

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

Tuesday, October 10, 2023

3:30 pm

New Westminster Secondary School
835 Eighth Street, 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.

			Pages
1.	<u>Approval of Agenda</u>	3:30 PM	
Recommendation: THAT the agenda for the October 10, 2023 Education Policy and Planning Committee meeting be adopted as distributed.			
2.	<u>Presentations - (P.Craven & M.McLeod)</u>	3:35 PM	
	a. Timetable Exploration (P.Craven & M.McLeod)		2
3.	<u>Comment and Question Period</u>	3:55 PM	
4.	<u>Student Voice</u>	4:00 PM	
5.	<u>Reports from Senior Management</u>		
	a. Indigenous Education Report (C.Swan, A.Laidlaw, K.Headley)	4:10 PM	11
	b. Programs of Choice Review Recommendations (M.Naser)	4:30 PM	25
6.	<u>General Announcements</u>	4:50 PM	
7.	<u>Adjournment</u>	4:55 PM	



NWSS Startup Highlights

- School opening activity
- Grade 9 Parent night
- Reconciliation week activities

Timetable Exploration



New
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Schools



Actions Taken

- Exploration of space and numbers
- Meeting with other district staff to gain insight
- Survey to teachers & students

Exploration of Numbers

Current – 2300 students

Number of classrooms by block not currently being utilized at full capacity (25+ students)

Semester 1 Block A - 2 classrooms

Block D – 2 classrooms

Semester 2 Block D – 2 classrooms

*All special purpose spaces are fully utilized

Things to review:

**Optimize schedule by taking a closer look at under subscribed classes running

**Review course completion numbers for grade 12 students and determine above graduation requirements

**Combine classes where possible

Lessons from other Districts

Extended day timetable – 5 block model process overview

Positive:

Student schedules block 1-4 or 2-5

Bank time to have early dismissal X times per year for staff meetings

Negative:

