



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

Tuesday, April 11, 2023  
3:30 pm  
Fraser River Middle School  
800 Queen's Avenue  
New Westminster

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>
<b>1.</b>	<b><u>Approval of Agenda</u></b>	<b>3:30 PM</b>	
<b>Recommendation: THAT the agenda for the April 11th, 2023 Education Policy and Planning Committee meeting be adopted as distributed.</b>			
<b>2.</b>	<b><u>Presentations</u></b>	<b>3:35 PM</b>	
<b>3.</b>	<b><u>Comment and Question Period</u></b>	<b>3:50 PM</b>	
<b>4.</b>	<b><u>Student Voice</u></b>		
<b>a.</b>	Student Symposium Update	<b>3:55 PM</b>	<b>2</b>
<b>5.</b>	<b><u>Reports from Senior Management</u></b>		
<b>a.</b>	Programs of Choice (N. Brennan)	<b>4:10 PM</b>	<b>39</b>
<b>b.</b>	Career Programs (T. McArthur)	<b>4:20 PM</b>	<b>52</b>
<b>c.</b>	2023-2024 School Fees (M. Naser)	<b>4:30 PM</b>	<b>64</b>
<b>6.</b>	<b><u>General Announcements</u></b>	<b>4:50 PM</b>	
<b>7.</b>	<b><u>Adjournment</u></b>	<b>5:00 PM</b>	

# Student Symposium 2023

Summaries and Feedback



# Overview

1. Anti-Racism
2. Mental Health and Wellness
3. School Safety
4. Student Success
5. Symposium Feedback



How can we make sure international / immigrant kids feel safe in our schools?

How can we make teachers care about racist comments made against students

How can we teach anti-racism / when should we start

- Anti-Racism:
1. promote Open-mindedness
  2. Start teaching when young.
  3. Knowledge of what is or what is not racist.
  4. more inclusive programs for "minority" groups.
  - 5.

Educating teachers as well as students because teachers need to teach as well as others

Inclusivity for Holidays + practices of cultures

Discussion on systemic racism

STOP SHOWING

More balanced/diverse

Students using racial slurs

if i go up to a teacher and tell them that people are laughing, shouting slurs and stereotyping, they wont do a thing. And people ask me why i dont go up to teachers. this is why.

RACIST "EDUCATIONAL" SHOWS/FILMS IN CLASS.

# Anti-Racism

EX: not just about black racism or indigenous

Some teachings are unintentionally racist and can offend individuals

Teachers listening to everyone for ~~racism~~ <sup>RACISM</sup> not treating kids the same

Changing the way we teach anti-racism & how we deal with ~~racism~~ Racism

LEARNED WHAT TO DO NOW AS WELL INSTEAD OF JUST LEARNING WHAT HAPPENED - ANTI RACISM

More cultural education

Racism not taken seriously by today's youth.

Racism  
What is racism?  
- is an individual believes that there race is "superior"  
- happens/more serious when older  
- racism not taken seriously at a young age  
- racist jokes - not taken serious



# Slurs are being normalized in conversation among students



- “Racism to your own culture”
- A “pass” to say slurs
- Words being said in other languages in a derogatory way
- Making fun of people’s accents

# Anti-racism is not talked about enough in school

Should be taught from a very young age

“Repetitive presentations on racism”

Show the consequences of racism rather than just saying it is bad

Should have an Indigenous course in middle school as well.

Students feel that talking about Indigenous people are important but other problems should be talked about too.

Teachers and students should know when certain religious practices are going on.

- Internalized racism in classrooms
  - Student's grade influenced by race rather than academic performance
- Teachers being racist for educational purposes, like reading slurs in literature



## Racism in classrooms

# More info



Only European holidays

Adding a school-wide calendar with different religious celebrations

Forms or a QR code to anonymously inform staff of racist situations



# WELLNESS

Rebuilding GSA Community at NUSS

HA Having it as an actual safe space instead of a hangout place

Inviting voices to talk about issues in the LGBT+ community

Mandatory Ratio for Student + to Counsellors

Mandatory 2 youth workers when replacing youth worker support staff to create rapport with students

Students tend to make others unsafe and comment on others looks. It usually makes them feel uncomfortable

Student wellness → people having respect for each other and not disresping everyone

More support from teachers about work and learning levels.

Mental Health +

2 Mental Health breaks in Schools.

3. Consent.

4. Balance + work load

5. posters + Awareness.

→ Hotlines + Resources.

HAVING MORE FREEDOM IN

Better ratio of students to counsellors

1 counsellor and 1 youth worker is not enough to help 200 students

When you need them they're not available. Sometimes you have to wait days. We don't/can't get the help some of us need

The wait sometimes makes the problem worse

Some students feel uncomfortable speaking to adults because they're worried about the adults telling their parents or talking about with other adults

Mental health help from students and teachers not just counsellors

Mental Health & Awareness

Counsellors

4 counsellors is not enough for over 2000+ students that need help with high school!!

Having Connection

More COUNSELLORS

4 counsellors is not enough for a busy public school with over 2000+ students! Counsellors are supposed to be someone that you can talk to, but nowadays you have to wait a whole month just to talk to for an hour!

Counsellors need to be someone to talk to when you have a problem with high school. They shouldn't be treated like an appointment, they should be someone always available.

Bullying - Teachers not doing much about it. Just talking to student

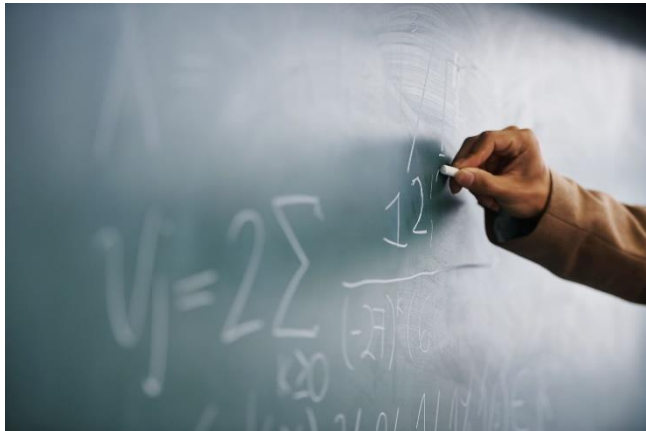


## Not Enough Counsellors

- They need to be on-demand
- They are always late for appointments
- The time allotted in appointments is not enough
- EGMS does not have a good appointment scheduling system



# More Support from Teachers



- Teachers need to better assist students who are farther behind
- More personalized education
  - Adapting to different learners and learning styles
  - More flexibility
- Teachers should be able to recognize students who are struggling and help them get the assistance they need
  - It shouldn't be up to the student alone to get help
- Being more understanding about work when students are absent or unable to complete it

# More Freedom in Class



- Adding more breaks or making breaks longer
  - Sitting for a very long time can be difficult for some
- Providing fidget toys for students who have shorter attention spans
- Some students may feel anxious or distressed when sitting next to people they don't know



## Extra Notes

- Not enough support per student
- Have extra/other outlets for students other than counsellors
- Some students don't feel comfortable when talking to adults they don't know.
  - Ex. Counsellors
    - Building rapport with students is important



