

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

Tuesday, November 9, 2021, 5:00 pm

[Via Webex Livestream](#)

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

Pages

1.	<u>Approval of Agenda</u>	5:00 PM	
<p>Recommendation: THAT the agenda for the November 9, 2021 Education Policy and Planning Committee meeting be adopted as distributed.</p>			
2.	<u>Presentations</u>		
a.	NWSS (Video)	5:05 PM	<u>3</u>
b.	Student Voice - School Culture (Verbal)	5:15 PM	
3.	<u>Comment and Question Period</u>	5:25 PM	
4.	<u>Student Voice</u>	5:30 PM	
5.	<u>Reports from Senior Management</u>		
a.	International Program Update (K. Klein)	5:35 PM	<u>4</u>
b.	Board Authority / Authorized (BAA) Courses (M. McRae-Stanger)	5:55 PM	<u>25</u>

6. General Announcements 6:10 PM

Tuesday, January 18, 2021: Education Policy & Planning Committee Meeting,
5:00 pm - via Webex

Reminders:

Remembrance Day Ceremonies - November 11, 2021

Indigenous Focused Professional Development - November 12, 2021

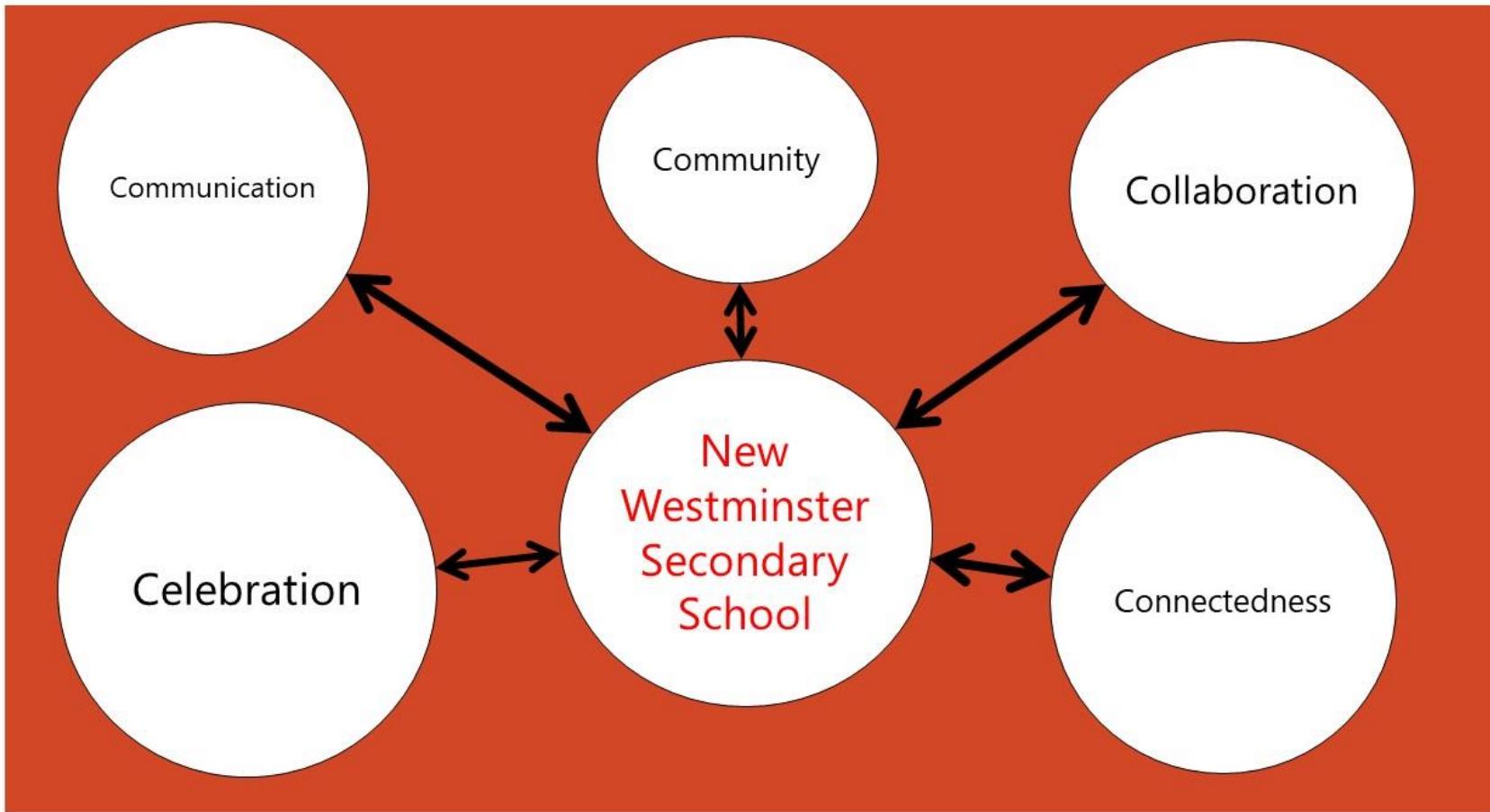
BCSTA Trustee Academy - December 3 - 4, 2021

