

AGENDA OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION

Tuesday, January 30, 2024

7:00 pm

School Board Office (In-person & Via Zoom)

811 Ontario 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>ADOPTION OF THE AGENDA</u>	7:00 PM
<p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the January 30, 2023, Regular School Board meeting.</p>		
2.	<u>APPROVAL OF THE MINUTES</u>	7:00 PM
a.	Minutes from the Open Meetings held:	
	i. December 12, 2023 Open Board Meeting.	4
<p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for December 12, 2023, Regular School Board meeting.</p>		
b.	Business Arising from the Minutes	
3.	<u>PRESENTATIONS</u>	7:05 PM
a.	Musical Theatre Program & Admin Procedure 520 Delegation (Verbal) (J. Campbell & J. Vander Zalm)	
4.	<u>COMMENT & QUESTION PERIOD FROM VISITORS</u>	7:15 PM
	DPAC:	
	CUPE:	

NWTU:

5.	<u>CORRESPONDENCE</u>	7:30 PM	
6.	<u>BOARD COMMITTEE REPORTS</u>		
	a. Education Policy & Planning Committee, January 16, 2024.	7:35 PM	
	i. Comments from the Committee Chair, Trustee Andres.		
	ii. Approval of the January 16, 2024, Education Policy and Planning Committee Minutes.		10
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the Education Policy and Planning Committee held on January 16, 2024.		
	b. Operations Policy & Planning Committee, January 16, 2024.	7:45 PM	
	i. Comments from the Committee Chair, Trustee Connelly.		
	ii. Approval of the January 16, 2024, Operations Policy and Planning Committee Minutes.		15
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the Operations Policy and Planning Committee held on January 16, 2024.		
7.	<u>REPORTS FROM SENIOR MANAGEMENT</u>		
	a. Superintendent Update (K. Hachlaf)	7:55 PM	20
	i. School Learning Plans (K. Hachlaf)	8:05 PM	28
	i. Mentorship Program Update (P. Pain)	8:15 PM	42
	b. Approve Budget Development Process and Timelines (B. Ketcham)	8:30 PM	79

Recommendation:

That the Board of Education of School District No. 40 (New Westminster) approves the 2024-25 budget process and timeline as presented.

8. **NEW BUSINESS**
- a. Trustee Remuneration Review (M. Russell) 8:40 PM 80
 - b. Board 2024 Advocacy Plan (Draft) (M. Russell & C. Sluis) 8:45 PM 81
9. **TRUSTEE REPORTS** 9:05 PM
10. **QUESTION PERIOD (15 Minutes)** 9:15 PM
- Questions to the Chair on matters that arose during the meeting.* 9:30 PM
11. **NOTICE OF MEETINGS**
- Tuesday, February 13, 2024 - Education Committee Meeting at 3:30 pm - In-person/TBD.
- Tuesday, February 13, 2024 - Operations Committee Meeting at 6:30 pm - Hybrid.
- Tuesday, February 27, 2024 - School Board Meeting - 7:00 pm - Hybrid.
12. **REPORTING OUT FROM IN-CAMERA BOARD MEETING** 9:35 PM
- a. Record of the December 2, 2023 In-Camera Meeting
 - b. Record of the December 12, 2023 Special In-Camera Meeting.
13. **ADJOURNMENT** 9:35 PM

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

**Tuesday, December 12, 2023, 7:00 PM
In-Person and Via Zoom Link**

PRESENT	<p>Maya Russell, Chair Cheryl Sluis, Vice-Chair Danielle Connelly, Trustee Cheryl Sluis, Trustee Marc Andres, Trustee</p>	<p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director Human Resources Dave Crowe, Director of Capital Projects Amy Grey, Assistant Secretary-Treasurer</p>
REGRETS	<p>Elliott Slinn Gurveen Dhaliwal</p>	<p>Members of the Public Laura Kwong, DPAC Kristie Oxley, NWTU President</p>

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.

1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 7:02 pm.

**2023-082
Moved and Seconded**

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the December 12, 2023, Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meetings held:

i. Open Board Meeting held Tuesday, November 28, 2023.

**2023-083
Moved and Seconded**

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for November 28, 2023, Regular School Board meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes
Nil.

