



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

Tuesday, November 23, 2021, 7:00 pm

[Via Webex Llivestream](#)

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.

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	<b>Pages</b>
1. <u>ADOPTION OF THE AGENDA</u> <span style="float: right;">7:00 PM</span>	
<b>Recommendation:</b> THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the November 23, 2021 Regular School Board meeting.	
2. <u>APPROVAL OF THE MINUTES</u> <span style="float: right;">7:05 PM</span>	
a. Minutes from the Open Meetings held:	
October 26, 2021 Regular Meeting	<u>5</u>
<b>Recommendation:</b> THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the October 26, 2021 Regular School Board meeting.	
b. Business Arising from the Minutes	
3. <u>PRESENTATIONS</u> <span style="float: right;">7:10 PM</span>	
a. Bakau	<u>11</u>
4. <u>TRUSTEE REPORTS</u> <span style="float: right;">7:30 PM</span>	
a. Outgoing Board Report, Chair Dhaliwal	

- b. Election of Chair
- c. Election of Vice-Chair
- d. Election of BCSTA Provincial Council Delegate and Alternate
- e. Election of BCPSEA Representative and Alternate
- f. Motion to Destroy Ballots

**Recommendation:**  
**THAT the Board of Education of School District No. 40 (New Westminster) direct the Secretary-Treasurer to destroy all ballots.**

**5. COMMENT & QUESTION PERIOD FROM VISITORS 7:45 PM**

DPAC

CUPE

NWTU

**6. BOARD COMMITTEE REPORTS**

- a. Education Policy & Planning Committee, November 9, 2021 7:55 PM

- i. Comments from the Committee Chair, Trustee Russell

- ii. Approval of the November 9, 2021 Education Policy and Planning Committee Minutes

23

**Recommendation:**  
**THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the November 9, 2021 Education Policy & Planning Committee meeting.**

- b. Operations Policy & Planning Committee, November 9, 2021 8:05 PM

- i. Comments from the Committee Chair, Trustee Connelly

**Recommendation:**

**THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the November 9, 2021 Operations Policy & Planning Committee meeting.**

**7. REPORTS FROM SENIOR MANAGEMENT**

- a. Receive Statement of Financial Information (SOFI) Report (B. Ketcham) 8:15 PM 31

**Recommendation:**

**THAT the Board of Education School District No. 40 (New Westminster) acknowledge receipt of the Statement of Financial Information (SOFI) Report for information.**

- b. Skwo:wech Capital Update (Verbal) (K. Hachlaf) 8:20 PM
- c. Superintendent Report (K. Hachlaf) 8:25 PM 49
- d. Replacement Staffing Update (R. Weston & B. Ketcham) 8:40 PM 55

**Recommendation:**

**THAT the Board of Education of School District No. 40 (New Westminster) allocate up to \$500,000 for priority replacement staffing to address urgent staff replacement challenges that are impacting staff, students and families.**

- e. 2022-2023 Board Authority / Authorized (BAA) Courses (M. McRae-Stanger) 8:55 PM 59

**Recommendation:**

**THAT the Board of Education of School District No. 40 (New Westminster) approve the following Board Authority/Authorized Courses for the 2022/2023 school year.**

**BAA English Language Learning– Cultural Identities 11**

- f. Inclusive Education Review Update (B. Cunnings) 9:10 PM 80

**8. NEW BUSINESS** 9:25 PM

9. **QUESTION PERIOD (15 Minutes)** 9:30 PM

*Questions to the Chair on matters that arose during the meeting.*

10. **NOTICE OF MEETINGS** 9:45 PM

Tuesday, December 14, 2021: School Board Meeting, 7:00pm - via Webex

Tuesday, January 18, 2022: Education Policy & Planning Committee Meeting, 5:00pm - via Webex

Tuesday, January 18, 2022: Operations Policy & Planning Committee Meeting, 6:30pm - via Webex

Reminders:

BCSTA Trustee Academy - December 3 - 4, 2021

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

11. **REPORTING OUT FROM IN-CAMERA BOARD MEETING** 9:50 PM

a. Human Resources and Staffing Update

b. Record of the October 26, 2021 In-Camera Meeting 99

c. Record of the November 9, 2021 Special In-Camera Meeting 100

12. **ADJOURNMENT** 9:55 PM

**MINUTES OF THE REGULAR OPEN BOARD MEETING  
OF THE NEW WESTMINSTER BOARD OF EDUCATION**

**Tuesday, October 26, 2021, 7:00 PM  
Via Webex Livestream**

<b>PRESENT</b>	<p>Gurveen Dhaliwal, Chair Dee Beattie, Vice-Chair Anita Ansari, Trustee Danielle Connelly, Trustee Mark Gifford, Trustee Maya Russell, Trustee Mary Lalji, Trustee</p>	<p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director – Human Resources Guests: Members of the Public Julie MacLellan, Reporter, New Westminister Record Sarah Wethered, President NWTU Dave Crowe, Director - Capital Projects Kathleen Carlsen, DPAC Chair Cyrus Sy, DPAC Janet Kinneard, CUPE Leanne Sojka, Recording Secretary</p>
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*The New Westminister 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.*

**1. ADOPTION OF THE AGENDA**

**2021-074**

**Moved and Seconded**

***THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the October 26, 2021 Regular School Board meeting as amended.***

**CARRIED UNANIMOUSLY**

**2. APPROVAL OF THE MINUTES**

a. Minutes from the Open Meeting held:

- i. September 27, 2021 Special Open Meeting
- ii. September 28, 2021 Regular Meeting
- iii. October 1, 2021 Special Open Meeting

**2021-075**

**Moved and Seconded**

***THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the September 27, 2021 Special Open Meeting, the September 28, 2021 Regular***

***School Board meeting and the October 1, 2021 Special Open Meeting.***

**CARRIED  
1 Opposed**

- b. Business Arising from the Minutes

Nil.

**3. COMMENT & QUESTION PERIOD FROM VISITORS**

DPAC: Cyrus Sy shared a thank you from DPAC to the Board and the District for its continued efforts towards COVID-19 health and safety measures to keep students safe and schools open. They await the District and Board to approve and implement its own vaccine policy. While they are disappointed the staff vaccination was not provincially mandated, they are pleased to see that daytime custodians are in place until the end of the school year. Cyrus reported that their members passed two separate motions related to bus transportation for high-school students in Queensborough and indicated their support for the 2022-23 District Capital Plan by writing a letter to the Ministry.

CUPE: Janet Kinneard shared that last year, custodial staff were working during the day but this year only touch-points are currently cleaned in the afternoon and they feel that it is not enough; they are glad to be a part of the pilot program for seamless Childcare - before and after school care for primary level students at Qayqayt; they are supporting policies but not mandates around vaccination and suggested more personal protective equipment, plexi-glass, alternate work settings, leave without pay, location changes and other measures for COVID-19 health and safety.

NWTU: Sarah Wethered, President NWTU shared that she met with the music educators who have some concerns which will be shared via a letter that highlights what those concerns are. She also shared that they will conduct an equity audit later this year of their local after they do some training from the BCTF and look forward to working with the District on their equity and inclusion initiatives.

Parents shared their perspectives and concerns. Please refer to the meeting video for full comments.

**4. CORRESPONDENCE**

Nil.

**5. BOARD COMMITTEE REPORTS**

- a. Education Policy & Planning Committee, October 12, 2021

- i. Comments from the Committee Chair, Trustee Russell

Trustee Russell shared that encouraging work around literacy is occurring in the District.

- ii. Approval of the October 12, 2021 Education Policy and Planning Committee Minutes

**2021-076  
Moved and Seconded**

***THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the October 12, 2021 Education Policy & Planning Committee meeting.***

**CARRIED UNANIMOUSLY**

- b. Operations Policy & Planning Committee, October 12, 2021

- i. Comments from the Committee Chair, Trustee Connelly

Trustee Connelly shared that information was provided on school builds and how worthwhile it was having student voice return to the meetings.

- ii. Approval of the October 12, 2021 Operations Policy and Planning Committee Minutes

**2021-077  
Moved and Seconded**

***THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the October 12, 2021 Operations Policy & Planning Committee meeting.***

**CARRIED UNANIMOUSLY**

- iii. Long Range Facilities Plan (B. Ketcham)

**2021-078  
Moved and Seconded**

***THAT the Board of Education of School District No. 40 (New Westminster) approve the 2021 Long Range Facilities Plan.***

**CARRIED UNANIMOUSLY**

- iv. Disclaimer of Public Views

Secretary-Treasurer Ketcham confirmed that below each video link, not specifically noted within each video, a disclaimer would be visible.

**2021-079  
Moved and Seconded**

***THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to add a disclaimer to posted video meetings that opinions, views***

***and information shared by public participants in certain sections of the meetings may not be reflective of the views of either the Board of Education or of New Westminster Schools.***

**CARRIED UNANIMOUSLY**

**6. REPORTS FROM SENIOR MANAGEMENT**

a. Superintendent Update (K. Hachlaf)

Superintendent Hachlaf shared a number of highlights from/for staff development days:

- A shift from 'fixing' the student to 'fixing' the curriculum
- Principals and vice-principals had their professional development. Thought provoking questions around equity and inclusion were encouraged by keynote speaker Nouman Ashraf, Professor at Rotman School of Management who did an excellent job providing a safe environment for these dialogues to occur
- Kevin Lamoureux "Education is central to our work. Where schools were once used as places of weapons against children, our schools can be places of healing" will be welcomed back on November 12, 2021 District professional development day
- Provincial Seamless Day Kindergarten pilot will include two (2) early childcare educators to support the program and the teacher. The program utilizes existing classrooms outside of school hours
- Drop Everything and Read (D.E.A.R.) Superintendent Hachlaf appreciated the opportunity to read to an elementary class
- New Westminster Senior Secondary (NWSS) official opening celebration was a great success
- The District remains committed to their work around surveys and focus groups and indicated they are actively working with Bakau to finalize the equity report. Due to scheduling conflicts, Bakau could not present today but may present the report at the November 23, 2021 meeting.

b. Review Strategic Direction (K. Hachlaf)

Superintendent Hachlaf conveyed that the strategic direction is no accident and encouraged folks to review the stories: [Good things are happening: 2020-21 in review.](#)

Highlights of the Strategic Plan Review were provided:

- Strategic Priorities:
  - Transform the student
  - Build meaningful relationships
  - Ensure full participation in learning
  - Lead into our future
    - Strategic Goals (stemming from Strategic Priorities):
      - Student Success
      - Students, staff and families are connected in a welcoming and inclusive learning community

- Focus on people
- Commitment to truth and reconciliation
- Adapt to the growing needs of our district
- Learning Team: Transforming the student experience to ensure full participation in learning while building relationships which aims for students to thrive emotionally, socially and academically. Superintendent Hachlaf reiterated that the work being completed was manifested from the strategic lens and confirmed the financial resources are available to successfully complete the work design: an alignment that applies at all levels with a clear return on student investment.
- Measuring student success – reviewing and analyzing student data collected for all the students in New Westminster Schools, including Indigenous students, children in care and students with disabilities or diverse abilities.
- Iceberg model – a reminder that success is above hard work and other contributing factors.

Trustee Russell commended Superintendent Hachlaf's leadership.

**8. NEW BUSINESS**

Nil.

**9. TRUSTEE REPORTS**

The Trustees provided highlights of events they attended in October.

**10. QUESTION PERIOD (15 Minutes)**

The public was given the opportunity to ask questions on matters that arose during the meeting. Each Speaker was provided 2 minutes to make a comment or ask a question. Please refer to the meeting video for full comments.

**11. NOTICE OF MEETINGS**

Tuesday, November 9, 2021: Education Policy & Planning Committee, 5:00pm - via Webex

Tuesday, November 9, 2021: Operations Policy & Planning Committee, 6:30pm - via Webex

Tuesday, November 23, 2021: School Board Meeting, 7:00pm - via Webex

Reminders:

Represent Board at BCPSEA Symposium - November 4 - 5, 2021

Remembrance Day, November 11

Indigenous Focused Professional Development - November 12, 2021

**12. REPORTING OUT FROM IN-CAMERA BOARD MEETING**

- a. Record of the September 28, 2021 In-Camera Meeting

13. **ADJOURNMENT**

The meeting adjourn at 8:15 pm

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Chair

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Secretary-Treasurer

DRAFT

# Justice, Equity, Diversity, and Inclusion Gap Analysis Report Presentation

Prepared for



New  
Westminster  
Schools

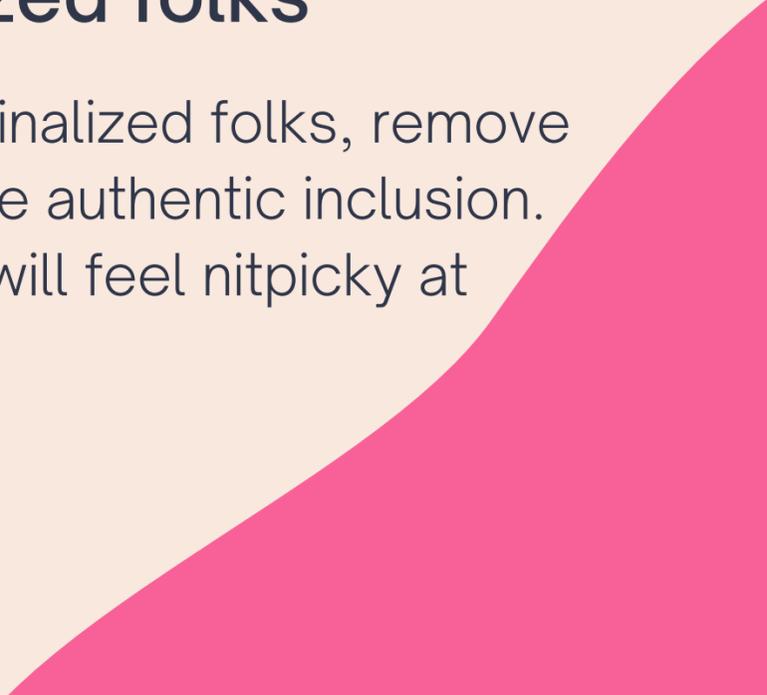
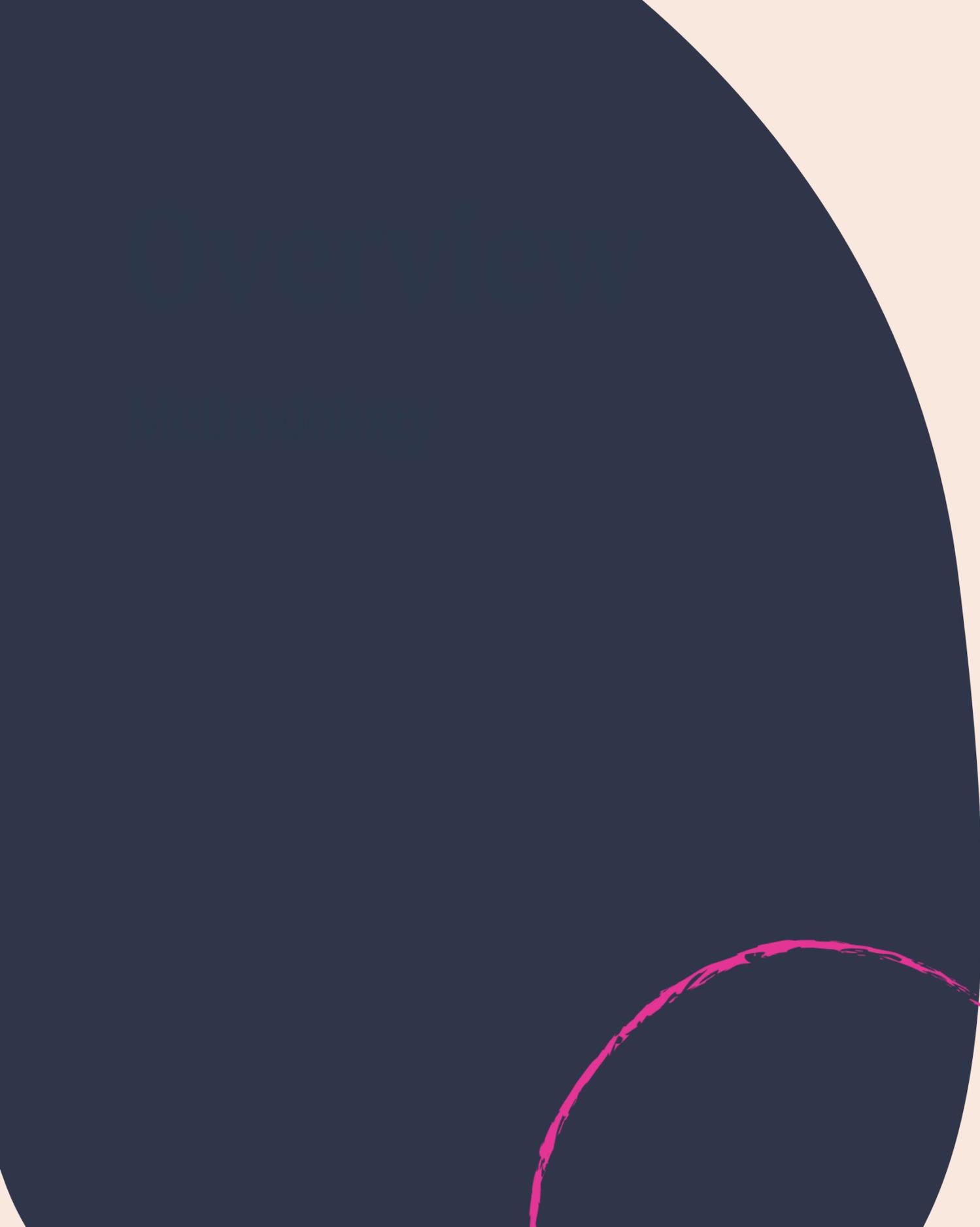
Prepared By



**Our work takes place on the unceded territories of the Musqueam, Squamish and Tsleil-Waututh First Nations. This report was written in part on the unceded territories of Tk'emlúpsə te Secwepémc and the territories of the Haudenosaunee people near O:se Kenhionhata:tie.**

**New Westminster Schools recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories they live, learn, play and do their work.**





- **Expect Spatial Limitations**

Micro-representation of nuances within the district, seeking to identify "gaps" and opportunities.

- **As impartial as possible**

Regarding our sentiments towards the District. Focus on non-judgemental analysis and points out systems of oppression rather than peoples.

- **Centering marginalized folks**

We will always center marginalized folks, remove barriers and work to cultivate authentic inclusion. This means that this report will feel nitpicky at times.

# Methodology

1219 respondents for the external survey.

- 422 students
- 797 parents and community members

## External Survey

18 internal documents and policies including the website and Facebook page

## Document Analysis



## Internal Survey

248 respondents for the internal survey.

- 219 teaching and support staff.

## 7 Focus Groups

Parents, staff, students and District leadership

# Key Findings Across Demographics

## Students

31.3% identify as white

95.7% identify as cis-gender

71.8% identify as straight

## Staff

60.7% identify as white

99.4% identify as cis-gender

82.8% identify as straight

Largest age cohort is 60+

## Parents and Community Members

42.2% identify as  
white

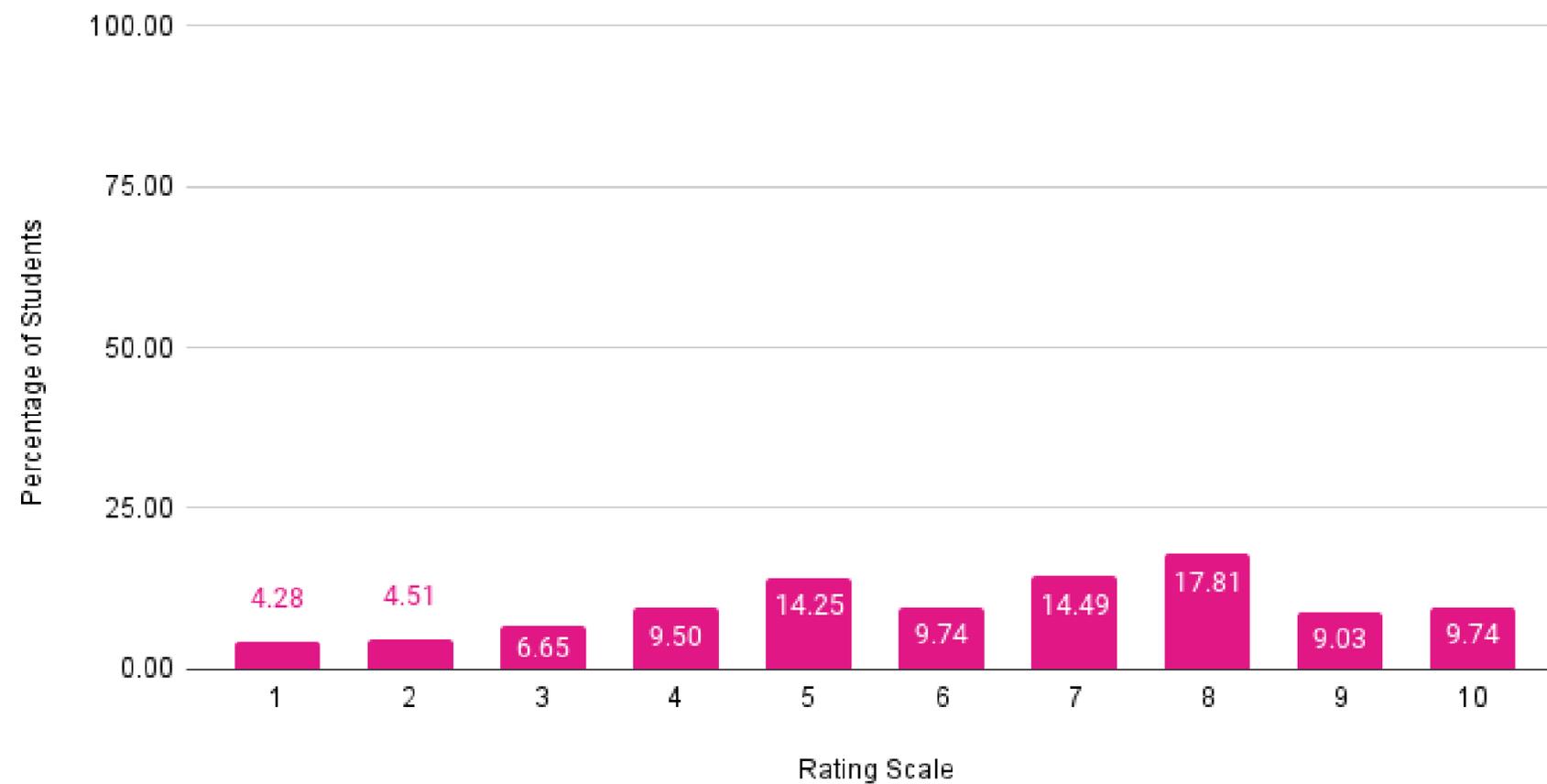
99.6% identify as cis-  
gender

89.2% identify as  
straight



# Importance of Addressing Discrimination to Students

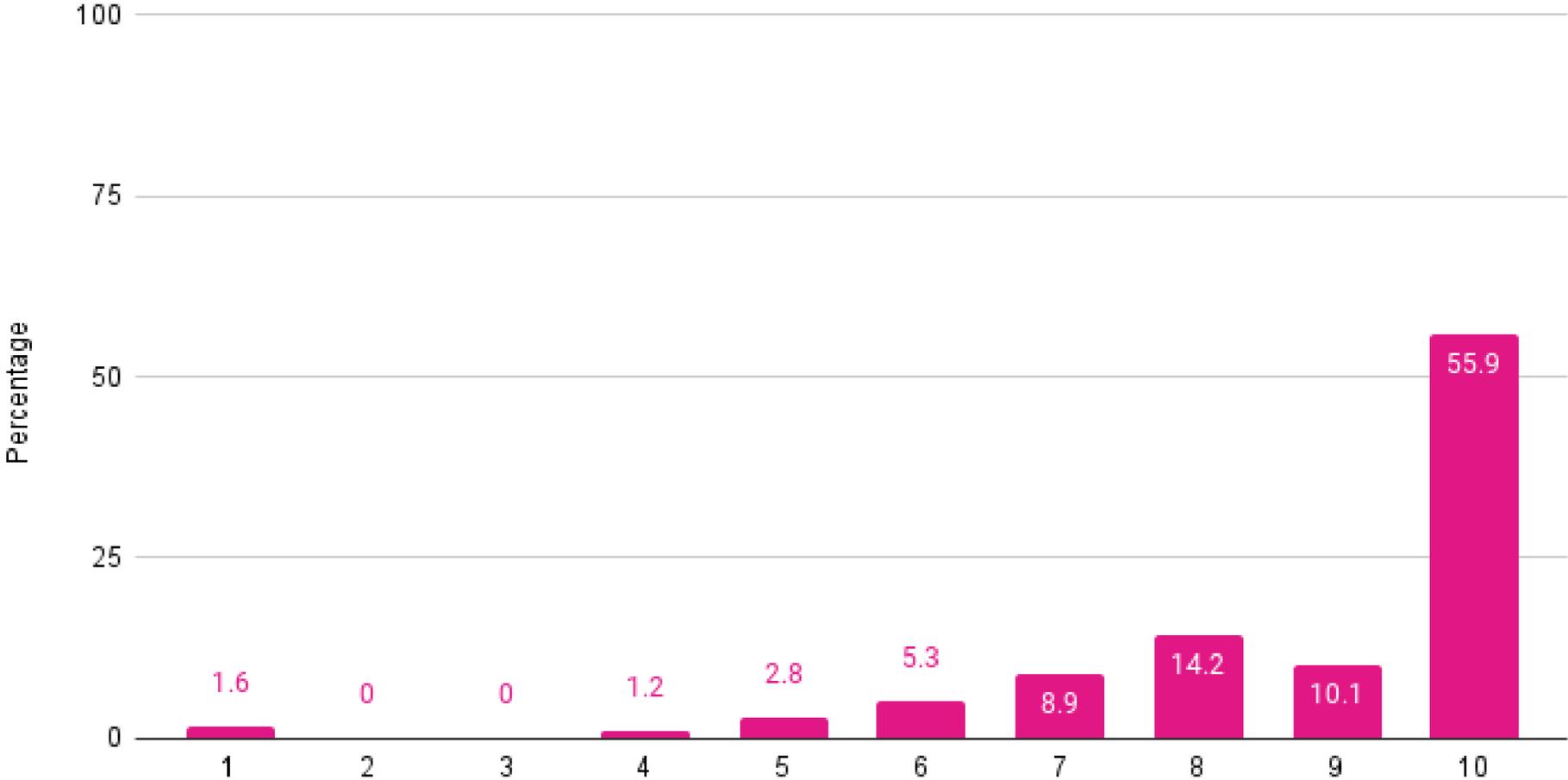
How would you rate New Westminster Schools when it comes to addressing discrimination?



On the whole, students believe that NWS is engaging in important work that will improve the district, but are divided on when it comes to addressing discrimination in the District.

# Importance of Engaging in JEDI work to Staff

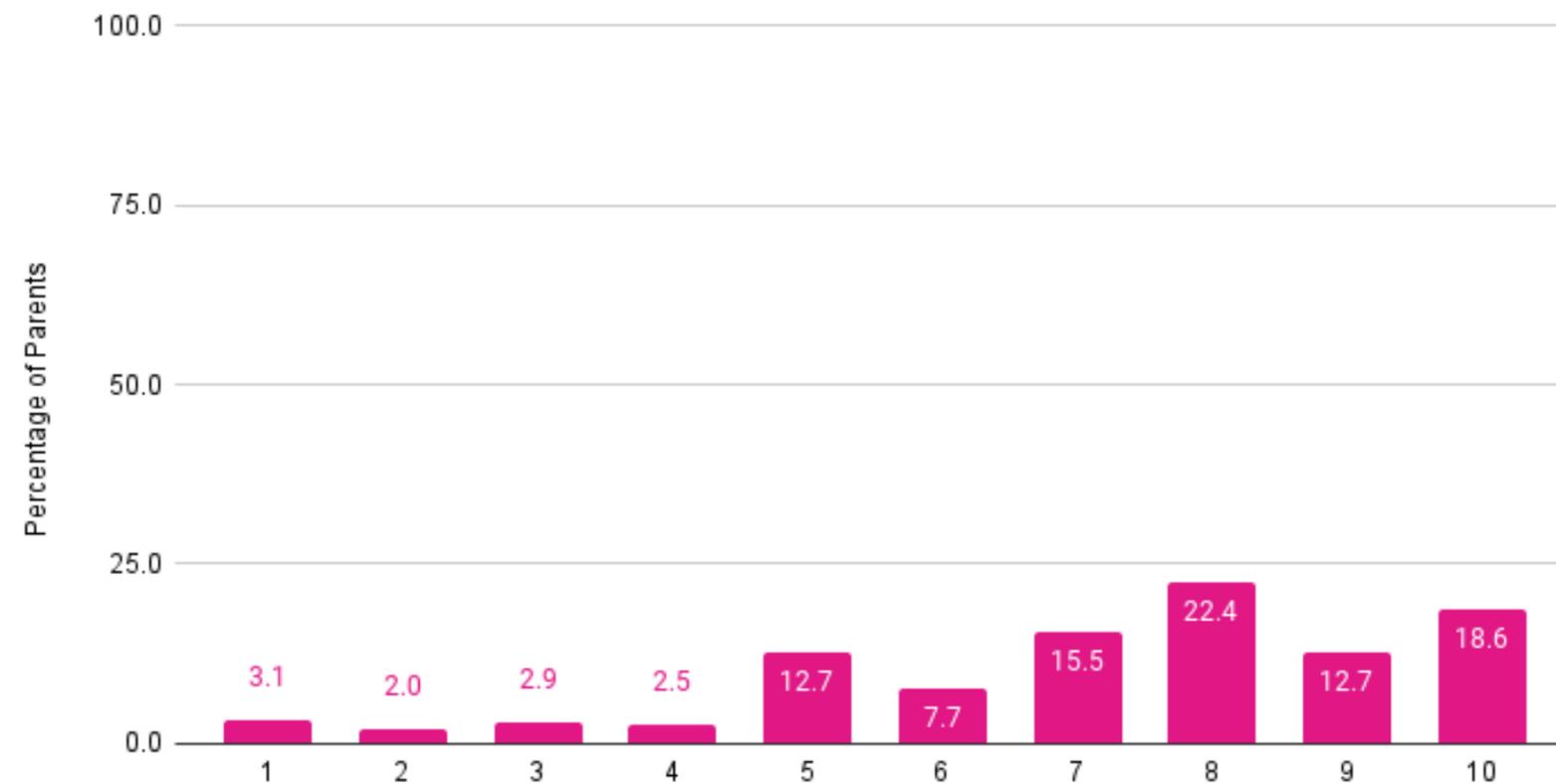
How important is it to you that New Westminster Schools engages in the development of a Justice, Equity, Diversity and Inclusion (JEDI) Framework?