# SAFETY

IT A MORNING ANNOUNCEMENT  
↳ small parents??  
↳ some sort of "strike" system

MORE buses that come right  
away and don't  
cross the street at  
cross

Mental and Physical Saffy.  
:People vaping and doing drugs in school

Gender Neutral bathrooms!  
People are not using it for  
the right reasons  
Why is it that the girls  
bathroom turns into  
the gender neutral  
one  
I feel uncomfy  
when entering

Vandalizing school property with  
threatening messages or things that  
can make others uncomfortable

More teachers educated

## Sexual Education

Feeling uncomfortable going  
into the washrooms because  
of how many people vape/teba  
inside of them.  
and then when I try to use the  
staff wash rooms they are  
locked or unusable :/

I am worried about student  
made Instagram account  
ex. — confessions, exposing  
catching — sleeping

IT DOESN'T MATTER IF A STUDENT  
HAS DONE SOMETHING OUTSIDE  
THE SCHOOL PROPERTY

Teach  
student  
the Education  
of having sex

Glass walls at NWSS - I don't feel safe  
what if someone  
what if an  
emergency happens?  
Guards won't  
protect us.

## Gender Neutral Bathrooms

AT FRMS we have something  
called the green form which people  
can sign if their school is a problem  
so other schools could use this  
w

Lack Of  
Trust  
Between students & teachers & admin

## Glass Walls At NWSS

BUNCH OF PEOPLE  
STAYING IN  
FEEL UNCOMFORTABLE  
TO USE IT WHEN  
SOME STUDENTS  
JUST STAYING LONG  
A WHILE AT WASHROOM

not enough windows in classrooms  
teachers walking in classrooms feel uncomfortable  
too many classes in the gym  
PE teachers  
PE physical education  
is missing

Better Safety  
training  
for teachers  
& staff

Safety concerns  
Example:  
• Naked man in bushes  
• High School Selling grade 6 drugs  
• Vaping

Safety  
- Safer washroom  
environment  
- more privacy in washrooms

- Safety:
1. difficult to report issues/incidents
  2. Crossing guards
  3. teacher step-up + more involvement
  4. Students to tell problems  
Safety in a safe environment.
  5. Consent

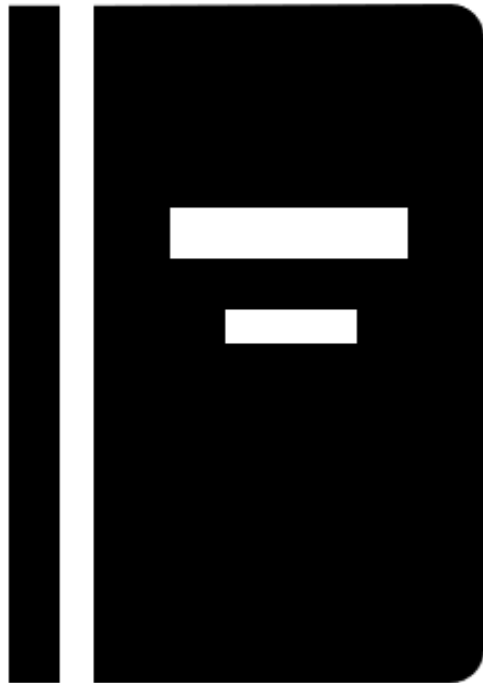
NWSS Class  
room  
made out  
class/  
school shooter

Why do people not feel safe  
in early & before-school or  
after-school activities?

Lockdown drills  
↳ glass walls  
evacuation

Safety  
concern of  
horizontal  
vertical health and wellness





# Sexual Education

- Only learning about male and female body parts and not actual SEX education
- Should be taught in science classes and physical education
- What they need/want to learn:
  - Safe sex using protection
  - Birth control pill
  - Learning about myths and misinformation
  - **Consent**
  - More resources

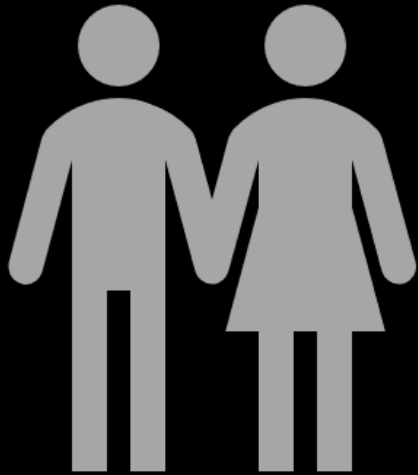
# Washrooms

Students feel uncomfortable and unsafe using the washroom.

- Problems:
- Unsettling monitors
- Sign out sheets that don't work
- Lots of graffiti
- Vandalized with feminine hygiene products
- **Vaping**





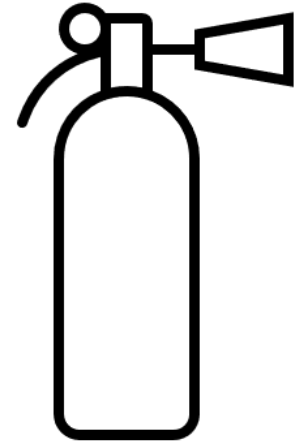


## Relationships

- Lack of trust between students and teachers
- Students feel like their concerns are not respected
- Teachers swearing in class
- Need to choose when teachers are allowed to inform parents of things

# Safety Procedures

- Glass walls don't feel safe, students want them frosted or add blinds to each classroom
- More accessibilities for people with disabilities
- End of the day traffic, stairs are very crowded





Teachers making more things fun so we are happy going to school.  
Being more aware of students

Student success  
Teachers putting down students abilities  
Especially in alternative programs  
College Profile  
access to teachers over our classes

parents access  
Have a universal grading scale  
ex: either A, B, etc, 1, 2, or proficiency/developing

Students need Clarification  
- Students need to know that its okay to not know what they want to do in their future. Its okay to not know!

Student Success  
Flexible Learning  
Depends on each student's learning style  
People learn better in different ways

Student Success:  
1. mix of fun + school  
↳ Engagement.  
2. technology funding.  
3. Resources!  
4. Keep in mind student preferences ex. loud environments

Schedule/Timetable Configuration

Times table/ Student schedules accurate. - No mistakes as students need certain classes to graduate

Teachers in more advanced classes not teaching well

Lack of access to resource rooms for most students

# Student Success

If students need support for anxiety, ADHD, etc be able to support that

Being able to report to the teachers and student

LOCATION SIGN ON TABLES THAT ARE BEING USED  
LET STUDENTS KNOW WHO'S USING WITHOUT HAVING TO GET THEIR OWN OWN SIGNATURE

More interactive outdoor spaces  
↳ soccer nets & other topics

PROVIDE ND (Neurodivergent) KIDS WITH THINGS THAT HELP W/ SENSORY OVERLOADS/ HELP THEM STIM  
↳ fidgets  
↳ noise-cancelling headphones

Reform marking system, leaves students unprepared for post-secondary

Funding for school sports

STUDENT SUCCESS  
- teachers do not advise people who play sports at home on athletic life outside of school and may need more time to finish assignments.  
- Not feeling like I