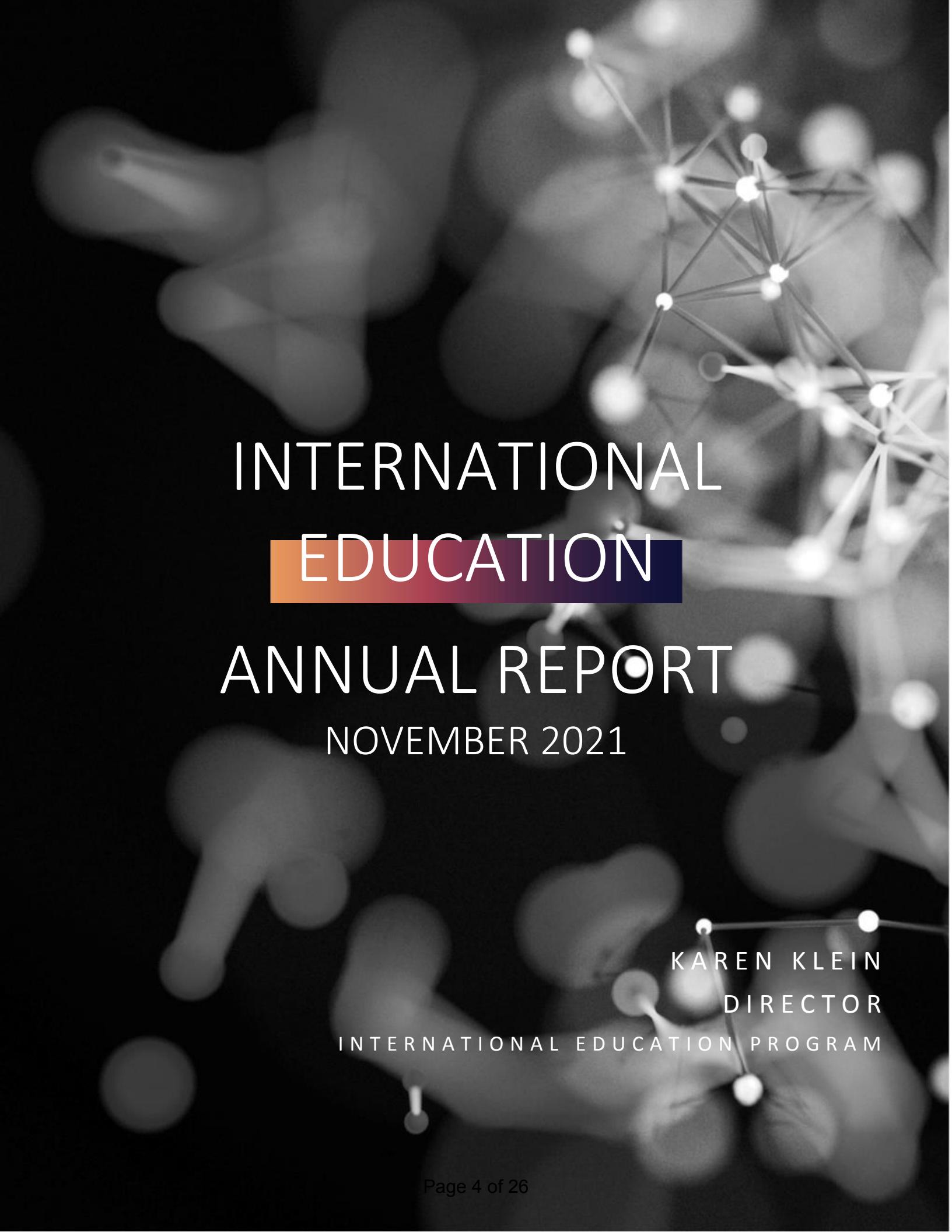
National Day of Remembrance and Action on Violence Against Women -
December 6, 2021

Discover New Westminster Schools 2022 - January 11, 2022

Black Shirt Day - January 15, 2022

7. Adjournment 6:15 PM





INTERNATIONAL EDUCATION

ANNUAL REPORT

NOVEMBER 2021

KAREN KLEIN
DIRECTOR
INTERNATIONAL EDUCATION PROGRAM



SUMMARY

2020-21 has again been a unique and interesting year in International Education circles. We opened a new high school and moved into the new building mid-year. Border restrictions were eased, but not fully open. Travel was limited. Vaccinations became available and mandatory in some sectors. Overall, attracting students to New Westminster was not an issue; getting them here was. Marketing and recruitment, overseas partner relationships, federal immigration rules, provincial health requirements, international and domestic travel restrictions, homestay family fears, quarantine rules, vaccination status and international politics were all factors over and above what we experience in a typical year. And we had a great year.



ENROLLMENT PRIORITIES

- Focus on long-term registrations (3 year program)
- Stabilize enrollment
- Maintain diversity



STUDENT/PARENT PRIORITIES

- Support student wellness
- Improve student engagement
- Connect parents to learning



EMPLOYEE OPPORTUNITIES

- Team and individual professional development
- Streamline tasks
- Onboard support partners

STRATEGIC PLAN

STRATEGIC PRIORITIES

Having a thriving International Program supports the intended impact of the District Strategic Plan through:

- transforming the student experience by offering exciting opportunities to learn while supporting staff and community partners to do their best work;
- building meaningful relationships with students, parents and connected associations;
- leading into our futures by learning and growing as a team and as individuals; and
- ensuring full participation in learning with supported services to students, families and the whole community.

DEPARTMENT OBJECTIVES

The International Education Strategic Plan aligns with the District's Plan and this year will focus on

- Student engagement in and access to educational programming to successfully reach their personal learning goals.
- Parents and guardians across all cultures confidently accessing their children's learning and feeling connected to their child's learning.
- Staff in all schools will benefit from the financial and cultural resources of a successful international program and be committed to leading and learning through team and individual professional development to build and strengthen the program.
- Student-community involvement through local activities, volunteering, clubs, sports and youth offerings to immerse students into the fabric of their community.