**Staff overwhelmingly want to engage and prioritize the creation of a JEDI framework within New Westminster Schools.**

# Importance of Addressing Discrimination to Parents and Community Members

How would you rate New Westminster Schools when it comes to addressing discrimination?



Parents and community members were more likely to state that addressing discrimination is important to them in regards to the student in their life.

# Snapshot of Recommendations

## Race, Ethnicity, Religion, and Language

- Hire more diverse teachers, staff, and leadership.
- Cultural competency and anti-oppression training for all District employees.
- The frequent inclusion of social justice topics within district-wide professional development days.

## Gender Identity and Sexual Orientation

- Leaning on teachers who are members of the 2SLGBTQIA+ community and who are gender diverse to close the gaps in terms of access to information and highlight barriers that may be in place currently within the District.
- Ensure education for students and trauma-informed training for teachers.

## Disability, Neurodivergency, and Accessibility

- Examine how the District interacts with students that behave "differently".
- Normalizing conversations surrounding mental health that go deeper than simply acknowledging it.

# Recommended workshops:

Bakau Consulting will be assisting you with these workshops and some further training. Here's a look at what we'll be focusing on.

## Fundamentals of Anti-Oppression

- Our introductory and compulsory introduction to social justice.

## Fundamentals of Gender and Sexuality

- A deep dive into understanding genderism and sexism, and how to combat it.

## Fundamentals of Anti-Racism

- An in depth look at understanding the social construction, and real experience, of race.



## How to Support New Westminster Schools in Processing

- Allow space for emotions (grief, frustration, embarrassment, anxiety, excitement, etc.) Anticipate folks may need time to debrief and process.
  - Hold this space for them proactively.
  - You may hold a processing meeting with breakout rooms, create questions for discussion, schedule check ins, etc.
- Plan plan plan! Get scheduling and put things into motion so people can see right away that you're taking action.
  - You don't need to have it all figured out, but having a long-term plan will grow people's confidence in your commitment.
- Take care of each other and lead with compassion.



# Thank you...

... for trusting us with this important project and we look forward to supporting you on your journey towards equity, inclusion and justice.



September 2021

**Executive Summary of  
Justice, Equity,  
Diversity, and  
Inclusion Gap Analysis  
Report**

**New Westminster Schools**



presented by



# Table of Contents

2	Overview and Methodology
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# Overview

New Westminster Schools – SD40 (referred to as "the District" from here on) engaged Bakau Consulting to complete a review and analysis in 2021. As a consultancy service that approaches community and client well-being through an intersectional feminist lens, Bakau looked to identify areas for growth and opportunity within the District in line with their development of the Anti-Racism Plan. In order to continue serving their community, the District agreed to ask themselves difficult questions on how to effectively and authentically incorporate anti-oppressive and intersectional values.

## Methodology

The team at Bakau Consulting gathered and analyzed both qualitative and quantitative data from;

- 2 Digital surveys with:
  - 1219 respondents for the external survey.
    - 422 students ranging from elementary to high school.
    - 797 parents and community members.
  - 248 respondents for the internal survey.
    - 219 teaching and support staff.
- 7 focus groups from different stakeholders including parents, staff, students, and the district leadership team.
- 18 internal documents including the website and Facebook page.

## Your Consultants

Bakau Consulting (formerly Cicely Blain Consulting) is a full-service equity, inclusion and anti-racism consulting company based in Canada, with a global, intersectional approach. We believe in collective liberation, meaningful social change and the power of equity.



Our work takes place on the unceded territories of the Musqueam, Squamish and Tsleil-Waututh First Nations. This report was written in part on the unceded territories of Tk'emlúpsə te Secwepémc and the territories of the Haudenosaunee people near O:se Kenhionhata:tie.

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## Limitations

Every survey has limitations that can impact the results; this is important to keep in mind so as not to take data at face value, rather use it for further investigation.

- Typically, lower-paid or marginalized workers have less time, capacity or access to complete workplace surveys.
- We could not include anecdotes in order to maintain confidentiality.
- Limitations on the technology and moderation of groups mean that they were only provided and run in English. This may have been a barrier for some around language. Cultural concerns may have also reduced participation for some students, staff, or families.

### EXPECT SPACIAL LIMITATIONS

This report is a micro-representation of nuances within the District. Be advised it is a reference point for your unlimited capacity for growth. The majority of the gap analysis is constructive criticism, rather than an outline of current strengths (which of course do exist). If we were to include both, you would be here all day! All examples (typically presented in I.E. format) are "including, but not limited to." In order to create a succinct, accessible report, we include some examples, when in reality there could be infinite others (maybe even ones that come to mind as you read this)! We invite you to bring creativity and critical thinking to this work, always. As well, please ensure you click the underlined words, as they have important articles linked.

### IMPORTANT NOTE REGARDING DATA

Chart and table percentages may not add exactly to 100% due to rounding.

# Key terminology

## CALL-INS

Calling in, coined by Ngoc Loan Tran in 2013, is an alternative to calling out. Rather than calling out problematic, harmful, or microaggressive behaviour, calling in compassionately invites the antagonist to examine their behaviour and its impacts, reflect, and learn from it. Calling in is an act of community care; demanding accountability and respect for all.

It draws someone's attention to their behaviour and contextualizes it so that they understand the harm and are welcomed into shared knowledge. By learning about why their behaviour was harmful, they are able to assess how to do better and mediate the harm caused. Call-ins provide an opportunity and space to dive in deeper. It works when there is true collaboration and a desire to learn and understand. It is based on clarifying intentions and moving past assumptions.

Calling in also expends emotional labour, which marginalized folks are expected to practice at disproportionate rates.

Calling out someone may be necessary to set a boundary and to mitigate further harm from being caused. Call-outs can feel personal and may not be the most effective, as it may instill fear and tension if that is our default way to name harmful behaviour. Call-outs happen in the moment to let someone know that their words/actions are not acceptable.

## A SAFE(R) SPACE

At Bakau Consulting, we like to think of ourselves as realists. This means that we want to continually seek to mitigate the risk of oppression and that of harm in our world. Moreover, this means that we cannot fully create a truly "safe" space, because of the varying degrees of lived experience that people bring into a conversation and a room.

By agreeing that there cannot be a fully safe space, we can foster discussion and collaboration on topics that often cause us discomfort, but can meet people where they are in order to support marginalized groups in every way we can.



## EQUITY

Where equality means each individual or group of people is given the same resources or opportunities, equity recognizes that each person has **different** circumstances, and allocates the resources and opportunities needed to help make our experiences more equal. An equitable lens is one of the most powerful tools in this work, as it helps us acknowledge we are **not** all the same, and we do not all have the same access as everyone around us. Historically and currently, some folks have been centred – treated as neutral or default – while others have been treated as different, exceptional, or 'other.' Equity tells us to:

- Notice how different folks are treated in society
- Think critically about the effects
- Strategize how to make things more equal based on current circumstances.

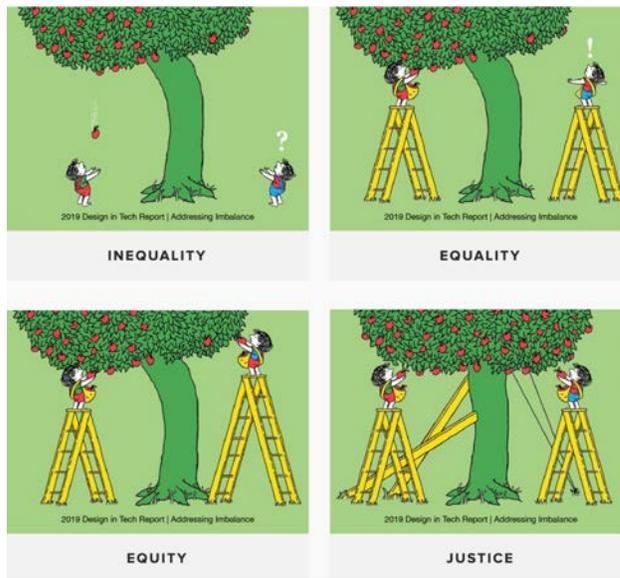
Golden rule: Treat others how **you** want to be treated.

Platinum rule: Treat others how **they** want to be treated.

This is a principle of equity, because it acknowledges that our diverse experiences impact how we wish to be treated in this world; and that how I wish to be treated may differ from how **you** wish to be treated. Our analysis works with equity and the platinum rule.

 Equity: needs based, grounded in current realities

 Justice: hopeful, innovative; existence of structures that proactively ensure equality for all



## INTERSECTIONALITY

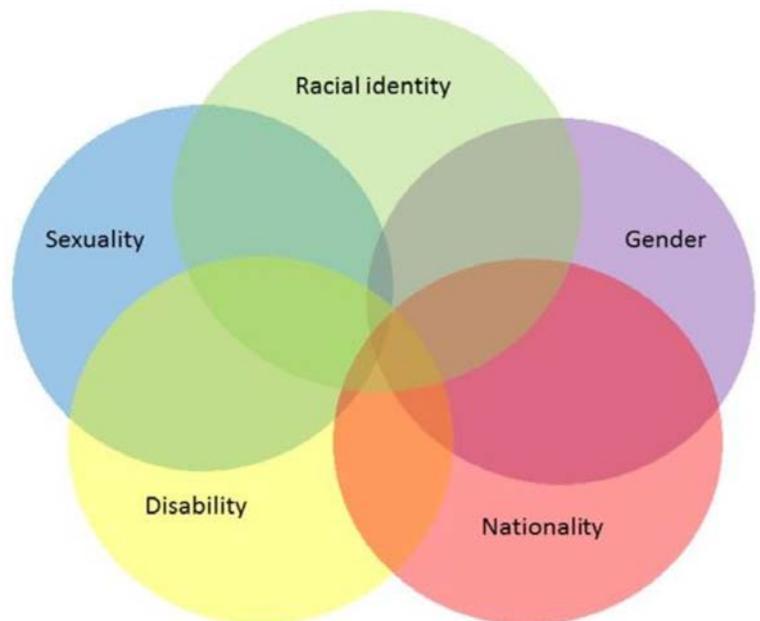
Intersectionality, coined in 1989 by Kimberlé Crenshaw, is the concept that all oppression is linked. We have multiple identities such as gender, race, sexuality, ability, religion, and more. These identities overlap and interact with one another, making our experiences unique and complex.

Intersectionality helps us see that we must consider everything and anything that marginalizes people. It pushes us to challenge our assumptions by seeing further detail and complexity. Shared lived experiences are a real thing, and other identities at play will lead to diversity **within** those shared experiences.

See the example identities on the image below (many more can be added too). Picture how where certain ones overlap, folks at the intersection of 2 identities would have distinct experiences from those who just held 1 of those identities.

Someone existing at the intersection of gender and race, for instance an Asian woman, will experience not only the affects of both racism and sexism, but also may experience harm specific to Asian women; unique from other non-Asian racialized folks. Her experience is unique from others within categories of gender and race, and unique even from the section where the categories overlap. Identities are complex and unique!

Intersectionality reminds us there is often more detail that must be considered in the ways we see the world. As you read this report, remember to use an intersectional lens; understanding how oppressions are complex and interconnected.



## MARGINALIZED & CENTRED

Many standards exist in society, even unspoken ones! Those who are centred in society are treated as neutral, or the default. Because unconscious bias is a first instinct that attempts to save us time (so we're not constantly pondering what to wear, what to eat, etc.), if we think of someone **first**, our brains may prevent us from spending the time thinking of others, which leaves them out (exclusion).



Identities that have been **centred** in North America include white, heterosexual, cisgender (same gender as assigned at birth), middle to upper class, non-disabled, Christian or areligious, and more.

Identities that have been **marginalized** include ones that fall outside of those listed above. These experiences are treated as different, or 'diverse,' and often aren't the first thought. A detriment of not being a 'first thought' is that in a rapidly moving society, you may not be thought of at all. Your needs, desires and magic may be missed altogether.

Equity means widening the centre to accommodate everyone; ensuring they are treated as important and sacred. It also means **prioritizing** folks who have been pushed to the margins (marginalized). Folks who have historically been centred are not in danger of losing their central spot; room is just being made for others.

When you welcome in a new roommate, you clean the house so they feel excited and comfortable entering the space. Once they enter, it doesn't mean **you** have to leave! Rather, maybe it means they help you keep the place neat and beautiful, share their strengths like their eye for interior design, and celebrate **your** strengths like your fragrant cooking and excellent taste in music. The space evolves based on a collective presence, which makes it better and better. It is equitable in that you've done what was needed to make your roommate feel just as central in the space as you do, even if you were there first, and now both of you enjoy the results.

When we centre a group, it doesn't mean we marginalize everyone else. It means we continue to place various folks at the centre based on needs and experiences.

People's needs fluctuate, so who is centred depends on context. Keep in mind, centring someone does not mean **hierarchizing** them or treating them as though they are better. Let's look at an example, I.E. Pride:

Pride is about fighting for LGBTQIA2S+ rights, honouring oppressive histories, and celebrating queerness in its many forms. On Pride, we specifically centre LGBTQIA2S+ folks because that is who we're talking about, commemorating, grieving, and celebrating. We don't centre cis straight folks because cis straight folks do not have the **same** histories and struggles that stem from their gender/sexuality as LGBTQIA2S+ folks do, and we're allowed to centre different things at different times (still thinking intersectionally – see [this article](#)).

This does not mean cis straight rights are compromised; it just means we focus on topics at hand, acknowledging their past and ongoing marginalization.

Centring is an exercise in equity and intersectionality. We will recommend centring throughout the report.

## **UNCONSCIOUS BIAS**

Unconscious bias is interesting because it's such a universal thing that we all experience and have. It means that we lean more toward or more against something or someone, which usually looks like different groups, topics, or even foods. Bias causes us to forget the nuance in certain conversations, or to sidestep it by accident. It means that we jump to decisions that might be good for us, but neutral or even bad for other folks. Unconscious bias is often referred to as implicit bias, but just because something is implicit doesn't mean that it's harmless at all.

# PART ONE

## Students



# Demographics

Diversity tells us 'who's in the room.' It allows us to see who is present and represented; it's a good indicator of the reach an organization has and its commitment to a wide variety of communities. However, diversity does not tell us how those people feel, whether they are included or their levels of trust in the organization.

## WHO RESPONDED?

We heard from 422 students across elementary, middle, and high schools. The majority of students who participated in this survey were high school students, less than 5% of respondents were elementary students.

## ETHNICITY

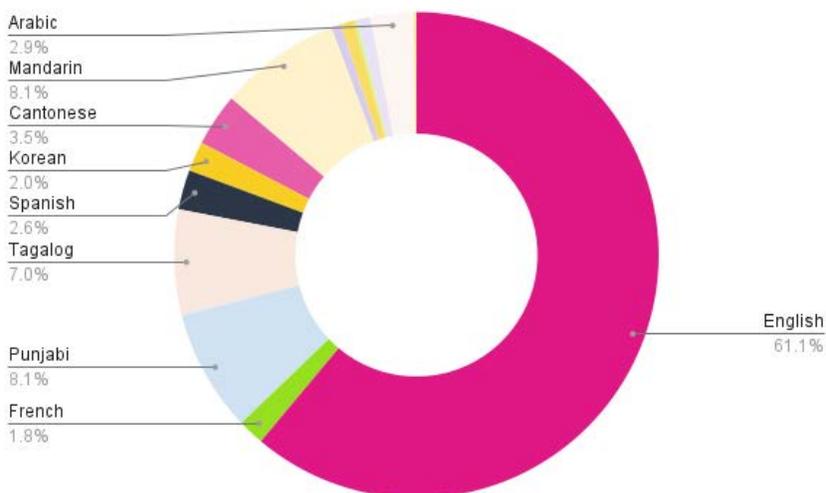
We heard from students that a majority of them identify as white (31.3%), with the next largest contingent identifying as East Asian (22.5%), and South Asian (10.4%). It's important to note other groups of folks as well, specifically those who identify as mixed race (8.8%), Black (7.0%), or Indigenous (2.2%).

## GENDER IDENTITY AND SEXUALITY

A majority of respondents identified as either cis-gender men or women (95.7%), with cis-gender women making up just over a third of the total sample (34.7%). It is interesting to note that a very small amount of respondents identified as non-binary (2.5%), or transgender (0.7%). Similarly, a majority of respondents identify as straight or heterosexual (71.8%), while the next largest contingent identifies as bisexual (12.9%).

## LANGUAGES SPOKEN

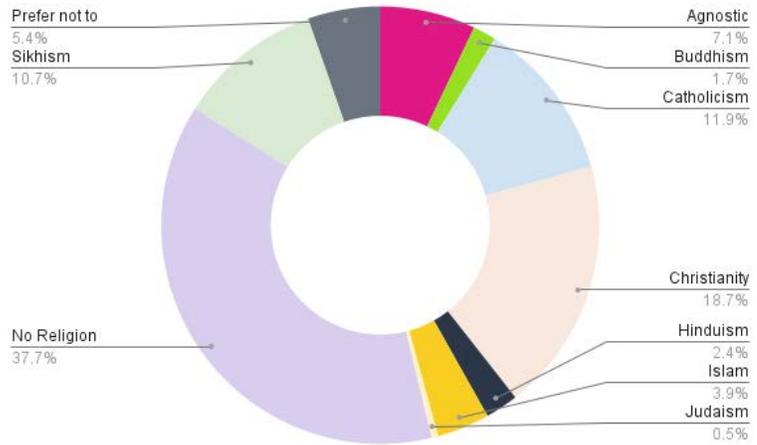
Respondents highlighted that while most overwhelming speak English as a first language (61.1%), there's a wide variety of languages spoken in the District.



This includes .2% Bengali, .2% German, .9% Hindi, .7% Persian, .9% Vietnamese speakers who are not labelled on the above graph.

## RELIGION

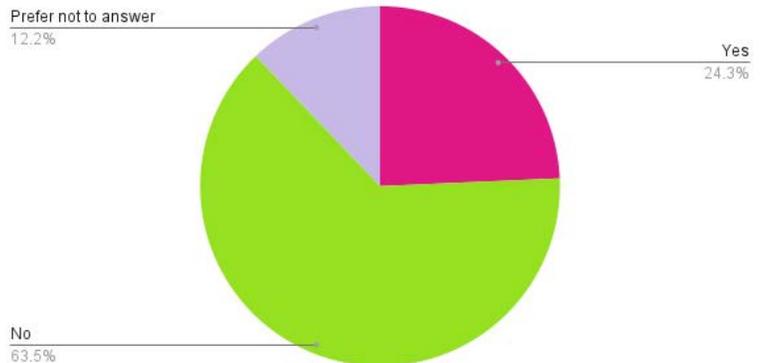
Just over a third of respondents identified as having no religion, and the next largest contingents were those who identified as Christian (18.7%), Catholic (11.9%), and Sikh (10.7%).



## MENTAL ILLNESS

When asked about mental illness, the majority of students highlighted that they do not have a formally diagnosed or undiagnosed mental illness, noting that over a tenth of students highlighted that they prefer not to answer.

Do you live with any mental illness (formally diagnosed or undiagnosed)?



## MENTAL AND/OR PHYSICAL DISABILITY

When asked if they live with any physical or mental disabilities, the majority of respondents highlighted that they do not live with physical or mental disabilities (85.8%), a small portion of folks highlighted that they do live with them, either physical (1%) or mental (13.2%).

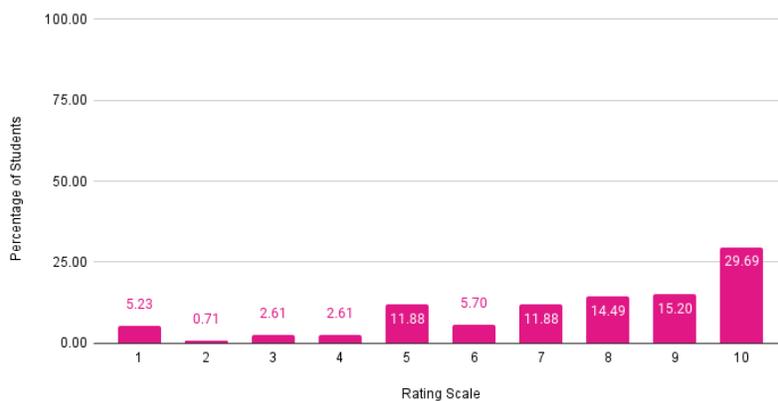
## NEURODIVERGENCE

An overwhelming majority of respondents highlighted that they do not identify as neurodivergent (78.3%), whereas just over a tenth of respondents do identify as neurodivergent (13.1%), and another portion of respondents chose not to answer (8.6%).

# Ratings and Value Statements

In order to better understand what students think of New Westminster Schools, we asked them for their perspectives on several topics related to justice, equity, diversity, and inclusion (JEDI) work (1 denotes the lowest score while 10 is the highest).

How important is it to you that New Westminster Schools engages in the development of a Justice, Equity, Diversity and Inclusion (JEDI) Framework?



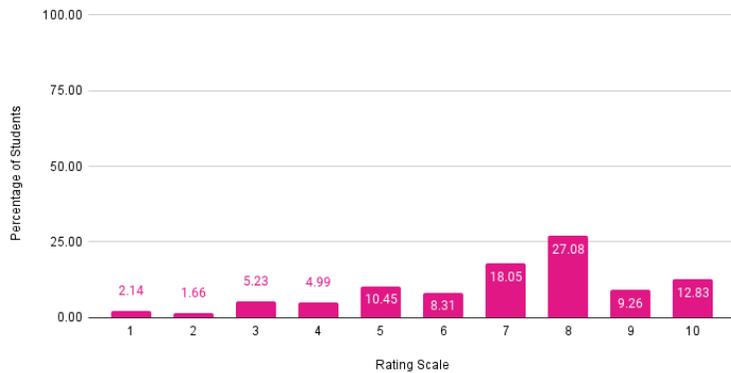
The majority of students regard Justice, Equity, Diversity and Inclusion (JEDI) work as important. The highest votes for the importance of JEDI work fall into the 10, 9, and 8 ratings (meaning they are of great importance to students).

How would you rate New Westminster Schools when it comes to addressing discrimination?



Students were asked to rate their schools on their ability to address discrimination, and the most voted ratings were in the 8, 7, and 5 categories. This indicates there is an overall feeling amongst students that their schools are addressing discrimination.

How would you rate New Westminster Schools when it comes to supporting diversity and inclusion?

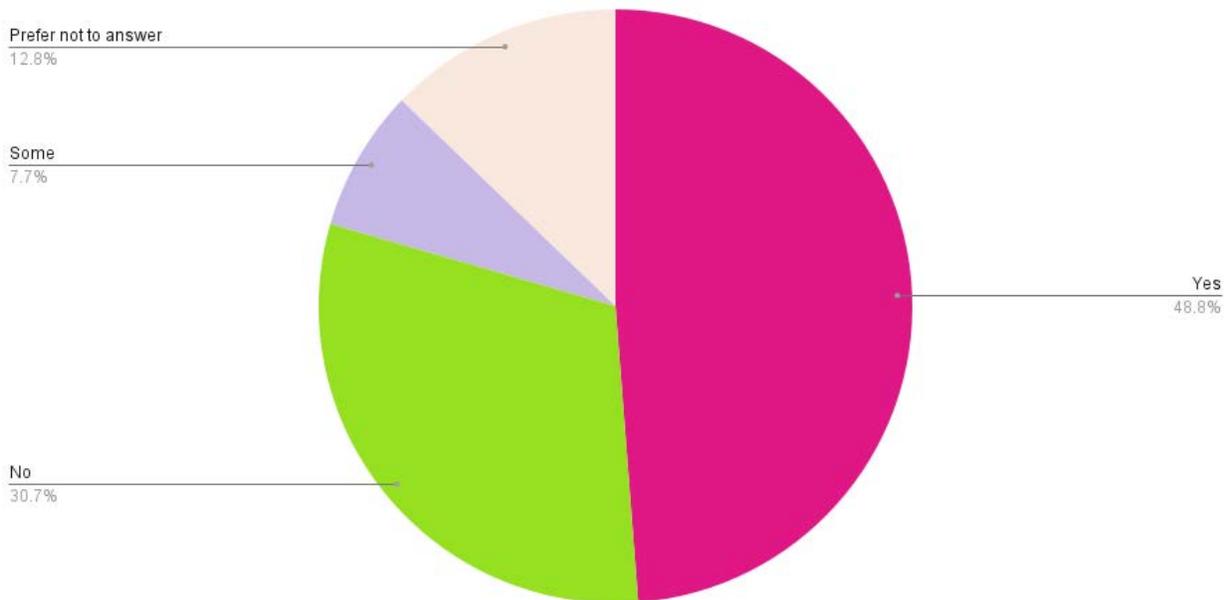


When students were asked to rate New Westminster Schools on supporting diversity and inclusion, the majority of students responded with a rating of 8.

~77% of students rated New Westminster schools a 6 or above on supporting equity and inclusion.

## NEW WESTMINSTER CORE VALUES EXAMINED

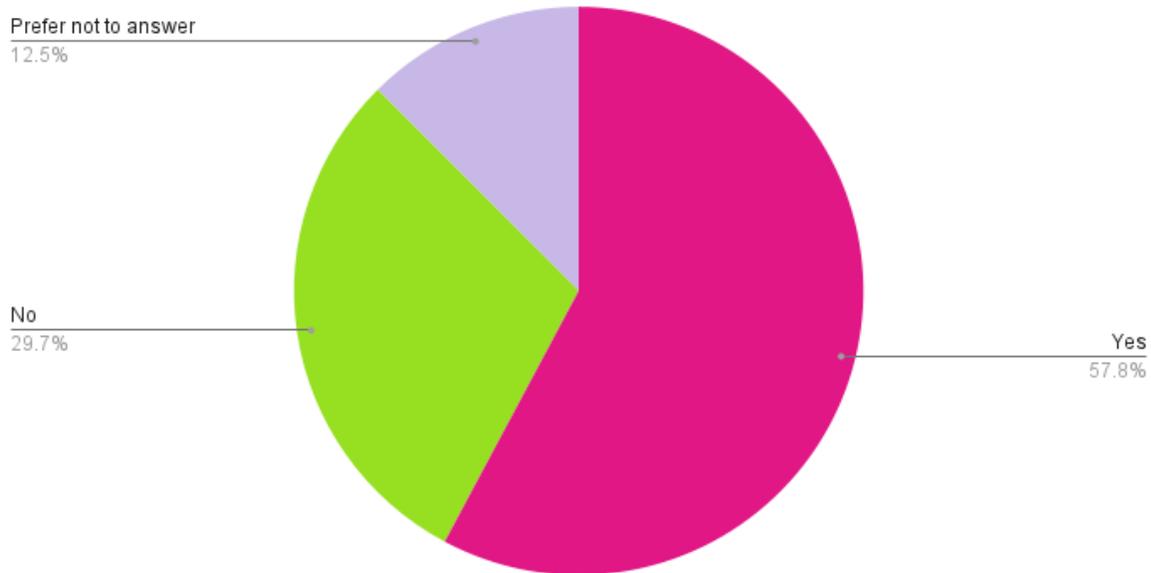
New Westminster Schools' core values are collaboration, engagement, equity, inclusion, innovation, and integrity. Do you see these values reflected in your own experiences with the District and its schools?



This question gauges how students feel about New Westminster values being reflected within the school. While nearly half of students agree that the values of the district are reflected in their schools, close to a third of students do not see the core values reflected or only see some of the core values reflected. A few students specified which values they experienced and which they did not experience within the district.