Adds 2-3 minutes extra a day

2 start-ups/2 lunches (if desired) *divides staff, no consistency

Went back to regular schedule once space opened

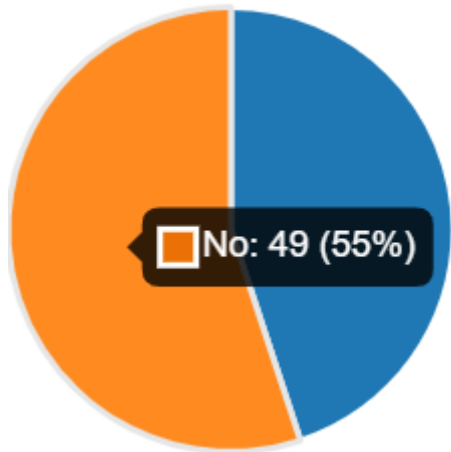
Union issues – split shift



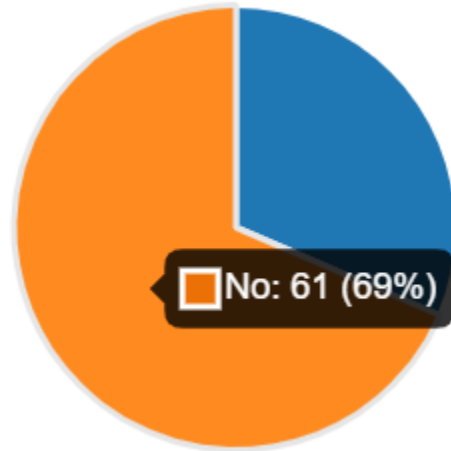
Survey - Teachers

Teaching Before/After School Hours or Online

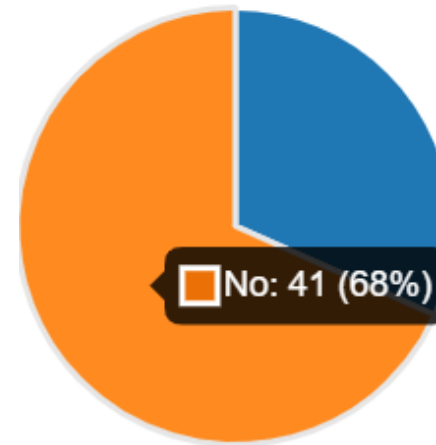
Before



After



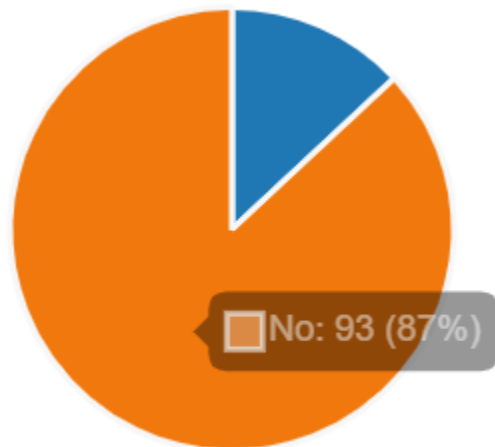
Online



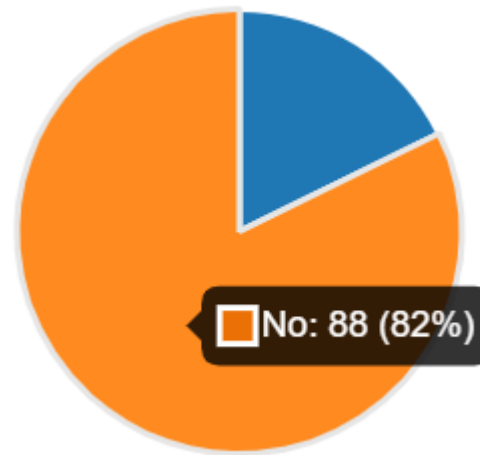
Survey - Students

Student Interest Before/After School Hours

Before



After



Exploration of Ideas

Things to consider:

Optimizing schedule

Drop and add structure for courses

Increase online offerings (CLE)

Sigma (alternate program within NWSS)



Next Steps

Timeframe	Item	Person Responsible
10-Oct	Education meeting	
11-Oct	Department meeting	Murray
24-Oct	Staff meeting	
25-Oct	Town Hall - Parent engagement	PTI night
26-Oct	PAC	
14-Nov	Education meeting - update	
23-Nov	PAC	
29-Nov	Staff meeting	
12-Dec	Proposal	



Indigenous Education & DEI Anti- Racism Presentation

October 10, 2023



New
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Schools

Indigenous Education Department Staff

Sherry Bellerose – Fraser Middle School

Lee Laufer—Glenbrook, RCap & Power

Laura Newman—NWSS & Sigma

Roslyn Smith—Lord Kelvin, F.W. Howay & Lord Tweedsmuir

Jasmine Tannahill—Qayqayt, Queen Elizabeth,
Queensborough Middle School

Connie Swan – District VP – Indigenous Education

Amelia Laidlaw – Coordinator of Indigenous
Curriculum/Transitions

Introduction

Taanishi

Amelia/Amy dishinihkaashoon.

Maple Ridge d'ooshchiin.

Mii noon dii faamii si lii Ricard pi lii
Morin, pi lii Pelletier.

Ni Mooshoom Manitoba d'ooshchiin.

Ni Nookoom Slovakia d'ooshchiin.