3. PRESENTATIONS

Nil.

4. COMMENT & QUESTION PERIOD FROM VISITORS

DPAC: Laura Kwong, Chair

- 2024 By-election: In preparation for the February 3, 2024 By-election DPAC Executives are working on their all-candidate debate, which is scheduled for Monday, January 22, 2024 at the NWSS Grand Commons.
- Kwong stated that the 'proposed fund-raising policy amendment' agenda item was shared at the NWSS PAC meeting in November 2023. On behalf of all PACS and parent led fundraising groups, DPAC requests a consultation with the District and reps from these groups so they can understand the potential impacts from this proposed admin procedure amendment.
- Walking School Bus Pilot: DPAC noted that they were surprised to learn that this project was funded from September to December 2023 only, and not the entire school year.
- DPAC has consulted with their MLAs on how to best focus their advocacy related to school builds and school funding so they can be effective with their time and resources.

NWTU: Kristie Oxley, President

- Timetable Changes: NWTU met with Human Resources; Murray McLeod, NWSS Principal; and Pam Craven, Director of Instruction-Secondary Programs to discuss the proposed timetable changes.
- Career Life Education: Oxley stated that Pam Craven's recommendation to move the Career Life Education (CLE) course completely online, and to increase the class size to 45 students per class will substantially impact the teacher's workload at NWSS.
- NWSS & Maximizing Space: Oxley asked the Board what the potential would be to build internal classrooms into the wide hallways which are located on the 2nd and 3rd floors of NWSS, and if the addition of a 4th floor at NWSS been explored.

Discussion ensued and questions answered by the Chair Russell, Superintendent Hachlaf, Trustee Connelly, and Secretary-Treasurer Ketcham.

The public was given the opportunity to ask questions on items related to the agenda with staff responding where appropriate. To view the first full comment and question period, please refer to the meeting video at [7:07 pm].

5. CORRESPONDENCE

Nil.

6. BOARD COMMITTEE REPORTS

- a. The next EPPC & OPPC meetings will be held on January 16, 2024.

7. **REPORTS FROM SENIOR MANAGEMENT**

a. Superintendent Update (K. Hachlaf)

- Superintendent Hachlaf referenced the Strategic Plan tracking document that was initially shared with the Board at the beginning of 2023; and noted that 4 years of the five-year plan have been completed. Hachlaf spoke to the data in this report as a means to provide a progress update to the Board, and to provide context re: the current strategies the District will employ to keep on track as they move towards the successful completion of their 5-year plan. Items of discussion: Safe schools; Student learning survey participation rates; Is school a place you feel you belong? Do you feel safe at school?; How many adults at school care about you? and Do you feel welcome at your school? Hachlaf noted that 'Safe and Welcoming Schools' will continue in their next strategic planning cycle.
- Reminder: Discover New Westminster Schools will be held on Tuesday, January 9, 2024 at NWSS – 5:30 pm to 8:30 pm.

To view the full presentation, please refer to the meeting video at [7:28 pm].

i. After School Care Pilot Update (I. Neilson)

Ileana Neilson, Manager, Early Learning and Childcare announced the new child care pilot program called 'Tweedsmuir After School Studio; and highlighted the following areas: the background, licensing update, about Tweedsmuir after school studio, community communication, waitlist and registration, and staffing. This program will start at Lord Tweedsmuir Elementary School in January 2024, at which time 24 child care spaces will be open to Kindergarten and Grade 1 students. This program will be available to families in the after-school-care program only. Neilson, noted that the Fraser Health inspection took place today, and the District expects to receive their license for this after school studio by the end of the week; the last step of the process before this program starts up in January 2024. Registration for this program will begin once the license is finalized with Fraser Health.

Community Communication: The New Westminster Schools website has been updated to include the dedicated Child Care in Our Schools section. This link includes information on child care partnerships within our schools and district- operated programs.

[Tweedsmuir After School Studio – New Westminster Schools – District 40 \(newwestschools.ca\)](https://www.newwestschools.ca)

b. NWSS Capacity Recommendations (P. Craven & B. Ketcham).