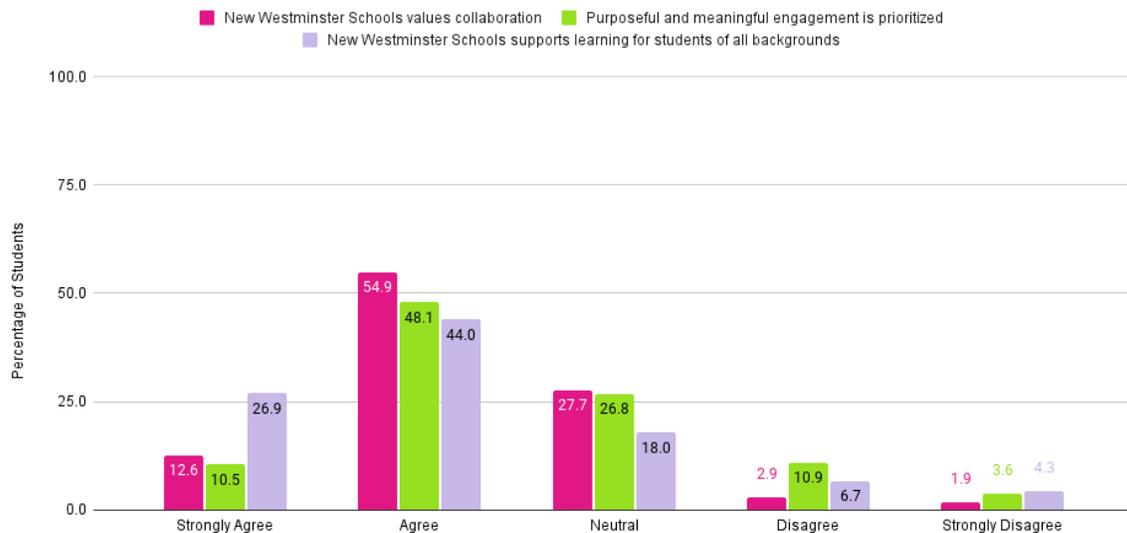
## NEW WESTMINSTER ATMOSPHERE

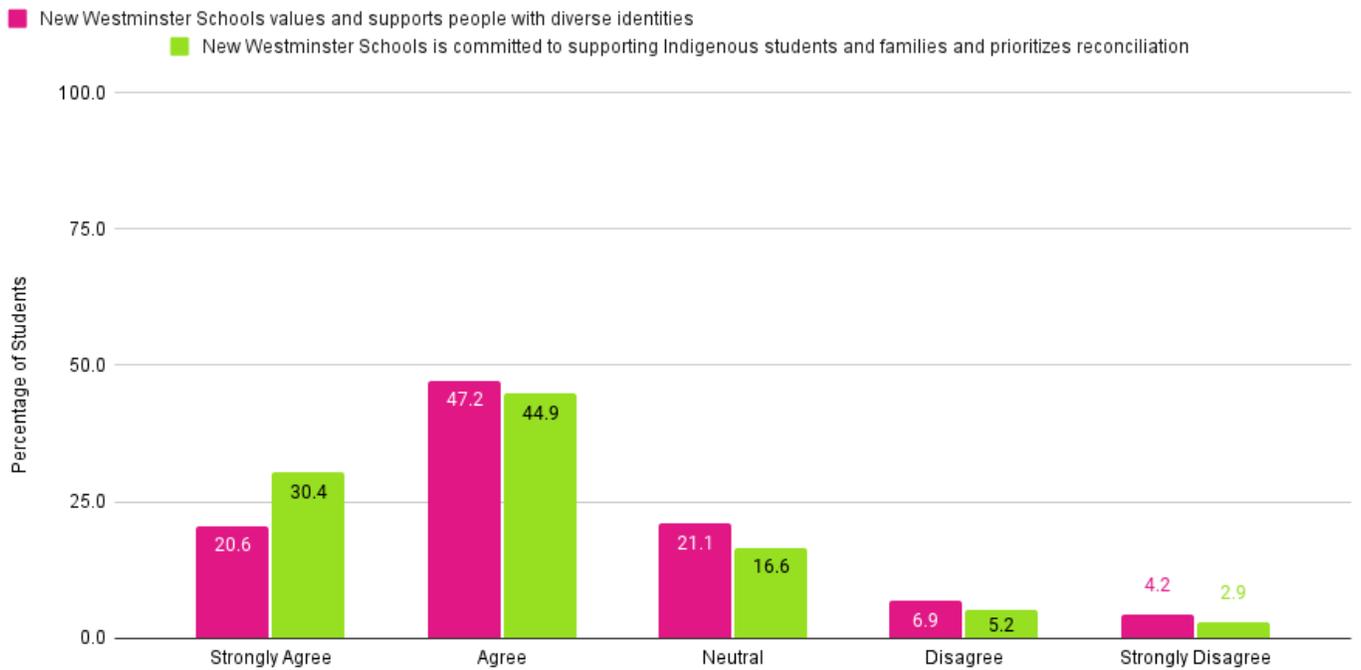
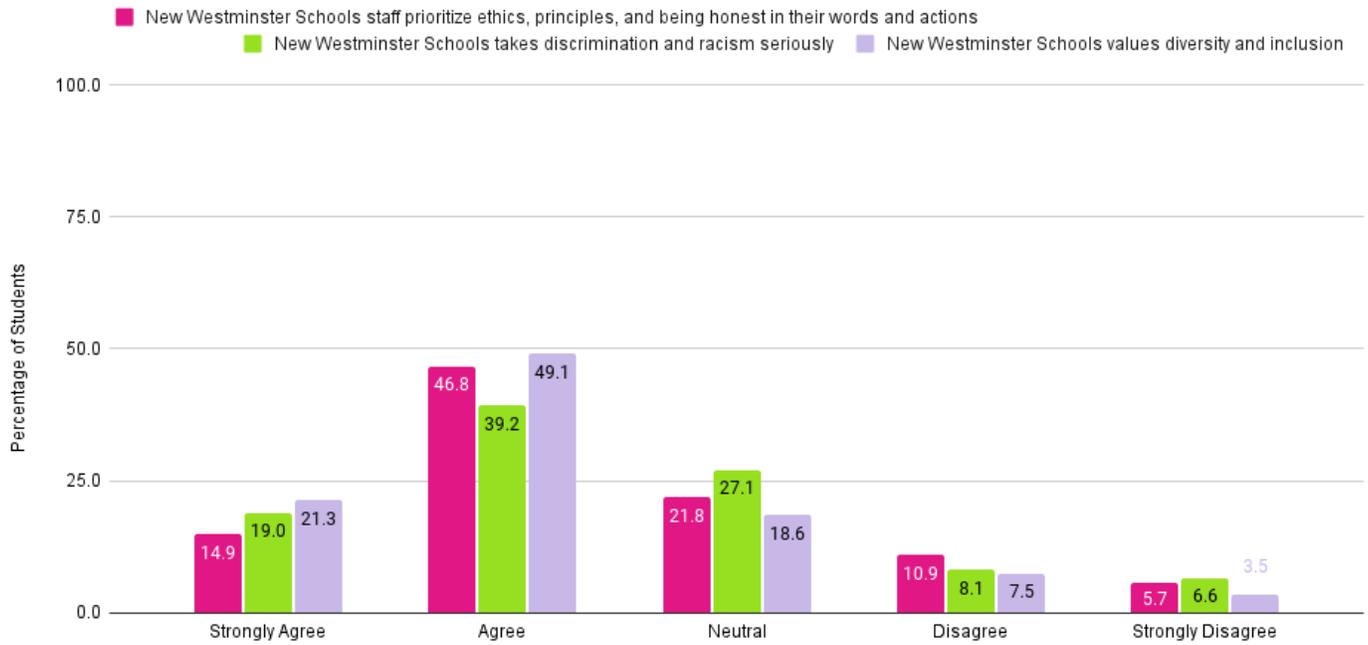
When you enter the physical spaces of New Westminster Schools (schools, offices, etc), does it feel open and welcoming to you?



## Inclusion and Belonging

Feeling included and like you belong in a space looks different for everyone, but we asked students at New Westminster Schools what that might be for them and got some varying responses.





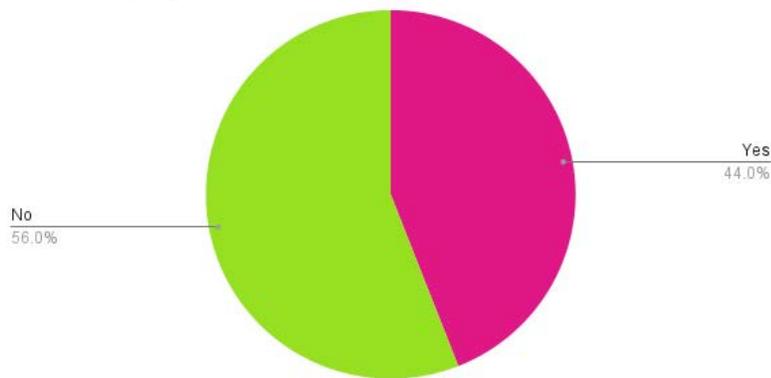
# Incidents and Reporting

Conflict is inevitable in school settings, but making sure that students of all backgrounds feel safe in bringing up incidents to school employees is important. In this part of the report, we're looking to determine who feels or doesn't feel comfortable reporting incidents of harm to district staff.

## COMFORT IN REPORTING

When asked if they feel comfortable bringing up incidents of violence or discrimination to a school district employee, students were nearly split evenly between **yes (44.0%)** and **no (56%)**. Over three-quarters of students have never brought up an incident with a school district employee. When asked whether they have ever brought up an incident to a school district employee, 75.1% answered no and 24.9% answered yes.

Would you feel comfortable bringing up an incident to a school district employee?



The below graph describes the experiences of the quarter of students who did report an incident to staff.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It was clear to me how to report the incident	16.4	44.1	21.7	13.8	3.9
Reporting was simple and easy to do	14.6	42.4	25.2	10.6	7.3
I felt confident my issue would be addressed	9.1	44.5	22.0	14.0	10.4
The issue was addressed in a timely manner	10.9	39.7	26.3	12.8	10.3
The issue was addressed with sensitivity and compassion	12.4	40.7	30.3	8.3	8.3
I felt supported during the process	10.6	37.1	31.8	11.9	8.6
The resolution was acceptable to me	9.8	42.7	21.3	14.0	12.2

# PART TWO

## Staff



# Demographics

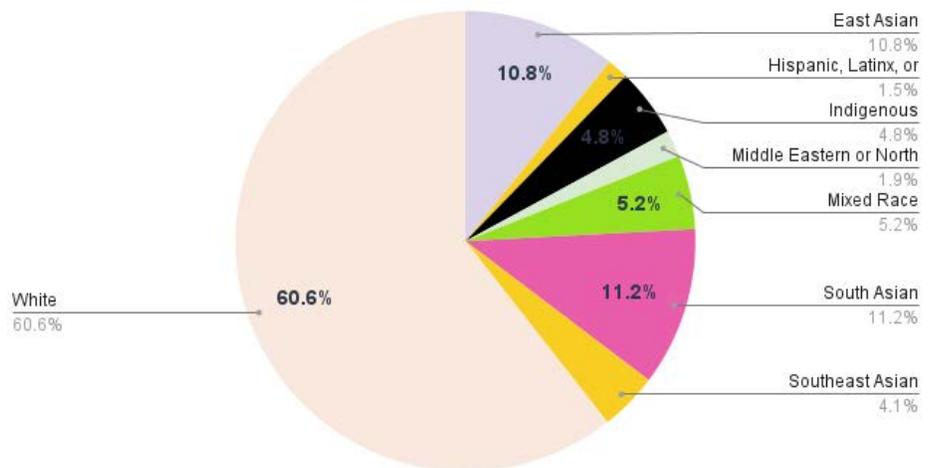
Staff are essential to the operation of the District, and we want to better understand who they are so that we can strategize to better support them.

## HOW LONG HAVE THEY WORKED HERE?

The majority of respondents noted that they've only been at the school district for one year to five years (48.4%), with the next largest contingent being at the district for over twenty years (20.6%). Others noted that they've been at the district for about six to ten years (16.3%), and while others relatively new to the district, being there for only less than a year (14.5%).

## RACE AND ETHNICITY

The majority of respondents identify as white (60.6%), with the next largest contingents being those who identify as East Asian (10.9%), and South Asian (11.2%).



## GENDER IDENTITY AND SEXUAL ORIENTATION

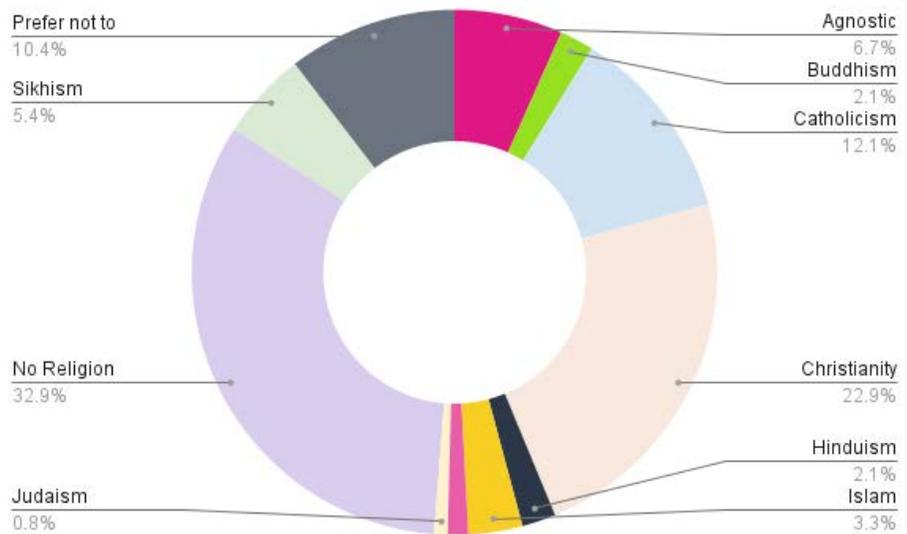
The overwhelming majority of respondents identified as cisgender (98%), with a small percentage of individuals identifying as genderqueer (ex. non-binary, transgender, etc). The overwhelming majority of respondents also identified as straight (83.1%), with the next largest contingent identifying as bisexual (4.2%).

Respondents also identified as a range from asexual, demisexual, gay, pansexual, or two-spirit (12.2%).



## RELIGION

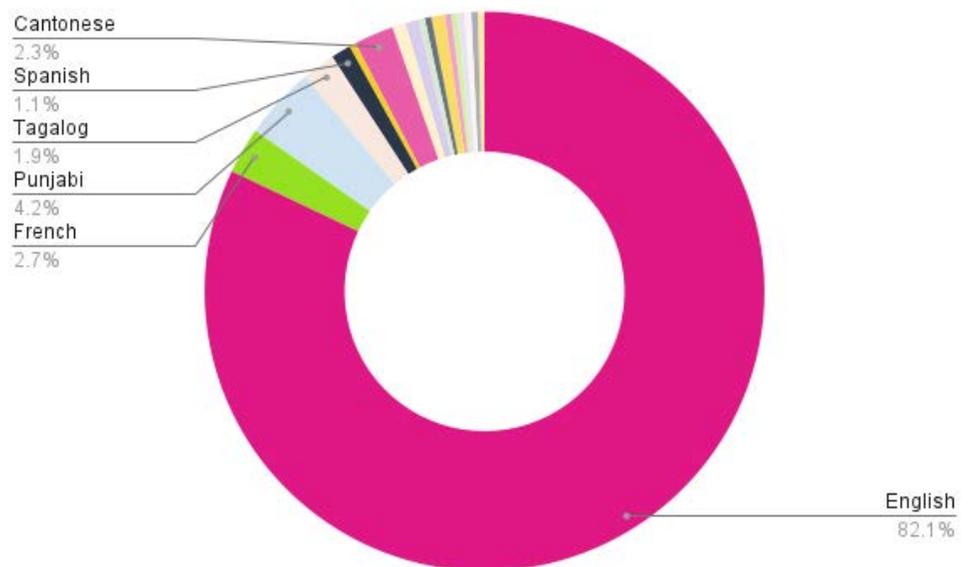
We heard that respondents identified from a variety of different faiths, making an extremely diverse group.



\*This includes 1.3% Indigenous spirituality that was not labelled on the above graph.

## LANGUAGE

Respondents noted that the majority of them spoke English as a first language (82.1%), while the others noted that they speak a wide variety of languages.



\*This includes 0.4% Flemish, 0.4% German, 0.4% Gujarati, 0.4% Hindi, 0.4% Kachi, 0.4% Korean, 0.4% Kurdish, 0.8% Mandarin, 0.8% Persian, 0.4% Thai, 0.8% Ukrainian, 0.4% Urdu not labelled on the above graph.

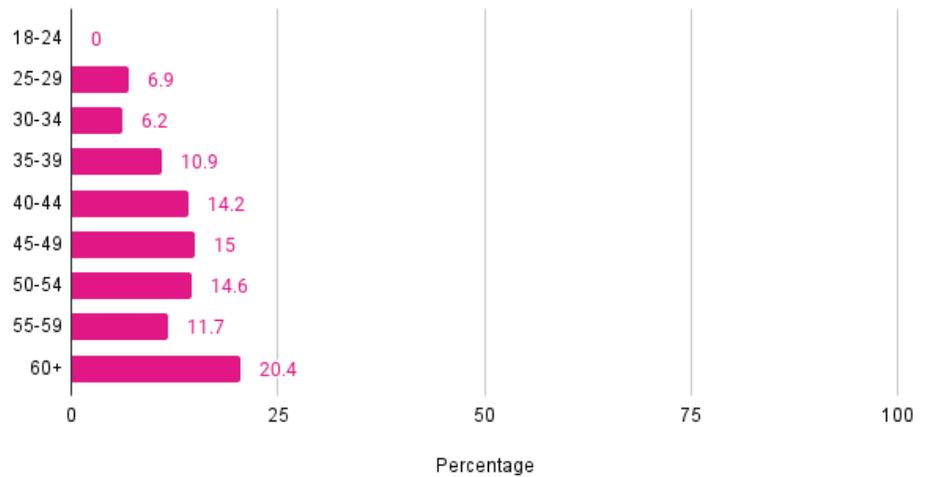
## FORMAL EDUCATION

Respondents noted that the majority of them have achieved at a minimum of a bachelor's degree (46.3%), while a smaller percentage achieved a master's degree (35.9%).

## AGE

Respondents noted that they come from different ages. The largest age cohort is 60+.

New Westminster Staff Ages



## DISABILITY

Respondents noted that the majority of them do not have physical or mental disabilities (94.4%), but a very small number of those who responded highlighted they have either a physical or mental disability (3% and 2.6% respectively).

## MENTAL ILLNESS

A majority of respondents highlighted that they do not live with a mental illness (78.7%), while a small group do (14.4%), the rest chose not to answer (6.9%).

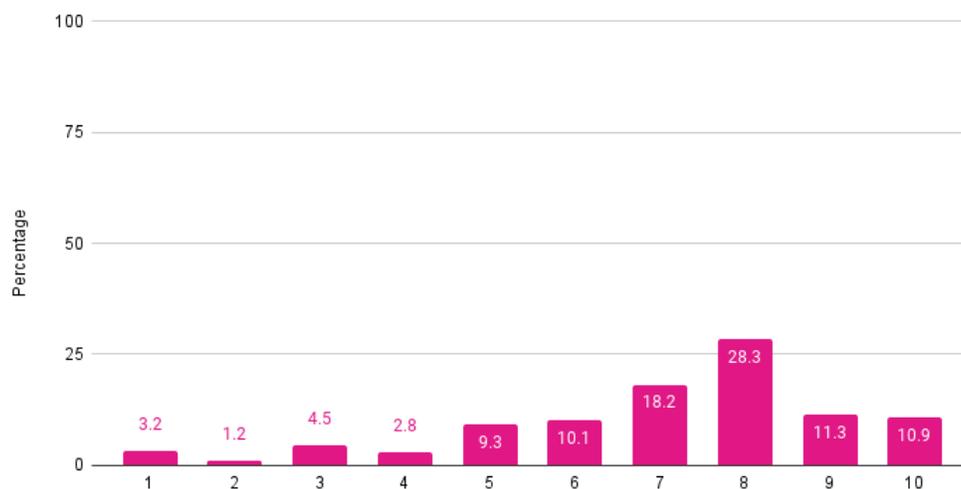
## NEURODIVERGENCE

Respondents noted that a large majority of them are not neurodivergent (89.7%), while a small proportion of respondents are (7.1%). We see that this in relation to student data (13.1%) is lower.

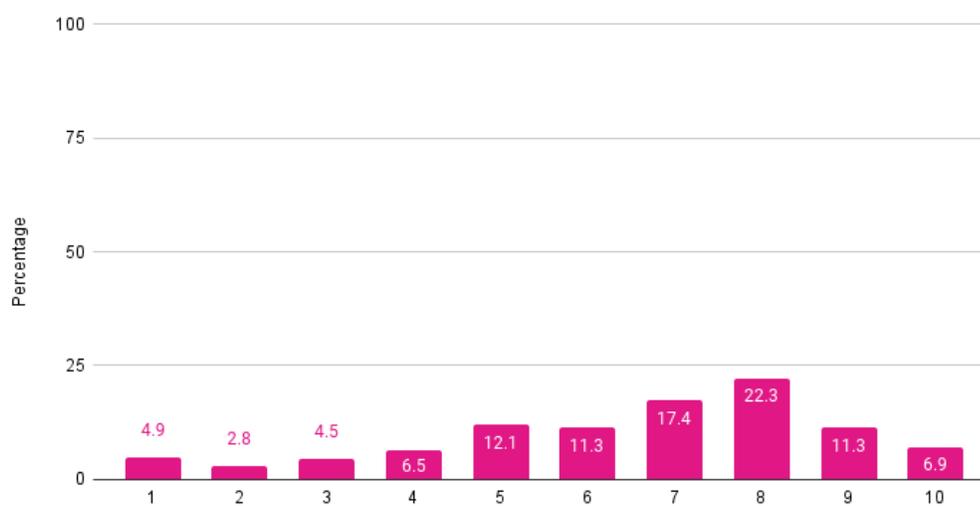
# Ratings and Value Statements

In order to better understand what staff think of New Westminster Schools, we asked them for their perspectives on several topics related to JEDI work (1 denotes the lowest score while 10 is the highest).

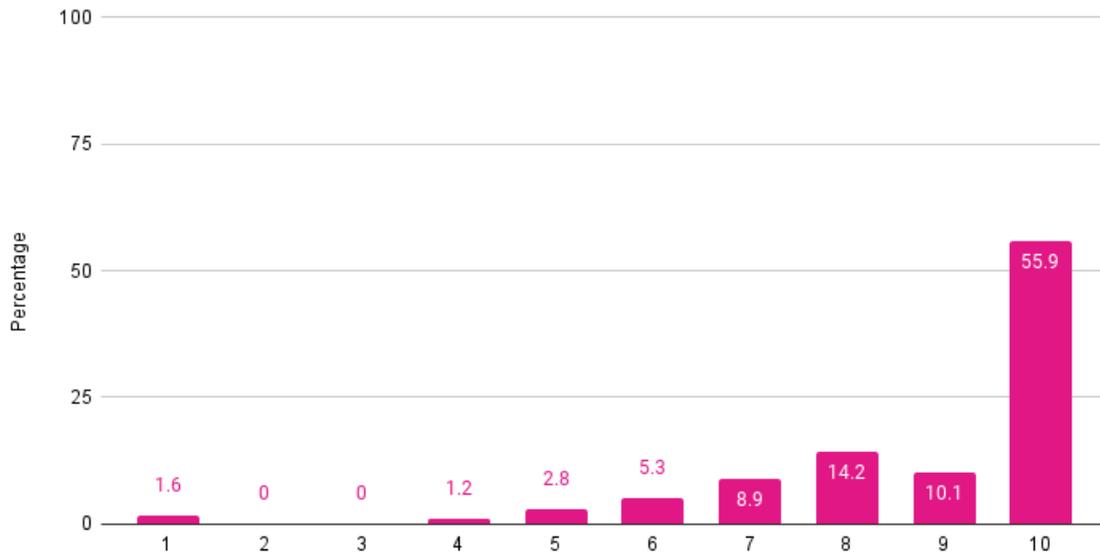
How would you rate New Westminster Schools when it comes to supporting diversity and inclusion?



How would you rate New Westminster Schools when it comes to addressing discrimination?

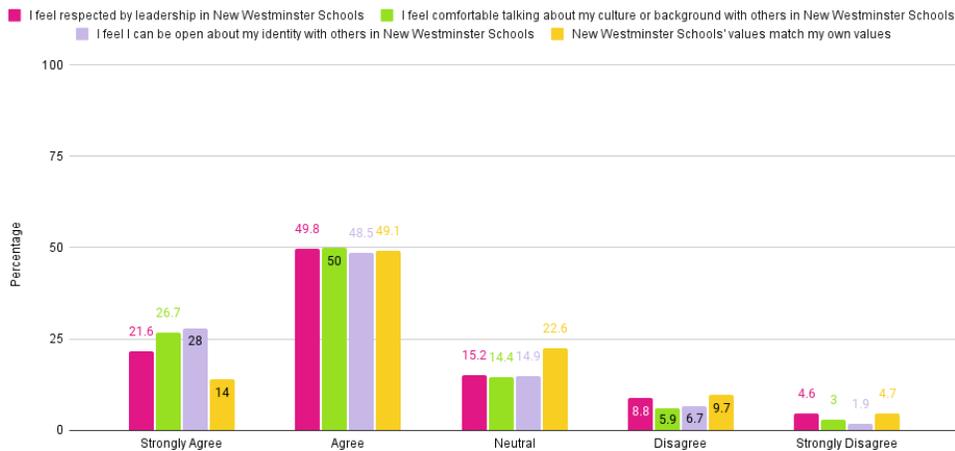


How important is it to you that New Westminster Schools engages in the development of a Justice, Equity, Diversity and Inclusion (JEDI) Framework?



## Inclusion and Belonging

Feeling included and like you belong in a space looks different for everyone, but we asked staff at New Westminster Schools what that might be for them and got some varying responses.



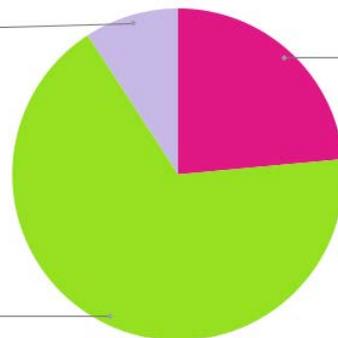


## Incidents and Reporting

Conflict is inevitable in school settings, but staff often experience varying levels of conflict from different areas and avenues. From working with students to parents, and working with different administrators, we sought to understand conflict at New Westminster Schools from the perspective of staff.

Have you been a bystander to an incident of racism or discrimination in New Westminster Schools?

Prefer not to answer  
9.2%



Yes  
23.5%

When asked whether they have reported an incident:

**16.7%**

answered "Yes"

**83.3%**

answered "No"

No  
67.3%

Staff were asked to rate the following statements in regards to their experience of reporting an incident at their school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I don't know
It was clear to me how to report the incident	12.7	45.5	16.4	18.2	7.3	0
Reporting was simple and easy to do	11.5	44.2	21.2	13.5	9.6	0
I felt confident my issue would be addressed	4.6	49.2	10.8	21.5	13.8	0
The issue was addressed in a timely manner	6.9	48.3	13.8	15.5	12.1	3.4
The issue was addressed with sensitivity and compassion	5.4	48.2	17.9	10.7	14.3	3.6
I felt supported during the process	5.6	44.4	27.8	9.3	13	0
The resolution was acceptable to me	4.9	44.3	18	19.7	11.5	1.6

# PART THREE

## PARENTS

## AND COMMUNITY

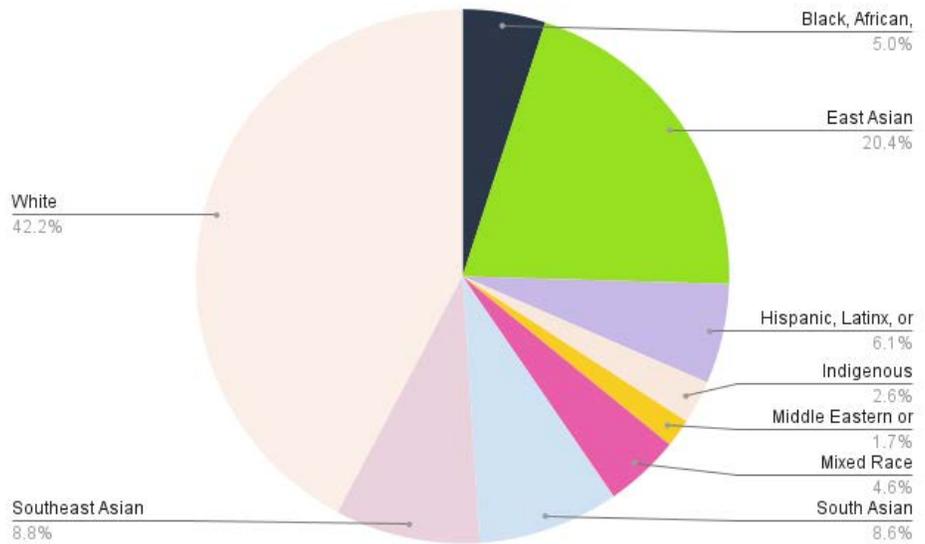


# Demographics

Parents, guardians, and community members are often the major source of socialization, support, and encouragement for students. We want to better understand who they are, what their needs are, and how we can show up for them so that we can create meaningful change.

## RACE AND ETHNICITY

We heard that a majority of respondents identified as White (42.2%), with the next largest contingents identifying as East Asian (20.4%), then Southeast Asian (8.8%).

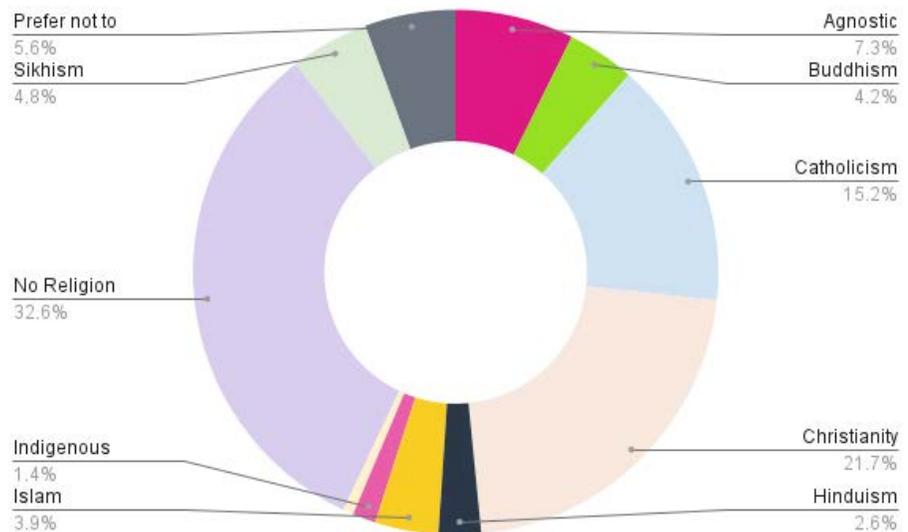


## GENDER IDENTITY AND SEXUAL ORIENTATION

We heard that the overwhelming majority of respondents are cisgender men or women (58.6% and 41%), with a small contingent of genderqueer folks. We also heard that the sample is overwhelmingly straight or heterosexual (89.2%), with the rest of the respondents identifying as asexual, bisexual, gay, lesbian, two-spirit, or queer.