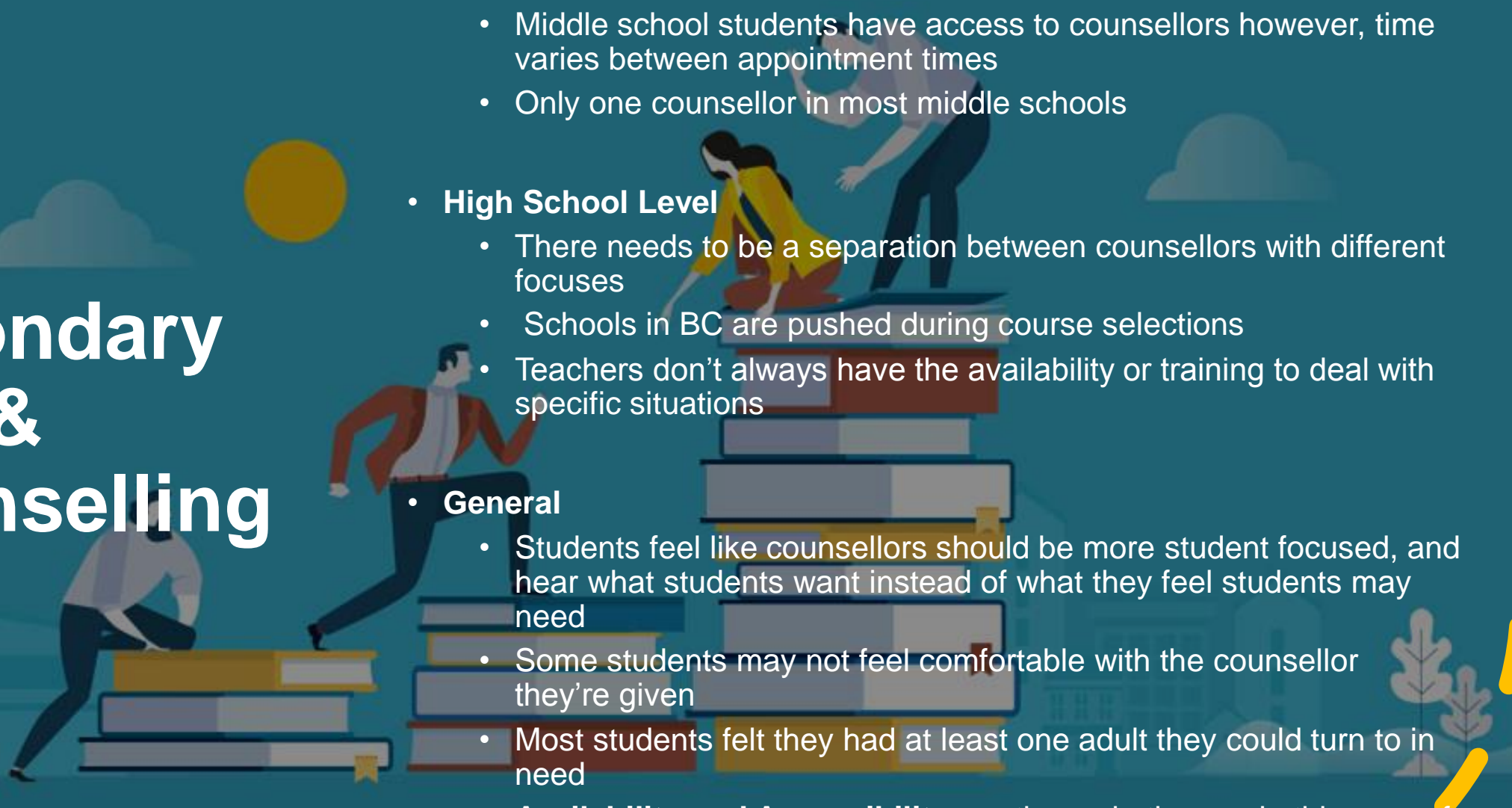
More diverse options to do at the gym (weightroom, other)

Popular Post-secondary info + counsellors (16)  
Feeling comfortable w

Lunch being to short-being



# Post Secondary Info & Counselling

An illustration on a teal background shows several stylized figures climbing a tall stack of colorful books. One person is at the base, another is climbing, and a third is at the top. The scene is set against a backdrop of a sun, clouds, and a building.

- **Middle School Level**

- Middle school students have access to counsellors however, time varies between appointment times
- Only one counsellor in most middle schools

- **High School Level**

- There needs to be a separation between counsellors with different focuses
- Schools in BC are pushed during course selections
- Teachers don't always have the availability or training to deal with specific situations

- **General**

- Students feel like counsellors should be more student focused, and hear what students want instead of what they feel students may need
- Some students may not feel comfortable with the counsellor they're given
- Most students felt they had at least one adult they could turn to in need
- **Availability and Accessibility** are the main themes in this area of conversation



# Flexible Learning

- Teachers don't understand learning styles
- **Active learning and engagement** seem to be the most recommended teaching style
- Core Competencies need to become more mainstream in SIGMA
- After school/lunch time one-on-one learning sessions
- French teaching programs don't properly equip middle school students for high school French class
- Better transitions from grade 10 to grade 11 science
- Teachers sometimes don't see that there are different student lifestyles
- Students feel that projects are a better demonstration of comprehension in comparison to tests
- Students don't always feel comfortable with teachers





# Grading Systems

- The proficiency scale is subjective to the teacher you're given
- Each teacher has different definitions of what "extending" should be
- Failure to properly explain grading to parents
- Middle School students prefer a letter grade/percentage
- Students would like to know more about what they can do to improve
- Students want honest feedback

# School Sports

- Lack of variety in middle school curriculum
- Adding competitive opportunities and more sports teams
- Coaching issues/concerns
- Limited and damaged equipment
- Concerns with funding





# Supportive Learning Tools



- All aspects of this topic are dependent on personal teaching systems
- Music as a coping mechanism
- More respected quiet rooms
- Fidget toy systems

