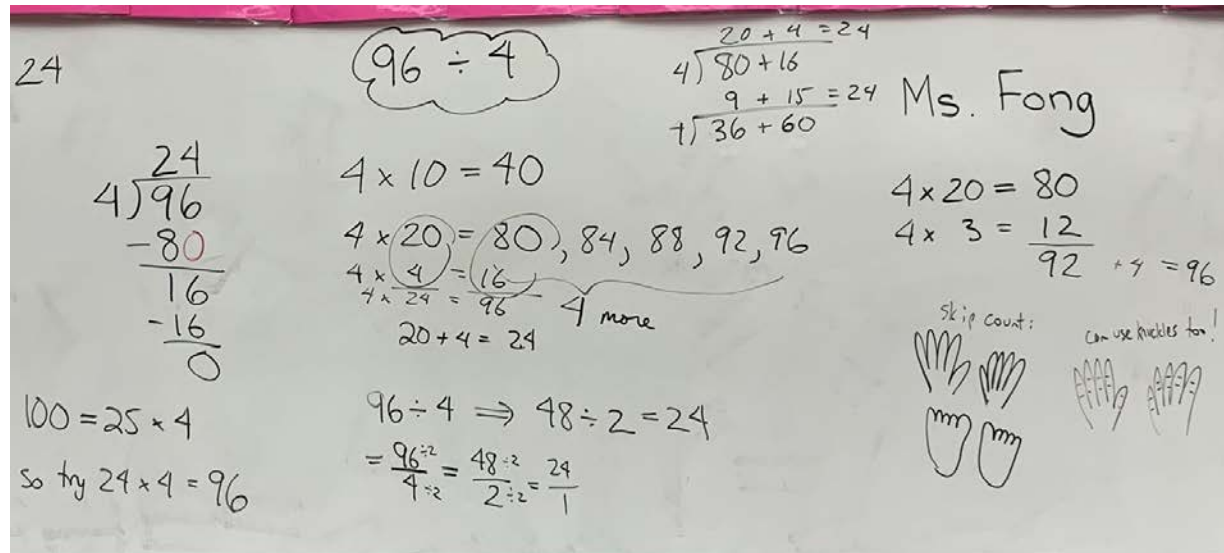
#comfortablyuncomfortable



better together

Numeracy

Objective: Students will meet or exceed numeracy expectations for each grade level



Choose ONE of the four subtraction options below:

- $10 - 3$
 $50 - 29$
 $1000 - 689$
 $4.1 - 1.78$

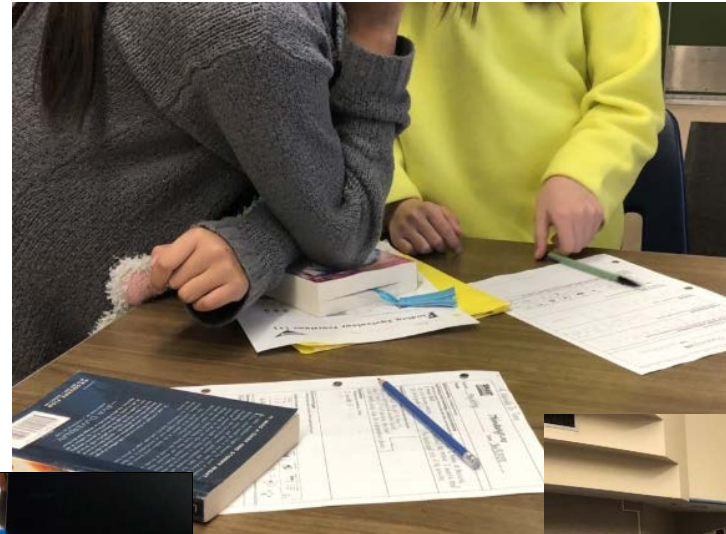
How many different ways can you find the solution?