Indigenous Systems of Knowledge

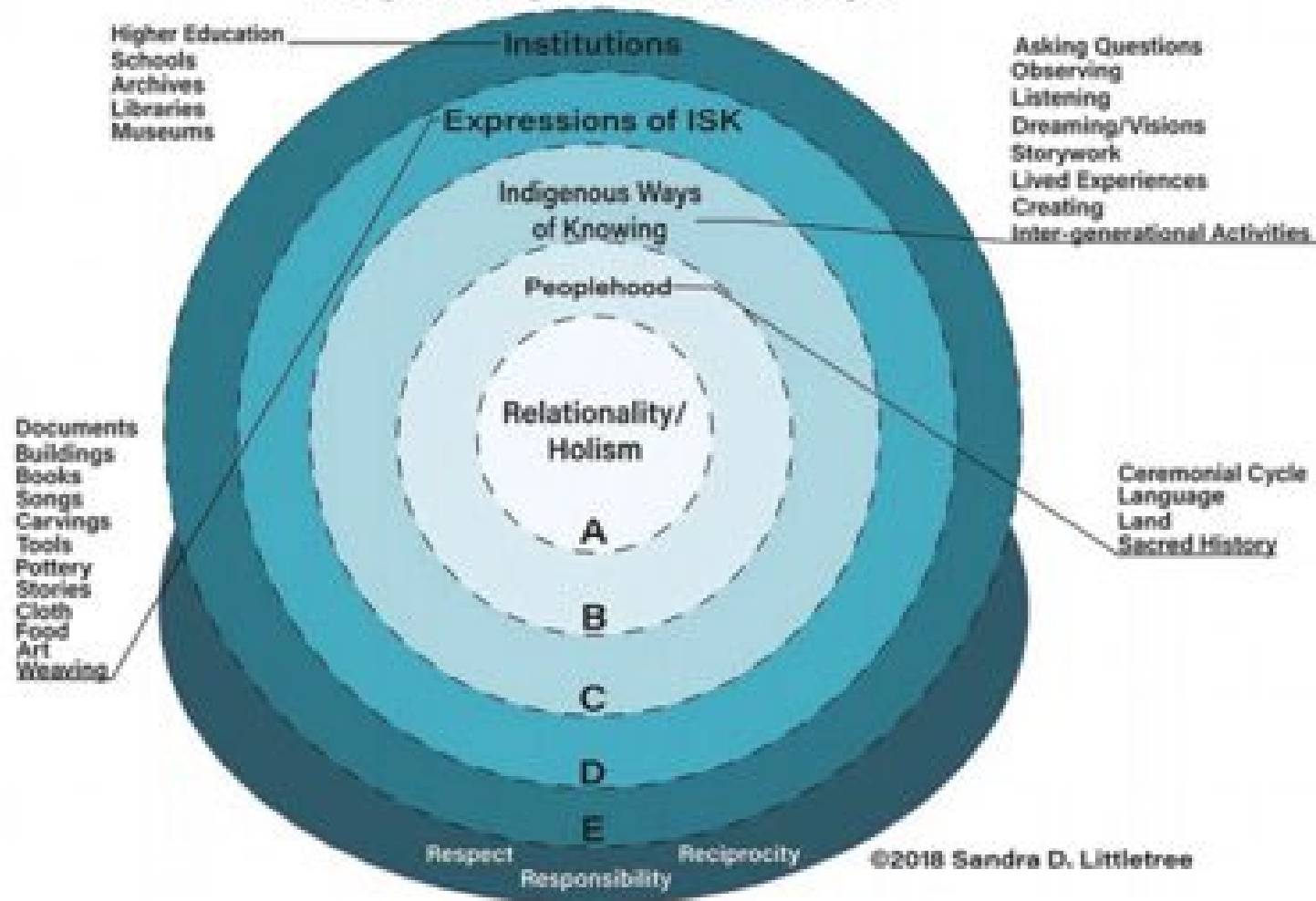


Figure 2. Indigenous systems of knowledge conceptual model with examples.

Coordinator of Indigenous Curriculum & Grad Transitions

Grad Transitions - .5 FTE

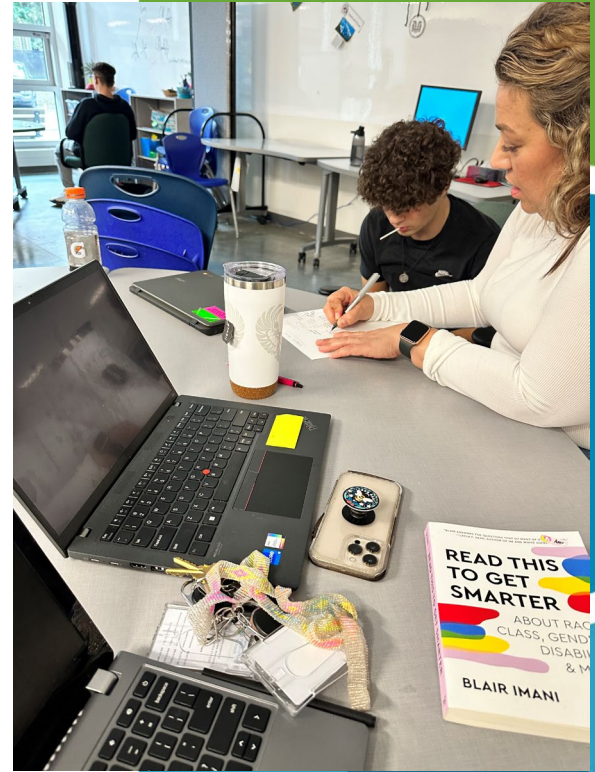
- Coordinating with school counsellors & families to support graduation success.
 - Reviewing Diploma Verification Forms 3 times a year.
 - Reviewing report cards & adjusting schedules to meet graduation requirements.
 - Connecting with families to include them in the discussion & decisions .
 - Providing opportunities for students to connect & visit post-secondary institutions.
- Providing academic supports 'over & above' the supports in place at the schools.
 - One on one academic supports, providing guidance for course selection to assure grad success, collaborating with educators to assure students are up to date.