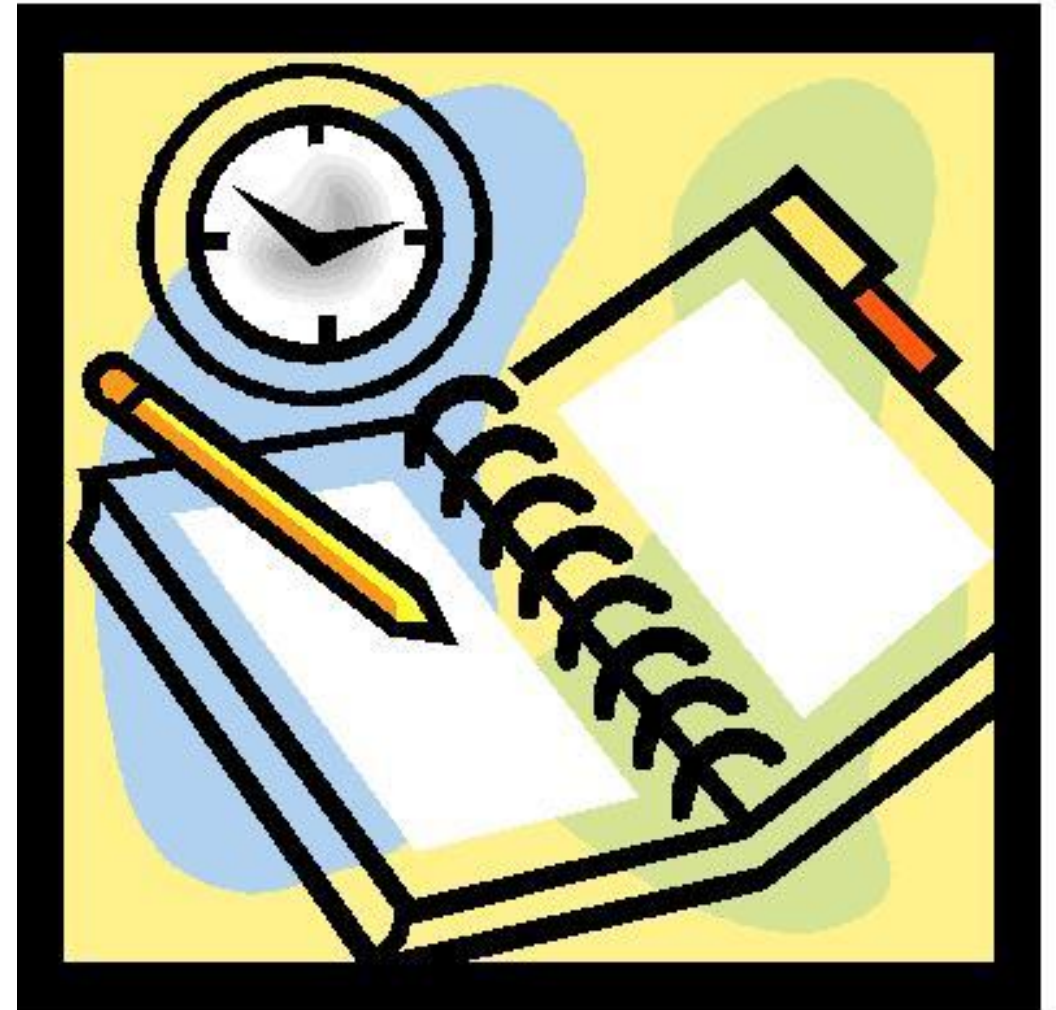


# Lockers

- Crowding at the beginning of class blocks
- Not enough travel time during breaks to get to lockers
- Lockers aren't secure, a lot of students lose valuable items throughout the school year
- Vandalization seems to be more common
- Everyone does have access to a locker if they need one
- Teacher lock combination security issues

# Timetables and Scheduling Issues

- Lunchtime needs to be elongated for middle school students
  - Grade 8 class switches aren't organized well
  - Schedules aren't consistent
- Students often understand tests but aren't given enough time for completion
- Students would like to have the option to stay inside during lunch not just when the weather is bad