Literacy

Objective: Students will meet or exceed literacy expectations for each grade level

Collaborative Teacher Learning Rounds:

- Whole Class Sequence
- Selecting the Perfect Book
- Guided Independent Reading



French

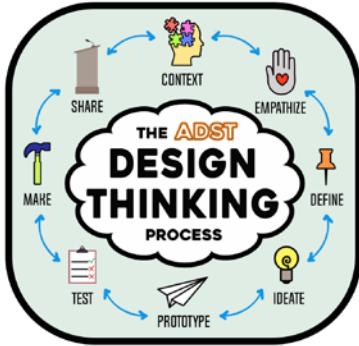
Objective: Ensure easy access to a variety of curriculum resources

- Grade 5 Core French book bins for all Elementary schools, QMS
- K-5 EFI Classroom book bins
 - Picture books connected to strategies and curriculum
 - Same across schools for collaborative planning



Applied Design Skills and Technology

Objective: Families will have opportunities to engage with the educational system to develop trusting relationships



Page 53 of 63



Visual and Performing Arts

Objective: Improve student transitions into Elementary, Middle and Secondary School

New Westminster District Band Festival, March 2020



NWSS Band Director Steve Clements conducting the mass band finale
Page 54 of 63

First Peoples Principles and Technology

Objective: Students will develop Core Competencies to support their career and life goals



Our Values

ADST /Technology
Indigenous Education
Core Competencies
Gr. 3 Project



Jennifer Yang: Grade 3 and
Teacher Librarian, Queen
Elizabeth Elementary

Social Studies, First Peoples
Principles and Technology

Knowledge is passed down
through oral history,
traditions and collective
memory.

<https://www.youtube.com/watch?v=tiLkOMDFKz8&feature=youtu.be>

Social Emotional Learning

Objective: Students will feel welcome, safe and connected to their school

- thinking outside the box to create connections
- the role of the Counsellor and Child Care Worker can look different to meet the needs of our students and families







Family Engagement



Objective: Families will have opportunities to connect to their children's learning

Name: _____

 Strengths	 Stretches
I can't know...	I can get better at/I need more practice
Core Competencies (Communication) I can share my ideas and thoughts in a clear and organized way to others	Curricular Competencies I can read fluently
Curricular Competencies I can plan and write in role (personal writing) to communicate ideas from the text	
Content I can use periods, question marks and capitals	Core Competencies (Communication) I am a respectful listener

Three-Way-Conferences at McBride: Emily MacLeod, Teacher Coach

Welcome to Kindergarten

Objective: To improve student transitions into Elementary, Middle and Secondary schools

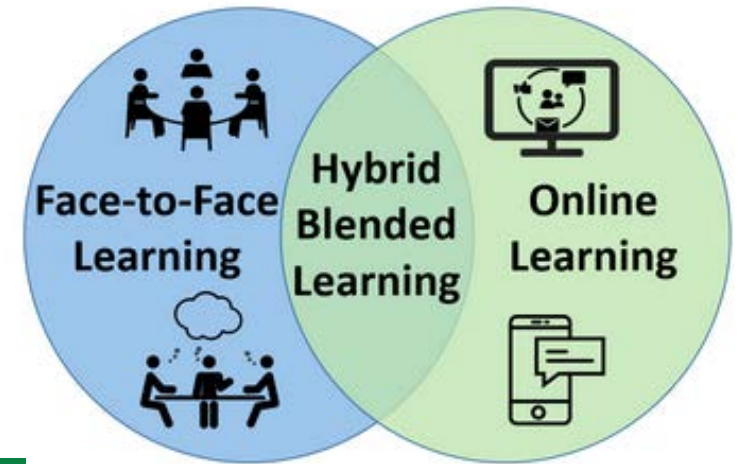
Our challenge:

How do we ensure our new Kindergarten students feel welcomed and important when the traditional Welcome to Kindergarten format is not an option?



Continuing the Learning...

Objective: Teachers will be provided with support to reach their full potential in hybrid learning



Questions





Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 9, 2020

Submitted by: Maureen McRae-Stanger: Director of Instruction, Learning and Innovation
Kelly Proznick: Arts Facilitator; Josh Angiola: Math/Science Facilitator;
Sabine Decamp: Technology Facilitator; Patricia Pain: Mentorship Facilitator;
Gary Pattern: ADST Facilitator; Keri Roberts: French Facilitator;
Kristie Oxley: District Librarian; Zaida Manji: District Counsellor

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

Subject: Update on Curriculum Initiatives and Alignment to Strategic Plan: The Power of Teaching and Learning

Background:

The Curriculum Team is pleased to provide a year-end update of progress made toward objectives and key results in relation to teaching and learning during the 2019-2020 school year. The team focuses specifically on supporting the professional development of teachers and support staff through collaboration, identifying resources, co-planning, co-teaching, and providing workshops on a variety of topics related to curriculum, instruction and assessment. Our goal is to give teachers the skills and confidence they need to provide their students with engaging and meaningful learning opportunities.