Curriculum Transitions – .5 FTE

- Assisting Educators to decolonize the curriculum with the incorporation of Indigenous Worldview & Pedagogy.
 - Professional Development Opportunities.
 - Building additional resources.
 - Consult & co-planning of units.
- Review Equity Scan action plan & adjust the resources, professional development, family & community plans to fulfill the actionable steps.

Work at the Schools

- District-Wide Middle School Presentation about Truth & Reconciliation
- Co-facilitating discussions about Circle Protocol within High School English.
- Co-planning with Kindergarten teachers' lessons in Identity and importance of name.
- Assisting with meeting our 1701 requirements by September 29th





Truth and Reconciliation

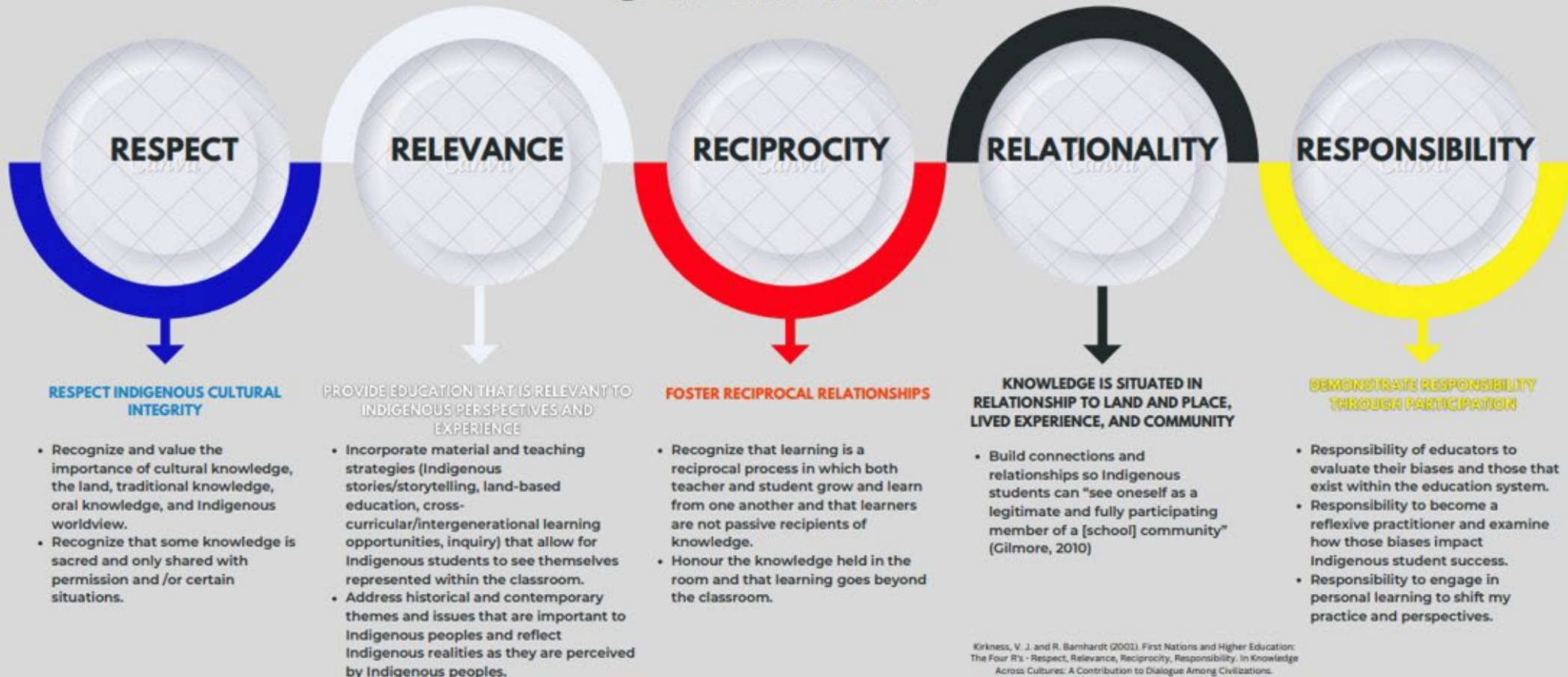
- Fraser River Middle School– smudging of a new space with knowledge keeper, Glen Williams; Land Acknowledgements with Sherry Bellerose and Stacey Ferguson
- Queen Elizabeth September Pro D –Kairos Blanket Exercise (Musqueam)
- NWSS – *Tribe of One* showing with Questions and Answers by Chief Larrabee
- NWSS Suzette Amaya – 2 Assemblies
- Connaught – Reconciliation Walk