GUIDING PRINCIPLES & FOCUSED ACTION

As a department, we are guided by federal, provincial and district policies including the School Act, the Ministry of Education, International Education Branch, Provincial *Homestay Guidelines*, the Immigration and Refugee Protection Act. Administrative Procedure 301, states:

- To offer opportunities for students to engage in district schools;
- To promote awareness of and appreciation for other cultures;
- To generate revenue, and
- To strengthen the connection between the City of New Westminster and other countries.

In particular, student support & wellness is paramount this year.

- The International Education staff members support students so they are able to concentrate on school and not on things that parents may have taken care if they were living in their home countries.
- We continue to support a continuing international student counsellor who understands the unique needs of a student away from home as this continues to be the area of most need especially over the past 20 months.
- At the high school, we have always hosted a week-long Orientation at the start of their program so students can be introduced to student leaders and key adults in the school to whom they can turn for assistance. As large group gatherings are not encouraged, orientations for 2020 and 2021 have been virtual, followed by several smaller, in-person sessions. Students receive information related to the school Code of Conduct, wellness, course planning, safety, and a take a tour of the surrounding area to confidently ease them into their new lifestyles.
- Throughout the year, the staff with the International Program offer where and when possible activities to keep students connected, and to assist new students in making friends while choosing healthy cultural experiences.



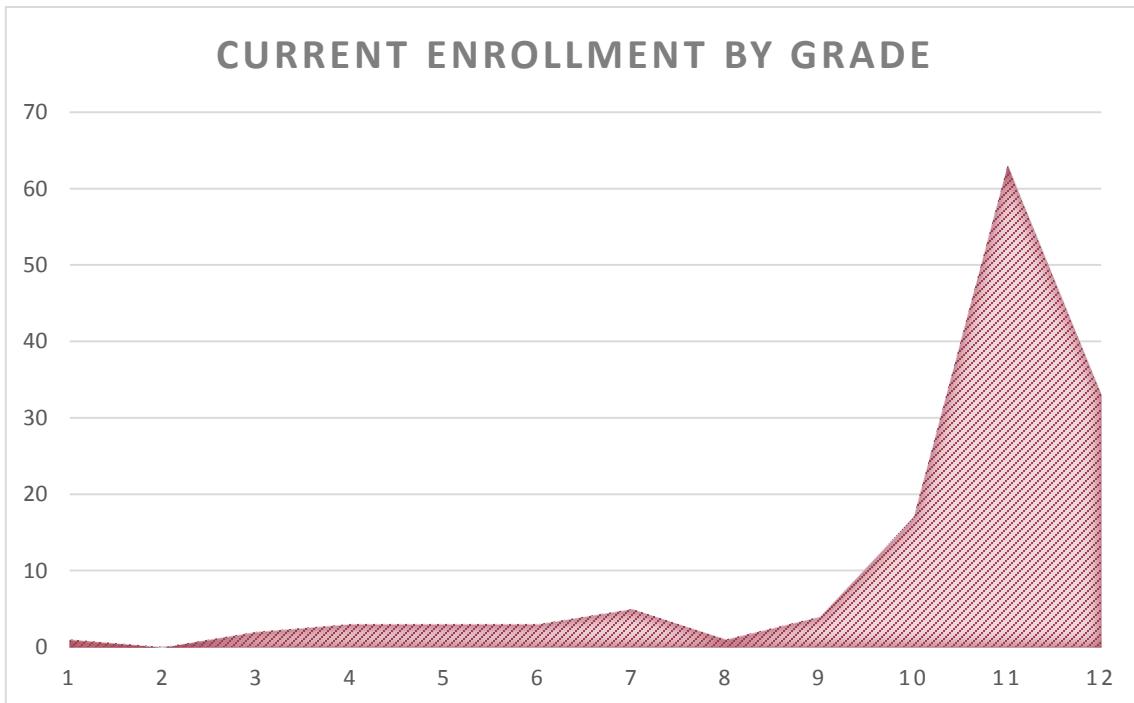
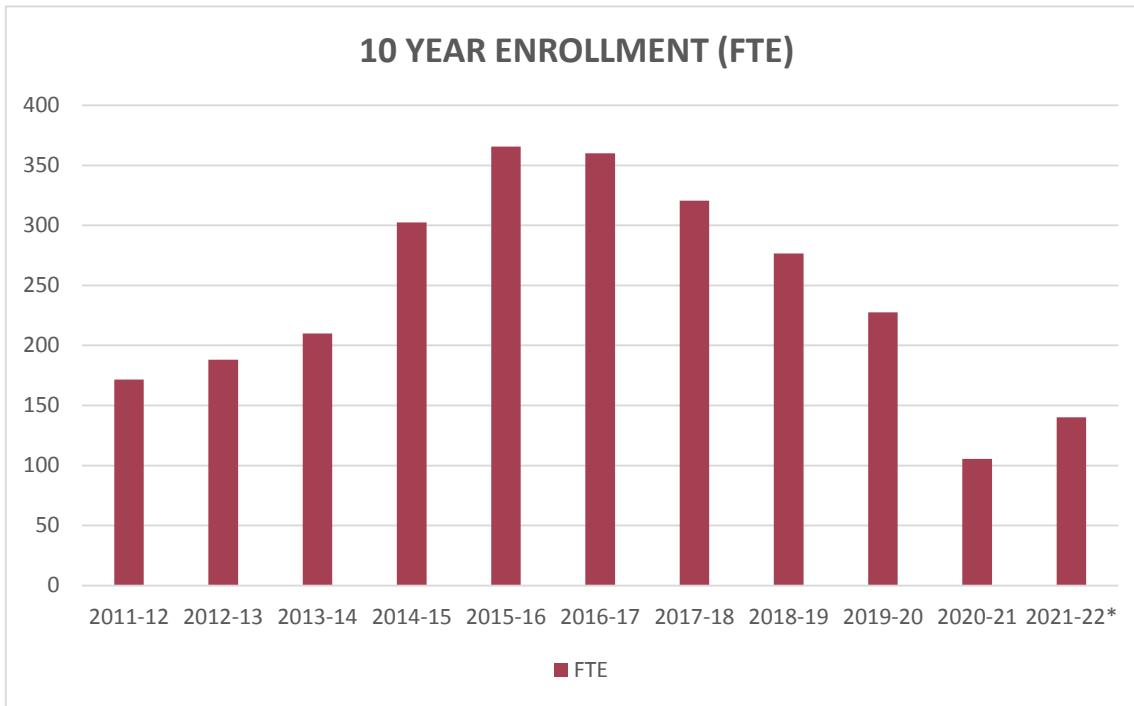
Trip to Victoria, BC October 22, 2021. Photo Credit Trevor Gee.