Progress Updates: Teaching and Learning

Objective: Students will meet or exceed literacy and numeracy expectations for each grade level

Key Results:

- Multiple Math book clubs for teachers and an administrator Math book club to facilitate a deeper understanding of key math concepts and how to teach ongoing foundational math routines.
- Review of FSA numeracy and literacy results by each school to determine targeted supports.
- Literacy sequences developed and co-taught.
- Integration of First Peoples Principles in literacy activities.
- Creation of literacy curricular competency continuums and assessment tools to support feedback.
- Professional development opportunities on literacy and numeracy: staff collaboration days, Pro-D days, after school sessions, Dinner Series.
- Creation of a targeted Grade 6 numeracy support program for 2020-2021.

Objective: Students will develop Core Competencies to support their career and life goals

Key Results:

- Core Competency self-assessment activities embedded into all Pro-D sessions offered by the Curriculum team.
- Work with Teacher Coaches/Elementary staff around “naming, noticing, and nurturing” the Core Competencies in their daily teaching practice.
- Creation of Core Competency self-assessment templates for K-12 teachers to use (on Staff Portal).
- Support K-8 teachers to use the Core Competencies in three-way conferences and involve both the students and parents in the assessment process.
- Support for Grade 9 teachers to complete the Core Competency self-reflection with their students in May.
- Creating alignment between the First Peoples Principles and the Core Competencies.

Objective: Families will have opportunities to connect to their children’s learning and will have opportunities to engage in the educational system to develop trusting relationships

Key Results:

- Reporting: support K-12 teachers to create “Know, Do, Understand” reporting comments to provide meaningful information to parents that aligns with the redesigned curriculum.
- PAC presentations on curriculum, instruction and assessment.
- Parent’s Night Out Presentations.
- Arts performances and school events for parents/guardians.
- DPAC presentations.
- Support for three-way conferencing: guidelines, templates.
- Leading discussions around shifting our assessment and reporting practices with teachers.

Objective: Staff will receive support and encouragement to find purpose and meaning in their work, will be valued and appreciated and will receive support to reach their full potential

Key Results:

- A variety of Professional Development opportunities offered throughout the year, based on teacher need.
- Develop the mentorship capacity of Teacher Coaches and Teacher Librarians: Cognitive Coaching, Assessment, Reporting, Core Competencies, Literacy, Numeracy, ADST, and Aboriginal Education.
- Mentorship program for early career teachers and teachers new to their role: workshops, collaboration, one-on-one support, co-planning, co-teaching.
- Review and selection of a variety of resources to support teaching and learning.
- Support with remote and hybrid learning through the Staff Portal, workshops, Professional Development and one-on-one supports: technology training, curriculum documents, sample long range, weekly, lesson and daily plans, assessment tools, sharing of “Teacher Gems” (innovative and effective remote lessons/activities) and curating online websites, apps and resources.



Objective: Students will thrive emotionally, socially and academically and become whole and healthy learners who feel welcome, safe and connected to their school

Key Results:

- Regular Counsellor and Child Care Worker meetings to share best practices, resources and for case consultation.
- Implementation of educational SEL groups at elementary and middle, both face-to-face and remote.
- Strong connections with community partners (CYMH, MCFD, Cameray, Family Services).
- Emotion Focused Schools Support: training for Counsellors and Child Care Workers.
- A variety of SEL/MH and Trauma Informed resources and training both face-to-face and online.
- Third Path and Second Step resources and training.
- A comprehensive look at our MDI data—targeted supports for schools (Middle).
- Wellness Conferences at the Middle Schools to support students to understand the connections between social, emotional, mental and physical wellness.
- Mental Health Dinner Series for staff.
- SEL/MH Working Group.