Indigenous Education Councils

- Ministry of Education and Child-Care working towards implementing changes to Indigenous Education as part of commitments under the Declaration on the Rights of Indigenous People Act Action Plan and the BC Tripartite Education Agreement.
- While achievement results have been improving over the past few years, based on the data, the current public education system has much work to do to close the achievement gap between Indigenous and non-Indigenous students in our province.
- To help close the gap, there are proposed changes being developed in cooperation with FNEESC. The Ministry is currently considering proposing policy and legislative changes in respect to the following:
- Declaration Act Action Plan 4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning reporting.

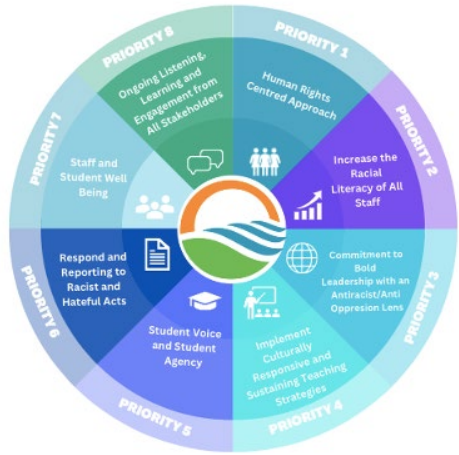
EQUITY SCAN INPUT THROUGH R'S PERSPECTIVE

OVERVIEW



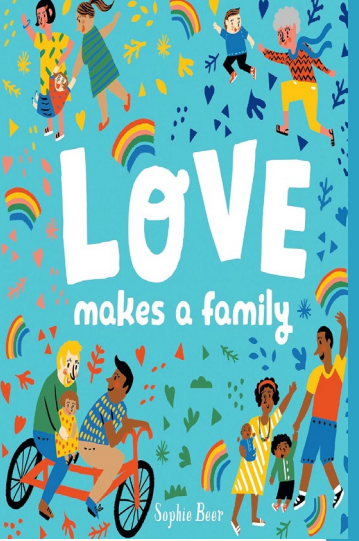
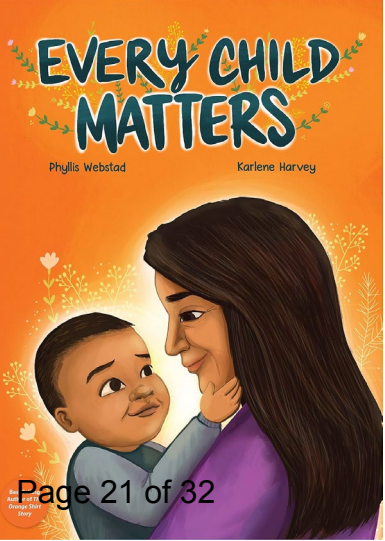
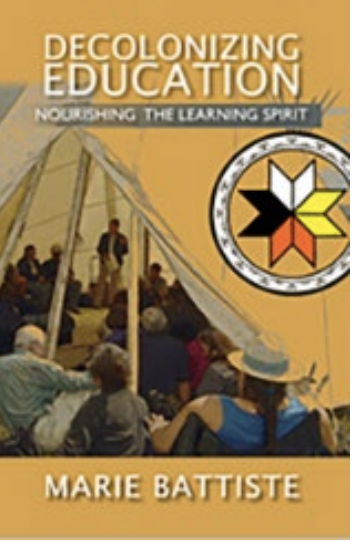
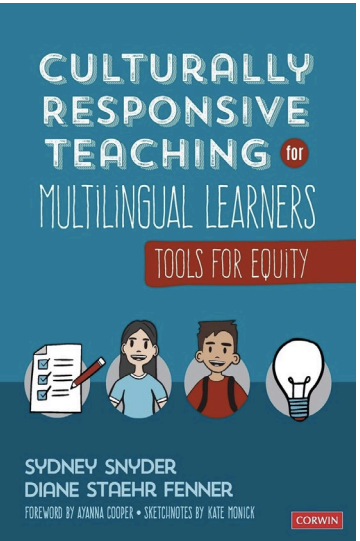
Diversity, Equity, Inclusion and Anti-Racism