The New Westminster program is a very robust and dynamic program. Students choose to study here for myriad reasons including:

- opportunities to study short or long term from elementary school through high school
- high quality educational programs
- government-certified teachers
- internationally recognized high school diploma
- opportunities to learn in either English or French or both
- proven success in development of English language skills
- extensive selection of both academic and elective courses
- integration and learning alongside Canadian students
- modern, well-equipped schools and classrooms
- on-going school and district-based support for international students
- a comprehensive orientation program for students
- counselling regarding graduation requirements and post-secondary opportunities
- counselling for teen issues beyond just homesickness and culture shock
- carefully screened, caring host families
- 24/7 department support

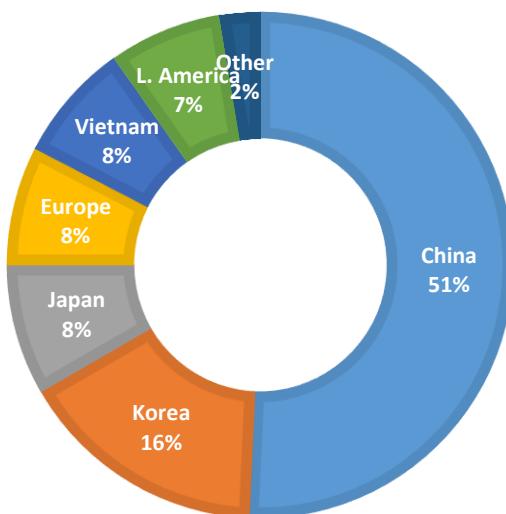


FACTS & FIGURES

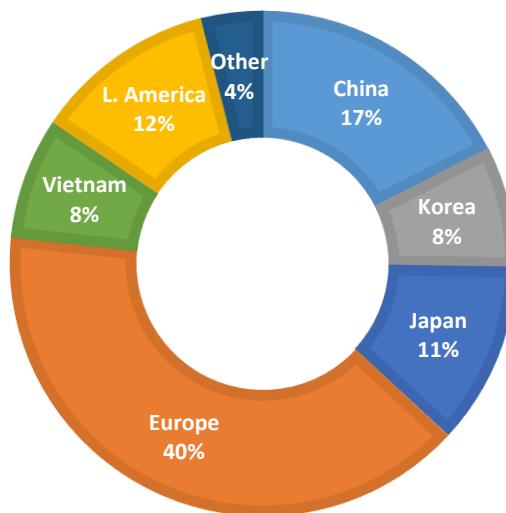


SOURCE MARKETS

BY COUNTRY (2018-2019)



BY COUNTRY (SEP 2021)





We have an international reputation as a safe and caring place where children participate in a rich learning environment

LOOKING AHEAD

The Program continues to look to the future while respecting the current situation. We have over 200 partners in 25 countries who know the program, the school and the caring staff available. We are grateful for their support and trust.

One challenge has been building and maintaining our host family network. The pandemic has made many families hesitant to commit to supporting a student for reasons such as vaccination status, unsupervised activities, vulnerable family members or work from home arrangements. We continue to work hard in this area as it is a mainstay of the program.

Another challenge affecting international programs is the changing global marketplace. China has been the major source market across Canada over the past decade but has shrunk to minimal in just over a year. In June 2019, students from Asian countries represented over 80% of our program, with 51% from China. For 2021, we have 17% from China, most from the territory of Hong Kong.

The final challenge we will continue to address is space restrictions in our K-8 schools. Korea and Brazil are major source for elementary students. With space restrictions at our K-8 schools, we are not recruiting for this market and have international families who live in the community for reasons other than their children's education.

As the world opens up more, we expect to see increased enrollment in other areas to complement the school year program: summer school; summer ELL & Culture camps; spring break programs; and the return of outbound student travel.

It is abundantly evident that families trust New Westminster as a safe and caring place where their children will receive an inspired education. The District's foundation as a place where students love to learn, and the values of equity, inclusion, and engagement among others allow students to grow and develop into not just responsible and connected citizens, but the very capable leaders we need for tomorrow.