Pam Craven, Director of Instruction, Secondary Programs, and Secretary-Treasurer Bettina Ketcham spoke to short-, medium-, and long-term solutions to manage the District's ongoing capacity issues at all school levels including NWSS.

Highlights: Short-term and medium-term solutions could include: NWSS retention of the 4-block timetable for 2024-25, which could be achieved via strategic space utilization, timetable considerations, and moving the Career Life Education (CLE) course to an online approach which would free up 14 classroom spaces for a total of 350 seats over the course of two semesters. Consultations will continue with staff for the 2024-25 school year to

ensure that the District employs the new changes that are being brought forward. Explore alternatives for course offerings: review grade 9 elective rotations, offer elective courses in alternate years, and explore courses to transfer online or hybrid delivery model.

Long-term solutions could include program modifications including International education, the continued use of portable structures which could include future permanent modular structures to support school additions. Ketcham noted that portables have an operating budget implication and permanent modulars and/or building renovations require capital requests that must be submitted to the Ministry by June 30th of each year. Ketcham also reiterated the importance for the District to continue to explore long-term viable solutions both in terms of facilities and balancing educational outcomes for students.

- c. Public Interest Disclosure (R. Weston)
 - i. Public Interest Disclosure Policy No. 25
 - ii. Public Interest Disclosure Administrative Procedure No. 404

Executive Director, Human Resources Weston reported on Policy No. 25, and Administrative Procedure No. 404, both of which reside under the Public Interest Disclosure Act (PIDA). The Public Interest Disclosure Act provides protection from any form of retaliation or reprisals for current and former employees (including the Board of Education) who disclose “*serious or systemic issues of wrongdoing*” by their public sector employer (i.e. the District). This legislation requires employers to have a policy and procedures in place for employees who choose to file a report. Weston noted that this ‘whistleblower’ legislation initially came into effect within the public sector in December 2019, and came into force in the K-12 education sector on December 1, 2023.

Weston noted that the primary obligations of the employer in this situation are: 1). To make available, and to ensure that every employee including the Board of Education has viewed the educational promotional video; 2). To confirm the Board Policy, and to establish an administrative procedure for handling any complaint that is brought forward from a current and/or former employee to ensure it is handled in an appropriate manner within the District; 3). The appointment of a designated officer who will serve as the central contact for any complaints, and processes those complaints in accordance with the AP 404), and 4). That both Policy No. 7, and AP 404, and the required forms and subsequent information that an employee may use for initiating a complaint be posted on the District website.

Chair Russell confirmed that the Executive Director of Human Resources is the ‘Designated Officer’ who will be responsible for receiving and processing allegations of wrongdoing under the PIDA Act. Weston stated that if there are any employees who have not yet view the video, to please reach out to your administrator and/or supervisor to arrange a viewing.

2023-084
Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve Policy 7 and Administrative Procedure 404 as distributed.

CARRIED UNANIMOUSLY

8. NEW BUSINESS

- a. Extracurricular Business Audit (Trustees C. Sluis and D. Connelly).

Trustees Sluis and Connelly reported out on the 'Extracurricular Athletics Audit' and spoke to the benefits of both physical and mental health, and academic performance. Sluis noted, "to ensure these benefits can be realized they need to be aware of and remove the barriers of participation whether it is socio-economic status, sexual orientation or gender identity, race, disability, and gender. The Human rights law requires that the provision of services, including in schools, must not discriminate (whether directly or indirectly) on the basis of these grounds.' In 2018, the federal government set the target to achieve gender equity in sport by 2025. Equity is important not only to increase opportunities for girls, but to change perceptions, particularly the incorrect perception that sports participation is not important for girls.

Trustees Sluis and Connelly believe that the New Westminster School District has a role to play in supporting an equitable and meaningful way, the role of athletics in their communities and in their schools. They believe they need to start with the work included in the Motion they present to the Board this evening.

2023-085

Moved and Seconded

THAT the New Westminster School Board (SD40) direct staff to review the district's approach to provide and support extra-curricular physical activities (including intramurals and inter-varsity competition), including but not limited to:

- *Review current mandates / regulations including the British Columbia School Athletics Association and Burnaby New West School Athletics Association,*
- *Review district policies and procedures,*
- *Assess the current situation (including quantity and quality of extracurricular opportunities for students, quality of coaching, funding for and access to equipment and facilities),*
- *Identify gaps, and*
- *Make recommendations*

All work should be completed with equity lens considering gender, race, sexual orientation and gender identity, class, age, and ability.