Diversity, Equity, Inclusion and Antiracism

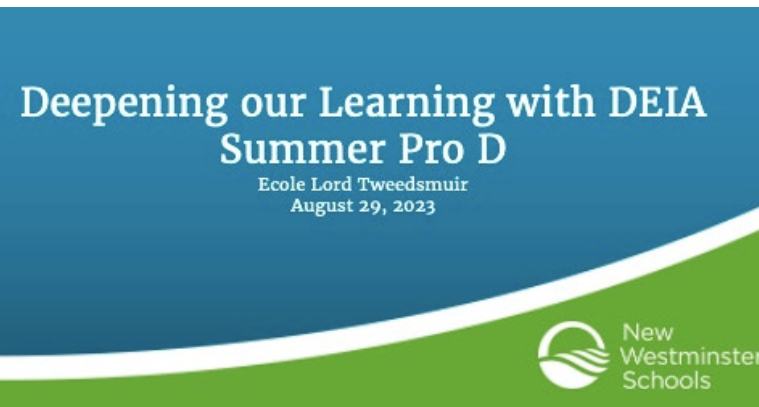
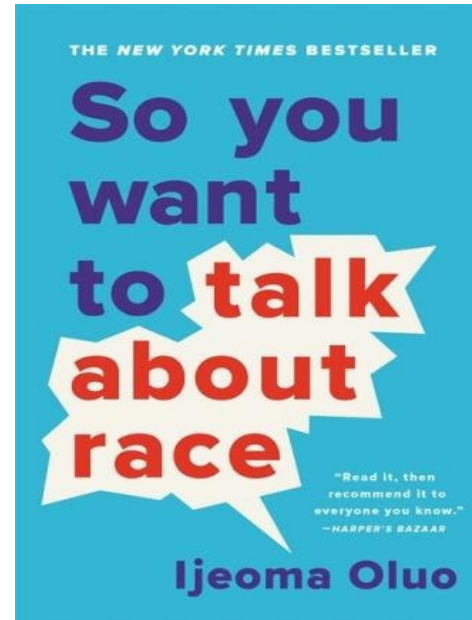


“ DO THE BEST YOU CAN UNTIL YOU KNOW BETTER. THEN WHEN YOU KNOW BETTER, DO BETTER. — MAYA ANGELOU

“ In our every deliberation, we must consider the impact of our decisions on the next seven generations. From The Great Law of The Iroquois Confederacy thepeopleproject.com