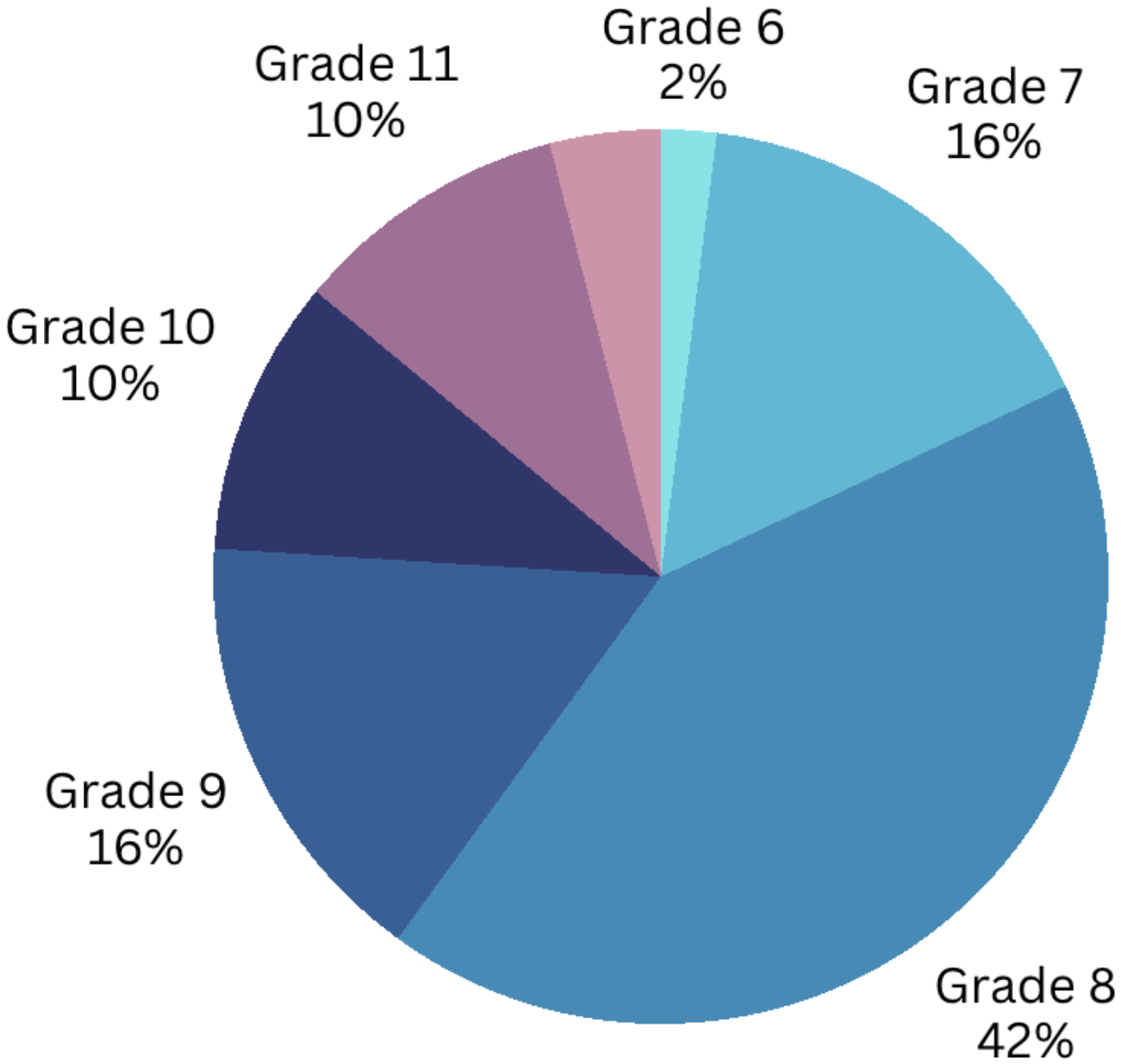




# Symposium Feedback

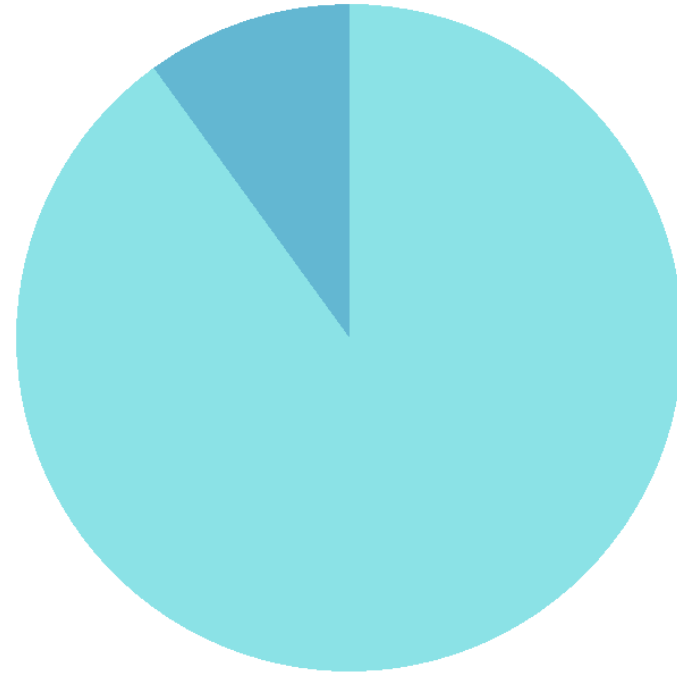


# School and Grade



- New West Secondary School – 18
- Queensborough Middle School – 10
- Fraser River Middle School – 12
- École Glenbrook Middle School – 8
- Sigma – 2

Has attended the symposium before  
10%



Have not attended the symposium before  
90%



## What two topics did students find most interesting?

- Student Success – 18%
- Anti-Racism – 18%
- Mental Health & Awareness – 32%
- Safety – 32%



## What topics would students like to see in the future?

- Topics on substance use and healthcare – 9.2 %
- Topics on Anti racism and support – 9.2%
- The same – 19.5%
- Topics on safety – 27.6%
- Topics for student's experiences – 34.5%





# What did students like the most in the symposium?

- Talking with other students and sharing concerns/ideas – 83.2
- Food – 12.48
- Gift cards – 4.32



# What could we have improved on?

- More time/be able to go over all topics - 48.84%
- More food and gift card giveaways / allergens written near the food- 11.1%
- More focus on high school/ make sure students are being respectful - 17.86%
- Nothing – 22.2%





## Overall, how satisfied were students with the event?

- Extremely satisfied - 34%
- satisfied – 56%
- Somewhat satisfied – 10%





# Main topics to consider for budget and school change



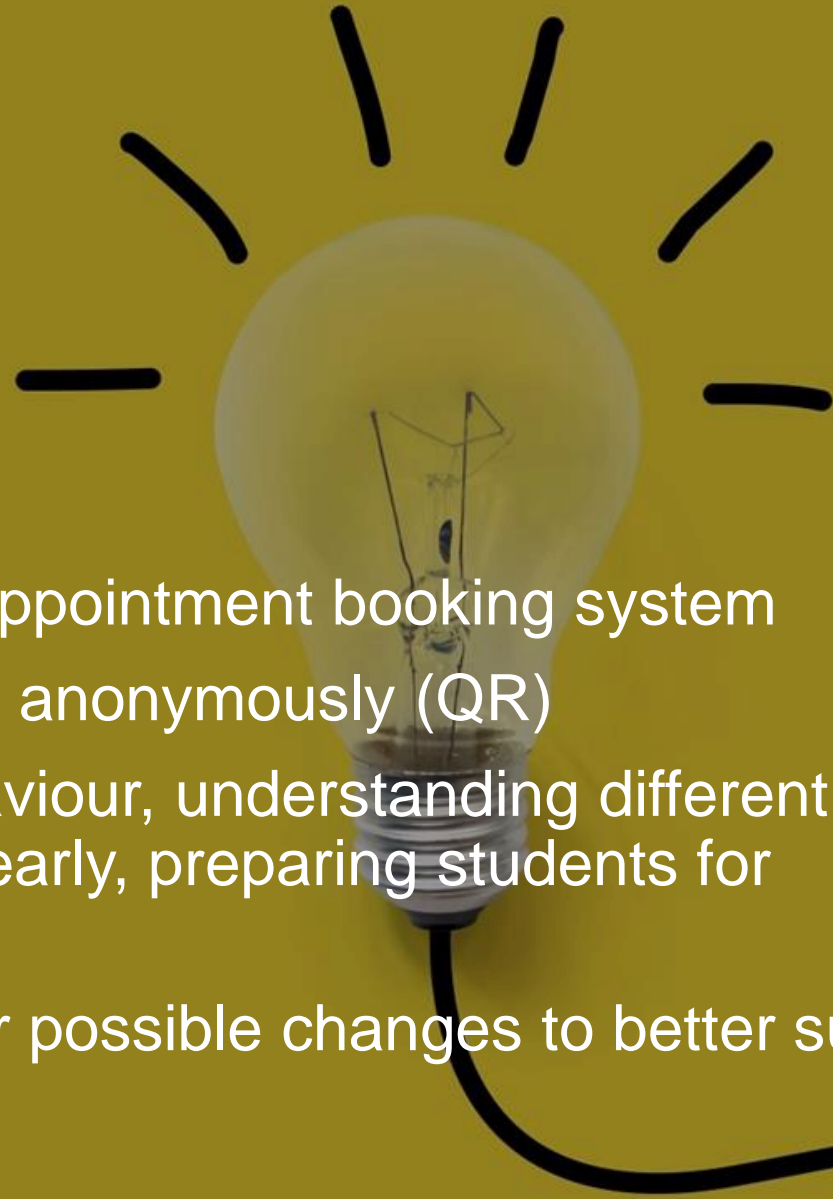
# Budget

- More counselling
- Anti-racism education: bring in experts and better resources for teachers to use
- Sexual education: modernize this education with resources and presentations
- Add more vape detectors and cameras at NWSS and introduce them to middle schools
- Frost glass to help students feel more safe
- More funding for sports and teams