CARRIED UNANIMOUSLY

Superintendent Hachlaf stated that he will bring this recommendation forward, and assign it to a staff lead in the new year to identify gaps in order to improve the student experience.

9. TRUSTEE REPORTS

Trustees spoke to various meetings and events they attended over the past month.

10. QUESTION PERIOD (15 Minutes)

The public was given the opportunity to ask questions on matters that arose during the Meeting. Members of the public voiced their concerns to the Board of Education on the following topics: extracurricular athletics, student safety action plans, and NWSS capacity concerns. *Please refer to the meeting video at the [8:43 pm] for full comments.*

11. NOTICE OF MEETINGS

- January 16, 2024 - Education Policy & Planning Committee meeting. (TBD)
- January 16, 2024 - Operations Policy & Planning Committee meeting. (Hybrid)
- Tuesday, January 30, 2024 – Open Board Meeting at 7:00 pm (Hybrid)

12. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of the November 28, 2023 In-Camera Board Meeting.

13. ADJOURNMENT

The meeting adjourned at 9:53.

Chair

Secretary-Treasurer



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

**Tuesday, January 16th, 2024, 3:30 PM
Glenbrook Elementary School**

PRESENT

Marc Andres, Committee Chair
Danielle Connelly, Trustee
Cheryl Sluis, Trustee
Maya Russell, Trustee

Karim Hachlaf, Superintendent
Bettina Ketcham, Secretary Treasurer
Anne-Marie Martin, Recording Secretary
Chris Evans, Principal – Glenbrook Elementary
Sandra Singh, Director of Instruction, Learning & Innovation
Rhonda Jones, Director of Instruction, Inclusive Education
Pam Craven, Director of Instruction, Secondary Programs
Murray McLeod, Principal – New Westminster Secondary

REGRETS

Robert Weston, Executive Director Human Resources
Gurveen Dhaliwal, Trustee
Elliott Slinn, Trustee

Committee Chair Andres 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 meeting was called to order at 3:30 pm

Moved and Seconded

THAT the agenda for the January 16th, 2024, Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. PRESENTATIONS

Glenbrook Middle School (Chris Evans – Principal)

The EGMS Tech Committee - Amy, Tito, Cooper, and Peter presented a PowerPoint presentation on Digital Wisdom: Navigating the Online World safely incorporating respect and resilience. The presentation covered:

- 5 common challenges
- Scenarios
- Digital safety
- Reflection

The presentation included in interactive quiz using Kahoot.

Questions:

- Q. Trustee Connelly asked the committee how much time do you spend per week?
A. The EGMS Tech Committee meets weekly.
- Q. Trustee Connelly asked if they find the questions come from people who bring their devices from home or from the school?
A. Bringing their devices from home and trying to connect to the Wi-Fi.
- Q. Chair Andres asked if they think parents don't know as much as students?
A. The committee commented on Gen Z and Gen A and the different social media sites, and devices they have available to them compared to the older (parents) generation
- Q. Trustee Connelly asked what is the one thing a parent needs to be aware of?
A. What's going on with the child's digital life.

3. COMMENT AND QUESTION PERIOD

No comments or questions

4. STUDENT VOICE

Fall Survey 2023-2024 results presented by Student Voice – Julia MacCormac, Shantei Leal, and Callum Purewal.