## RELIGION

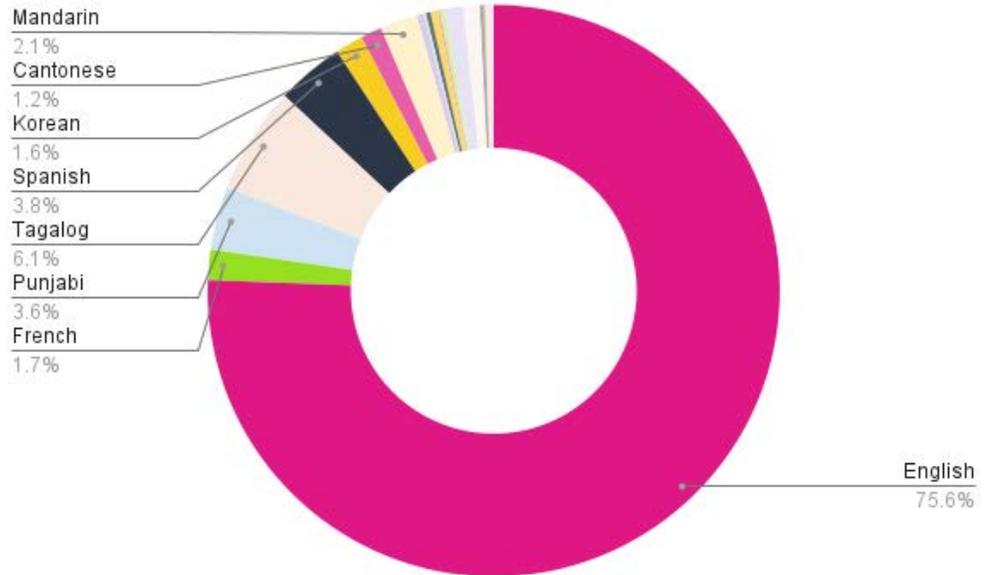
We heard that respondents have a very diverse group of faiths and beliefs represented.



\*This includes 0.5% Judaism not labelled on the above graph.

## LANGUAGE

An overwhelming majority of respondents noted that they speak English as their first language (75.6%), with the next largest contingent speaking Tagalog (6.1%), then Spanish (3.8%), then Punjabi (3.6%).



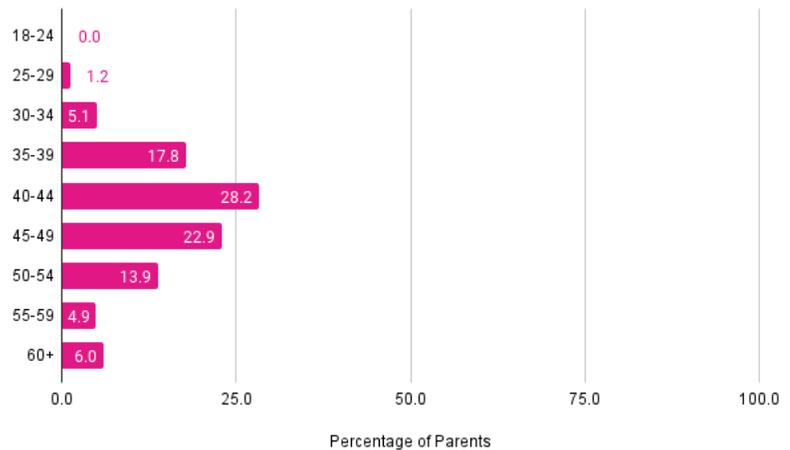
\*This includes 0.9% Arabic, 0.1% Afrikaans, 0.1% Bengali, 0.3% German, 0.4% Hebrew, 1.1% Hindi, 0.1% Kurdish, 0.4% Persian, 0.3% Thai, 0.3% Urdu, 0.4% Vietnamese, that is not labelled on the above graph.

## FORMAL EDUCATION

The majority of respondents identified that they obtained a Bachelor's degree or higher (75.6%), with some receiving a master's degree (23.3%). Others also noted that they have completed a certificate of some kind (23.6%).

## AGE

We found that ages for parents and community members were almost perfectly distributed around the mean. We also saw that some community members were a bit older.



## DISABILITY

We heard that an overwhelming majority of respondents do not have a disability (93%), but a small percentage have either a physical or mental disability (7%).

## MENTAL ILLNESS

A majority of respondents do not live with mental illness (81.2%), while a small percentage do (14.8%).

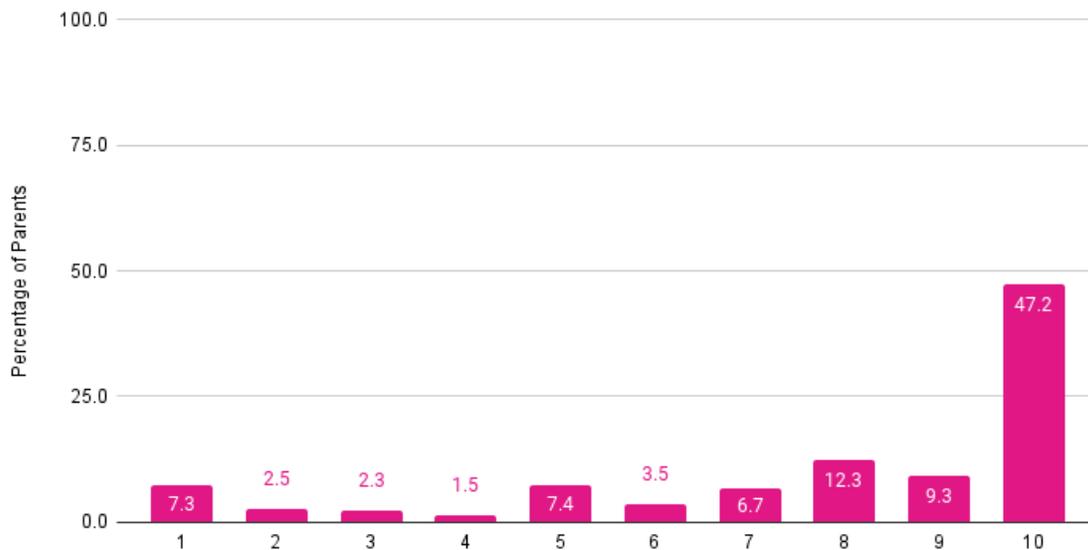
## NEURODIVERGENCE

The majority of respondents identified as neurotypical (91.1%), with a small percentage identifying as neurodivergent (6.2%).

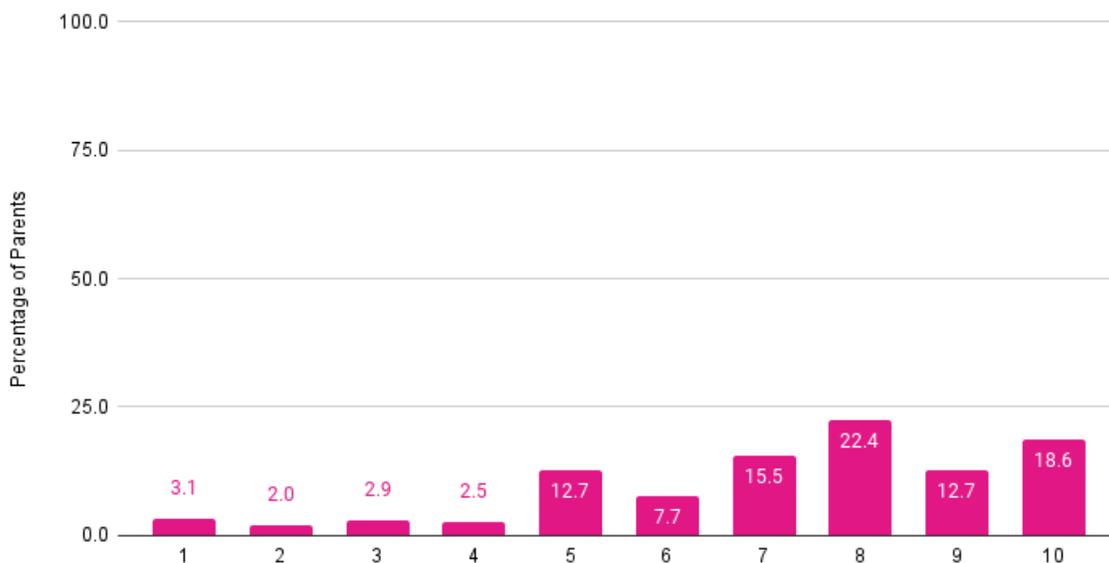
# Inclusion and Belonging

Since parents and community members interact with the District in a bit of a different way, we were curious about how they feel about inclusion and belonging (1 denotes the lowest score while 10 is the highest).

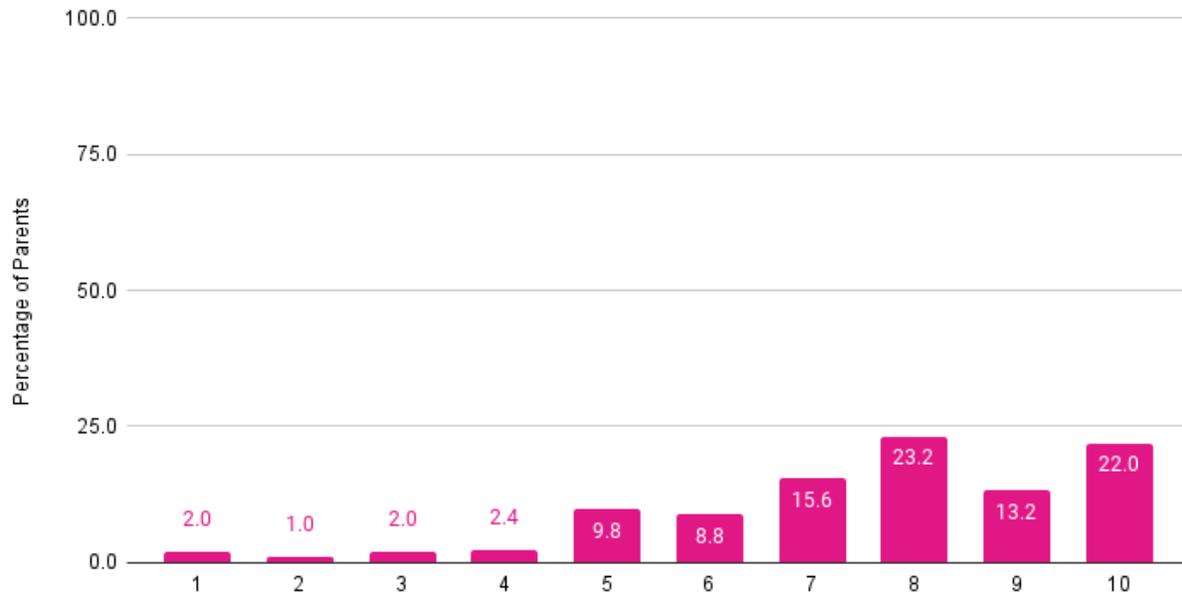
How important is it to you that New Westminster Schools engages in the development of a Justice, Equity, Diversity and Inclusion (JEDI) Framework?



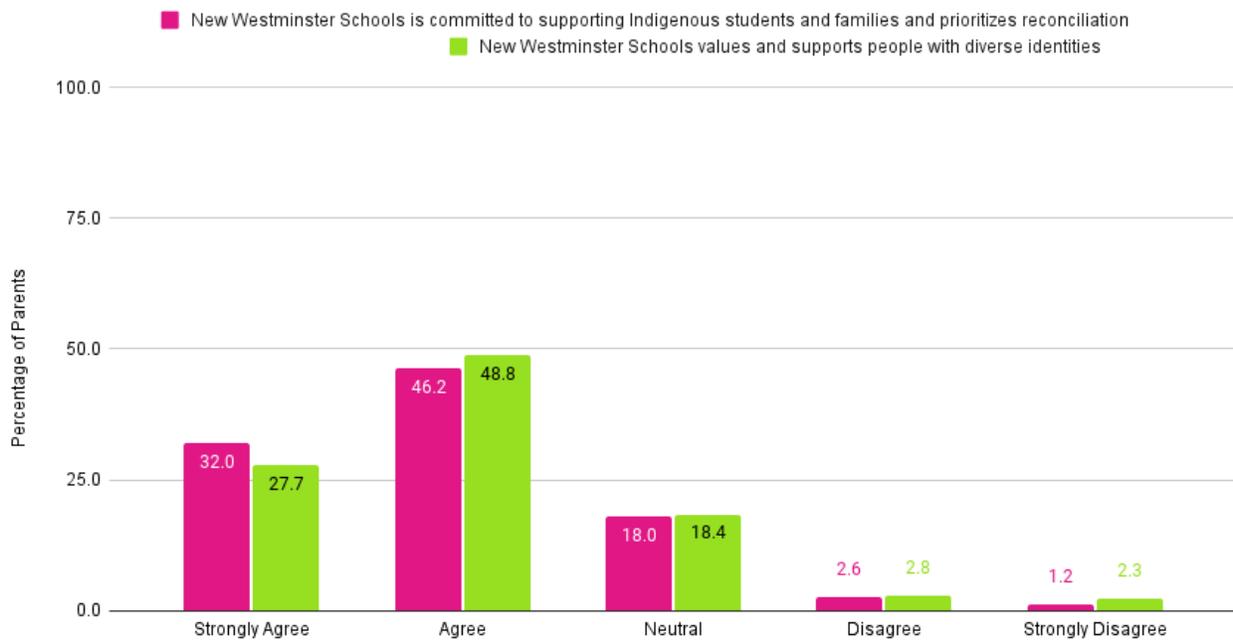
How would you rate New Westminster Schools when it comes to addressing discrimination?

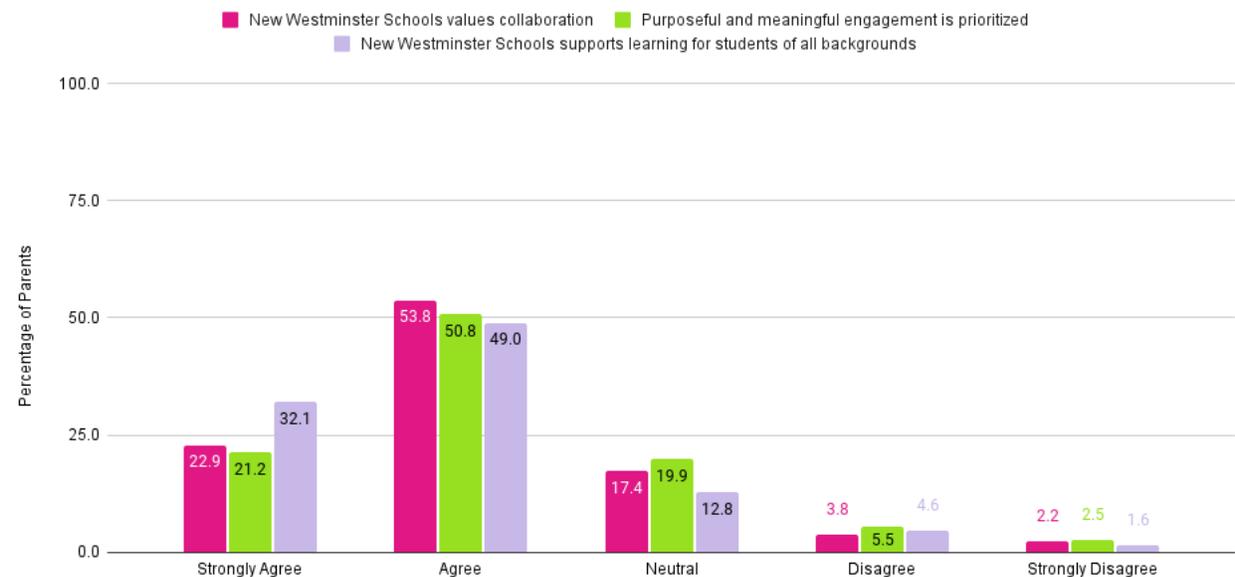
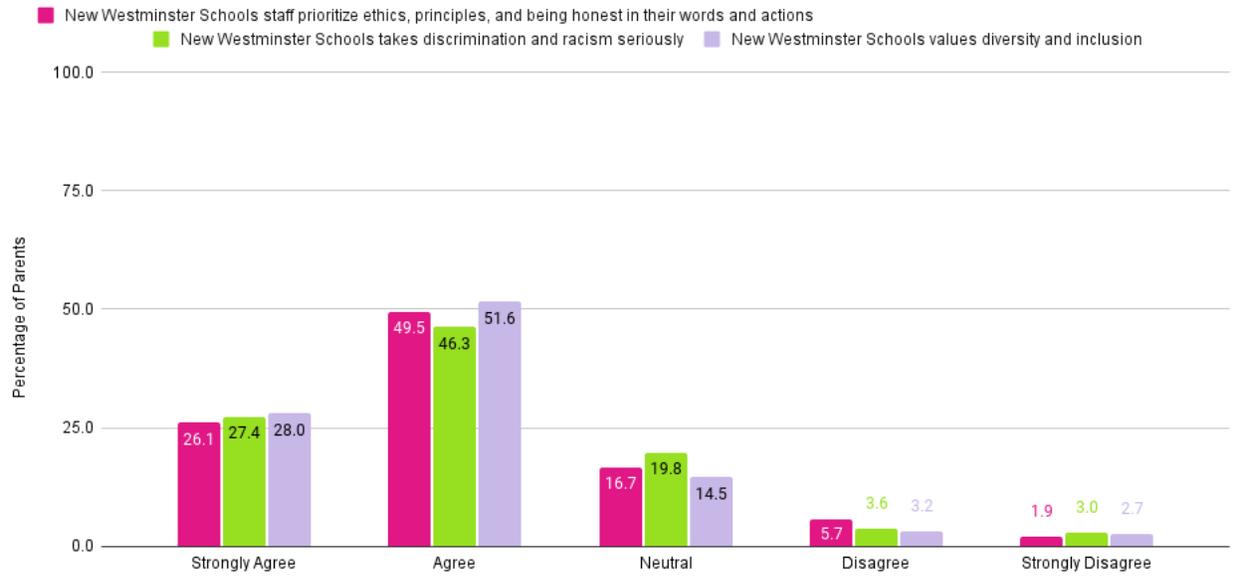


### How would you rate New Westminster Schools when it comes to supporting diversity and inclusion?



How diversity and inclusion is supported as well as how claims of discrimination are handled had 15–20% of respondents selecting brackets 8,10, and 7.





# Incidents and Reporting

Parents, guardians, or community members are often not the first people who interact with conflict in the District, but are deeply affected by it as well. In this part of the report, we want to better understand how and why this group reports things to the District, and how we can support them.

## COMFORT IN REPORTING

The majority of respondents reported that they would feel comfortable bringing up an incident to a school employee (82.1%), while 17.9% highlighted they would not. Additionally, the majority of respondents have never brought up an incident to a school district employee (73.1%). However, we want to better understand the minority of folks who did report incidents in an effort to make changes.

The following table shows the responses in percentages.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It was clear to me how to report the incident	13.9	47.6	18.4	15	5.1
Reporting was simple and easy to do	13.7	50.5	17.9	13.7	4.2
I felt confident my issue would be addressed	12.6	45.6	17.2	19.1	5.5
The issue was addressed in a timely manner	14.2	48.8	15.3	14.6	7.1
The issue was addressed with sensitivity and compassion	13.7	46.4	18.9	14.4	6.5
I felt supported during the process	13.6	44.7	17.9	16.6	7.3
The resolution was acceptable to me	12.1	46	15.2	16.5	10.2

# PART FIVE

## Focus Groups Analysis



# Overview

As part of the qualitative work done for School District 40, Bakau Consulting was contracted to complete seven focus groups with several stakeholder groups within the school district environment. These focus groups centred around the topics of engagement with the school district, staff and students, exploring the relationships within and the power dynamics there, and providing background knowledge on these experiences through the use of personal interviews. As these focus groups represent an even smaller sample, the purpose of them is to identify additional trends within the quantitative data through this storytelling. Overarching themes are presented as discussed in a conversation of different topics so that greater cohesion can be determined across the groups and provide a means of tackling changes. Recommendations for this section are included toward the end of the analysis summary.

The relevant stakeholder groups were identified by Bakau Consulting and the District and contained up to twelve participants each. For the student focus group, a member of district staff was available specifically for emotional support.

- Two student focus groups
- Two staff focus groups
- Two parent and community member focus groups
- One district leadership group

## OVERARCHING TRENDS

Conversations centred around specific but major topics concerning the experiences of staff, students and district leadership. For the purposes of clarity multiple overarching trends contained discussions of other topics, and will contain some overlap from different coding (ex. Topics concerning representation coming up in discussions about advancing inclusion within the school district and some challenges that are faced).

- Proposals about immediate steps forward that the District can take forward in order to support justice, equity, diversity, and inclusion.
- Conversations concerning the difficulty in discussing issues such as anti-racism, social justice, or discrimination.
- Discussions about issues concerning representation at the District

## **ADVANCING INCLUSION AT SD 40**

Respondents noted across all focus groups that advancing inclusion is a stated and confirmed priority of district leadership, which is confirmed by healthy participation of the surveys disseminated by Bakau. Some of the common statements included that for some folks, there's a clear cut desire to prioritize anti-racism at the district level, but difficulty is found when it comes to working at lower levels. Some respondents mentioned that while some options or changes are clear cut and can be taken on immediately, support can come from facilitated discussions and learning sessions concerning anti-racism to educate staff members on these issues.

## **DIFFICULTY IN DISCUSSING SOCIAL JUSTICE**

Respondents also noted across focus groups that negotiating discussions and topics concerning social justice is difficult and they often face multiple competing crises at the same time when it comes to what takes priority. In the staff focus groups, funding was often cited as an issue when it comes to what causes these discussions and actions to move slower, with one person stating that all groups want more funding but it's near impossible to prioritize social justice meaningfully with multiple events occurring.

## **REPRESENTATION OF MARGINALIZED GROUPS AT THE DISTRICT**

When asked if respondents felt represented in the school district, the focus groups contained varying responses. For many in the district leadership team, they felt that they were often represented and that for parents, their children were represented in the school, whereas staff members felt that they could identify people who looked similar to them. However, when staff in the larger staff focus groups were asked if they felt represented or not, this changed. Staff often noted that it is often older, white, and cisgender for those in the District and that they don't feel represented and do not "see themselves" despite being in specific student-facing or staff-facing roles. This is due to a number of factors, specifically surrounding those of race, sexuality, and gender. Others noted that because of their overlapping intersections, it's hard to find others who share similar backgrounds to them, but overall feel supported by those in their immediate surroundings.

# PART SIX

## Recommendations



# Recommendations

In this section, we aim to provide a deeper analysis of the District through recommendations based on the data from students, District staff including teachers and parents. Recommendations provided should be understood to be introductions and a non-exhaustive list. It should be treated as a starting point for further learning and as a pathway to reaching your JEDI goals. Many of the recommendations listed in some sections will also be relevant in other sections. I.E something listed in race, ethnicity and religion may apply to gender and sexuality. This is due to intersectionality, or the fact that these systems have lots in common so that the recommendations can be useful across the board. We also acknowledge that there is significant amounts of overlap between stakeholder groups as well, so these will be prepared in aggregate.

## **RACE, ETHNICITY, RELIGION & LANGUAGE**

### **Intentional hiring**

- Hire more diverse teachers, staff, and leadership in order to create a more inclusive organization in the long term.

### **Continued learning for the entire District education community**

- Cultural competency and anti-oppression training for all District employees, with a specific focus on those in school-based roles to mitigate harm. Recommend extending this to students and parents.
- The frequent inclusion of social justice topics within district-wide professional development days, such as training or speakers with a focus on applied learning for the classroom.
- Provide routine training on unconscious bias for hiring teams and district leadership to ensure the mitigation of bias and the discussion of nuanced understandings on bias and systemic oppression.

### **Adequate compensation**

- The resourcing of employee committee groups with financial compensation for those in leadership roles on the groups should be considered. Consider also providing financial compensation for those who are part of committees.

### **Bringing the learning to life**

- What is learned through Pro-Ddays and additional training should be shared and discussed with students, parents, and staff members. We know that this can be uncomfortable and difficult to navigate, often not wanting to make a mistake and say the wrong thing. The District should encourage especially those with student-based roles to be transparent in their learning and their knowledge of these topics. Students do not expect educators to be perfect.

### **Indigenous solidarity and decolonization**

- Engage an Indigenous consultancy firm, as well as members of the committee for the Aboriginal Education Advisory Committee in order to enact the Truth and Reconciliation Commission Calls to Action surrounding Education at the District level.
- Ensure hiring for decision-making positions include Indigenous persons.
- Consider how celebrating Thanksgiving 10 days after the National Day for Truth and Reconciliation can be reconciled. Consult with the Aboriginal Education Committee and Indigenous Education community members on how to navigate decolonizing practices like this.

### **Performance vs Real Action**

- Explore how the District can be more inclusive to those who celebrate other holidays. Allowing folks to celebrate with their families and communities how they see fit is a step towards authentic inclusion and celebration of differences.

- Learning about issues and systems of oppression as well as celebrating days such as the National Day for Truth and Reconciliation and Black History month is important. However, we can often busy ourselves with feeling like we are taking real action in doing so. We believe it's not one or the other. You can celebrate Asian Heritage Month and facilitate discussions on how the District can help Asian families, students, and staff feels safe and protected in the wake of anti-Asian hate and attacks.

## **GENDER IDENTITY & SEXUAL ORIENTATION**

As gender and sexuality are often assumed (to be cisgender and heterosexuality), it is even more important that the District makes a continued effort to educate folks on fluid gender identities and sexual orientations and encourage folks not to assume someone's gender or sexuality.

### **Listening to those with lived experience**

- Leaning on teachers who are members of the 2SLGBTQIA+ community and who are gender diverse to close the gaps in terms of access to information and highlight barriers that may be in place currently within the District.
- Ensure that they are encouraged to bring their full selves to the District. This not only means having SOGI policies but also on a deeper and harder-to-see level of authentic inclusion. Authentic inclusion means voices are heard and lived experience is given the same weight, if not more, to qualifications, it means representation at all levels – especially in leadership roles.

### **SOGI Policy Updates**

- Implement the suggested updates for SOGI related policies and procedures in Part 2 of the report.

### **Resources**

- Ensure that within the curriculum, there is literature written for and by 2SLGBTQIA+ individuals.
  - This includes areas of health and sexual education.

### **Hiring with Intention**

- Establish targeted hiring and recruitment for gender-diverse individuals at the leadership level.
  - Provide mentorship opportunities to existing staff should they decide to remain inside the District.
  - Provide mental health support for staff, especially those from marginalized backgrounds to talk about issues facing them in the classroom.

### **Supporting survivors of sexualized violence**

- Ensure education for upper year high school students and trauma-informed training for teachers can ensure that survivors can be supported and a culture of care created.

## DISABILITY, NEURODIVERGENCY & ACCESSIBILITY

Disability is diverse in itself. It encompasses things like physical impairments, chronic pain, temporary disabilities, learning disabilities, and so much more.

Neurodivergence is also connected to disability, which some folks voiced as part of their lived experiences.

Ensuring inclusive language.

- Ensure the District is using person first language.
- We have made suggestions in the policy section regarding specific language updated and phrases that are ableist.

Examine the messaging around disability in the District.

- Determine how language in the district can be more inclusive of those with disabilities, moving beyond just reducing ableist language but encouraging their participation and safety.
- Examine how the District interacts with students that behave "differently". Is the information gathered from a place of compassion and understanding? How are students who learn at a different pace treated? Are staff encouraged and trained in versatile ways to teach?

Educate staff, parents, and students on disability and neurodivergence.

- Invite speakers with lived experience to come and speak to staff, students and parents.
- Provide continuous training on disability, neurodivergency, and accessibility from an intersectional lens.

Access to information.

- Ensure that information is available for those who want to do more research on disability and neurodivergence. If there is not a dedicated representative in each school as there is for SOGI, create a point of contact where students, parents, and teachers can go to consult.
- Encourage discussions in class and create a safe space where students with different learning styles are celebrated and encouraged to explore what works for them.
  - Normalizing having open discussions which will reduce stigma around disability and neurodivergency.

Support student mental health and take it as seriously as physical health.

- Normalizing conversations surrounding mental health that go deeper than simply acknowledging it can foster deeper inclusion with these students.

## CONFLICT RESOLUTION, REPORTING, AND SAFE SPACE

Examining the reality of everyone being a "tellable adult".

- Examine how the concept of "tellable adults" (As stated in [AP104](#)) is communicated to students.

Training from a trauma-informed and restorative practice point.

- Provide ongoing training on trauma-informed student care for teachers, District staff and parents. Lack of trust comes often because of accumulated and repeated actions and it doesn't have to be directly related to a past experience in reporting (i.e. If a student has felt dismissed or ignored by a staff member they are not going to feel like they are safe to report to a "tellable adult").
- Since we noted a potential risk of lack of accessibility and trust, past incident reports should be examined. Points to look at include: How was the incident reported? What was the outcome? How was the student supported? Was the outcome communicated to the wider student body?
- Provide active bystander training for students, teachers and staff and ensure that reporting is also taught as part of this.
- Restorative practices of resolving a conflict should be encouraged where possible.
- The District should, in all day-to-day conversations and during difficult situations, aim to use non-violent communication to cultivate trust and promote collaboration.

Ongoing Discussion and training

- Provide ongoing training and discussion on anti-racism, anti-oppression, and unconscious bias. Giving folks the tools and resources to name and deconstruct as well as a space to have these conversations is important in empowering folks to be able to spot and report any incidents that may occur.
- Practice call-ins within the District. Teachers and District staff should model the behaviour they want to see in their students.
- Harassment and discrimination policies should be shared on an annual basis and ensure that everyone knows how to report. Teachers and other District staff should get additional training on how to receive sensitive information from students.