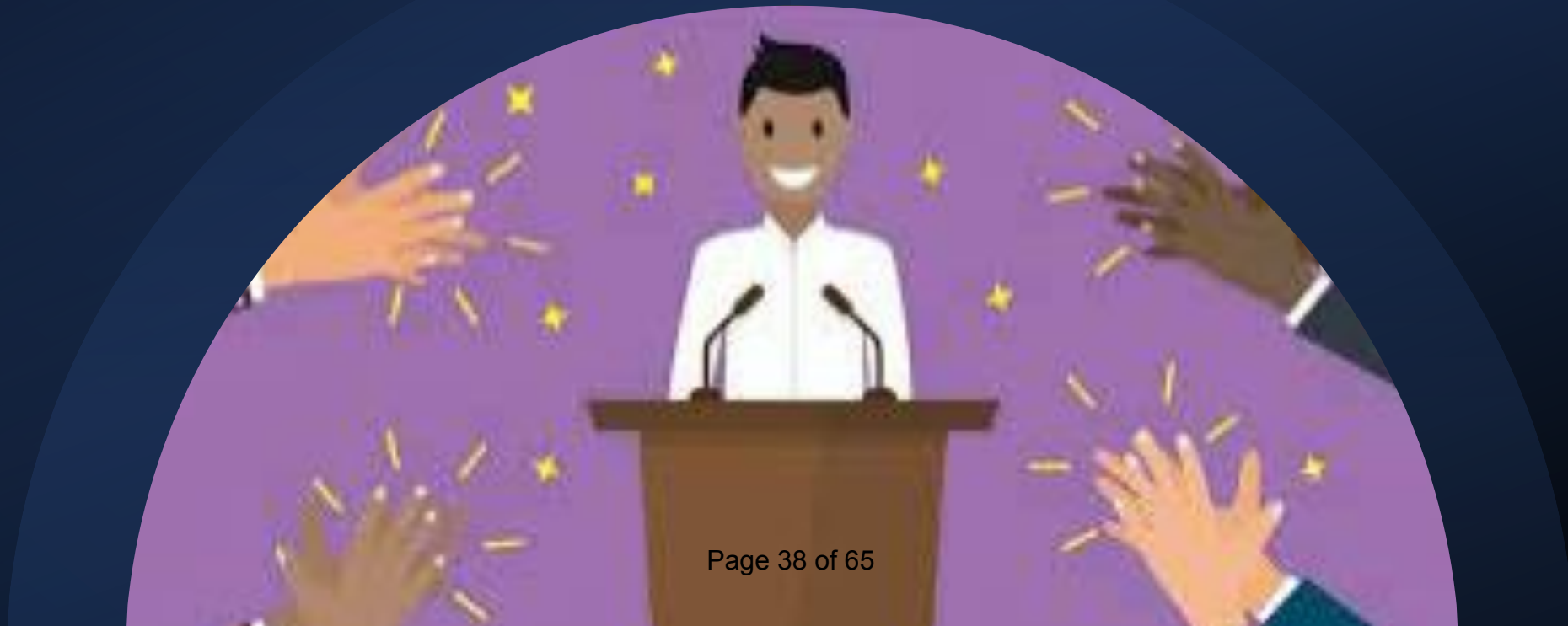


# School Systems

- Middle school needs a counselling appointment booking system
- A way to report racism to staff/admin anonymously (QR)
- More teacher accountability for behaviour, understanding different ways of learning, assessing more clearly, preparing students for transitions
- Look at schedules and timetables for possible changes to better suit student needs



# Thank you so much for listening!





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

Date: April 11, 2023

Submitted by: Nancy Brennan, External Consultant

Item: Requiring Action Yes  No  For Information

Subject: District Programs of Choice Review – Monthly Update

**Background:**

The New Westminister School District is currently reviewing the Programs of Choice (French Immersion, Montessori and the Home Learners Program) that are available to all SD 40 students in Kindergarten through Grade 12. The review began in January of this year and will continue through to the end of the 2022-2023 school year, with a final report being presented to the Education Committee in the fall of 2023.

The primary objectives of the review are to:

- identify both the strengths of and challenges to the existing programs of choice
- ascertain whether these programs continue to meet the diverse needs and interests of New Westminister students,
- provide a comparison of program of choice offerings in neighbouring school districts, and
- contemplate possible future opportunities for SD 40’s Programs of Choice.

As was outlined in my report to the Education Committee on February 7, 2023, beginning in January there were a variety of engagement opportunities including on-site visits to all schools hosting Programs of Choice, interviews with school-based administrators associated with the programs, and individual and small group interviews with representative staff as well as associated stakeholder groups.

**Work to Date:**

In the time since the first report was presented in early February, work for this review has included:

- Participation in the monthly DPAC meeting





- Interviews with district staff responsible for central registration, facilities and recruitment and hiring of POC staff
- Information-gathering from other Lower Mainland districts for comparison purposes.

The largest task during the February – March period was the creation of survey questions and then distribution of the various online surveys. These electronic surveys were made available from March 1<sup>st</sup> to 19<sup>th</sup> and for each Program of Choice there was a program-specific survey created for the staff, students, and parents. The following groups were offered the opportunity to complete a survey:

- All parents and interested community members
- All staff
- All school-based administrators
- Programs of Choice staff
- Parents of K-8 French Immersion students
- Parents of Secondary French Immersion students
- Parents of Montessori students
- Parents of Home Learners

All parents were made aware of the opportunity to participate in the survey in an email announcement that was sent the week prior to March 1<sup>st</sup> and which directed them to the district website in order to access the appropriate survey link. Schools were asked to send survey reminders to parents just before Spring Break, and then one final reminder was sent out by the district in the week before the March 19<sup>th</sup> deadline. All SD 40 staff received an email with the direct link to the appropriate survey. All survey responses were anonymous and confidential.

In addition to asking parents to specify their child's grade, when they entered a particular program, etc., parents were asked to respond (strongly agree, agree, neutral, disagree, strongly disagree) to the following:

- "I believe that my child's academic needs are being met in the \_\_\_\_\_ program"
- "I believe that my child's social-emotional needs are being met in the \_\_\_\_\_ program"
- "I am satisfied with the resources available in the \_\_\_\_\_ program"
- "I believe that the \_\_\_\_\_ program promotes and supports diversity and inclusion"
- "I believe the application process is clear, fair and consistent"
- "I am satisfied with where the \_\_\_\_\_ program is placed in the district"



- “If New Westminster Schools were to consider offering an additional Programs of Choice, I believe that students and their families would be interested in \_\_\_\_\_.”
- “I would recommend the \_\_\_\_\_ Program to other families. “
- “As a parent of a child in \_\_\_\_\_ I feel informed and included in my child’s learning .”
- “My child is happy to be a part of the \_\_\_\_\_ Program and is proud of their learning.”
- “I am satisfied with the amount of additional support available to my child in the \_\_\_\_\_ Program.”

After the surveys closed on March 19<sup>th</sup>, the number of responses were tallied. There were 154 staff responses (94 from general staff, 49 from Programs of Choice staff, and 11 from Principals and Vice-Principals) and 809 parent responses (364 from the general parent and community population, 317 from French Immersion parents, 80 from Montessori parents, and 48 from parents of students in the Home Learners Program). The total number of respondents to date (staff & parents/community) is 963, which is a strong response rate.

The raw data from these surveys has only just been received and is still being reviewed and analyzed, therefore it is too early in the process to share any in depth observations. However, the data, both quantitative and anecdotal, will be an important part of the final report that is presented to the Board in the fall of 2023.

With all that was happening in schools immediately before Spring Break, it was felt that the 8 school days available between March 1<sup>st</sup> and March 10<sup>th</sup>, when the vacation began, was too short and too hectic a time for students to do a thorough job of completing the surveys. Therefore, their surveys were not made available until after the return to school on March 27<sup>th</sup>.

Secondary French Immersion students, Intermediate Home Learners, Grade 5-8 French Immersion (EFI and LFI) students and Grade 5 Montessori students have begun to complete or will be completing program-specific surveys over the next few weeks, and depending on the age range and program, the process will happen in a variety of ways. Secondary French Immersion students will have their survey emailed to them directly and will be asked to respond independently. Ecole Glenbrook Middle School French Immersion students will take the survey with the support of their principal and vice-principal during school time. And Grade 5 French Immersion and Montessori students and Grade 5-8 Home Learners will answer the survey questions in a group “charting” activity led by their school administrators. This will ensure that students are given the appropriate amount of direction and time to answer as thoughtfully as possible.