- Some common concerns from the 400 responses included:
 - Wellness Centre – 34% of students are unaware
 - Universal washrooms
 - Vaping and Drug use
 - School Wi-Fi
 - Long serverly lines
 - Air conditioning
 - Longer lunch time



New Westminster Schools

- Open gym at lunch
- Bring back guest speakers on drug/vaping use
- Put a scramble on 8th Ave and 6th Street

- Some next step highlights included:
 - Education/Learning – including sex education
 - Student Support – resources for people struggling with vape/drug use
 - Common Space Management – need more spaces during lunch
 - Safety – focus on bathrooms; vape detectors have been positive
 - Timetable/Scheduling – keeping start time the same or later
 - Positive Feedback – morning buzz a good sense of community
 - Next Steps – School Level – allow more study spaces during spare blocks
 - Next Steps – District Level – more EA's and IEP resources

- Principal McLeod provided a summary with the following information:
 - Assemblies regarding vaping and drug use along with student expectations
 - Addition of vape directors
 - The morning buzz (weekly) students responding positive
 - April 12th – ½ day Wellness fair – more information to come

- 2024 Student Symposium to be held on Friday April 12th at Shadbolt Centre in Burnaby.

Questions:

- Q. Trustee Russell questioned is sex education not in the gym curriculum?
A. Not in the curriculum for Grade 9 students

- Q. Trustee Connelly asked if we considered an ordering system for the survery?
A. Principal McLeod advised the timing is hard and it's difficult to add more tills.

- Q. Trustee Connelly asked if we had staffing resources for vaping?
A. Superintendent Hachlaf advised that we have a campaign but no funding for a staff liaison, and that we also coordinate with Melanie Smith, District Vice Principal-Safe and Caring Schools on educational planning.

- Chair Andres commented that “the fact inclusive bathrooms are unsafe is very concerning, as this is working against the Board and District goals, and more needs to be done”.

- Student Voice member Shantei commented that the vape detectors are starting to make a change.

- Further discussions were had regarding vaping protocol, crowding at lunch, and use of collaborative areas.

5. REPORTS FROM SENIOR MANAGEMENT

Chair Andres introduced Rhonda Jones who started with SD40 in November of 2023.

a. Inclusive Education Action Plan (Rhonda Jones)

- Reviewed the June 6th recommendation from the board
- Where are we now? Area's of focus for the remainder of 2023-2024 school year.
 - Universal Design for Learning
 - Transitions
 - Competency-Based IEP Implementation
- Parent Survey on Individual Education Plan (IEP) Process
 - Seek input from parents/guardians regarding IEP and the process
 - Data collection for meaningful consultation process
 - Highlight any challenges faced by parents/guardians
 - Determine the next steps for improvements

Questions:

- Q. Trustee Connelly asked is the survey available to all families or only students with an IEP?
- A. Yes, only students with an IEP but it's something we can look into (families waiting for IEP and pre-IEP)
- Q. Chair Andres asked if the survey is only available in English?
- A. Yes, but we can talk to our Communications Manger Mike Lee to see if we can get this changed.

b. Career Programs Report (Pam Craven)

- Showcasing Careers Programs:
 - Work Experience (WEX)
 - Course description
 - Benefits of WEX
 - Key employer partnership
 - Highlight enrolment and plans for future growth
 - Share WEX success stories
 - Trades and Apprenticeships
 - Describe the programs and their benefits
 - Describe options for explore train and work
 - Describe some key Post-Secondary Institute (PSI) and employer partnerships
 - Highlight events and promote programs
 - Highlight enrolment and plans for future growth
 - Share success stories



- Trades and Apprenticeship Year Plan
 - Electrical and Lamp Wiring workshops at Middle Schools and NWSS
 - Trade presentation – NWSS CLE 10 & Tech Classes, RCAP/POWER & SIGMA
 - BCIT Teacher of Technology Day
 - Plumber work experience week
 - Discover New West Schools
 - Origins Chocolate Bar to host PC1 students for Chocolate 101 Tasting Jill of All trades
 - Carpenter work experience week
 - BCIT Indigenous Sneak Peak Trades Day – NWSS/SIGMA
 - Grade 8 Trade and Tech highlighted as part of NWSS tour in May
- Current enrolment of students
 - EXPLORE Technology and Trades – 48 students
 - TRAIN in Trades – 45 students
 - WORK in Trades – 14+ students

Questions and comments ensued

c. District Calendar (Karim Hachlaf)

- Review of School District Calendar for 2024-2025

No comments or questions

6. **GENERAL ANNOUNCEMENTS**

Nil

7. **ADJOURNMENT**

The meeting adjourned at 5:00 pm.