# RESISTANCE TO THIS WORK

This work is uncomfortable and where there is discomfort, resistance can arise from that fear and anxiety to change. We feel that rather than avoid it, having awareness of what points of resistance exists within the District is the only way this work is going to be successful at making long-term changes.

Points of resistance that emerged in particular include:

## Desire to homogenize

- Opting to make the distinction that they are Canadian instead of selecting their ancestry was noted. "Canadian - stop racializing everything"

## Dismissing change

- When asked about sexuality and gender, some of the reflections included "A human being", "Again - irrelevant", "Doesn't matter", "Are you serious?" or typing in "Woman"/"Man" instead of selecting "Cisgender woman/man".

## Not taking this work seriously

- Students often answered questions concerning gender and race with non-sensical responses.

While one of the ways resistance can be dealt with is through education, knowledge alone may not be enough. The District should be in constant consultation with staff, students and parents and deal with points of resistance as they arise and focus on finding out the reason behind the resistance.

Some reasons for resistance can include:

- Fear of change itself
- Lack of resources and support
- Not being personally affected by racism and discrimination
- Fear of losing power
- Not wanting to examine one's own behaviour that may have been harmful in the past

It is incredibly important that leaders are also transparent in their resistance to this work. By modelling how resistance can be explored and how beliefs and views can shift, staff, parents and students can trust that this important work is being taken seriously by the District.

# PART SEVEN

## Policy & Documents



# Policy & Documents

The analysis of the District's policy and documents aims to provide guidance from which all other documents within the District can be examined.

## Documents reviewed:

- [District Foundational Statements](#)
- [Policy 10 - Policy Making](#)
- [Policy 15 - Recruitment and Selection of Personnel](#)
- [AP 104 - District Code of Conduct](#)
- [AP 105 - Decentralized Decision Making](#)
- [AP 117 - SOGI](#)
- [AP 117-A - SOGI Glossary of Terms](#)
- [AP 121 - Development and Review of Administrative Procedures](#)
- [AP 152 - Complaint Process for a Resolution of Concerns](#)
- [AP 170 - Harassment Sexual Harassment](#)
- [AP 171 - Bullying and Harassment](#)
- [AP 172 - Propagandist and Prejudicial Conduct](#)
- [AP 173 - Diversity and Discrimination](#)
- [AP 202 - Multiculturalism](#)
- [AP 400 - Recruitment and Hiring of Staff](#)
- [AP 400 Appendix B - Employment Equity](#)

[District Website](#)

[Facebook](#)

## KEY THEMES & FINDINGS

Policies and procedures are the foundation from where the District values can be cemented.

In our analysis, we examined the District documents by asking questions like:

What is the goal of this policy/procedure?

Does it promote equity and inclusion?

Does it align with District values?

What potential barriers can it pose to marginalized folks?

Are the policies clear and specific?

Are there clear avenues for accountability?

Who had the responsibility to ensure this policy is implemented and is effective?

Is the language used accessible? Is it gender-neutral?

Are there any key themes that emerge when looking at these policies and procedures as an extension of the gap analysis summary?

While these findings and recommendations are not exhaustive – we may be missing nuances that only come with the experience of working within the District – we hope this section will serve as a guideline from which a deeper examination can be conducted on all District policies, procedures, and documents.

### Specificity & Clarity Needed

While we felt the decentralized approach to decision-making is powerful and important, this makes it even more imperative that documents are clear and specific.

Areas we found needed further review in this in particular are language and processes.

### Policy document layouts not consistent

We found the layout of these documents to be inconsistent. Some documents also had definitions throughout the policy rather than being contained under the definitions section.

### Updating of language

Language is ever-evolving. Ensuring that language is representative of the District's values of a safe and inclusive environment is a recommended priority action item.

Review of the language should ensure that gender-inclusive terms are used.

### Accessibility

It was not stated whether these policy documents were available in any other language and whether a hard copy could be obtained. If there is also an opportunity to embed links to the online policies when referring to another policy, this should also be undertaken.

### Community Consultation

"Nothing about us, without us", a phrase often heard in disability justice should be at the centre of policy creation and decision making.

There is mixed messaging in the District's policy around this. While some policies state that there will be community consultation in the creation of new policy, other policies state: "The board recognizes that in certain circumstances, stakeholders affected by a proposed policy may be involved in the development." While in practice, stakeholder consultation may take place, it should be an established and integral part of policy creation and reviews.

### Decolonization and Indigenous Solidarity

We also found no specific policy around Indigenous solidarity, decolonization and how Indigenous students are to be empowered and included. While there are policies on anti-discrimination and multiculturalism, policy on how the District centers and includes Indigenous voices is one that should be made a priority. We also noted the use of the term "Aboriginal" throughout the policy documents when referring to Indigenous Peoples. Though this term is often used in the legal context as well within government and other institutions. We understand this process is already underway as part of the Indigenous Equity Scan but would recommend the District continue to consult with Indigenous community members, faculty, students, and parents on this matter.

### Intersectional Approach

There is no mention of intersectionality within the policies and documents we reviewed including SOGI documents. If the District is to uphold the value of equity, intersectionality must be at the core of policies, procedures, documents and also to be understood by those who are in power to enforce these policies. This is also why ensuring that relevant stakeholders are included in the creation and review of these documents is crucial.

### From the Lens of Anti-Oppression

In addition to an intersectional approach, we did not see reference and acknowledgment of anti-oppression throughout these policies and procedures. As the District continues with this work, any updates to these documents should include how anti-oppression is being woven into this work. A recommendation on how this can be communicated would be to either create an anti-oppression policy that overarches all existing policies and procedures and allow for each school to create the specific or review all policies and make amendments to include a lens of anti-oppression. While our review has been conducted through this lens, not every single policy and procedure was examined.

### Accountability and the Responsibility to Support

We found that a lot of the policies and procedures did not outline accountability measures of what happens if the policy is breached. The District has the responsibility to support those within the District's communities and that should be highlighted by adding in clear steps towards remedying any breaches of policies.

# PART EIGHT

## Helpful Information



# What's next?

## OUR RECOMMENDATIONS FOR A THOUGHTFUL PROCESS...

### OFFER GRATITUDE

Your staff, students, parents and community members have shared vulnerable and personal information with us that we have compiled into this report. Many have likely dredged up painful experiences to share with us and help you improve. It's important to recognize this.

### EMBRACE TRANSPARENCY

It is important to be transparent both among leaders and also with the rest of the organization about the next steps for this process. Keep people in the loop at every stage of the journey and open yourselves up to constant feedback and accountability, however vulnerable this may feel.

### PLAN WELL

We have provided recommendations and ideas. We have offered what could potentially be years of hard work in changing the organization structure to help people feel safe and valued. The next steps for you are to highlight which recommendations feel feasible to move forward with and create a strategic plan that provides tangible goals, timelines and accountability points to make these ideas a reality. We recommend allowing time to sit with the report before going to make the anti-racism plan.

### BE REALISTIC

Change is hard and takes time. When leaders over-promise but under-deliver, this further harms people. Be realistic, clear, transparent and kind in your journey.

# Resources & Readings

## GENERAL

[BC Human Right's Clinic: Harassment](#)

[WorkSafe BC: Bullying & Harassment](#)

[Courageous Conversations: Achieving Equity](#)

[Toolkit for Developing a Diversity and Inclusion Strategy](#)

[Does Teacher Diversity Matter in Student Learning?](#)

[All the Ways Hiring Algorithms Can Introduce Bias](#)

[Culture Fit vs Values Fit: A Look from Diversity](#)

[A Teacher Mispronouncing a Student's Name Can Have a Lasting Impact](#)

[StopBullying.gov/bullying/effects](#)

[Decolonization in an Educational Context](#)

[Creating an Equitable, Diverse and Inclusive Research Environment: A Best Practices Guide for Recruitment, Hiring and Retention](#)

[The Insidiousness of Unconscious Bias in Schools](#)

[NYC Kids Get Some Holidays Off but Not Others. Why Not Give Students Personal Days For Their Celebrations Instead?](#)

## ANTI-RACISM

[Tips for Community Consultation](#)

[The White Saviour Industrial Complex](#)

[Reclaiming Abuelita Knowledge As A Brown Ecofeminista](#)

[Emergent Strategy: Shaping Change, Changing Worlds](#)

[Examples of Racial Microaggressions](#)

[The Long-Run Impacts of Same-Race Teachers](#)

[How Racism Harms Children](#)

[Physiological & Psychological Impact of Racism and Discrimination](#)

# Resources & Readings

## GENDER & SEXUALITY

[Gender Diversity Alone is Not Enough](#)

[3 Examples of Everyday Cissexism](#)

[Here Are 20 Examples of Cissexism That We've Probably All Committed at Some Point](#)

[Mayo Clinic - Children and Gender Identity: Supporting Your Child](#)

[Two Spirits, One Heart, Five Genders](#)

[5 ways that queerphobia affects the LGBTIQ community](#)

[Qmunity Resources](#)

[7 Myths About Coming Out at Work](#)

[Queer at Work](#)

[Forbes - Why You Should Not Say Preferred Gender Pronouns](#)

[Sexual orientation, gender identity and leadership](#)

[Teachers and the Gender Gaps in Student Achievement](#)

## DISABILITY

[Main Barriers to Education for Students with Disabilities](#)

[16 Recommendations for Accessibility](#)

[This Is Disability Justice](#)

["Disabled": Just #SayTheWord](#)

# Thank you...

... for trusting us with this important project and we look forward to helping you on your journey to equity, inclusion, and justice.

This executive summary does not fully encompass the extent of the work completed by Bakau Consulting. For more information, please contact the District.



[www.bakauconsulting.com](http://www.bakauconsulting.com)  
[@bakauconsulting](https://twitter.com/bakauconsulting)

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION  
EDUCATION POLICY & PLANNING COMMITTEE**

**Tuesday, November 9, 2021, 5:00 PM**

**Via Webex Livestream**

- PRESENT**
- |   |   |
|---|---|
| <p>Gurveen Dhaliwal, Chair<br/>Dee Beattie, Vice-Chair<br/>Anita Ansari, Trustee<br/>Mary Lalji, Trustee<br/>Danielle Connelly, Trustee<br/>Maya Russell, Trustee</p> | <p>Karim Hachlaf, Superintendent<br/>Bettina Ketcham, Secretary-Treasurer<br/>Maryam Naser, Associate Superintendent<br/>Leanne Sojka, Recording Secretary<br/>Guests:<br/>Members of the Public<br/>Susana Quan, Vice Principal, NWSS<br/>Murray McLeod, Principal, NWSS<br/>Stacy Brine, Teacher, NWSS<br/>Karen Klein, Director – International Education<br/>Maureen McRae-Stanger, Director – Instruction<br/>Learning &amp; Innovations<br/>Kristen Keighley-White, Communications Manager<br/>Pam Craven, District Principal<br/>Julie MacLellan, Reporter, New Westminster Record<br/>Kathleen Carlsen, DPAC Chair<br/>Sarah Wethered, President, NWTU<br/>Students</p> |
|---|---|
- REGRETS**
- |  |
|--|
| <p>Mark Gifford, Trustee<br/>Robert Weston, Executive - Director Human Resources</p> |
|--|

*Committee Chair Russell recognized and acknowledged 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.*

**1. ADOPTION OF THE AGENDA**

The Chair of the Board called the meeting to order at 5:01 pm

**Moved and Seconded**

***THAT the agenda for the November 9, 2021 Education Policy and Planning Committee meeting be adopted as distributed.***

**CARRIED UNANIMOUSLY**

**2. PRESENTATIONS**

a. NWSS (Video)

NWSS Principal McLeod and NWSS Vice-Principal Quan shared a video on “Community, Collaboration, Connectedness, Communication and Celebration – Our Focus at New Westminster Secondary”

Chair Russell asked if there are ways that the Board can support the work that is being done. Principal McLeod suggested there would be future opportunities to meet monthly during upcoming advertising campaigns and presentations. He will keep the Board looped into the conversation, solicit input from them and confirmed the senior management team was fully supportive.

Trustees commended the students for coming forward and making the new NWSS “home” in such a short time.

Trustee Ansari joined the meeting at 5:13 pm

b. Student Voice - School Culture (Verbal)

Student Sam Killawee shared the results of a 20-question survey containing lockdown questions and “do you feel welcome”? Issues were raised such as lack of gender neutral change rooms and washrooms and harassment around homophobia. He noted that there must be a no-tolerance policy for those who refuse to use gender neutral language. Students have offered solutions such as an education campaign to help eliminate transphobia and homophobia.

Student Katharine Galloway shared that 84% of students felt the lockdown procedure doesn't protect them in the event of an emergency. Of that number, 59% believe more blinds would better protect students. Students felt that having to leave classrooms to go to the one safe class (all 3 classes convene in one classroom) jeopardizes their safety.

**3. COMMENT AND QUESTION PERIOD**

With respect to the current lockdown procedures, Superintendent Hachlaf confirmed that funding was not an issue and that there is an ongoing conversation around the learning environment in the new school. Principal McLeod confirmed the visible learning environment - collaborative space between multiple classes was supported while also offering the private space.

For full comments and questions, please refer to the meeting video.

**4. STUDENT VOICE**

Followed presentations as 2.b.

**5. REPORTS FROM SENIOR MANAGEMENT**

a. International Program Update (K. Klein)

Director – International Education Klein presented slides, a moving slide and a video of numerous students' backgrounds, school challenges and positive school experiences..

b. Board Authority / Authorized (BAA) Courses (M. McRae-Stanger)

Director – Instruction, Learning & Innovations McRae-Stanger provided a brief yet succinct summary. A more fulsome description will be provided at the Regular Open Board Meeting on November 23, 2021.

**6. GENERAL ANNOUNCEMENTS**

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**

The meeting adjourned at 6:14 pm

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION  
OPERATIONS POLICY & PLANNING COMMITTEE**

**Tuesday, November 9, 6:30 PM  
Via Webex Livestream**

<b>PRESENT</b>	<p>Gurveen Dhaliwal, Chair Dee Beattie, Vice-Chair Anita Ansari, Trustee Mary Lalji, Trustee Danielle Connelly, Trustee Maya Russell, Trustee</p>	<p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director – Human Resources Leanne Sojka, Recording Secretary Guests: Members of the Public Dave Crowe, Director – Capital Projects Kristen Keighley-Wight, Communications Manager Julie MacLellan, Reporter, New Westminster Record Kathleen Carlsen, DPAC Chair Sarah Wethered, President, NWTU</p>
<b>REGRETS</b>	<p>Mark Gifford</p>	

*Committee Chair Connelly recognized and acknowledged 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.*

**1. ADOPTION OF THE AGENDA**

The Chair of the Board called the meeting to order at 6:29 pm.

**Moved and Seconded**

***THAT the agenda for the November 9, 2021 Operations Policy and Planning Committee meeting be adopted as distributed.***

**CARRIED UNANIMOUSLY**

**2. CORRESPONDENCE**

Nil.

**3. COMMENT & QUESTION PERIOD FROM VISITORS**

Members of the public shared their concerns and asked for details on the logic of the decision made by the Board in not moving forward with the vaccine mandate. Discussion ensued.

#### 4. **REPORTS FROM SENIOR MANAGEMENT**

a. Capital Projects Update (D. Crowe)

i. Skwo:wech Elementary School Replacement Project

Director – Capital Projects Crowe said the Skwo:wech project is progressing well. He shared items like door hinges and paint are difficult to source due to COVID-19 impacts to the supply chain. An “all hands on deck” situation supports a possible move over the December school break.

ii. NWSS Decommissioning Project

Director – Capital Projects Crowe confirmed the evaluation process has begun with fourteen (14) companies prior to the RFP stage.

b. Operations Update

i. Facilities Report November 2021 (B. Ketcham)

Secretary-Treasurer Ketcham provided highlights including: delay to Queensborough Middle School roof top air handlers, installation expected to occur over Spring Break; Lord Tweedsmuir Elementary School envelope phase 2 upgrade has been completed; work completed for the Welcome Centre and Wellness Centre; facilities rental bookings is now live on the District website and the District is continuing to ensure a smooth transition of Massey Theatre.

ii. October 31, 2021 Financial Report (B. Ketcham)

An update was provided on budget to actual results for the month ended October 31, 2021. The results are reported to be in alignment with the prior year and nothing of significance to note that would be a cause of great concern.

- Special Funds Update

Secretary-Treasurer Ketcham provided highlights on the Special Funds Update. There is a plan to put the expenditure of mental health to full use with the recent hiring of youth care worker, and the urgency of recruiting for a counsellor (15 hrs/week) that will work out of the Wellness Centre.

Secretary-Treasurer Ketcham confirmed a budget of \$150,000 over three (3) years for Seamless Childcare funding and Associate Superintendent Naser confirmed families would be facing a fee structure that mirrors childcare providers to reduce any competition.

- Estimated Grant Recalculation Based on September 1701

Secretary-Treasurer Ketcham shared the ministry will provide an update in December but estimates indicate the District will be up \$233,000 from the original grant announcement in May for the 2021-22 school year.

iii. Technology Information Services Verbal Update (M. Naser)

- Creating an administrative procedure with Human Resources to address on-boarding and off-boarding

- Continued transition away from Chrome books to laptop computers. Testing of devices at all school levels and staff is ongoing – feedback will drive future decisions as well as continuing to encourage “bring your own device” which is primarily occurring at Glenbrook at this time
- TIS has taken over the phone systems from the maintenance department
- Recruitment is occurring for an upcoming retirement within the TIS department.

Questions and discussion ensued.

c. Non-Replacement Data (Staffing & Education Assistants' Absence Coverage (R. Weston)

Executive Director – Human Resources Weston affirmed that although reporting on non-replacement data had been suspended during COVID-19, the reporting will be ongoing now. He provided highlights of the report:

- Teachers Data
  - September data shows 3% of teachers are absent at any one time. Replaced 88% of enrolling teachers with TOC's with the balance of the vacancies filled by non-enrolling teachers, principals, and at times, District staff
  - October data shows 4.5% of teachers are absent at any one time. Replaced 89% of enrolling teachers with TOCs with the balance of the vacancies filled by non-enrolling teachers, principals, and at times, District staff
- Education Assistants (EA's) Data
  - September data shows 6% of EA's are absent at any one time. Replaced 66% of the vacancies
  - October data shows 9% of EA's are absent at any one time. Replaced 69% of these vacancies

Executive Director – Human Resources Weston shared that although each morning, staff is dedicated to locating daily replacements (6 hours total daily), the competitive environment between districts and hiring and retaining replacement staff, remains a challenge. Exploring various options such as considering hiring full time replacement teachers is being examined. Discussion ensued.

d. Living Wage Update (R. Weston)

Executive Director – Human Resources Weston confirmed the District is in the final steps of completing the submission for certification as a Living Wage Employer.

e. Appeals Review (K. Hachlaf)

Superintendent Hachlaf highlighted Administrative Procedure 300 – Student Admissions, Catchment Areas and Placement (AP300). He affirmed that the proposed amendment to the Appeals Bylaw will provide greater clarity to parents - the reality of schools being full with enrollment pressures, the District is still able to accommodate students, perhaps not always their school of choice, especially out of catchment requests. He also provided confidence to maintain procedural fairness and assurance to continue to examine any concern that any parent has to meet with the Associate Superintendent Naser and himself. Discussion ensued.

**Moved and Seconded**

***THAT the Board of Education of School District No. 40 (New Westminster) approve the revised Appeals Bylaw (Policy 13) as presented.***

**CARRIED UNANIMOUSLY**

f. COVID-19 Update (K. Hachlaf)

Superintendent Hachlaf provided the second COVID-19 update of the school year along with comparative data from last month to this month. Additionally, he highlighted the Fraser Health aggregate data from September 7 - October 28 that provided broader context to the New Westminster Schools lower case counts.

Discussion on recent COVID-19 media communication occurred.

Trustee Lalji put forward a motion.

**Moved and Seconded**

***THAT the Operations and Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to host a true and open collaboration session/meeting with our parents where:***

- 1. The process and information is provided in a transparent format on how the Board made their decision.***
- 2. Discuss all new updates and information provided by our provincial government and/or federal government***
- 3. Open format for our parents to bring forth their questions to be held November 16, 2021 or on a mutually agreed upon date with our DPAC if November 16, 2021 is not feasible.***

**DEFEATED**

**5. GENERAL ANNOUNCEMENTS**

Tuesday, January 18, 2021: Operations Policy & Planning Committee Meeting, 6:30 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

6. **NEW BUSINESS**

Trustee Russell put forward a motion.

**Moved and Seconded**

***THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) that we allocate up to \$500,000 for priority replacement staffing to address urgent staff replacement challenges that are impacting staff, students and families.***

Trustee Beattie put forward a motion to postpone to the November 23, 2021 Regular Open Board meeting.

**Moved and Seconded**

**CARRIED  
1 opposed.**

7. **OLD BUSINESS**

8. **QUESTION PERIOD (15 Minutes)**

Please refer to the meeting video at [2:15:35] for full comments.

9. **ADJOURNMENT**

The meeting adjourned at 9:05 pm

**School District  
Statement of Financial Information (SOFI)**

**School District No. 40**                      **(New Westminster)**

**Fiscal Year Ended June 30, 2021**

**TABLE OF CONTENTS**

Documents are arranged in the following order:

1. Approval of Statement of Financial Information
2. Financial Information Act Submission Checklist
3. Management Report
4. Audited Financial Statements
5. Schedule of Debt
6. Schedule of Guarantee and Indemnity Agreements
7. Schedule of Remuneration and Expenses including:
  - Statement of Severance Agreements
  - Reconciliation or explanation of differences to Audited Financial Statements
8. Schedule of Payments for the Provision of Goods and Services including:
  - Reconciliation or explanation of differences to Audited Financial Statements



Ministry  
of Education

## SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

<small>SCHOOL DISTRICT NUMBER</small>	<small>NAME OF SCHOOL DISTRICT</small> <b>New Westminster</b>	<small>YEAR</small> <b>2020/2021</b>
<small>OFFICE LOCATION(S)</small> <b>811 Ontario Street</b>		<small>TELEPHONE NUMBER</small> <b>604-517-6240</b>
<small>MAILING ADDRESS</small> <b>811 Ontario Street</b>		
<small>CITY</small> <b>New Westminster</b>	<small>PROVINCE</small> <b>BC</b>	<small>POSTAL CODE</small> <b>V3M 0J7</b>
<small>NAME OF SUPERINTENDENT</small> <b>Karim Hachlaf</b>		<small>TELEPHONE NUMBER</small> <b>604-517-6240</b>
<small>NAME OF SECRETARY TREASURER</small> <b>Bettina Ketcham</b>		<small>TELEPHONE NUMBER</small> <b>604-517-6240</b>

**DECLARATION AND SIGNATURES**

*We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended*  
**June 30, 2020**

*for School District No. \_\_\_\_\_ as required under Section 2 of the Financial Information Act.*

<small>SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION</small>	<small>DATE SIGNED</small>
<small>SIGNATURE OF SUPERINTENDENT</small>	<small>DATE SIGNED</small>
<small>SIGNATURE OF SECRETARY TREASURER</small>	<small>DATE SIGNED</small>

EDUC. 6049 (REV. 2008/09)

## Statement of Financial Information for Year Ended June 30, 2021

### Financial Information Act-Submission Checklist

	<i><b>Due Date</b></i>
a) <input type="checkbox"/> A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b) <input type="checkbox"/> An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c) <input type="checkbox"/> A schedule of debts (audited financial statements).	<i>September 30</i>
d) <input type="checkbox"/> A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e) A schedule of remuneration and expenses, including:	<i>December 31</i>
<input type="checkbox"/> i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required.	
<input type="checkbox"/> ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member	
<input type="checkbox"/> iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	
f) <input type="checkbox"/> An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g) <input type="checkbox"/> Approval of Statement of Financial Information.	<i>December 31</i>
h) <input type="checkbox"/> A management report approved by the Chief Financial Officer	<i>December 31</i>

School District Number No.40 (New Westminster)

**School District  
Statement of Financial Information (SOFI)**

**School District No. 40 (New Westminster)**

**Fiscal Year Ended June 30, 2021**

**MANAGEMENT REPORT**

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District

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Karim Hachlaf, Superintendent

Date:

---

Bettina Ketcham, Secretary Treasurer

Date:

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

**School District  
Statement of Financial Information (SOFI)**

**School District No. 40 (New Westminster)**

**Fiscal Year Ended June 30, 2021**

**SCHEDULE OF DEBT**

Information on all long term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District  
Statement of Financial Information (SOFI)**

**School District No. 40 (New Westminster)**

**Fiscal Year Ended June 30, 2021**

**SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS**

School District No. 40 (New Westminster) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

A. LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00

SUPPLIER NAME =====	EXPENDITURE =====
3P LEARNING CANADA LIMITED	\$64,779.49
AMAZON.CA	\$58,104.84
AMZN MKTP CA	\$111,261.16
APPLE CANADA INC.	\$130,686.87
ATEL SOLUTIONS INC.	\$191,988.99
BAKAU CONSULTING INC.	\$45,570.00
BC EMPLOYER HEALTH TAX	\$1,116,396.96
BC INSTITUTE OF TECHNOLOGY	\$58,050.74
BC SCHOOL TRUSTEES ASSOCIATION	\$44,839.02
BENNETT JONES LLP	\$46,830.41
BLACK WOLF CONSULTING INC	\$170,318.11
BUNZL	\$99,307.71
CALIBER SPORT SYSTEMS INC.	\$67,401.60
CAMBIE ROOFING&DRAINAGE CONTRA	\$131,305.54
CANADIAN WOODWORKER	\$27,889.14
CASCADE FACILITIES MANAGEMENT	\$87,857.27
CASCADIA ENERGY LTD	\$154,487.52
CDW CANADA INC	\$457,348.51
COMMISSIONER MUNICIPAL PENSION	\$2,842,777.06
COMMISSIONER TEACHERS' PENSION	\$9,315,335.49
COMMITTEE FOR CHILDREN	\$35,859.86
CORP OF THE CITY OF NEW WESTMI	\$956,482.07
CORP OF THE CITY OF NEW WESTMI	\$61,057.50
D.G. MACLACHLAN LTD.	\$44,606.16
DAHLKE, STEFAN	\$26,139.00
DDP CIVIL WORKS LTD	\$98,434.74
DELL CANADA INC	\$48,317.45
DENBOW	\$42,042.12
DESJARDINS FINANCIAL SECURITY	\$55,177.46
DISCOVERY EDUCATION CANADA ULC	\$31,313.80
EMPIRE ASPHALT PAVING INC	\$65,954.02
ESC AUTOMATION INC	\$177,984.38
EXP SERVICES INC.	\$31,657.89
FIRST CANADIAN LOGISTICS LTD	\$140,277.41
FORT MODULAR INC	\$375,368.74
FORTIS BC - NATURAL GAS	\$220,522.97
FOUNTAIN TIRE	\$31,857.59
FULCRUM MANAGEMENT SOLUTIONS L	\$25,872.00
GLENBROOK MIDDLE SCHOOL PRO D	\$26,850.00
GOLDER ASSOCIATES LTD	\$64,296.95
GRAHAM DESIGN BUILDERS LP	\$20,102,382.51
GRAND & TOY LTD.	\$506,795.47
GREENFIELD LEARNING INC.	\$28,358.77
HABITAT SYSTEMS INC	\$459,686.57
HEATHERBRAE BUILDERS CO. LTD.	\$9,523,672.89
HEPPNER TRUCKING LTD	\$68,538.87
HOMWOOD HEALTH INC.	\$44,991.24
HYDRA-TEK FIRE SYSTEMS LTD	\$29,494.59
IBI GROUP	\$413,187.77
JUNG, CHANG WON	\$29,000.00
JUNG, YUN JUNG	\$29,000.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

A. LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00

SUPPLIER NAME =====	EXPENDITURE =====
JUST MECHANICAL LTD.	\$295,522.50
KEILHAUER	\$49,192.42
KERFCOAST FLOORING	\$66,029.25
KEV SOFTWARE INC.	\$34,112.41
KINSIGHT COMMUNITY SOCIETY	\$93,819.34
KMS TOOLS AND EQUIPMENT LTD.	\$30,781.07
KPMG LLP, T4348	\$53,366.25
LASERNETWORKS C/O T11197	\$55,080.59
LYNCH BUS LINES	\$55,087.89
M3 ARCHITECTURE INC.	\$65,644.35
MANULIFE FINANCIAL	\$83,110.23
MARSH CANADA LIMITED	\$27,457.00
MDT TECHNICAL SERVICES INC.	\$35,100.80
MINISTER OF FINANCE	\$52,368.75
MINISTER OF FINANCE	\$83,062.50
MORNEAU SHEPELL LTD.	\$48,618.79
NELSON EDUCATION LTD	\$26,476.24
NEW WESTMINSTER SECONDARY SCHO	\$77,584.50
NEW WESTMINSTER TEACHERS UNION	\$345,502.52
ORION SECURITY SYSTEMS LTD.	\$55,096.39
OVERGAARD, DAVID	\$77,437.50
P.E.B.T. (IN TRUST)	\$993,502.90
PACIFIC BLUE CROSS	\$1,210,510.21
PACIFIC BLUE CROSS	\$28,517.70
PACIFIC BLUE CROSS ( EXEMPT)	\$25,431.24
PACIFIC BLUE CROSS ( PVP)	\$54,520.70
PACIFIC BLUE CROSS ( SR ADMIN)	\$26,334.72
PACIFIC FIRST AID	\$57,036.02
PEARSON CANADA INC.	\$33,192.49
POINTBLANK INSTALLATIONS INC.	\$151,852.05
QAYQAYT ELEMENTARY SCHOOL PRO	\$27,062.50
R. F. BINNIE & ASSOCIATES LTD.	\$62,328.08
RESOURCECODE MEDIA INC.	\$36,702.77
RICHELIEU HARDWARE LTD	\$28,270.19
RUSSELL-HENDRIX FOODSERVICE EQ	\$34,458.91
S.T.I. STEELTEC INDUSTRIES LTD	\$51,114.56
SAADATI, KOUROSH	\$32,000.00
SAFEGUARD FENCE & LABOUR LTD	\$61,634.48
SCHOOLHOUSE PRODUCTS INC.	\$1,206,684.11
SMART HARVEST FOODS LTD	\$91,106.17
SMCN CONSULTING INC.	\$66,402.00
SOFTCHOICE CORPORATION	\$52,283.59
SOUNDRITE SERVICES LTD.	\$275,602.77
STAPLES ADVANTAGE (VAN)	\$176,479.14
STL SAFETY INC DBA VITATEK CLE	\$57,554.23
SUNCOR ENERGY PRODUCTS PARTNER	\$42,202.79
SURD-BA ROBINSON CO LTD	\$214,224.56
SWISH MAINTENANCE LIMITED	\$86,883.52
TEACHER REGULATION BRANCH	\$41,375.10
TELUS	\$70,661.09
TELUS MOBILITY	\$59,205.02