Once those surveys are completed, their raw data will be added to the previously gathered results and reported on in the final report.

**Upcoming Work:**

The next important step of the review process will be the organization of focus groups for the various staff, parent and community partner groups associated with the three Programs of Choice. I will be working with the Associate Superintendent and Communications Manager, as well as with the leaders of the various unions and associations, to arrange for focus group meetings. These meetings will take place either in person or virtually and will seek feedback on the three guiding questions:

1. What is working well in the program (EFI, LFI, Montessori, Home Learners)?
2. What challenges and obstacles are being faced by the program?
3. What are opportunities are there for improvement to the program?

These focus groups will be scheduled between now and the end of the school year and will include, but not necessarily be limited to:

- New Westminster Teachers' Union Executive (April 11)
- CUPE 409 support staff who work in Programs of Choice
- New Westminster Principals' and Vice-Principals' Association
- French Immersion teachers
- Montessori teachers
- Home Learners Program teachers
- Montessori parents
- French Immersion parents
- Home Learners' parents
- New Westminster Student Voice Representatives

**Conclusion:**

Further updates on the review process will be presented at the next Education Committee meeting on May 2, 2023.





# **District Programs of Choice Review – Monthly Update**

April 11, 2023

Nancy Brennan, External Consultant

# Background

- ▶ French Immersion, Montessori and Home Learners Programs
  - January – June 2023 with final report presented fall of 2023
  
- ▶ Primary objectives:
  - What are the strengths and challenges?
  - Do programs continue to meet the needs and interests of students?
  - What are the programs available in other school districts?
  - What are the possible future opportunities for SD 40's Programs of Choice?
  
- ▶ January engagement opportunities included:
  - on-site visits to all Programs of Choice
  - interviews with school-based administrators
  - individual and small group interviews with staff and stakeholder groups



# Work to date (February – March)

- ▶ Participation in DPAC meeting
- ▶ Interviews with district staff
- ▶ Information-gathering from other Lower Mainland districts
- ▶ **Surveys**



# Surveys

- ▶ Available March 1<sup>st</sup> to 19<sup>th</sup> . All responses anonymous and confidential
  - Email sent to all parents before March 1
  - Reminder sent by schools before Spring Break
  - Another email sent 1 week before surveys closed
  - SD 40 staff emailed with direct link to appropriate survey
  
- ▶ Program-specific surveys for:
  - All parents and interested community members
  - All staff
  - All school-based administrators
  - Programs of Choice staff
  - Parents of K-8 French Immersion students
  - Parents of Secondary French Immersion students
  - Parents of Montessori students
  - Parents of Home Learners

# Survey

► Parents asked to respond to the following:

- "I believe that my child's academic needs are being met in the \_\_\_\_\_ program"
- "I believe that my child's social-emotional needs are being met in the \_\_\_\_\_ program"
- "I am satisfied with the resources available in the \_\_\_\_\_ program"
- "I believe that the \_\_\_\_\_program promotes and supports diversity and inclusion"
- "I believe the application process is clear, fair and consistent"
- "I am satisfied with where the \_\_\_\_\_ program is placed in the district"
- "If New Westminster Schools were to consider offering an additional Programs of Choice, I believe that students and their families would be interested in \_\_\_\_\_ "
- "I would recommend the \_\_\_\_\_Program to other families. "
- "As a parent of a child in \_\_\_\_\_ I feel informed and included in my child's learning ."
- "My child is happy to be a part of the \_\_\_\_\_Program and is proud of their learning."
- "I am satisfied with the amount of additional support available to my child in the \_\_\_\_\_Program."

# Surveys

- ▶ **154** staff responses
  - 94 general staff
  - 49 Programs of Choice staff
  - 11 Principals and Vice-Principals
- ▶ **809** parent responses
  - 364 from the general parent and community population
  - 317 from French Immersion parents,
  - 80 from Montessori parents,
  - 48 from parents of students in the Home Learners Program
- ▶ Total number of respondents : **963**
- ▶ Raw data still being reviewed and analyzed



# Surveys

## ▀ Students to be surveyed:

- Secondary French Immersion
- Intermediate Home Learners
- Grade 5-8 French Immersion
- Grade 5 Montessori students

## ▀ Depending on age range and program:

- Secondary French Immersion students will be emailed directly and asked to respond independently
- Middle School French Immersion students will take survey with support of principal and vice-principal during school time
- Gr. 5 French Immersion and Montessori students and Gr. 5-8 Home Learners will answer questions in a group activity led by school administrators

# Upcoming Work

- ▶ Focus groups (virtual and/or in person):
  - New Westminster Teachers' Union Executive (April 11)
  - CUPE 409 support staff who work in Programs of Choice
  - New Westminster Principals' and Vice-Principals' Association
  - French Immersion teachers
  - Montessori teachers
  - Home Learners Program teachers
  - Montessori parents
  - French Immersion parents
  - Home Learners' parents
  - New Westminster Student Voice Representatives



# Conclusion

- Further updates on the review process will be presented at the next Education Committee meeting on May 2, 2023.
- Questions?



# Career Programs in New West Schools

Education Planning and Policy Committee Meeting  
April 11, 2023

Tammy McArthur, Carrie Gurba, Maureen McRae-Stanger

# The Focus on Careers...

## Ministry of Education and Child Care

Students will graduate and have the Core Competencies to achieve their Career and life goals

Opportunities:

- Careers Curriculum K-12
- Work Experience
- Trades and Apprenticeships



# Work Experience 12 A/B (WEX)

Work Experience (WEX) is designed to prepare students for the transition from secondary school to the world of work or further training and education.

- Provides admittance to otherwise less accessible professional environments.
- Facilitates conscious career reflection skills that can be used lifelong.
- Helps students learn how to take initiative in the workplace, and overall strengthens employability skills.
- Encourages development of grit and resilience.
- Confirms or changes a student's post-secondary/career goals.



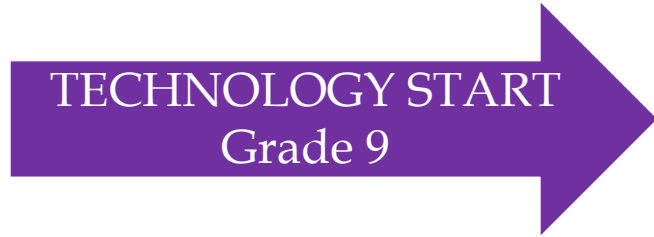


# NWSS WEX "Building Back"

- Connect with other districts for best practices
- Establish Board Guidelines
- Audit workshop with M.O. E. regarding Compliance
- Revision of all forms and documents
- Rebuilding community partnerships - obsolete database
- Excited to have 15 Gr 11 and 12 students starting placements this semester!