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

**Tuesday, January 16, 2024, 6:30 PM
In-person & Via Zoom Link**

PRESENT	<p>Danielle Connelly, Committee Chair Maya Russell, Trustee Gurveen Dhaliwal, Trustee Cheryl Sluis, Trustee Marc Andres, Trustee Elliott Slinn, Trustee</p>	<p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Robert Weston, Executive Director, HR Amy Grey, Assistant Secretary-Treasurer Dave Crowe, Director of Capital Projects Matt Brito, Director of Facilities & Operations</p> <p>Members of the Public Kristie Oxley, NWTU President</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 meeting was called to order at 6:32 pm.

Moved and Seconded

THAT the agenda for the January 16, 2024, Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. COMMENT & QUESTION PERIOD FROM VISITORS

Members of the public shared their comments regarding the New Westminster Secondary School (NWSS) musical theatre program school generated fund balance and draft updates to AP 520 Fundraising Activities. Secretary-Treasurer Ketcham responded to comments and informed all that amounts will be reinstated back to the musical theatre account. *Questions and discussion ensued.*

3. REPORTS FROM SENIOR MANAGEMENT

a. Capital Projects Update (Verbal) (D. Crowe).

Dave Crowe, Director of Capital Projects provided an update on the following items:

i. Queen Elizabeth Elementary Expansion Project:

Crowe was pleased to announce that a third story will be added to Queen Elizabeth Elementary School. As per protocol, the architect design team will present their initial concept plans to the City of New Westminster's Design Review panel on January 23, 2024, for feedback. More information to follow.

A public information session will be held in the Queen Elizabeth School gymnasium on February 1, 2024, from 3:30 pm to 5:30 pm, at which time the public will be invited to view the concept design plans in person. Representatives from the school district and City of New Westminster will be in attendance, and look forward to receiving comments and answering questions from the public.

ii. NWSS Decommissioning Project:

Crowe announced that the decommissioning of the old NWSS site is complete as the team is now working on the final design phase for the Memorial Park. The Memorial Park Design Team have presented their final design concept to the City of New Westminster and various stakeholders; the Memorial Park plan will be presented to the Memorialization Advisory Committee (MAC) in the next week for their comments and feedback. The District landscape architects will now begin to investigate landscape contract vendors within the community. Crowe stated that he will present a more robust report at the next OPPC meeting which will be held on February 13th, 2024.

Questions and discussion ensued.

b. Operations Update

i. Finance and Facilities Report (M. Brito & A. Grey)

Matt Brito, Director of Facilities and Operations highlighted key points:

- They currently have occupancy at Lord Tweedsmuir daycare portable. F.W. Howay's final daycare inspection with the City of New Westminster is Wednesday, January 17th. The district is currently working with Fraser Health, and Purpose Society regarding inspections and tentative move-in dates. Purpose Society will distribute notification of both move-in dates to the local community.
- Brito noted that the scheduled classroom renovation work at Qayqayt and FRMS is on track for Spring Break.
- Building permit applications have been submitted to add another two portables and a washcar at Lord Tweedsmuir. Classroom portables have been placed, and they are currently working on the electrical connections. Placement of the washcar portable will occur in January 2024; followed by sanitary and water connections. They are currently planning for September 2024 portable locations.
- Vape Detectors will be operational in all twelve washrooms at NWSS by Monday, January 22, 2024.
- New bus service for students from Queensborough to NWSS started on Monday, January 8th, 2024. There are five buses to transport the 181 students currently registered.

Assistant Secretary-Treasurer Grey provided a brief overview of the Finance section of the Operations report.

- The payroll team is working through the processes relating to starting a new calendar year and closing of the 2023 calendar year.
- The Finance team is currently working on the 2023-24 amended budget to present to the Board of Education for approval, and to submit to the Ministry before the February 28, 2024 deadline.

ii. School and Portable Cooling (M. Brito)

Matt Brito, Director of Facilities & Operations presented a 'Cooling in Schools' update. The District commissioned SMCN Mechanical Engineering, and O'M Electrical engineers to perform a cooling feasibility and cost analysis study regarding their main school buildings and portables. This assessed the feasibility and adaptability to integrate cooling systems within their schools. Topics presented included the: 1) Cooling Feasibility Study Summary; 2) Mechanical Assessment; 3) Recommended cooling method 4) Cost 5) Funding for main school cooling upgrades; 6) Portable cooling options; 7) Cost to add heat pumps in portable classrooms; and 8) Funding for Portable Cooling.