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

A. LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00

SUPPLIER NAME =====	EXPENDITURE =====
TRANE CANADA CO.	\$30,239.99
ULINE CANADA CORPORATION	\$48,604.22
WARRINGTON PCI ITF 1100368 BC	\$246,067.24
WESCO DISTRIBUTION CANADA LP	\$33,553.57
WEST PACIFIC CONSULTING GROUP	\$107,086.88
WESTPORT MANUFACTURING	\$37,721.74
WORKSAFE BC	\$653,928.09
X10 NETWORKS	\$263,705.99
XEROX CANADA INC.	\$172,219.69
YELLOWRIDGE DESIGN BUILD LTD	\$40,327.95
YOO, HANNA	\$29,000.00
ZUMA LIFT SERVICE INC	\$25,807.86
	-----
TOTAL FOR SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00	\$57,771,565.34 =====

B. SUPPLIERS PAID \$25,000.00 OR LESS

Total amount paid to suppliers where the amount paid to each supplier was \$25,000.00 or less:	\$2,857,066.86 =====
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SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
 STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

A. LIST OF ELECTED OFFICIALS

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
ANSARI, ANITA	TRUSTEES	\$26,717.84	\$532.25
BEATTIE, DOLORES A	VICE CHAIRPERSON	\$26,277.61	\$532.25
CONNELLY, DANIELLE S	TRUSTEES	\$25,250.64	\$532.25
DHALIWAL, GURVEEN	CHAIRPERSON	\$28,038.27	\$532.25
FELDHAUS, MARY ELIZABETH	TRUSTEES	\$25,250.64	\$ 0.00
GIFFORD, MARK	TRUSTEES	\$25,250.64	\$532.24
RUSSELL, MAYA S.	TRUSTEES	\$25,250.64	\$532.25
TOTAL FOR ELECTED OFFICIALS		----- \$182,036.28 =====	----- \$3,193.49 =====

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
ALVARO, ADAM	TEACHER	\$78,278.85	\$190.74
ANDERSON, TANIS	ADMINISTRATIVE OFFICER	\$112,486.93	\$534.40
ANGIOLA, JOSHUA	TEACHER	\$99,858.70	\$0.00
ARNOLD, ALLISA MICHELLE	TEACHER	\$97,095.00	\$13.83
ASAD, NAIMAH	TEACHER	\$76,738.13	\$0.00
BAINS, NATASHA	TEACHER	\$95,947.30	\$27.99
BAJIC, LAURA	TEACHER	\$85,320.21	\$0.00
BAK, ELIJAH	TEACHER	\$81,961.55	\$0.00
BALLANTYNE, VALERIE	TEACHER	\$87,864.17	\$0.00
BALLARIN, GORDANA	HUMAN RESOURCES MANAGER	\$98,548.46	\$579.22
BALLIN, JONATHAN	TEACHER	\$87,126.45	\$0.00
BANNISTER, ERIN	TEACHER	\$95,947.29	\$0.00
BANZIGER, ANJALA	TEACHER	\$103,186.92	\$0.00
BARNES, ASHLEY	TEACHER	\$87,793.45	\$157.61
BATTISTIN, PETER	TEACHER	\$89,111.18	\$0.00
BECERRIL, ROSA	TEACHER	\$97,221.34	\$22.63
BEERWALD, ANDREAS J.	TEACHER	\$95,860.50	\$0.00
BINPAL, NINA	TEACHER	\$88,926.18	\$0.00
BLACKBURN, KAREN E.	TEACHER	\$97,051.75	\$369.78
BLAKEWAY, CHRISTINE	TEACHER	\$78,212.25	\$0.00
BLATHERWICK, DAVID A.	TEACHER	\$98,392.06	\$0.00
BLEANEY, TIMOTHY WARREN M	TEACHER	\$75,307.91	\$25.94
BOSAK, RODNEY S.	TEACHER	\$108,913.36	\$52.50
BOTHWELL, AMY	TEACHER	\$95,947.27	\$0.00
BOUCHIOUA, AZIZA	TEACHER	\$82,724.81	\$0.00
BOWMAN, KENNETH	TEACHER	\$94,289.51	\$0.00
BRAR, MANDEEP S	ELECTRICIAN	\$76,881.21	\$0.00
BRINE, STACY LEE	TEACHER	\$97,095.17	\$0.00
BRITO, MATTHEW	MAINTENANCE MANAGER	\$98,548.47	\$0.00
BROTHERS, SHEELAGH	TEACHER	\$90,623.81	\$228.24
BROWNING, SANDRA	TEACHER	\$97,482.97	\$0.00
BUDIMAN, TRACY	TEACHER	\$95,917.53	\$156.23
BULJAN, ANA	TEACHER	\$97,095.17	\$0.00
BULLARD, GLENN	TEACHER	\$97,051.74	\$0.00
BUTTAR, AMANDEEP	TEACHER	\$82,275.43	\$421.75
CAMERON, SUZANNE	ADMINISTRATIVE OFFICER	\$139,215.02	\$404.24
CAMILLO, MARTHA	TEACHER	\$95,903.91	\$0.00
CANTAFIO, LORI	TEACHER	\$95,860.49	\$0.00
CARRINGTON, COLLEEN	TEACHER	\$95,895.50	\$105.16
CATHERWOOD, KAREN	ADMINISTRATIVE OFFICER	\$139,794.67	\$350.00
CAVE, TRACI M.	TEACHER	\$89,773.36	\$0.00
CELIS, ROSA	TEACHER	\$87,866.16	\$0.00
CHAD, KATHLEEN	ADMINISTRATIVE OFFICER	\$138,918.27	\$90.63
CHAFE, AIDAN	TEACHER	\$81,452.35	\$0.00
CHAN, WINNIE WING KEI	TEACHER	\$98,622.31	\$42.71
CHANG, TRUDI	TEACHER	\$97,095.15	\$0.00
CHANG, YUN-CHEN JENNY	TEACHER	\$80,248.51	\$0.00
CHEEMA, NAVJYOT K	TEACHER	\$97,139.48	\$0.00
CHEN, CHING-LIEN	TEACHER	\$77,699.51	\$1,980.71
CHENG, FONDIE	TEACHER	\$79,321.56	\$0.00
CHEUNG, CHUNG TOA (GIGI	TEACHER	\$82,752.77	\$0.00
CLEMENTS, STEVE	TEACHER	\$88,014.76	\$0.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
CONLIN, ANNE	TEACHER	\$77,690.90	\$0.00
COPLEY, KATHERINE	TEACHER	\$87,906.69	\$0.00
CRAIG, BRENT	TEACHER	\$90,506.58	\$0.00
CRAVEN, PAMELA	ADMINISTRATIVE OFFICER	\$142,113.26	\$0.00
CROSBY, SUSAN	TEACHER	\$97,152.22	\$379.36
CROWE, DAVE	DIR. OF CAPITAL PROJECT	\$132,389.86	\$0.00
CUNNINGS, BRUCE	DIR. OF INSTRUCTION	\$143,989.50	\$830.71
DANG, TIM	TEACHER	\$87,904.83	\$30.70
DAYRIT, AHLBERT	TEACHER	\$97,139.35	\$48.99
DECAMP, SABINE	TEACHER	\$90,634.81	\$0.00
DEITCHER, JESSICA	TEACHER	\$78,699.58	\$0.00
DEN HAAN-VELTMAN, CHRISTY	TEACHER	\$92,491.18	\$150.00
DEVI, SUNITA	TEACHER	\$97,095.15	\$0.00
DEWAR, TAMMY	TEACHER	\$99,854.27	\$0.00
DHALIWAL, RAJINDER	TEACHER	\$95,903.90	\$158.44
DI FRANCESCO, ROSANNA	TEACHER	\$88,879.80	\$200.00
DITTRICH, KATHERINE	TEACHER	\$77,502.03	\$0.00
DODDS, TIMOTHY JAMES	TEACHER	\$87,903.37	\$0.00
DOMINGUEZ, RODRIGO	TEACHER	\$95,951.03	\$0.00
DUNNING, MICHAEL	TEACHER	\$80,263.90	\$0.00
ECKERT, ANDREW C.	TEACHER	\$97,095.15	\$0.00
EIRIKSON, CARLY	ADMINISTRATIVE OFFICER	\$115,590.71	\$0.00
ELVES, DARREN	ADMINISTRATIVE OFFICER	\$122,129.72	\$19.00
EVANS, CHRISTOPHER G.	ADMINISTRATIVE OFFICER	\$142,942.11	\$218.29
FILIPPONE, JOE	TEACHER	\$95,860.51	\$0.00
FOSTER, BRENT	TEACHER	\$97,025.73	\$364.09
FOX, SARA BENNETT	TEACHER	\$98,943.57	\$0.00
GABINIEWICZ, BETSY (BEAU)	TEACHER	\$75,488.87	\$0.00
GARCHA, ANDEEP	TEACHER	\$88,453.75	\$0.00
GASKELL, MICHAEL	TEACHER	\$95,860.51	\$0.00
GAYLE, CATHY	TEACHER	\$92,970.74	\$0.00
GEE, TREVOR W	MARKETING MANAGER - I.E.	\$82,902.41	\$3,265.46
GIBSON, CHRISTIAN T	TEACHER	\$79,183.21	\$0.00
GIBSON, LENA	TEACHER	\$87,904.77	\$0.00
GILHESPY, MAUREEN T.	TEACHER	\$95,860.51	\$0.00
GILL, SHALLENE PREET KAUR	TEACHER	\$97,095.15	\$0.00
GOERTZ, DEBORAH	TEACHER	\$97,051.77	\$0.00
GRANT, SARAH	TEACHER	\$83,027.23	\$0.00
GRAVES, DAVID	TEACHER	\$87,904.12	\$4,248.38
GRUBB, SHEILA	TEACHER	\$87,865.18	\$0.00
GUNDERSON, GILLIAN	TEACHER	\$94,365.68	\$0.00
GURBA, CARRIE	TEACHER	\$101,461.02	\$0.00
HA, PETER	TEACHER	\$97,139.45	\$0.00
HA, STEVEN	TEACHER	\$82,692.74	\$0.00
HACHLAF, KARIM	SUPERINTENDENT	\$211,020.69	\$478.04
HAFFNER, MELISSA L	TEACHER	\$97,104.01	\$0.00
HAMERTON, ROGER WILLIAM	TEACHER	\$87,904.85	\$0.00
HAMES, JEFF	TEACHER	\$84,385.90	\$0.00
HANSEN, TAMARA	TEACHER	\$98,117.44	\$0.00
HARAGA, JODIE	TEACHER	\$85,370.06	\$48.20
HARBICK, KAREN L	TEACHER	\$79,622.44	\$0.00
HARRISON, JENNIFER	ADMINISTRATIVE OFFICER	\$118,861.27	\$442.58

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
HILL, MANDY	TEACHER	\$95,947.27	\$0.00
HO, CASPAR KA TSUN	TEACHER	\$89,154.48	\$0.00
HODSON, SCOTT A	TEACHER	\$96,742.21	\$0.00
HRISTOVA, DIANA	TEACHER	\$82,113.76	\$0.00
HUNT, MARY-JOANNE	TEACHER	\$87,975.12	\$497.63
INNISS, STEPHEN	ADMINISTRATIVE OFFICER	\$128,407.06	\$0.00
JAGGERNATHSINGH, RANDY D	ADMINISTRATIVE OFFICER	\$122,129.71	\$350.00
JAMES, CAITLYN	TEACHER	\$102,486.43	\$0.00
JANZ, ALLISON	TEACHER	\$86,595.17	\$0.00
JANZ, JAMES R	TEACHER	\$101,399.48	\$0.00
JEW, PHYLLIS	TEACHER	\$87,905.51	\$0.00
JOHAL, KAMALDIP	TEACHER	\$98,634.66	\$54.87
JOHNSON, DAVID	TEACHER	\$83,667.97	\$125.42
JOHNSON, PAM	TEACHER	\$87,904.89	\$132.98
JOHNSTON, BRENDA	TEACHER	\$99,814.23	\$0.00
JONES, DEBBIE	ADMINISTRATIVE OFFICER	\$143,537.29	\$0.00
JONES, JUDITH-ANNE	TEACHER	\$77,688.07	\$0.00
JOVANOVIC, DANICA	TEACHER	\$87,943.67	\$0.00
KAMAGIANIS, DIANE	TEACHER	\$97,051.75	\$0.00
KANEGAE, MAS	TEACHER	\$94,425.29	\$0.00
KEIGHLEY-WIGHT, KRISTEN	COMMUNICATIONS MANAGER	\$84,344.52	\$0.00
KELLETT, BROOKE	TEACHER	\$82,542.75	\$0.00
KELLY, CHERYL	TEACHER	\$87,861.38	\$0.00
KEMP, JAMES	TEACHER	\$101,295.21	\$0.00
KENNEDY, ANNA	TEACHER	\$87,903.86	\$0.00
KENTEL, JEANNE	TEACHER	\$97,051.75	\$0.00
KETCHAM, BETTINA L	SECRETARY TREASURER	\$168,874.23	\$1,693.78
KHASTOO, GOLASA	TEACHER	\$79,147.33	\$0.00
KLEIN, KAREN	ADMINISTRATIVE OFFICER	\$133,488.00	\$905.42
KLEISINGER, MEGAN	TEACHER	\$97,095.14	\$2,648.50
KOKE, LARISSA	HUMAN RESOURCES MANAGER	\$94,750.57	\$745.50
KONJIN, ANAHITA ABBAS NEJA	TEACHER	\$97,095.15	\$287.46
KOZAK, ANDRE	TEACHER	\$95,903.90	\$165.90
KRUEGER, KARIN	TEACHER	\$75,337.85	\$195.72
KUNDEL, STEVEN	TEACHER	\$93,783.31	\$1,684.44
KWOK, BRENDA Y	TEACHER	\$102,532.65	\$0.00
LAFOREST, J.S. YVES	TEACHER	\$87,873.04	\$206.92
LAM, ISABELLA	ADMINISTRATIVE OFFICER	\$118,600.75	\$350.00
LAMASAN, JACQUELINE	TEACHER	\$100,483.98	\$610.71
LANCASTER, IAIN	ADMINISTRATIVE OFFICER	\$127,748.12	\$ 45.27
LANGE, SHANNON G	TEACHER	\$92,203.48	\$112.38
LANSLOWNE, BERTHA	TEACHER	\$95,860.42	\$0.00
LARKMAN, EMILY	TEACHER	\$97,139.44	\$1,307.16
LAVEN, SHIRLEY	TEACHER	\$90,466.22	\$4,497.94
LAVRENCIC, ROMEO A.	TEACHER	\$93,343.56	\$476.40
LAYZELL, MARK	MANAGER, OPS & TRANSPORT	\$98,548.47	\$0.00
LEE, SHERYL	TEACHER	\$93,285.50	\$0.00
LEIGH, MARTHA	TEACHER	\$95,860.51	\$0.00
LEKAKIS, JOHN	ADMINISTRATIVE OFFICER	\$127,748.12	\$0.00
LEUNG, KEN	TEACHER	\$95,903.89	\$0.00
LEWIS, HELENI	TEACHER	\$97,051.73	\$296.31
LIEM, WINFRED J.	TEACHER	\$97,051.75	\$0.00
LIOCE, MIRELLA	TEACHER	\$99,769.14	\$102.60

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
LIU, JASPER J	TEACHER	\$87,904.86	\$0.00
LOUIS-CHARLES, DEBBIE	TEACHER	\$79,652.33	\$0.00
LOUKIDIS, JENNIFER	TEACHER	\$83,200.03	\$0.00
MACCASKELL, AMANDA	TEACHER	\$80,557.75	\$0.00
MACDONALD, KATHLEEN	TEACHER	\$97,078.00	\$112.43
MACLEAY, SCOTT	TEACHER	\$97,095.17	\$200.00
MACLEOD, EMILY	TEACHER	\$78,697.34	\$0.00
MAGLIO, SONIA	ADMINISTRATIVE OFFICER	\$116,071.93	\$596.38
MANJI, ZAIDA	TEACHER	\$97,095.22	\$291.99
MANKOO, SHARAN	TEACHER	\$92,164.48	\$0.00
MANVILLE, PAUL	ADMINISTRATIVE OFFICER	\$135,489.80	\$0.00
MARK, JENNY	TEACHER	\$95,651.54	\$0.00
MARSH, D'ALICE	TEACHER	\$97,140.24	\$126.29
MARTINEK, KATE	TEACHER	\$94,428.09	\$0.00
MARTINS, JENNIFER E.	TEACHER	\$95,947.30	\$0.00
MATTIAZZO, SERENA D	TEACHER	\$76,786.28	\$0.00
MAXIM, TAMARA	TEACHER	\$87,904.84	\$100.00
MARTHUR, TAMMY	TEACHER	\$102,532.60	\$357.55
MCCABE, ERIN	TEACHER	\$92,689.55	\$916.77
MCCLOY, BRUCE A.	TEACHER	\$97,051.75	\$0.00
MCGOWAN, CHE-YIN	TEACHER	\$95,903.91	\$0.00
MCGOWAN, RICK	TEACHER	\$82,841.51	\$0.00
MCLEOD, MURRAY	ADMINISTRATIVE OFFICER	\$145,011.48	\$0.00
MCNULTY, CHRISTINE	TEACHER	\$95,737.50	\$0.00
MCRAE-STANGER, MAUREEN	DIRECTOR OF INSTRUCTION	\$143,892.13	\$2,773.24
MEADOWS, WAYNE P.	TEACHER	\$97,051.75	\$2,075.95
MEVILLE, JEFFREY	TEACHER	\$97,337.67	\$1,066.49
MICK, BRIAN S	ELECTRICIAN	\$79,999.42	\$0.00
MILLARD, KEN M.	ADMINISTRATIVE OFFICER	\$139,215.02	\$350.00
MILLS, DANIEL	TEACHER	\$88,344.65	\$0.00
MINTO, BETH	TEACHER	\$77,753.96	\$211.27
MOIZUMI, ERICA MIYUKI	TEACHER	\$76,736.82	\$0.00
MOLINSKI, ALLEN CAMERON	TEACHER	\$100,681.86	\$0.00
MOOSA, TAZIM	TEACHER	\$95,080.30	\$0.00
MORI, DAVE	TEACHER	\$97,108.35	\$0.00
MOUNTAIN, JODY L	TEACHER	\$95,903.86	\$144.23
MOY, JEANNE	TEACHER	\$95,934.57	\$289.43
MUSGROVE, CORRINA J	TEACHER	\$103,260.20	\$249.69
MUSGROVE, STEPHANIE	TEACHER	\$97,095.15	\$0.00
NADEAU, YVAN	TEACHER	\$95,860.47	\$0.00
NAKASHIMA, DARRYL	TEACHER	\$79,564.44	\$119.51
NASATO, LISA	ADMINISTRATIVE OFFICER	\$142,942.01	\$122.66
NASER, MARYAM	ASS'T SUPERINTENDENT	\$175,521.53	\$945.62
NELSON, ALLISON	TEACHER	\$77,728.77	\$692.32
NG, DARREN	TEACHER	\$81,301.35	\$0.00
NGUYEN, CATHY	TEACHER	\$88,126.32	\$0.00
NOMURA, CYBIL	TEACHER	\$95,950.70	\$0.00
NOTTINGHAM, SARAH J	TEACHER	\$87,904.85	\$0.00
OATWAY, CHAD	TEACHER	\$98,770.93	\$541.16
OGMUNDSON, KRISTA	TEACHER	\$87,463.94	\$0.00
OKE, NICOLE	TEACHER	\$99,814.25	\$350.00
ONSTAD, BRYAN	TEACHER	\$113,583.83	\$0.00
ORMEROD, SARAH	TEACHER	\$97,095.21	\$0.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
OUTHWAITE, WILLIAM IAN ADAM	TEACHER	\$93,637.09	\$0.00
OXLEY, KRISTIE	TEACHER	\$97,139.45	\$0.00
PARKER, MICHAEL A	TEACHER	\$83,183.48	\$1,615.24
PATERSON, JAMES D.	TEACHER	\$97,069.06	\$0.00
PATTERN, GARY	TEACHER	\$101,368.55	\$0.00
PATTON, GREG	ADMINISTRATIVE OFFICER	\$126,197.41	\$0.00
PEACOCK, ROBERT W	TEACHER	\$79,582.84	\$0.00
PECELJ, JELENA	TEACHER	\$102,576.85	\$0.00
PENG, BEI	TEACHER	\$87,126.11	\$0.00
PENNY, CHRISTINA	TEACHER	\$95,899.55	\$157.92
PHAM, NGHI	TEACHER	\$88,274.51	\$0.00
PHELAN, SARAH A.L.	ADMINISTRATIVE OFFICER	\$135,192.84	\$350.00
PISTOR, DOMINIC	TEACHER	\$79,549.85	\$0.00
PISTOR, FLORENCE	TEACHER	\$81,832.30	\$0.00
POCHER, JAMES	ASST. SECT. TREASURER	\$127,289.71	\$2,778.30
POIRIER, JACQUES	TEACHER	\$98,506.16	\$0.00
POLUKOSHKO, CHELSEA	TEACHER	\$78,067.92	\$0.00
PORTER, ELIZABETH ANN	TEACHER	\$95,947.28	\$702.08
PROZNICK, KELLY J.	TEACHER	\$102,578.73	\$0.00
PURDON, JENNIFER S.	TEACHER	\$79,079.90	\$35.00
QUAN, SUSANA WING-HAN	ADMINISTRATIVE OFFICER	\$127,214.32	\$0.00
QUINN, MAUREEN	TEACHER	\$97,051.75	\$201.98
RAFTER, RODNEY	TEACHER	\$87,902.42	\$1,920.67
RAI, SUKHDEEP	TEACHER	\$99,814.23	\$72.11
RAI, SUREET	TEACHER	\$80,616.06	\$0.00
RAMEN, DEBBIE	ADMINISTRATIVE OFFICER	\$122,129.74	\$350.00
REXIN, KRISTEN	TEACHER	\$97,139.45	\$309.64
RHEAD, LARRY	TEACHER	\$87,752.92	\$5.60
RICHTER, CASSANDRA	TEACHER	\$95,904.02	\$389.92
RICHTER, JENNY L.	ADMINISTRATIVE OFFICER	\$139,215.02	\$380.92
ROBINSMITH, STACEY	TEACHER	\$95,860.50	\$0.00
ROIK, ANNA	TEACHER	\$87,904.82	\$0.00
ROULEAU, MARC	TEACHER	\$98,666.57	\$0.00
ROUSE, KAREN	TEACHER	\$96,658.59	\$0.00
ROWBOTTOM, DAVID	TEACHER	\$83,523.32	\$200.00
ROWE, LEAH M.	TEACHER	\$87,928.32	\$0.00
ROY, AUDREY	TEACHER	\$90,400.04	\$0.00
RUSSELL, JAMES	TEACHER	\$101,295.23	\$772.13
RUUS, MARC M	TEACHER	\$99,814.29	\$125.45
SACCO, DRAGANA	TEACHER	\$97,051.76	\$0.00
SADR, KHASHAYAR	TEACHER	\$87,904.83	\$0.00
SAHOTA, JESSY SINGH	TEACHER	\$96,190.67	\$0.00
SALVANT, ADRIENNE	TEACHER	\$83,236.52	\$0.00
SANDHU, JEEVAN	TEACHER	\$97,095.15	\$0.00
SANGRA, SATNAM S	TEACHER	\$97,139.46	\$421.50
SASAKURA, SABINE	TEACHER	\$86,828.32	\$53.30
SASGES, DAWN	TEACHER	\$94,200.96	\$867.88
SCHARF, HEATHER M	TEACHER	\$95,921.24	\$0.00
SCHELP, DARRYL	TEACHER	\$97,095.15	\$0.00
SCHIEMANN, ROSEMARIE B.	TEACHER	\$97,110.15	\$0.00
SCORDA, JENNIFER	ADMINISTRATIVE OFFICER	\$132,309.01	\$350.00
SCOTT, BELINDA J	TEACHER	\$97,095.15	\$0.00
SEBEL RUSSELL, SHANNON	TEACHER	\$82,808.65	\$0.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
SEDDIKI, ABDELLAH	TEACHER	\$82,950.05	\$0.00
SEDDON, LISA E	TEACHER	\$77,594.05	\$346.51
SEGUIN, GERALDINE	TEACHER	\$78,833.81	\$39.30
SEKHON, APINDER	TEACHER	\$97,139.45	\$231.97
SETHI, RENUKA	TEACHER	\$88,103.71	\$0.00
SHARP, LUCIE	TEACHER	\$87,944.65	\$0.00
SHAW, WILLIAM	TEACHER	\$97,095.15	\$0.00
SIDHU, RAJWANT	TEACHER	\$97,095.16	\$0.00
SIMPSON, JOANNE T.	TEACHER	\$95,903.91	\$0.00
SMIALEK, CARY	TEACHER	\$97,536.47	\$10.00
SMITH, JEFF BRUCE	TEACHER	\$87,865.13	\$0.00
SMITH, SIAN ELLEN	TEACHER	\$87,904.84	\$218.44
SMITH, TANYA M (KAI)	TEACHER	\$87,904.92	\$0.00
SOL, MATTHEW	TEACHER	\$77,726.09	\$0.00
SOMOGYI, GEORGE L.	TEACHER	\$97,095.12	\$0.00
STATES, NATALIE	TEACHER	\$88,893.67	\$0.00
STEPHEN, AMY	TEACHER	\$85,482.13	\$0.00
STEWART, ANITA G.	TEACHER	\$80,855.09	\$0.00
STIGLICH, DINO	DIRECTOR OF OPERATIONS	\$132,389.83	\$0.00
STRACHAN, BRIANNA	TEACHER	\$89,184.23	\$0.00
STROUTINSKA, OKSANA	TEACHER	\$85,277.10	\$0.00
SURES, GARY	TEACHER	\$97,095.15	\$0.00
TAN, SHENTON	TEACHER	\$97,294.11	\$653.86
THOMAS, KIM	TEACHER	\$97,095.16	\$0.00
THOMPSON, JENNIFER	TEACHER	\$85,311.05	\$0.00
TOFTAGER, MARLIN	TEACHER	\$89,191.30	\$0.00
TONG, CALVIN	TEACHER	\$95,947.30	\$0.00
TOOR, RAVINDER	TEACHER	\$77,250.72	\$0.00
TORTOLANO, DANIELLE	TEACHER	\$86,726.55	\$0.00
TOWERS, JENNIFER	TEACHER	\$83,336.90	\$0.00
TREMBLAY, NATHALIE	TEACHER	\$95,947.28	\$0.00
TRIEU, TU LOAN	ADMINISTRATIVE OFFICER	\$121,869.45	\$748.81
TROTT, CORINNE E.	TEACHER	\$87,904.41	\$0.20
TRUONG, JEWEL	TEACHER	\$95,947.27	\$263.74
TUCSOK, DIANE R.	TEACHER	\$95,903.91	\$0.00
VAHRA, SANDEEP	TEACHER	\$75,474.49	\$447.78
VENTOURAS, ATHANASIA	TEACHER	\$99,858.68	\$184.92
VILLENEUVE, RIEL	TEACHER	\$87,904.83	\$0.00
VIT, CYNTHIA A.	TEACHER	\$102,486.43	\$0.00
WALDNER, LINDSAY	TEACHER	\$96,186.95	\$498.82
WALKER, IAN	TEACHER	\$88,050.69	\$2,159.81
WATKINS, STEPHEN	TEACHER	\$93,468.98	\$0.00
WEINKAM, KATHLEEN	TEACHER	\$97,095.17	\$790.48
WESTERGAARD, NICHOLAS	TEACHER	\$78,573.96	\$194.98
WESTON, ROBERT	EXEC. DIR OF HR	\$159,575.80	\$956.23
WETHERED, SARAH A.	TEACHER	\$106,329.25	\$1057.61
WHITE, MEGAN M.	TEACHER	\$87,903.87	\$0.00
WHYTE, SARAH E	TEACHER	\$95,903.89	\$0.00
WINGERAK, RICHARD W	TEACHER	\$79,943.01	\$0.00
WINPENNY, DARYL J	TEACHER	\$95,903.91	\$0.00
WONG, BECKIE	TEACHER	\$88,032.70	\$0.00
WONG, DARYL	TEACHER	\$95,903.91	\$0.00
WONG, LAURIE	TEACHER	\$84,202.19	\$108.95

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021

NAME =====	POSITION =====	REMUNERATION =====	EXPENSES =====
WOO, BOBBY	TEACHER	\$96,502.66	\$327.48
WOO, CARMEN J	TEACHER	\$78,936.81	\$529.82
WRIGHT, KAREN E	TEACHER	\$84,715.30	\$0.00
WRIGHTMAN, DEIDRE	TEACHER	\$95,860.51	\$0.00
YANG, JENNIFER	TEACHER	\$87,904.86	\$93.28
YASUI, KRISTI	TEACHER	\$95,903.88	\$0.00
YEO, CHENG L.	TEACHER	\$94,558.04	\$0.00
YOUNG, ERIC A	TEACHER	\$95,903.89	\$0.00
YOUNG, NADIA	ADMINISTRATIVE OFFICER	\$115,590.71	\$350.00
ZHANG, YIWEN	MARKETING MANAGER - I.E.	\$77,015.60	\$5,003.23
ZIMMERMAN, KIMBERLEY S.	TEACHER	\$77,065.59	\$1,802.81
ZIVARTS, HILDA	TEACHER	\$95,860.51	\$0.00
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TOTAL FOR EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00		\$31,606,048.25 =====	\$75,841.51 =====

B. REMUNERATION TO EMPLOYEES PAID \$75,000.00 OR LESS

Total remuneration paid to employees where the amount paid to each employee was \$75,000.00 or less:	\$26,717,050.02 =====	\$75,938.19 =====
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C. REMUNERATION TO ELECTED OFFICIALS	\$182,036.28 =====	\$3,193.49 =====
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D. EMPLOYER PORTION OF E.I. AND C.P.P.