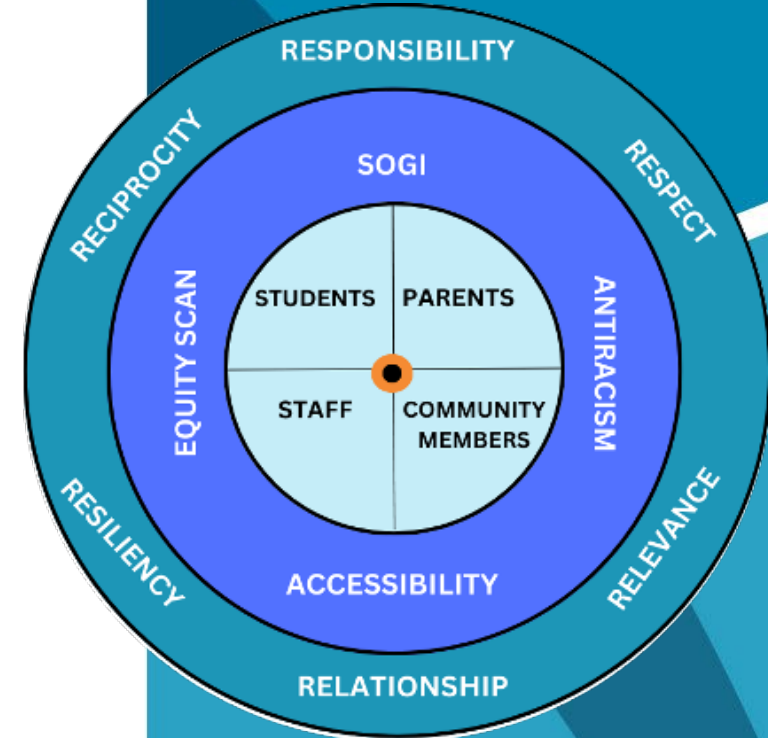
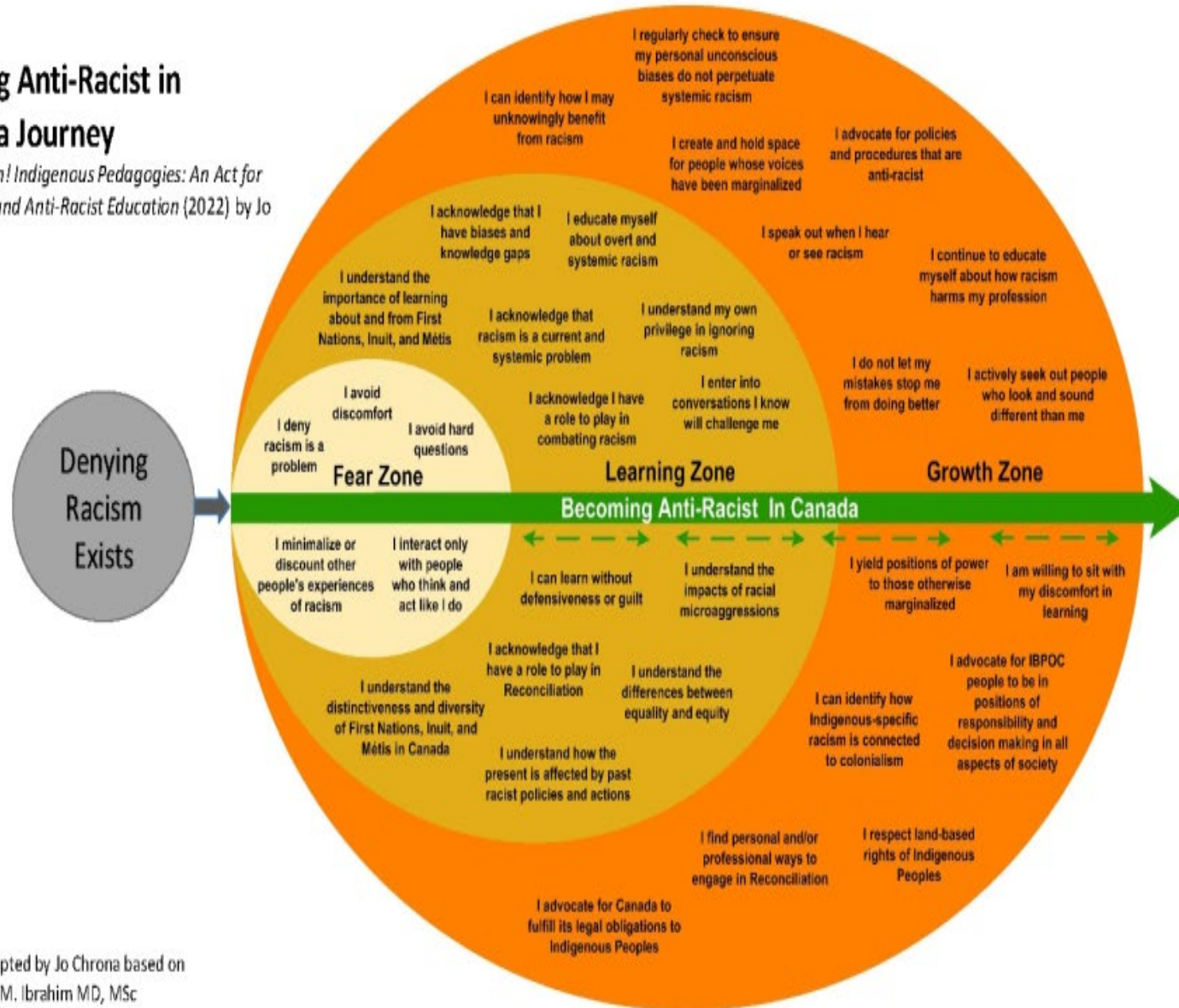