The District will look to Trustees for budget prioritization in April 2024 on cooling portables. NWSS cooling project is on the way for 2024.

Please refer to the meeting video at [[7:14 pm](#)] to review the complete update.

c. Human Resources & Staff Update (R. Weston)

Executive Director, Human Resources Weston shared highlights re: the Non-Replacement Data (Staffing Report) for September to October 2023 and November to December 2023.

Hiring Process:

- **EAs - Recruitment:** Weston noted that challenges remain in the hiring process as they continue with their recruitment. December saw an increased effort in recruitment; a dedicated resource team was brought in for two weeks in December 2023 to focus entirely on the recruitment of EAs. Weston was pleased to report that this initiative was successful, as it resulted in 30 EA interviews and twenty new hires. Weston reported that there have been no unfilled vacancies for EAs in the past five school days, and stated that they are hoping to obtain their replacement levels within the 90% range.
- **TTOCs – Recruitment:** Weston stated they currently have twenty-four interviews slated with TTOCs over the next two weeks and are confident that they will hit the 80-90% range required for replacement teachers.
- It has become increasingly difficult over the last two years to find TTOCs and casual EAs that want to work regularly, and they continue to struggle to find replacements for absences for both EAs and TTOCs for education system support.
- Weston noted that he will be participating in the next Lower Mainland HR Directors' meeting which will provide an opportunity to address, compare, and discuss shared District challenges and opportunities within their educational support systems.

d. Child Care Update (I. Neilson)

Ileana Neilson, Manager, Early Learning and Child Care provided an update regarding the recent Early Learning and Child Care activities within New Westminster Schools.

Highlights include:

- Qayqayt Seamless Daycare kindergarten program continues to thrive with twenty-four children; and a consistently full capacity attendance. The first pilot is now in its third year, and they anticipate receiving additional information from the Ministry of Education and Child Care (MECC) by March 2024, regarding the Post Pilot Model which will contribute to the program's future development.
- Queensborough Just B4 program is going well, currently welcoming seventeen families at present; these families are expected to transition seamlessly into their Kindergarten classrooms in September 2024. Neilson noted that the Just B4 program is currently in the second year of a 3-year funding cycle, and they are excited about advancing and sustaining this initiative.
- StrongStart Program: a total of 185 children are registered for three programs.
- Neilson stated that she was pleased to announce that the 'After School Studio' is set to open at Lord Tweedsmuir Elementary. Five children are currently enrolled, and a total of twelve registrants are required to start the program. They remain optimistic as they continue to register children.
- The 'Changing Possibilities' program for young children is strong with twelve community educators which include ECEs, and K-1 teachers who come together to examine the social-emotional context for children and to foster the shared pedagogy between early childhood educators and primary educators.
- The District will be receiving \$19,000 in funding which will focus on children, and the strengthening of their relationships from the early years to kindergarten (SEY2KT).

Please refer to the meeting video at [\[7:53 pm\]](#) for the full presentation.

e. Administrative Procedures (A. Grey)

Assistant Secretary-Treasurer Grey reported on the following two Administrative Procedures and noted that the majority of changes were made to bring the procedures up to date to coincide with current accounting practices; both APs were initially adopted in 2017.

- AP 510 Financial Accountability
- AP 511 Cash Management

Questions and discussion ensued.

4. **General Announcements**

Nil.

5. **New Business**

Nil.

6. **Old Business**

Nil.

7. **Question Period (15 Minutes)**

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

Refer to the meeting video at [\[8:15 pm\]](#) for full comments.

8. **Adjournment**

The meeting adjourned at 8:22 pm.

DRAFT

Superintendent Update

January 30th, 2024

Karim Hachlaf



New
Westminster
Schools

Safe Schools



Working Together

- Middle and Secondary School Collaboration
- Student Safety Action Plans (students, staff & parents)
- Upcoming Staff Reports to the Board
- Budget Process



“Any quantitative data requires qualitative digging.”