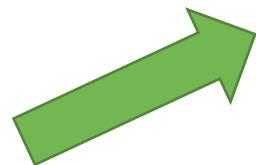
INTERNATIONAL EDUCATION PROGRAM ANNUAL REPORT 2021

Karen Klein, Director



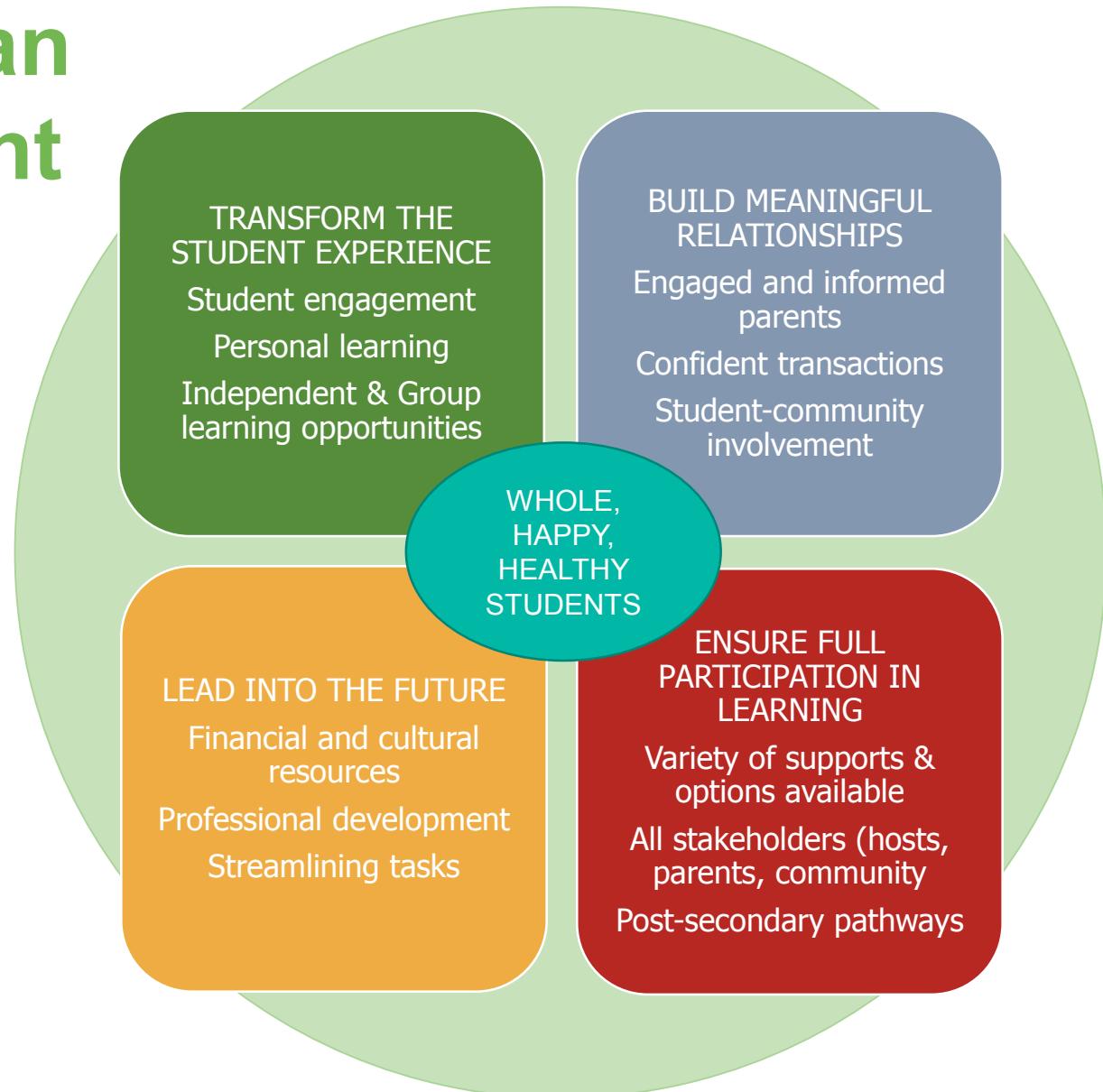
SUMMARY

Border restrictions
Immigration changes
Travel rules & requirements
Vaccinations unavailable
Mandatory Quarantine
Provincial health orders
Politics, economics
Homestay concerns
Fear