The employer portion of Employment Insurance and Canada Pension Plan paid to the Receiver General of Canada:	\$3,119,676.47 =====
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**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)**  
**STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2020/2021**  
**RECONCILIATION OF FINANCIAL STATEMENTS TO STATEMENT OF FINANCIAL POSITION REPORT (SO**

**Schedule of Payments**

Total for Suppliers over \$25,000	\$ 57,771,565.34
Total for Suppliers Under \$ 25,000	\$ 2,857,066.86
Total Supplies	\$ 60,628,632.20
Total Employees over \$ 75,000	\$ 31,606,048.25
Expenses Employees over \$ 75,000	\$ 75,841.51
Total Employees under \$ 75,000	\$ 26,717,050.02
Expenses Employees under \$ 75,000	\$ 75,938.19
Total For Elected Officials	\$ 182,036.28
Expenses Elected Officials	\$ 3,193.49
Employer CPP/EI	\$ 3,119,676.47
Total Employee Expenses	\$ 61,779,784.21
Total Scheduled Payments	<u>\$ 122,408,416.41</u>

**Other**

Change in Liability Trades	\$ (7,580,026.00)
Inventories and Prepaids	\$ (9,755.00)
Change in Employee Future Benefits	\$ 175,937.00
Third Party Recoveries	\$ (144,839.81)
GST Rebate	\$ (1,418,496.76)
International Student Refunds	\$ (341,710.00)
School Generated Fund	\$ 713,199.00
Scholarship Fund	\$ 108,715.00
Employee paid Benefits	\$ (7,334,726.07)
Miscellaneous journal entries	\$ 120,300.23
Total Reconciled Schedule of Payments	<u>\$ (15,711,402.41)</u>
Total After Adjustments	<u>\$ 106,697,014.00</u>

**Financial Statement Expenditures**

Income Statement 2	\$ 84,302,436.00
Less Amortization (Schedule 4A)	\$ (5,196,142.00)
Tangible Capital Assets Additions (Statement 5)	\$ 16,870,694.00
Tangible Capital Assets WIP Additions (Statement 5)	\$ 10,720,026.00
Total	<u>\$ 106,697,014.00</u>

Variance	<u>\$ -</u>
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# Superintendent Update

Karim Hachlaf

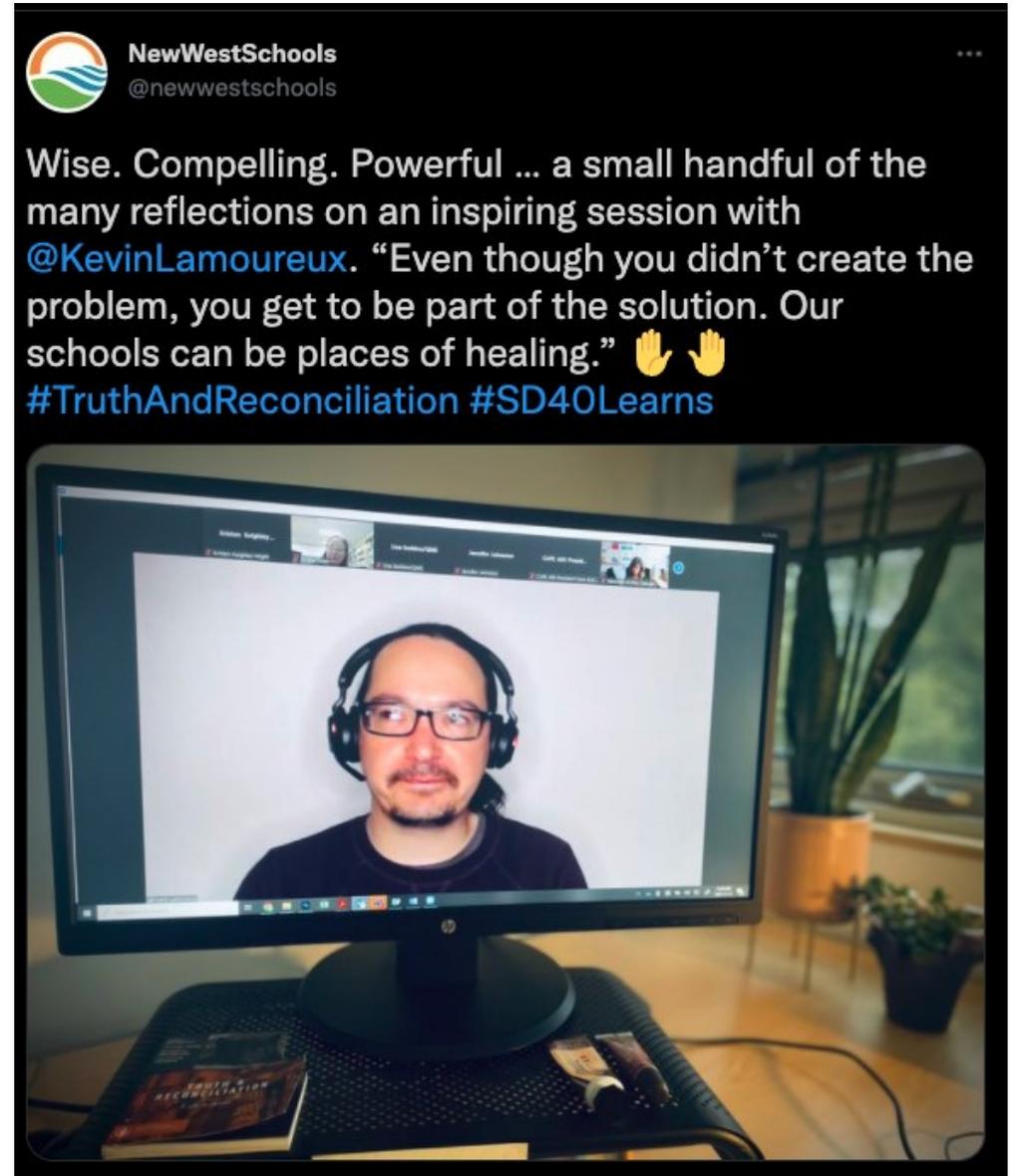
November 23, 2021



# District Professional Development: November 12

“Education is central to our work. Where schools were once used as places of weapons against children, our schools can be places of healing.”

*Kevin Lamoureux*



# Employee Recognition

THANK YOU

A photograph showing the words "THANK YOU" spelled out using light-colored wooden blocks. The blocks are arranged in two groups on a rustic wooden plank. The first group contains five blocks for "THANK" and the second group contains three blocks for "YOU". The background is a soft, out-of-focus green, suggesting an outdoor setting with foliage.

# Remembrance Day

Remembrance Day

*Never forget,  
Always remember.*

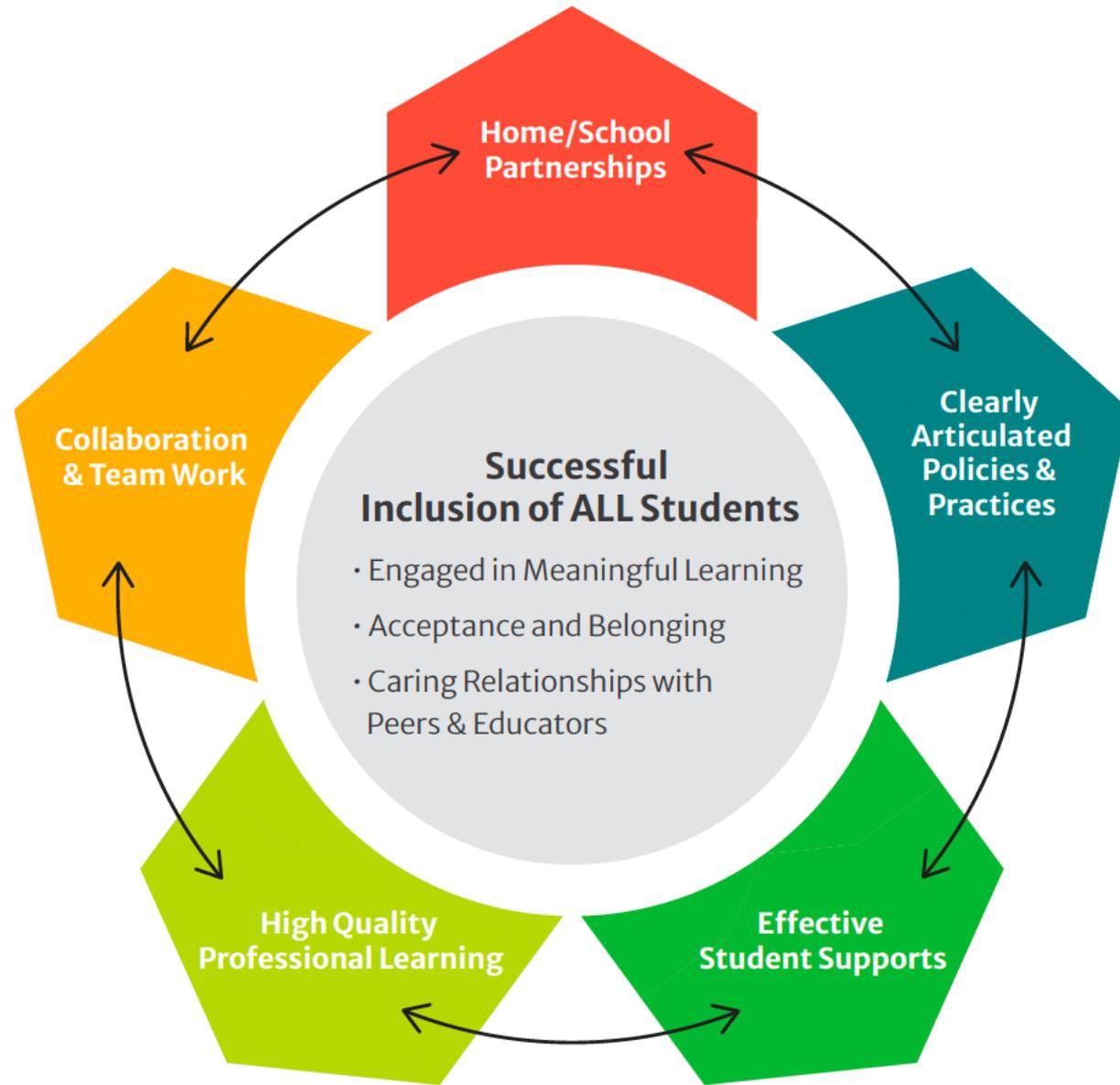




# Thank you...

... for trusting us with this important project and we look forward to supporting you on your journey towards equity, inclusion and justice.





**Supplement to:** **OPEN SCHOOL BOARD MEETING**

**Date:** October 23, 2021

**Submitted by:** Robert Weston, Executive Director of Human Resources  
Bettina Ketcham, Secretary-Treasurer

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

**Subject:** **Replacement Strategies – Preliminary Analysis and Interim Plan**

**Introduction:**

For some time, we have reported to the Board (in open meeting) statistics on absences and the temporary filling of such absences on a day-to-day basis. That report, each covering periods of two consecutive months, identifies the number of short-term absences and our success, or lack of, in filling the vacancy.

We have worked hard to increase the number of TTOC's and EA casuals over the past years but as we exist in a very competitive market for temporary/casual workers in Metro, our efforts have met with limited success; unacceptable unfilled absences continue to exist. Initiatives such as "Priority" TTOC's and Casual EA's have had some, but limited, impact for several reasons.

One such reason is TTOC's and Casuals tend to very quickly secure regular positions and therefore become no longer available for replacement work. Temporary employees (Casual and TTOC's) also tend to be assigned to longer term vacancies often while a position is being posted (or longer). This removes them from the available pool of "day absences" replacements. Another reason is the actual number of such "priorities". With teacher absences (October sample) averaging 36 per day and as high as 47 on occasion, having 4 or 5 such priority positions, is of very limited effect. EA absences average over 25 per day. We currently only have 1 Priority EA.

The result is unacceptable replacement vacancies continue to exist.

**Solution:**

There is no single or simple solution. What is required is a multi-pronged and long-term strategy that will show some, albeit modest, immediate returns, but importantly will set New Westminster Schools on a path to a longer-term mitigation strategy that offers more sustainable and constant staffing of our schools.

In this spirit, and after some preliminary analysis and discussion, we have identified a short-term mitigation strategy for the balance of this school year that will, more importantly, set us on a path to a sustainable strategy to reduce, and over time hopefully all but eliminate, the challenge of unfilled daily absences in our schools, and the resultant need to divert critical resources to fill classroom absences.

## Data

We collected detailed micro daily data for October 2021 to commence our analysis. An examination of previous “Replacement Reports” suggests the October data is representative of our current replacement need. As a part of our longer-term strategy, micro data will be compiled and analyzed covering a much greater period to confirm our numerical estimates are representative of future absence expectations.

The (October 2021) data suggests the need for an average of 35 TTOC’s each day and 25 EA’s for those same school days. The data also suggests that we can fill, on average, 28 (of 35) of the teacher absences, and 18 (of 25) of the EA absences, each day.

We have 6 Priority TTOC’s but those priority TTOC’s are currently in temporary vacancies (while posting a position or a temporary longer-term replacement) and are not available for daily absence call out.

We currently only have 1 Priority Casual EA (others having posted into vacancies).

## Strategy

### Long term

- We should move toward a permanent “replacement” team (Replacement Teachers and Replacement EA’s) to form a part of our operational staffing that are available full and part time to serve in a replacement capacity.
- At this time, we are collecting current data and reviewing previous data to inform the quantum of staffing needed for teachers and EA’s as part of the long-term strategy. Preliminary estimates suggest 20 TTOCs and 15 EAs plus the need for a complement of TTOC and EAs for days when absences exceed the permanent replacement team.
- Over the 2022-23 budget cycle, **priorities will need to be set to be able to accommodate the additional cost to hire staff** that will formulate a permanent replacement team. It is anticipated that the strategy of this magnitude be done at a slow and steady pace to learn from the incremental gains we make – both to satisfy the budget

decisions that will need to be prioritized and to give ourselves the time to recruit a quality workforce.

- The School District should accelerate its recruitment of TTOC's from the University campuses as "Replacement Teacher" with the goal of hiring that number required to maintain the Replacement Staffing at the agreed to level. While the identification of avenues for recruiting EA's is more challenging (less easy to identify recruiting sources) more aggressive initiatives must be employed through community and college outreach. This would include offering part time (days fixed) replacement positions and part year opportunities. The ultimate goal is to substantially increase our replacement pool with a more predictable supply of replacement employees.
- New directions be discussed, in detail, during the budgetary process to responsibly facilitate the longer term addressing of the "replacement shortage issue".

### Short Term

- While our current year budget does not permit more than a minor move in the direction outlined above, as funds are already committed for other priorities in action, **Staff recommend that as an interim and directional strategy, we propose confirming 5 Priority TTOC's and 5 Priority EA's.**
- This short-term solution will be funded out of surplus (one-time) dollars, until a re-prioritization of the budget in the 2022-23 year can be made to address the strategy on a long-term basis.
- To employ the above 5 priority EA and 5 priority TTOC staffing adjustment, would equate to the benefits cost of these positions, or \$50,400 for TTOCs and \$28,500 for EAs, which totals \$78,900 to June 30, 2022 (assumption is we have these staff in place for January 2022). However, this incremental adjustment provides the District greater stability knowing that the 10 priority staff will be present on each working day, allowing the HR department to focus on filling in the other absences of the day, over and above this base level.
- The HR department continues to recruit to build up the replacement list.
- While the cost of the priority staff is only the benefits cost, there is a domino impact where the combined strategy of priority staff and increasing the replacement list will create additional cost of substitute salaries, with an estimate of \$200,000 for the year.
- **The total estimated short-term strategy is estimated to be \$278,900.**

### Conclusion

The foregoing is offered for discussion and action. While considerably more discussion, strategizing and planning is needed before we devise a longer-term operational direction and budgetary framework, the recommendation to move to hire 5 additional "Priority TTOC's" and 5 additional "Priority Casual EA's", is a first step toward our multi-pronged long-term strategy.

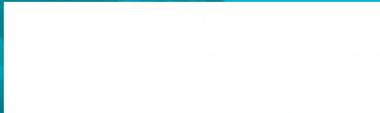


**Recommendation:**

**THAT the Board of Education of School District No. 40 (New Westminster) allocate up to \$500,000 for priority replacement staffing to address urgent staff replacement challenges that are impacting staff, students and families.**

# Board /Authority Authorized Courses (BAA)

Board Presentation  
November 23, 2021



# What is a Board/Authority Authorized Course?

- a course developed by teachers in a specific school district
- meets the needs, interests and passions of students

*because...*

- current Ministry courses are not “all encompassing” of all potential areas of learning



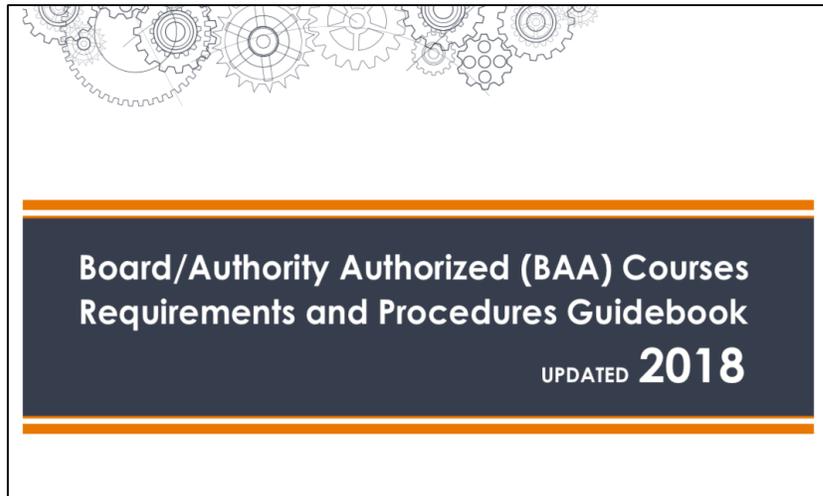
# Purpose of Board/Authority Authorized Courses

- provide flexibility and choice for students
- acknowledge specific and personal learning needs
- promote engagement in learning to support student success



Board Authority Authorized Course Order:  
School Act, sections 168 (2) (b) and (t)

# Features of BAA Courses:



- courses **are:**
  - guided by specific Ministry of Education requirements
  - elective credits (grades 10-12) that count towards graduation in 2018 Graduation Program
- courses **cannot** be used toward the Adult Graduation Program
- courses **do not** have pre-requisites

# BAA Course Creation and Approval

- Submissions in the fall: Sept-Nov
- Revisions in Nov
- Board presentation/approval: Nov/Dec
- Ministry documents submitted: Dec
- BAA courses in course selection process: Jan for Sept start
- BAA courses reviewed on a regular basis



ADMIN PROCEDURES MANUAL  
**Administrative Procedure 219**

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## **BOARD AUTHORITY / AUTHORIZED COURSES**

### **Background**

The District is committed to serving the diverse educational needs of students and recognizes the importance of the opportunities afforded by Board Authority / Authorized (BAA) Courses to provide unique programs, which are appropriate to the needs of students. Board Authority / Authorized Courses are locally developed Grade 10, 11, and 12 courses that meet the graduation requirements set by the Ministry of Education. To ensure that the quality of educational programs is maintained, all Board Authority / Authorized courses must be approved by Boards of Education.



# Are All BAA Courses Offered Every Year?

Currently we have **35** active BAA courses

BAA/elective course offerings are determined by:

- teacher interest, qualifications & passion
- student need/passion/request/enrolment
- available resources: space, materials, access to specialty equipment & outside supports
- timetable coordination





# New BAA Course for Approval

# ELL Cultural Identities 11: Rationale

This course is intended to support ELL students (Level 3 or 4) 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.

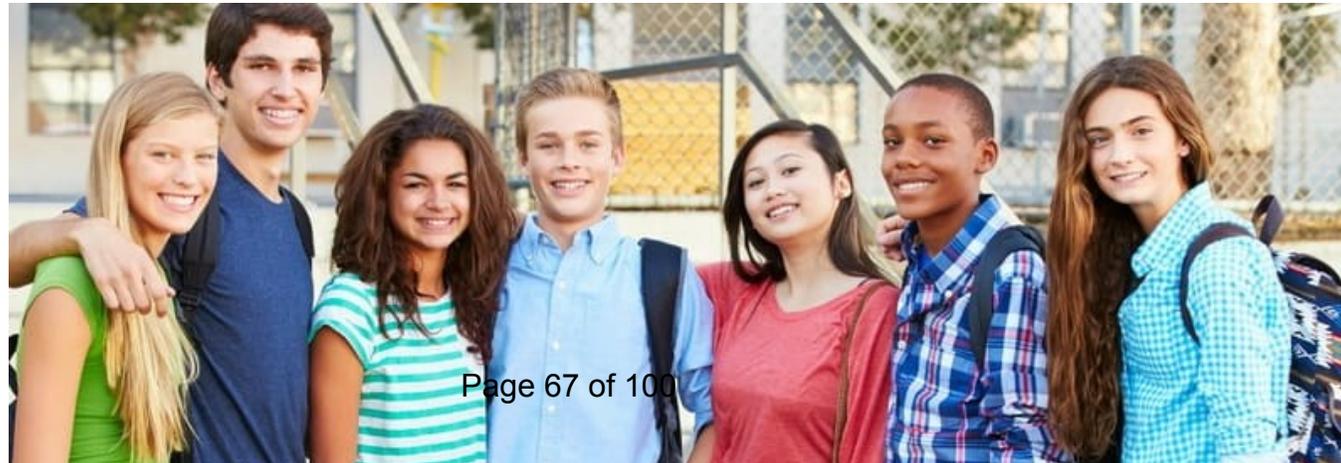
The aim of this course is to have students learn English by **telling their own stories** and comparing their experiences to other cultures, including Canadian culture and Indigenous cultures. Having students from all over the world share their own cultural experiences, and compare those experiences 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.

# ELL Cultural Identities 11: Goals

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



**BIG IDEAS**

Worldviews lead to different perspectives and ideas about developments in Canadian society.

Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

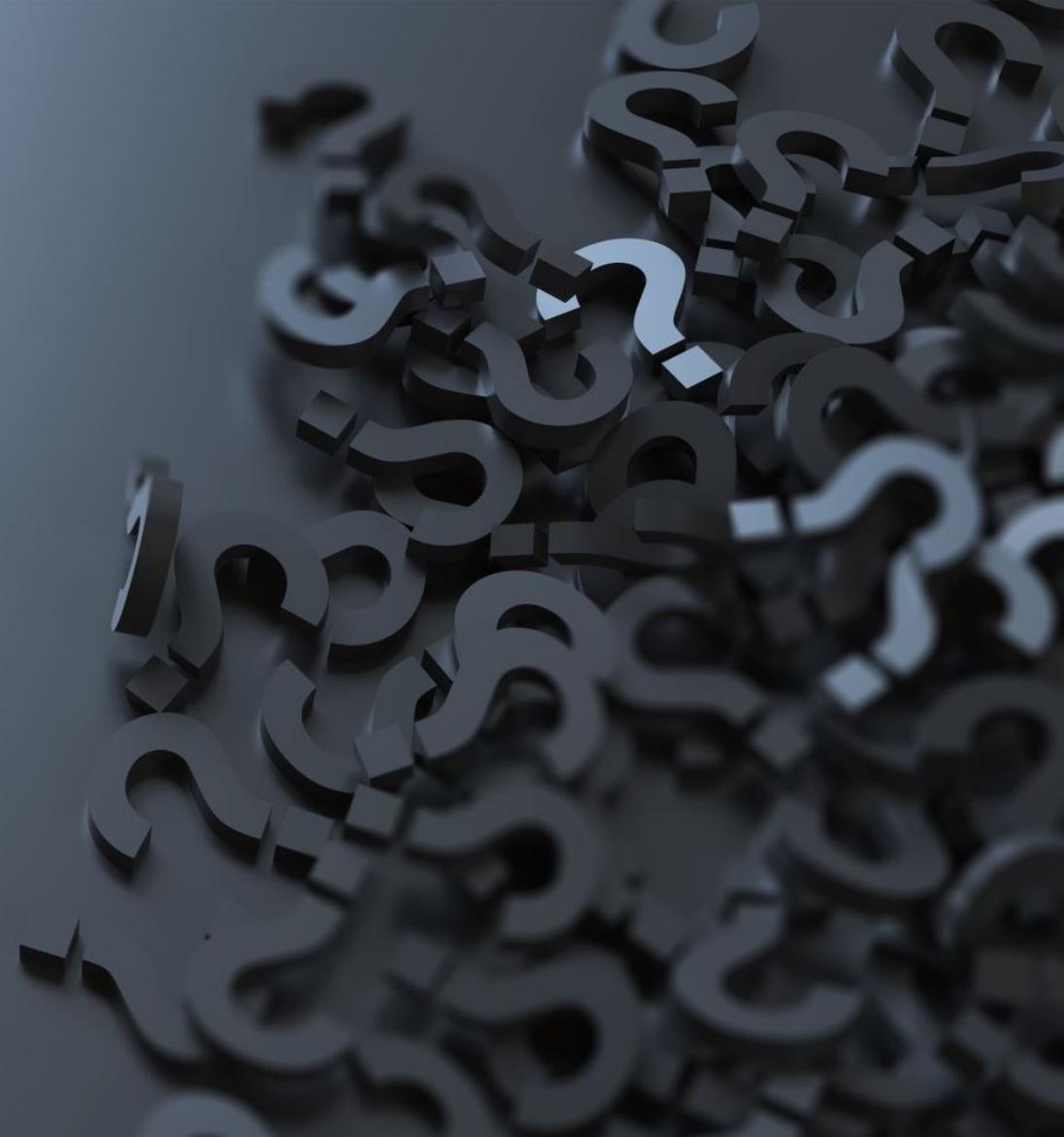
Texts (fiction, non-fiction) are socially, culturally, geographically, and historically constructed.

Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.

**Learning Standards**

Curricular Competencies	Content
<p>Students are expected to <b>do</b> the following:</p> <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group</p> <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</p> <p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, messages and cultures</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p>	<p>Students are expected to <b>know</b> the following:</p> <p>Effective communication techniques including partner talks, informal conversations, visual presentations, formal oral presentations and writing to share important parts of their own culture with other students from around the world</p> <p>Research skills including selecting appropriate resources, effective internet searches, identifying bias, using evidence-based sources and citing sources correctly</p> <p>Key vocabulary and historical facts related to Indigenous culture in Canada, Residential Schools, Truth and Reconciliation and settler culture</p> <p>The similarities and differences between Indigenous cultures in Canada and Indigenous cultures from their own country or from other countries</p> <p>Proper use of grammatical structures and conventions of writing e.g., plurals, verb tense, pronouns, punctuation and common spelling rules</p>

# Questions



# BAA Board Motion:

***THAT the Board of Education of School District No. 40 (New Westminster) approve the following Board Authority/Authorized Course for the 2022/2023 school year:***

***BAA English Language Learning– Cultural Identities 11***





## English Language Learning—Cultural Identities 11

<b>School District/Independent School Authority Name:</b> New Westminister	<b>School District/Independent School Authority Number:</b> SD40
<b>Developed by:</b> Kathleen Weinkam, Beckie Wong, Cam Molinski, Iain Lancaster	<b>Date Developed:</b> November 2021
<b>School Name:</b> New Westminister Secondary School	<b>Principal's Name:</b> Murray McLeod
<b>Superintendent Approval Date (for School Districts only):</b> November 2021	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> November 2021	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> ELL Cultural Identities- YESFL-1A	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** None

### Teacher Training, Facilities or Equipment Required:

- ELL Teacher Qualifications as recognized by the Teacher Qualification Branch
- Social Studies preferred as a specialization subject

### Course Target Audience:

This course is intended for:

- ELL students Level 3 or 4
- Students in grades 10 -12 who require continued language acquisition support in relation to English Language Arts and Social Studies vocabulary and competencies
- Students will receive elective course credits (4) to support graduation requirements

### Course Synopsis:

This course provides students with engaging and interesting ways to develop and apply their English language abilities (reading, writing, listening and speaking) by leveraging students' existing diverse cultural knowledge and their own sense of identity. Students will be able to identify the similarities and differences across cultures around the world and understand how these traits compare with Canadian culture and values. Students will compare cultures through various lenses including:

- Social → Using food, music, literature, celebrations, media etc. how does social and family life in Canada compare with that of students' countries of origin?
- Political → A look at Canada's parliamentary democracy as compared to the governments in other countries. What are the advantages and disadvantages of various systems of government?
- Historical → Students will learn about reconciliation with First Nations and will look at their own countries' histories through a colonialist/settler lens, to find parallels and/or research what has been done to rectify historical inequities.

Through written and oral work, along with media such as videos and presentation software, students will use the frames described above to improve their English skills through a comparison of various aspects of different cultures from around the world.