# Trades & Apprenticeship *BIG PICTURE!*



**TECHNOLOGY EDUCATION 9**  
**EXPLORATION OF 4 AREAS**  
Woodworking  
Metalwork  
Drafting  
Electronics/Engineering/Robotics

**YOUTH EXPLORE**  
**TRADES SKILLS 12A**  
(Plumbing/Carpentry/Electrical)  
**CULINARY 10-12**

**YOUTH TRAIN**  
Plumbing Level 1  
Carpentry Foundation  
Professional Cook 1  
ITA Red Seal Trades

**YOUTH WORK**  
**COURSES**  
(paid work in a Red  
Seal Trade WORK  
11A,11B,12A,12C)

**TECHNOLOGY COURSES**

Apprenticeship Math 12	Electronics & Robotics 10
Woodwork 10-12	Robotics 11-12
Furniture and Cabinetry 1	Electronics 11-12
Metal Work 10-12	Engineering 11-12
Machining and Welding	Metal Art & Jewelry 10/12
Drafting/Design 10-12	

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# Programs Offered In New West Schools

EXPLORE Technology and Trades

48 students

TRAIN in Trades

45 students

WORK in Trades

21 students



# Youth Train in Trades Options

## NWSS On-Campus Partnerships Grade 11 and 12

Carpentry Foundation (BCIT)	16 seats in Semester 2
Professional Cook 1 (VCC)	4-8 seats Semester 2 + 4 weeks summer @VCC
Plumbing Level 1 (PIC)	16 seats in Semester 1

## Off Campus Partnerships Grade 12: BCIT, KPU, PIC, VCC

Auto Body Refinishing Tech	Hair Design	Baker
Sheet Metal	Electrician	Appliance Repair Tech
Industrial Painter/Decorator	Heavy Mechanic Trades	Metal Fabrication
Millwright	Refrigeration Tech	Motorcycle Tech
Wood Joinery	Automotive Services Tech	Horticulture
Welder	CNC Machinist	AME-M

**Dual Credit = Graduation + Post-Secondary Credits**

# BCIT Indigenous Trades Sneak Peak Day May 30, 2023







# JILL OF ALL TRADES A DAY FOR WOMEN

November 29, 2023





# Skilled Trades BC Discover Grant \$4500



Grade 8 Discover Trades Days: February 3, April 19, May 2

# New Program Alert!

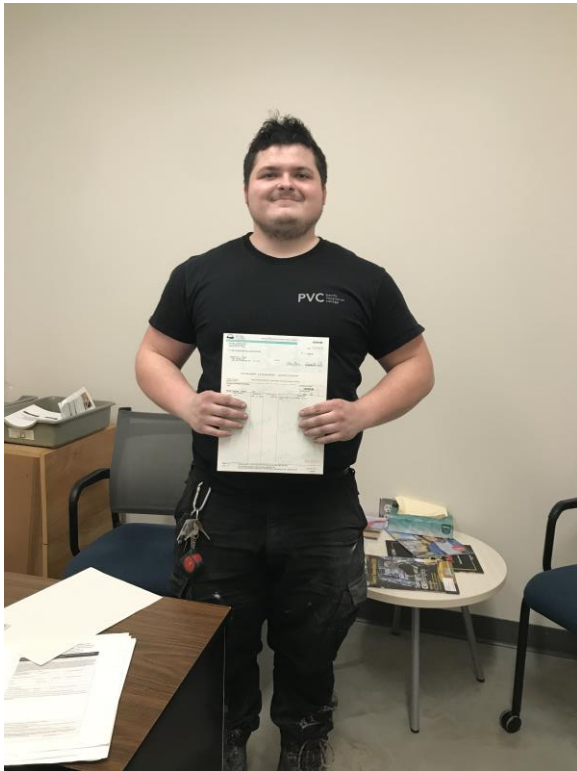
BCIT Aircraft Maintenance Engineer  
BCIT ACE Microcredential/1yr Paid Internship Pilot





# \$1000 Youth Work in Trades Award

## 2022-2023 Winners



Corbin Beyea  
Tysen Nielsen  
Andre Blazhkevych  
Pryce Stromberg  
Toni Ganchev  
Ethan Bresser  
Marli Hamerton  
JR Candelaria  
Aleksi Lehmann  
Jordan Scott-Giordano  
Owen West  
Katherine Keating





**ELEMENTARY**

ITEM	2022-23 COST	2023-24 - COST
Agenda/Planner	\$4.00 - \$8.00	\$4.00 - \$8.00
School supplies (optional)	\$25.00 - \$40.00	\$40.00 - \$50.00
Recorder fee (may purchase or use school recorder)	\$5.00	\$5.00

**MIDDLE**

ITEM	2022-23 COST	2023-24 COST
Agenda/Planner	\$6.00 - \$10.00	\$6.00 - \$10.00
School Supplies (optional)	\$40.00	\$40.00 - \$55.00
Yearbook (optional)	\$25.00 - \$40.00	\$25.00 - \$40.00
Band practice book (optional)	\$10.00 - \$15.00	\$10.00 - \$15.00
Band rental (rental cost depends on instrument)	\$10.00 - \$40.00/mo.	\$10.00 - \$40.00/mo.
Gr. 8 Athletic fee	\$35.00/sport	\$35.00/sport
Locks (optional)	\$7.00	\$7.00

NWSS			2022-23 COST	2023-24 COST
<b>STUDENT ACTIVITY FEE (Total)</b>			\$30	\$10
Other: (specify)		Yearbook (optional)	\$55	\$60
<b>GRADUATION ACTIVITY FEE (Total)</b>		Ceremony (includes rental of grad gown, cap and tassel purchase)	\$100	\$110
DEPARTMENT	COURSE CODE	COURSE NAME or Description	2022-23 COST	2023-24 COST
		Football	New player \$290	\$425
			Returning player \$250	
<b>Business Education</b>	MAC-11	Accounting 11 (optional workbook)	\$30	



DEPARTMENT	COURSE CODE	COURSE NAME or Description	2022-23 COST	2023-24 COST
<b>IB</b>	Program Fee	Program Fee for IB registration (annual)	\$75	Grade 11: \$150 full Diploma Program Students \$50 per course for Course Students Grade 12: \$200 full Diploma Students \$50 per course for Course Students
	Diploma Fees Grade 11	Diploma Fees Grade 11 (deposit; balance based on # of courses)	\$500	\$500
	Diploma Fees Grade 12	Diploma Fees (balance based on # of courses)	\$850	\$550 full Diploma Program Students \$150 per course for Course Students
<b>Math</b>	MFOM-11	Foundations of Mathematics 11 workbook (optional)	\$25	\$25
	MFOM-12	Foundations of Mathematics 12 workbook (optional)	\$25	\$25
<b>Music</b>	Rental of school-owned instruments: MU--09, MMUCB10, MICB11, MICB12, XLDCB09, MMUJB-10, MIMJB11, MIMJB12, MMU--09O, MMUOR-10, MIMOS11, MIMOS12	Concert Band 9 to 12, Jazz Band 9 to 12	\$100	\$100
<b>Tech Ed</b>		Skills exploration 9	\$50	N/A
<b>Apprenticeship Programs</b>		Carpentry	\$500 plus \$160 workbook	\$500 plus \$190 workbook
		Plumbing	\$500 plus \$200 workbook	\$500 plus \$200 workbook
		Chef Apprenticeship	\$350 plus \$300 workbook	\$250 fee plus \$300 tool deposit
<b>Visual Art</b>	9-12 Art classes	Personal Supplies for the class (optional)	Optional \$65	N/A