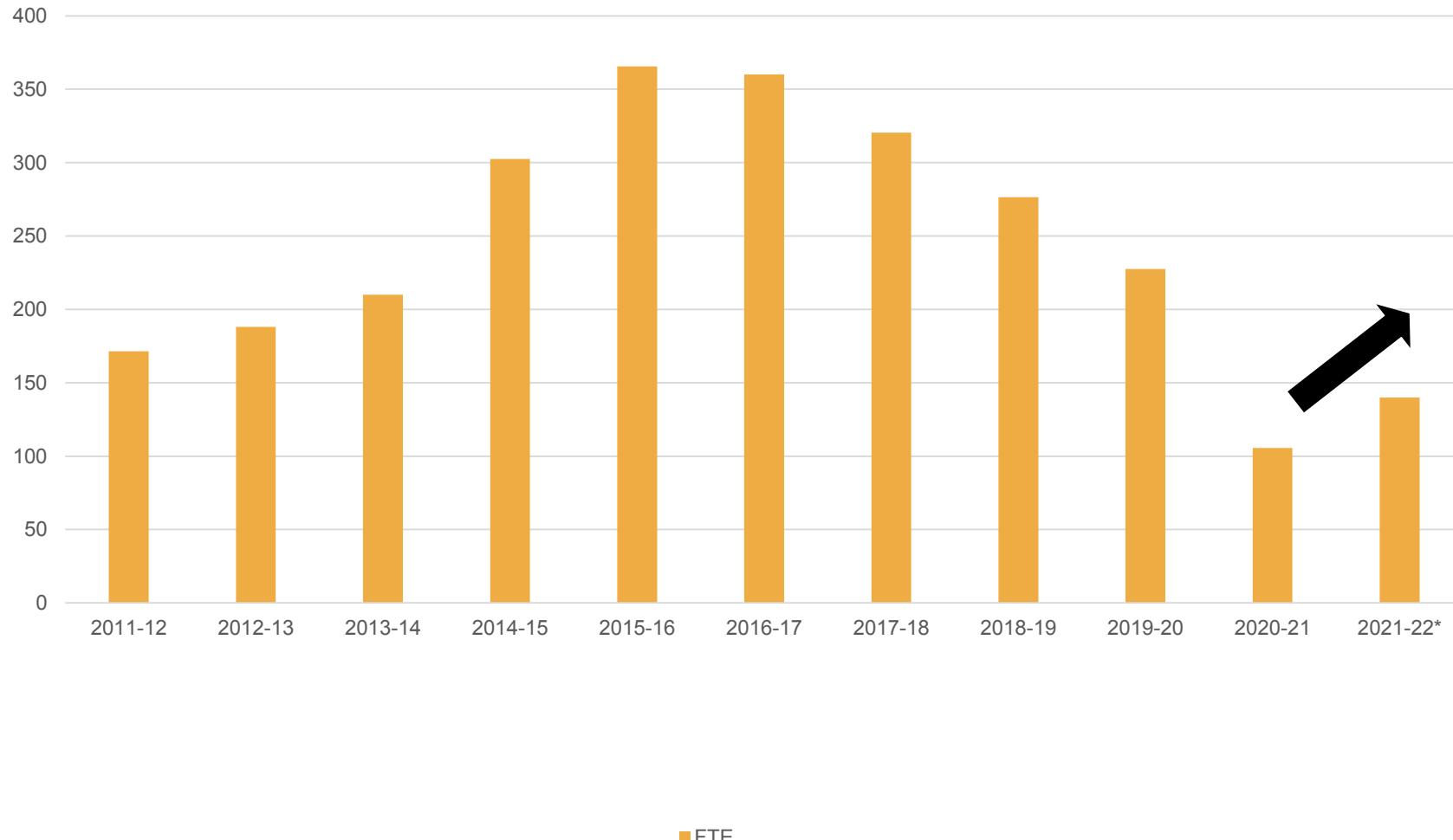
New high school
Exceeded expected FTE enrollment
Growth in some markets
Greater breadth of diversity