Students will continue to develop their English abilities by engaging their own background knowledge and focusing on dialogue and communication with their peers and teacher. They will focus on vocabulary building, writing more advanced texts (compare and contrast essays, documentaries, narratives) and becoming more confident in their oral language presentation skills.

### **Goals and Rationale:**

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

### **Aboriginal Worldviews and Perspectives:**

### **First Peoples Principles of Learning:**

This course will embed the following principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning is embedded in memory, history, and story
- Learning requires exploration of one's identity

### **Aboriginal Worldviews and Perspectives:**

This course will focus on:

- Community involvement, engagement, and connections
- The power of storytelling and writing
- A positive reciprocal relationship that is learner-centered with flexibility
- Leadership
- Local and world focus on cultural views
- Experiential learning

**BIG IDEAS**

Worldviews lead to different perspectives and ideas about developments in Canadian society.

Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

Texts (fiction, non-fiction) are socially, culturally, geographically, and historically constructed.

Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.

**Learning Standards**

Curricular Competencies	Content
<p>Students are expected to <b>do</b> the following:</p> <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions</p> <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group</p> <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</p> <p>Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, messages and cultures</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p>	<p>Students are expected to <b>know</b> the following:</p> <p>Effective communication techniques including partner talks, informal conversations, visual presentations, formal oral presentations and writing to share important parts of their own culture with other students from around the world</p> <p>Research skills including selecting appropriate resources, effective internet searches, identifying bias, using evidence-based sources and citing sources correctly</p> <p>Key vocabulary and historical facts related to Indigenous culture in Canada, Residential Schools, Truth and Reconciliation and settler culture</p> <p>The similarities and differences between Indigenous cultures in Canada and Indigenous cultures from their own country or from other countries</p> <p>Proper use of grammatical structures and conventions of writing e.g., plurals, verb tense, pronouns, punctuation and common spelling rules</p>

<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Respond to text in personal, creative, and critical ways</p> <p>Recognize how language constructs personal, social, and cultural identity</p> <p>Use an increasing repertoire of conventions of Canadian vocabulary, spelling, grammar, and punctuation</p>	<p>The stages of the writing process; brainstorming/prewriting, draft writing, revising, editing and creating a final written product for an audience</p> <p>Styles of writing including descriptive, narrative, persuasive and essay structures</p> <p>Advanced reading strategies such as predicting, inferring, and using context clues to decode more complicated information</p> <p>How to effectively use a dictionary, thesaurus and appropriate translation tools</p> <p>Effective listening techniques including how to ask clarifying questions and paraphrase what they have heard</p> <p>A variety of oral and visual presentation skills including online tools and multi-media</p> <p>How to pronounce, enunciate and define new and more complex vocabulary used in the course</p> <p>How to credit the work of others through bibliographies, footnotes etc.</p>
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**Recommended Instructional Components:**

- cooperative learning
  - story sharing in pairs or triads
  - think aloud strategies
  - peer review and response
  - “writer’s workshop” exercises
- oral and visual presentations
  - focus on **key messages**
  - speak clearly and make eye contact
  - work with multiple media platforms for presentations
- project based learning
  - establish **essential questions** for projects
  - use students’ own backgrounds to establish project ideas
  - design and plan engaging projects
  - present, critique and reflect
- guided practice
  - use resources listed in attachment (and others) to research and explore new ideas
- direct instruction
  - scaffold on student learning from previous ELL courses
- independent study
  - use learning commons resources to research ideas
- writing portfolios
  - digital writing portfolios → can include visuals such as embedded pictures and videos
  - Teams allows easy management of students’ written work
  - Students will engage in different types of written assignments
- use of native languages where necessary to clarify and increase understanding
- known, effective reading comprehension strategies
  - predicting, accessing prior knowledge, summarizing, paraphrasing, story maps, K-W-L charts

### **Recommended Assessment Components:**

Ensure alignment with the [Principles of Quality Assessment](#)

Quality assessment:

- is fair, transparent, meaningful, and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning

- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Assessment will include:

- Oral assessment – regular teacher conferences to set goals, discussion and dialogue as oral assessment
- Written work – essays, homework, quizzes or tests as necessary, written analysis of class topics
- Student self-assessment - through learning logs, goal setting and self-reflection → increases metacognition and engagement
- Cooperative projects – critiquing each other’s work, “writer’s workshop”, presentations (see below)
- **Presentations** – presentation being an increasingly important skill, much of the assessment in the class will involve students creating presentations and sharing them with the class

Assessment will be primarily **formative** (assessment *for* learning and assessment *as* learning) though **summative** assessment (assessment *of* learning) will be necessary, especially within a credit earning course.

Oral and written assessment will be done in reference to levels of proficiency according to the ELL and Provincial Performance Standards

### Learning Resources:

#### Print:

- Edge Reading, Writing and Language Level C (Green), 2006 Hampton Brown/National Geographic School Publishing
- Vocabulary In Use Intermediate, 1997 Cambridge University Press
- English 3D Language and Writing Portfolio, 2014 Houghton Mifflin Harcourt Publishing
- A Beginning Look at Canada, 2010 National Library of Canada

#### Online:

<b>Title</b>	<b>Topic</b>	<b>Format</b>	<b>Link</b>
Mauril	CBC sponsored app for English language learners (also French)	App	<a href="https://mauril.ca/index_en.html">https://mauril.ca/index_en.html</a>
Learning English BBC	BBC News channel for English language learners	Website	<a href="https://www.bbc.co.uk/learningenglish/">https://www.bbc.co.uk/learningenglish/</a>
podcastsinenglish	A series of short videos and podcasts sorted by ELL level	Website (British)	<a href="https://www.podcastsinenglish.com/index.shtml">https://www.podcastsinenglish.com/index.shtml</a>
First Nations Education Steering Committee	A repository of information and teaching materials related to First Nations culture	Website	<a href="https://www.fnesc.ca/">https://www.fnesc.ca/</a>
Westcoast Reader	ELL and literacy articles	Website	<a href="https://thewestcoastreader.com/">https://thewestcoastreader.com/</a>
Teaching Kids News	News for kids	Website	<a href="http://teachingkidsnews.com/">http://teachingkidsnews.com/</a>
News In Levels	World news for students of English	Website	<a href="https://www.newsinlevels.com/">https://www.newsinlevels.com/</a>
Canadian Geographic	Stories about Canadian people and places	Website	<a href="https://www.canadiangeographic.ca/">https://www.canadiangeographic.ca/</a>
Les Plan	Links to sites with current events	Website	<a href="https://www.lesplan.com/en">https://www.lesplan.com/en</a>
Government of Canada	Canadian citizenship study guide	Website	<a href="https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada.html">https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada.html</a>
Kids Discover Online	Social Studies resources	Website	<a href="https://kidsdiscover.com/kids-discover-online/">https://kidsdiscover.com/kids-discover-online/</a>



# Inclusive Education Review

Implementation Plan November 2021 Update

# Transforming Inclusive Education

Consultative Review: 2019-20

Phase 1 Recommendations: 2020-21

Phase 2 Recommendations: 2021-22

Phase 3 Recommendations: 2022-23

# Phased Implementation

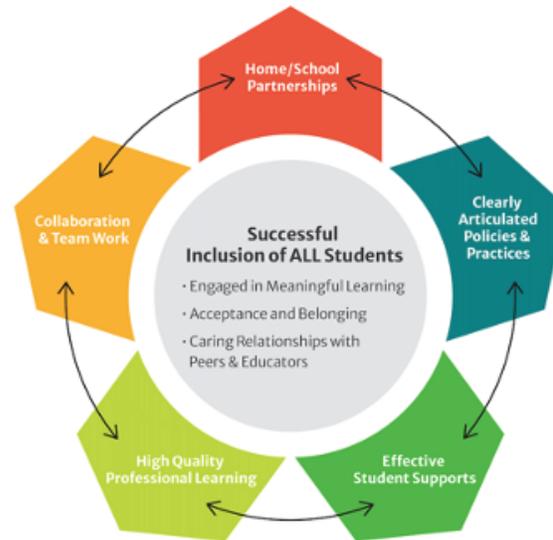
Phase One: 2020-2021 School Year		Phase Two: 2021-2022 School Year		Phase Three 2022-2023 School Year	
Recommendation 1.1 Recommendation 1.3 Recommendation 2.1 Recommendation 2.4 Recommendation 4.1 Recommendation 5.2 Recommendation 3.1 Recommendation 5.4 Recommendation 5.3		Recommendation 1.5 Recommendation 2.2 Recommendation 2.3 Recommendation 1.6 Recommendation 1.7 Recommendation 3.2 Recommendation 4.2 Recommendation 5.1 Recommendation 1.8		Recommendation 1.2 Recommendation 4.3 Recommendation 1.4 Recommendation 3.3 Recommendation 3.4	
<b><u>Budget Requirement:</u></b> ABA Training \$3,150  Staffing: Curriculum Facilitators \$5,600 District Vice-Principal Early Learning District Principal - Equity and Inclusion Educational Assistants  <b>Total Phase 1</b> <b>\$8,750</b>		<b><u>Budget Requirement:</u></b> ABA Training \$3,150 IEP Training \$3,150 LST Mentorship Program \$7,200  Staffing: \$5,600 Curriculum Facilitators District Vice-Principal Early Learning District Principal - Equity and Inclusion  <b>Total Phase 2</b> <b>\$19,100</b>		<b><u>Budget Requirement:</u></b> ABA Training \$3,150 LST Mentorship Program \$7,200 Functional Behaviour Analysis Training \$9,000 Parent information sessions \$200 Behaviour Team staffing \$86,000  Inclusive of staffing from Phase one and two.  <b>Total Phase 3</b> <b>\$105,550</b>	

# Inclusive Education Review

New Westminster School District is dedicated to the successful inclusion of ALL students. The district states it will accomplish this through students being:

- Engaged in meaningful learning
- Accepted and feeling they belong and
- Having caring relationships with peers and educators.

The Inclusive Practices Review identified five areas for the New Westminster School District to work on in order to strengthen their effectiveness in successfully including ALL students.



Effective Student Supports refers to the realization that all children have the capacity to learn and achieve positive results. As such their access to the curriculum, personalization, mental health supports, cultural safety and representation, and positive behaviour supports all contribute to their opportunities for learning and ultimately their achievements.



Collaboration and Teamwork includes such areas as teamwork, collaboration, Individualized Education Program (IEP) development, follow-through on recommendations, roles of team members and the documentation of team meetings. Authentic team means that families and students are essential and respected members. Teams should welcome members in culturally appropriate ways and when appropriate, staff with Indigenous ancestry will be part of the team.



Home School Partnerships entails parent participation in a child's education program, effective communication for diverse families, links between home and school learning opportunities, involvement of families in student transitions, involvement of families in school activities and creating an understanding with families about the school system.



High-Quality Professional Learning describes such activities as staff professional growth, embedded professional learning/in-service opportunities and training for cross stakeholder groups.



Clearly Articulated Policies and Protocols refers to administrators and staff being knowledgeable about current provincial and district inclusive education policies; as well as district policies, protocols and practices being clearly articulated, easily accessible and applied consistently across the district.

# Phase Two: 2021-2022 school year

## High Quality Professional Learning



### **Recommendation 2.2**

Develop and conduct mandatory training for all relevant school staff on IEP development and implementation, including an emphasis on how to meaningfully include parents and students in the development and implementation of the IEP.

### **Action:**

September In-service for learning support teachers

Curriculum facilitators – direct coaching and mentorship

Staff In-service on meaningful relationships

Staff training on IEP development

# Phase Two: 2021-2022 school year

## High Quality Professional Learning



### Recommendation 2.3

Provide training to school district staff focussed on meaningful consultation, effective communication with families and ways to resolve conflict in a proactive and positive manner.

### Action:

November 23 Staff In-service.  
Inclusion BC – Tina Dam

Curriculum Facilitators: mentoring learning support teachers

School base team reviews



# Phase Two: 2021-2022 school year

## High Quality Professional Learning



### **Recommendation 4.2**

Engage in the development of a process to support staff to attain practical and effective skills within inclusive education. This approach will follow the best practice in professional development for attaining new skills by working with staff on a frequent and regular basis.

### **Component (a)**

The intent of this approach will be to support classroom teachers and school based LSTs with effective and practical strategies that address the needs, skills and education of diverse learners.

### **Component (b)**

Additionally, this approach will support education assistants by demonstrating effective strategies and working side-by-side with them to further develop their competency with specific practices.

# Phase Two: 2021-2022 school year

## High Quality Professional Learning



### **Action:**

**CBI Consultants:** School Based Team Coaching and Training.

Jennifer Katz: Universal Design for Learning.

*Ensouling Our Schools A Universally Designed framework for Mental Health, Well-Being, and Reconciliation*

Full Day EA Pro-d with Jennifer Katz

Collaborative Teaching Series: Faye Brownlie & Elizabeth Gardner

Centralized all professional development and in-service opportunities on the Staff Portal

# Professional Development



## New Westminster Schools - Staff Portal

Employment Opportunities	Human Resources	District Comms Tools	Finance	BC Ministry of Education	Redesigned Curriculum	Indigenous Education...	Inclusive Education
Remedy Procurement	Mobility Devices &...	NWS SharePoint...	Atrive Dashboard /...	Safe and Caring Schools	Literacy in SD40	Applied Design, Skills, and...	Climate Change
TIS Team	TIS Wiki & Kb	Report an Absence	Health & Safety Reporting	Technology Training Hub	Digital Resources	School Catalog	

### District Events

Click on the event to learn more about it, register, or add it to your calendar!

[See all](#)

+ Add event

<b>OCT 26</b> Early Career Teacher Report Card Jam Session - Patricia Tue, Oct 26, 3:30 PM	<b>OCT 28</b> Mentorship Program Book Club #1 Teachers These Days Thu, Oct 28, 3:15 PM	<b>OCT 28</b> Katie White Assessment Series for Secondary Thu, Oct 28, 3:30 PM	<b>OCT 28</b> French Immersion Book Club - Le français de vive voix - Thu, Oct 28, 3:30 PM
<b>NOV 1</b> Math Book Club (elementary) - 5 Principles of the Modern Mon, Nov 1, All day	<b>NOV 1</b> Math Book Club (middle) - The 5 Practices in Practice - Mon, Nov 1, All day	<b>NOV 1</b> Katie White Assessment Series for Elementary and Mon, Nov 1, 3:30 PM	<b>NOV 2</b> Words Their Way Information Session - Tanis Anderson Tue, Nov 2, 3:30 PM
<b>NOV 3</b> Tech Tips - Teams Tips & Tricks - Kristie Oxley & Wed, Nov 3, 3:30 PM	<b>NOV 4</b> Katie White Assessment Series for Secondary Thu, Nov 4, 3:30 PM	<b>NOV 8</b> Katie White Assessment Series for Elementary and Mon, Nov 8, 3:30 PM	<b>NOV 9</b> Balanced Numeracy Workshop - Josh Angiola Tue, Nov 9, 3:15 PM
<b>NOV 9</b> Navigation in MyEdBC - Tips and Tricks Session 1 - Iain Tue, Nov 9, 3:30 PM	<b>NOV 12</b> 2021-22 District Professional Development Day Featuring Fri, Nov 12, 8:30 AM	<b>NOV 15</b> Environmental Sustainability Grant Mon, Nov 15, All day	<b>NOV 15</b> Tech Tips - Teams Assignments, Rubrics and Mon, Nov 15, 3:30 PM
<b>NOV 15</b> Katie White Assessment Series for Elementary and Mon, Nov 15, 3:30 PM	<b>NOV 15</b> Shifting the Balance Book club #3 - Tanis Anderson Mon, Nov 15, 3:30 PM	<b>NOV 18</b> Katie White Assessment Series for Secondary Thu, Nov 18, 3:30 PM	<b>NOV 22</b> Cognitive Coaching for Mentors Session #2 - Patricia Mon, Nov 22, 3:15 PM
<b>NOV 23</b> Teacher Coaches Meeting #3 - Patricia Pain & Kristie Oxley Tue, Nov 23, 8:30 AM	<b>NOV 23</b> ELL Support in the Classroom - Kathleen Tue, Nov 23, 3:15 PM	<b>NOV 25</b> Mentorship Program Book Club #2 Teachers These Days Thu, Nov 25, 3:15 PM	<b>NOV 25</b> Edwin En Immersion Française - Keri Roberts & Thu, Nov 25, 3:15 PM

See all the [district events here](#)

[Click here to view the monthly district events flyers:](#)



Event Description	Presenter	Audience	Location	Date/Time	Registration Link
Mentor Training	Patricia Pain & Kristie Oxley	2021-2022 Mentors	Herbert Spencer Gym	Oct 4 <sup>th</sup>	No form. Will contact Mentors directly.
FSA Prep Session: Setting your students up for success in literacy and numeracy	Patricia Pain & Josh Angiola	Gr. 4 & 7 teachers	Online Event	Oct 5 <sup>th</sup> 3:15pm – 3:45 pm	<a href="https://forms.office.com/r/dfV6HbM5NV">https://forms.office.com/r/dfV6HbM5NV</a>
Mathletics Intro Session	Daisy Pardhan	Gr. 3-8 math teachers	<a href="https://3plearni.ng.zoom.us/j/92873042695">https://3plearni.ng.zoom.us/j/92873042695</a>	Oct 5 <sup>th</sup> 3:30pm – 4:30pm	RSVP Josh Angiola at <a href="mailto:jangiola@sd40.bc.ca">jangiola@sd40.bc.ca</a>
Heggerty Information Session for Grade One Teachers (Phonemic Awareness Program for Grade one Teachers)	Erika Warkentin/ Tanis Anderson	Grade one Teachers	Herbert Spencer Library	Oct 5 from 3:30pm – 4:30pm	<a href="https://forms.office.com/r/zuubUmsCF6">https://forms.office.com/r/zuubUmsCF6</a>
ELL Power Hour	Tan Huynh	ELL and Classroom Teachers	Online Event	Oct 6 <sup>th</sup> (Dec. 1 and Jan. 12)	<a href="https://power-hour.thinklangle.com/register/login">https://power-hour.thinklangle.com/register/login</a>
Twice a month, we will look at new digital tools we have access to and learn more about one of the Microsoft 365 Apps. Each session will be run	Kristie Oxley and Sabine Decamp	All District	TBA	<ul style="list-style-type: none"> <li>• Wed. Oct. 6</li> <li>• Wed. Oct 20</li> </ul> All sessions:	Registration link: <a href="https://forms.office.com/r/YbpdHswc6h">https://forms.office.com/r/YbpdHswc6h</a>

# Phase Two: 2021-2022 school year

## Effective Student Supports



### **Recommendation 1.4**

Support and facilitate the inclusive educational practice of co-teaching between classroom teachers and Learning Support Teachers (LST's), thus enhancing and strengthening access for all students to the curriculum and the many learning experiences in a class.  
(was in year 3)

### **Action:**

Collaborative Teaching Series with Faye Brownlie and Elizabeth Gardner

Curriculum Facilitators – Inclusive Education

Jennifer Katz working with our middle and secondary staff

# Phase Two: 2021-2022 school year

## Effective Student Supports



### **Recommendation 1.5**

Support schools to develop strategies to facilitate positive interactions and friendships.

### **Action:**

Curriculum Facilitator – Inclusive Education

Innovation Grant to support this recommendation

Best Buddies and Friendship groups

BC Youth Week Art Exhibition – visual arts at NWSS



# Phase Two: 2021-2022 school year

## Effective Student Supports



### **Recommendation 1.6**

Ensure that academic supports are in place for Indigenous students and that a frequent review of student performance / learning profile is done to improve student achievement and equity.

### **Action:**

District Vice-Principal Indigenous Education  
School Based Team presentations

Indigenous Education Team

Additional Aboriginal Support Worker

Aboriginal Grad Coach

# Phase Two: 2021-2022 school year

## Effective Student Supports



### **Recommendation 1.7**

Improve supports for Indigenous students needing social emotional support and access to authentic cultural teachings.

### **Action:**

Trauma Informed Practice with Myrna McCallum, September 27<sup>th</sup>

The Moose Hide Campaign

Kevin Lamoureux Presentation for all district staff, November 12

Student Indigenous Events Committee

# Phase Two: 2021-2022 school year

## Effective Student Supports



### **Recommendation 1.8**

Ensure academic supports and interventions are in place to support students who are struggling in the areas of literacy and numeracy.

### **Action:**

Board Presentation October 2021

District Vice-Principal – Early Learning.

Middle School Teacher Coach Numeracy  
Focus – Josh Angiola

# Phase Two: 2021-2022 school year

## Home School Partnerships



### **Recommendation 3.1**

Develop systems and structures which provide parents with the ability to easily understand and navigate the school system and ensure that school-based administrators are familiar with information contained in the handbook

- Component (b) The district develops pertinent one-page info sheets on key education topics that incorporate visuals and can be translated into other languages.

### **Action:**

Developed in collaboration with a parent working group and staff.

Posted on the District website

# Inclusive Education

## Individual Education Plans – IEP's

**The Individual Education Plan (IEP) is a key document that outlines how the school will support your child's learning needs.**

An Individual Education Plan (IEP) is a working document and may contain the same goals and objectives from year-to-year with changes only to the strategies. An IEP is not a document that needs to be completely re-written each year but rather flows with the learning successes of your child.

The Ministry of Education describes an IEP as an individual education plan designed for a student and includes one or more of the following:

- (a) learning outcomes for a course, subject and grade that are different from or in addition to the expected learning outcomes for a course, or subject and grade, as set out in the applicable educational program guide for that course, subject and grade, as the case may be;
- (b) a list of support services required for the student to achieve the learning outcomes established for the student;
- (c) a list of the adapted materials, or instructional or assessment methods required by the student to meet the learning outcomes established for the student in the IEP, pursuant to a ministerial order or in a local program.

### **An IEP is:**

- A concise, usable document that summarizes the plan for the student's education program.
- A tool to assist teachers in monitoring and communicating student growth.
- A plan developed, implemented, and monitored by school staff, in consultation with others involved with the student ... including parents and caregivers.
- A flexible, working document with meaning for all contributors.
- An ongoing plan to ensure continuity in programming.

*Looking for more? Additional information on this topic is available within our Parent Guide to Inclusive Education:  
<https://newwestschools.ca/parent-guide-to-inclusive-education/individual-education-plans/>*

*Questions about your individual child's needs? Contact your school principal.*

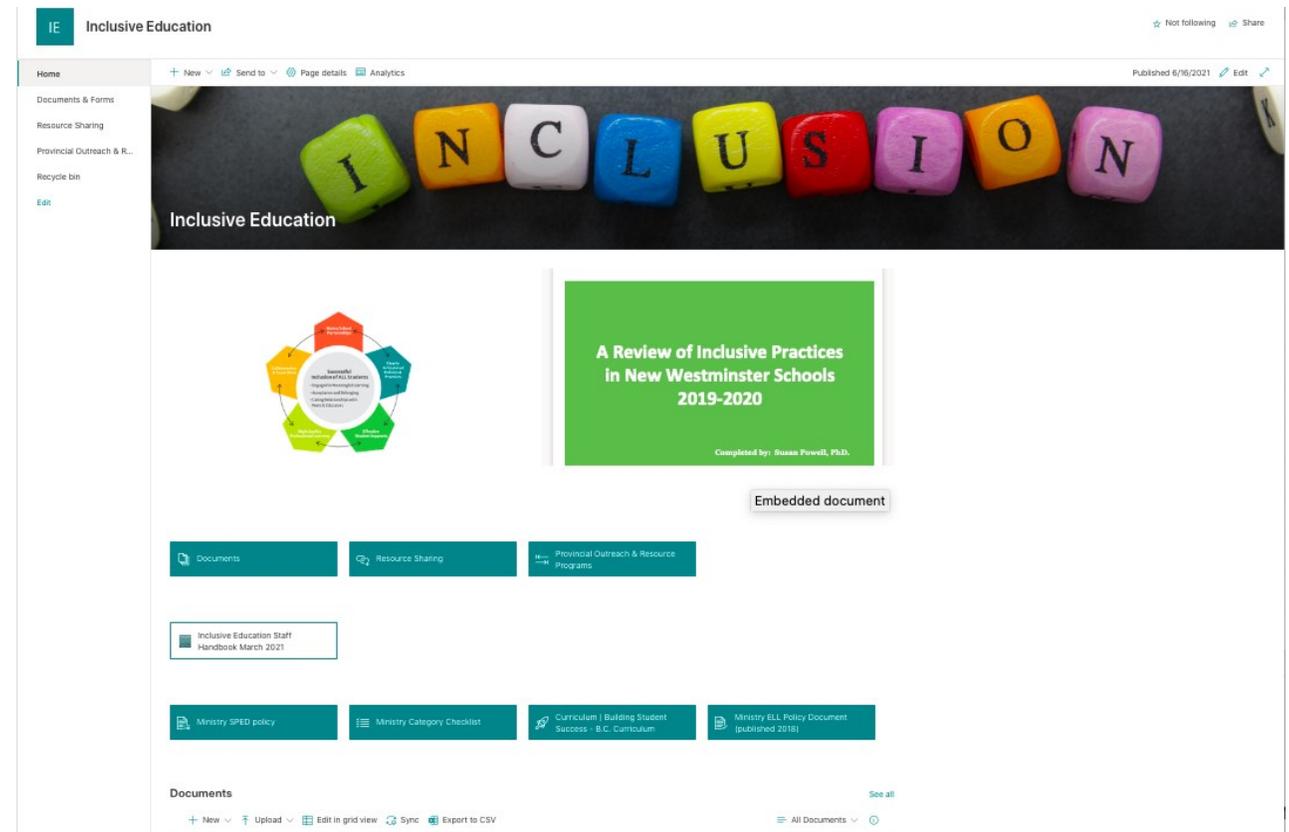
# Phase Two: 2021-2022 school year

## Clearly Articulated Administrative Procedures



### Recommendation 5.1

Create and maintain a single repository or portal for staff to access current policies (dated), referral procedures, documents related to indigenous education and inclusive practices, etc.



# Inclusive Education Staff Handbook

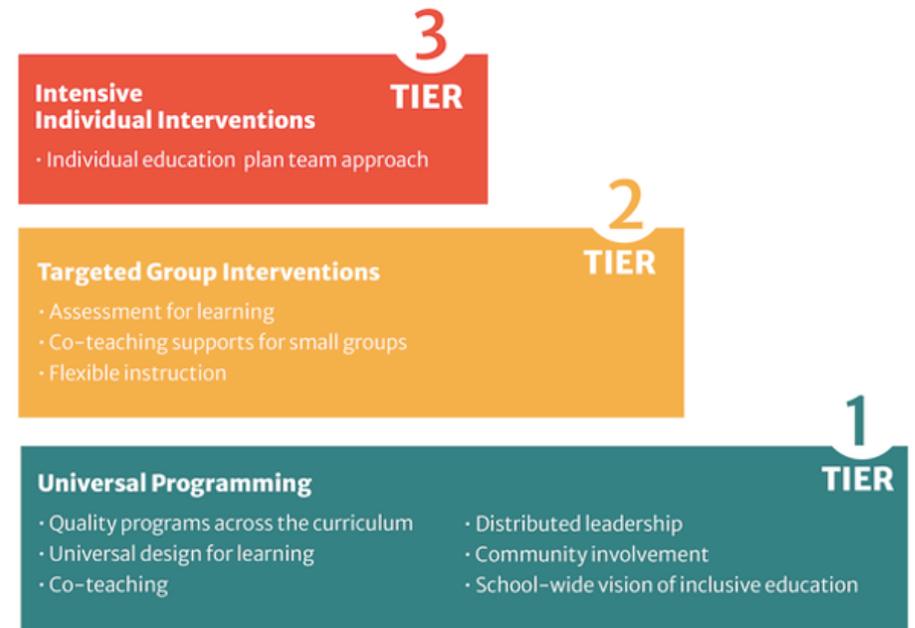
## Supporting All Students in a Tiered Inclusive Learning Environment



Classroom Supports	School Supports	District Supports	Additional Supports
Differentiated Instruction Tier 1 supports Curricular Adaptations / Modifications LST support	School Based Team Education Assistants Learning Support Teacher Learning Support Teacher-ELL School Counsellor Aboriginal Support worker Child and Youth Care Workers	School Psychologist Behaviour Support SLP Hearing Teacher Vision Teacher ELL Curriculum Facilitators	<a href="#">POPARD</a> <a href="#">POPFASD</a> <a href="#">POPDHH</a> <a href="#">PRPAO</a> SET-BC Inclusion Outreach MCFD Spirit of the Children Vancouver Coastal Health Deaf Well Being

## A Tiered System of Interventions

To build upon the foundation of the Universal Design for Learning Framework, and to reflect the District's aspiration to provide truly inclusive teaching and learning environments, the District supports the tiered, overlapping support system exemplified by the Response to Intervention (RTI) model. In this model, classroom teachers provide differentiated instruction for all students (**Tier 1 Universal Programming**). For the subset of students who continue to struggle, targeted interventions follow, such as small group remediation of a particular academic skill (**Tier 2 Targeted Group Interventions**). An even smaller subset of students will require additional support in the form of 1:1 intervention (**Tier 3 Intensive Individual Interventions**). These supports are layered on top of each other, provided "in addition to" and not "instead of" one tier or another.



Jennifer Katz; Resource Teachers A Changing Role in the Three-Block Model of Universal Design for Learning



**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
RECORD OF OCTOBER 26, 2021 IN-CAMERA MEETING**

**ADOPTION OF AGENDA** – 5:31 pm

**REPORTS FROM SENIOR MANAGEMENT** – Facilities, Finance, Human Resources

**ADJOURNMENT** – Recessed at 6:59 pm

Resumed at 8:18 pm

Adjourned at 9:12 pm



**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)  
RECORD OF NOVEMBER 9, 2021 SPECIAL IN-CAMERA MEETING**

**ADOPTION OF AGENDA** – 9:10 pm

**REPORTS FROM SENIOR MANAGEMENT** – Facilities, Human Resources

**ADJOURNMENT** – 9:57 pm