Collaboration



Becoming Anti-Racist in Canada: a Journey

From *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education* (2022) by Jo Chrona



Idea/graphic adapted by Jo Chrona based on work of Andrew M. Ibrahim MD, MSc

- Professional Learning Series Connecting DEIA and Truth and Reconciliation (Deepening Indigenous Ways of Knowing)
- Collaboration- Indigenous Voices at Advisory Tables (Antiracism, SOGI, Educational Council, Ministry Antiracism Network)
- District Wide Diversity, Equity, Inclusion and Antiracism Pro D
 - *Panel and Deepening Indigenous Ways of Knowing Presentation
- Multiple JEDI Leads (Foundation in Equity, Indigenous Ways, SOGI, Antiracism, Accessibility).

Programs of Choice Review Recommendations

October 10, 2023



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Schools

Process and Timeline

Timeline: January – June 2023

Consultant: Nancy Brenan

- 8 School visits
- 12 Stakeholder Interviews
- 12 Electronic Surveys
- 14 Focus Groups

3 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 opportunities are there for improvement to the program?



Program Strengths

- Programs are well regarded by the community
- Programs meet current community needs
- Alignment with curriculum
- Dedicated staff
- Strong parent involvement



Program Challenges

- Limited number of spaces
- Staffing
- Gaps in understanding of parent understanding of program
- Impact of attrition in intermediate grades
- French “presence” in schools
- Inclusive supports
- Resources to support curriculum





Considerations from Consultant

- Program consolidation (FI & Montessori)
 - Numerous associated benefits including presence, resources, robust community, reduce perceptions of inequality
- District level administrative support
 - Resource allocation, communication, training, curricular support
- Waitlist adjustment for EFI
- Program budget review
- Consider POC in Queensborough in the future

Staff Recommendations

<input type="checkbox"/> EFI and Montessori waitlists dissolved on the last day of instruction in December	October 2023
<input type="checkbox"/> The development of more French Immersion & Montessori Program information resources for parents, including video clips, interviews, newsletters, etc.	December 2023
<input type="checkbox"/> More opportunities for teacher collaboration across the district and between the elementary, middle and secondary FI programs.	January 2024
<input type="checkbox"/> Reinstate school visits to all Grade 5 classrooms to fully promote the Late French immersion Program.	January 2024
<input type="checkbox"/> Increase efforts to provide bilingual signage in all common areas of French Immersion school sites and increase French language usage within the school day.	April 2024

Staff Recommendations

<input type="checkbox"/> Consider the creation of a District Montessori Advisory Committee.	May 2024
<input type="checkbox"/> Continuing to advocate for the implementation of Montessori training programs at BC universities. Consider providing some financial support to teachers interested in pursuing Montessori training.	May 2024
<input type="checkbox"/> A small annual district budget allocation to both schools intended to be used for items unique to the Montessori program.	May 2024
<input type="checkbox"/> The inclusion of the Home Learners Program in all district notices and events and improve communication with families.	October 2024
<input type="checkbox"/> A review of the funding currently allocated to professional services.	January 2024

Areas for further investigation



Program consolidation offering numerous associated benefits:

Strong program presence within school
Ability to share resources
Larger community within school



District level administrative support allowing for:

Consistency in resource allocation & budget review
Improved communication
Training and curricular support



Consider POC in Queensborough in the future