Strategic Plan & Department Objectives

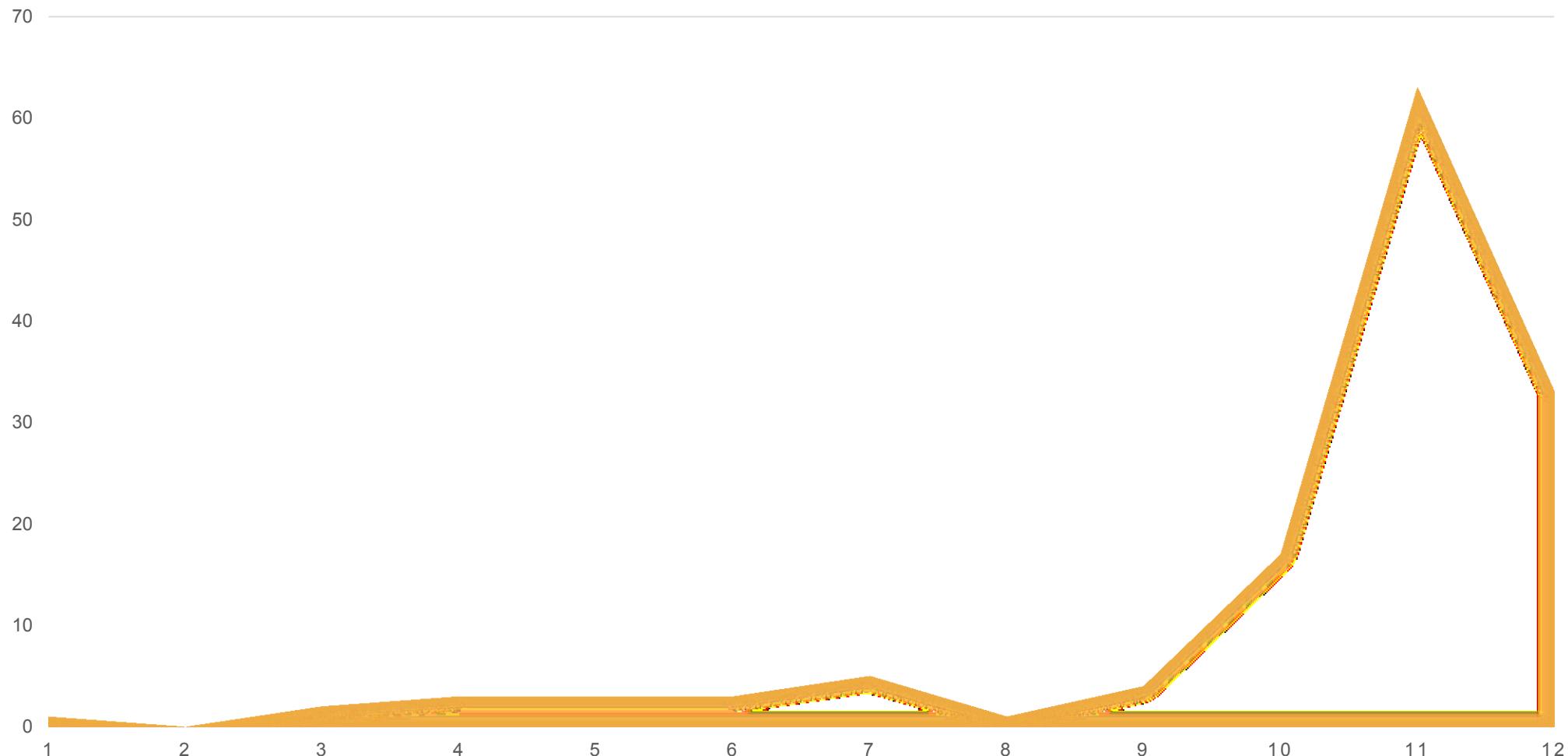




10 YEAR ENROLLMENT (FTE)



CURRENT ENROLLMENT BY GRADE



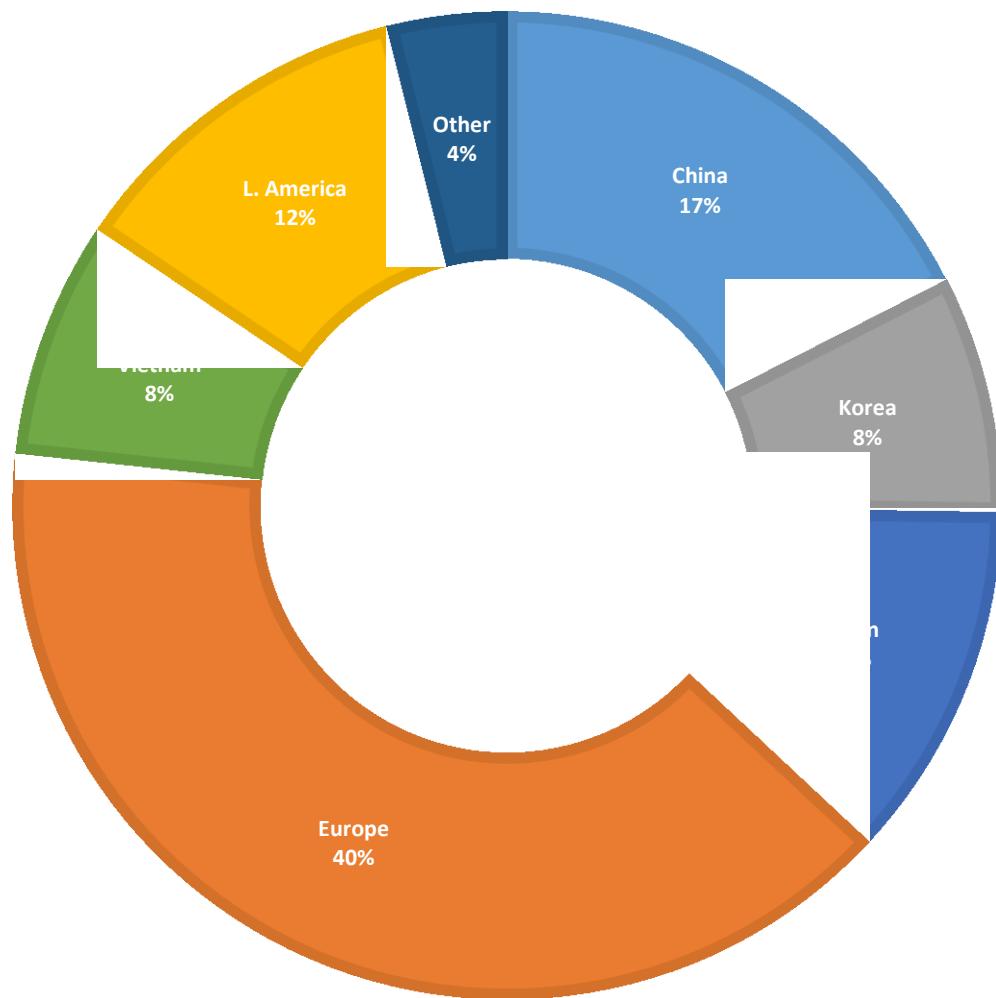
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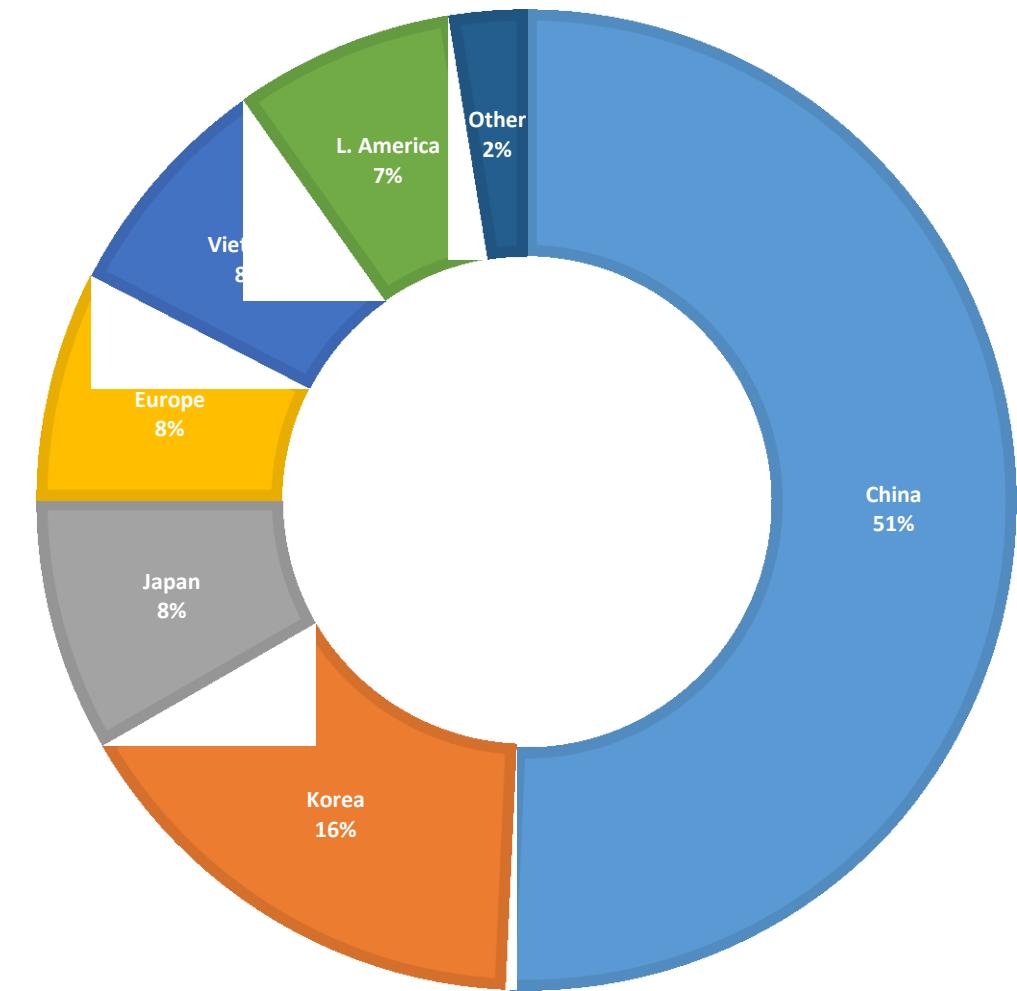
<https://public.flourish.studio/visualisation/7653660/>

Note: Many popular websites allow secure access. Please click on the preview button to ensure the web page is accessible.

BY COUNTRY (SEP 2021)



BY COUNTRY (2018-2019)



Students' Voice

<https://sd40bccca.sharepoint.com/:v/r/sites/InternationalEducation/Shared%20Documents/Videos/International%20Education%20small.m4v?csf=1&web=1&e=XS3hgq>

INSERT VIDEO CLIP

LOOKING AHEAD



Travel requirements
Vaccination passports
Capacity
Global situations

Optimism
Enthusiasm
Increasing FTE enrollment
Growth
Diversity
Support

- Board
- Senior managements
- Schools
- Community



THE INTERNATIONAL EDUCATION TEAM

KAREN KLEIN TREVOR GEE
YIWEN ZHANG SARA DICK NAOMI PARK



Supplement to: EDUCATION POLICY & PLANNING MEETNIG

Date: November 9, 2021

Submitted by: Maureen McRae-Stanger: Director of Instruction, Learning and Innovation

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

Subject: Board Authority Authorized Courses: Update

Background: What are BAA Courses?

Board Authority Authorized Courses:

- are courses developed by a teacher or teachers in a specific school district that meets the needs, interests, and passions of students
- are a way to provide flexibility and choice for students and acknowledge specific learning needs
- are a way to promote engagement in learning to support student success
- follow the Board Authority Authorized (BAA) Courses Requirements and Procedures Guidebook (updated 2018) https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_requirements.pdf
- are Grade 10-12 elective courses that provide credits toward graduation requirements in the 2018 Graduation Program
- cannot be used toward the Adult Graduation Program and do not have pre-requisites
- cannot significantly overlap any current Ministry of Education course at the Grades 10, 11 and 12 level

Timelines and Process:

Secondary teachers are provided with the BAA guidelines and procedures every September. Teachers may submit a BAA course for review to the Director of Instruction, Learning and Innovation in October. Courses that meet BAA requirements and support student needs will be submitted to the Board for approval in November. The creation of BAA courses is optional, and the number of BAA course submissions varies from year to year. Enrolment in our 35 currently active BAA courses also varies yearly based on student needs.

BAA Course Submissions 2021-2022:

Three BAA courses have been submitted for review. For two of the submissions, it has been determined through our review process that current BAA and Ministry courses can be used to meet the perceived needs. These submissions will not be put forward for Board approval. However, we will be submitting a new BAA English Language Learners Course: ***Comparative Cultures Grade 11.***

Brief Summary of ELL Comparative Cultures Grade 11:

This course is intended for Level 3 or 4 ELL students who are in Grades 10, 11 or 12 who require continued language acquisition support in relation to English Language Arts and Social Studies vocabulary and competencies.

This course is intended to support students to build confidence in their ability to communicate effectively in English. This course focuses on cultural knowledge and lived experiences that students from foreign countries bring with them when they come to Canada. The aim of this course is to have students learn English by *telling their own stories* and comparing their experiences to other cultures, including Canadian culture and Indigenous cultures. Having students from all over the world share their own cultural experiences, and compare those experiences with their classmates, offers a powerful and engaging tool to stimulate conversation, writing, researching, analyzing and presenting. This course will honour all students' history and culture by drawing on their knowledge, experiences, and sense of identity.

In this course students will:

- continue to develop their abilities in receptive and expressive language
- use their own existing knowledge to explore cultural differences and similarities from around the world
- gain a more nuanced understanding of the language and communication structures and skills used in classrooms, particularly Social Studies and English Language Arts
- develop an appreciation of the perspectives of other people from other cultures

Action:

This course is being reviewed and revised to ensure alignment with BAA Guidelines and will be presented for Board approval at the next Board Meeting.