Street Data – Safir & Dugan

FRMS: School Safety Action Plan

- Data gathering through additional conversations and interviews with students and staff aligned with annual survey implementation.
- SOAR Committee – Supporting Positive School Climate and Culture
- Reviewing revised Code of Conduct and consulting with students, staff and parents
- Safer Spaces Presentations for students and parents
- School Celebration with Elinor Atkins on Indigenous Falcon

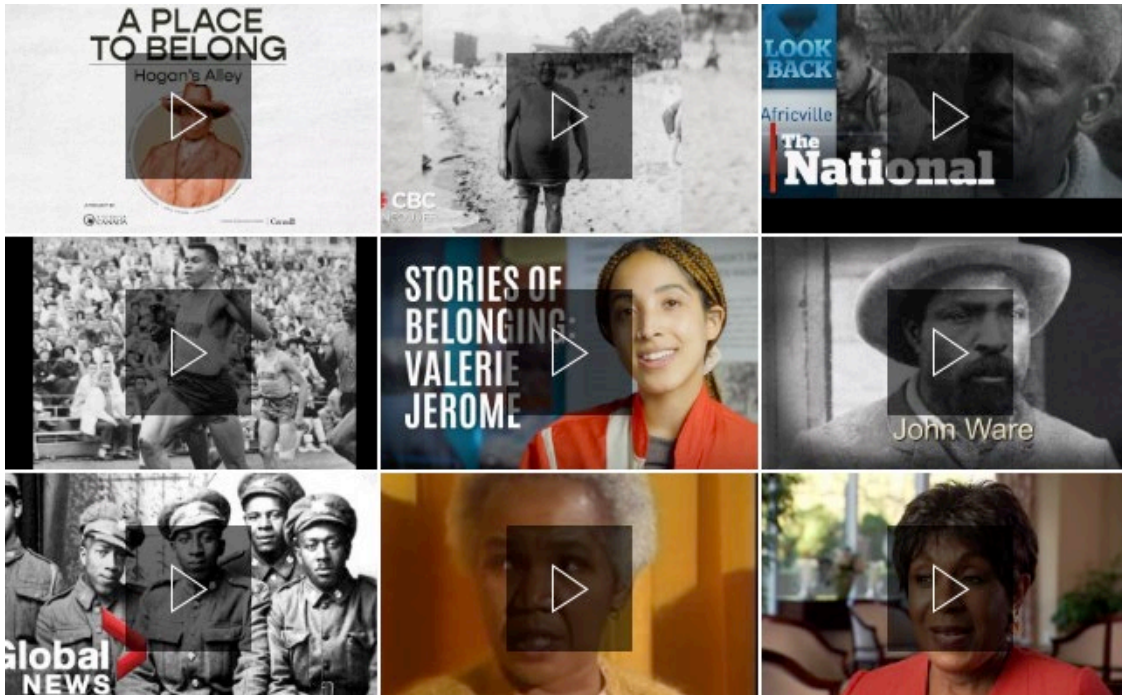


QMS: School Safety Action Plan

- Data review and alignment with School Learning Plan: Creating a safe and caring school community.
- Focused learning opportunities planned for remainder of the year (Safer Spaces, Connected Youth, Online Hate, Bias and Extremism, Digital Detox Challenge).
- Support for QMS Student Voice Club with monthly student focus groups.
- Ongoing discussion and collaboration amongst staff via monthly staff meetings and school professional days.
- PAC updates to include digital citizenship presentations.



- Black Excellence Day leading up to Black History Month.
- Celebration to highlight the contributions of Black Canadians.



2023



BLACK EXCELLENCE DAY



CELEBRATING JOY, LOVE, & JUSTICE

When: Friday January 13th 10:15 - 12:00

Where: Virtual Event

Who: Grades 6-12

Special guest speakers!



Teacher Mentorship Program



School Learning Plans



LOVE TO
LEARN

School Visits



WHAT WAS YOUR PROCESS FOR ESTABLISHING YOUR FOCUS FOR THE YEAR ?

WHAT DATA INFORMED YOUR GOAL SELECTION?

WHY IS THE MOST IMPORTANT THING TO FOCUS ON?

HOW WILL YOU MEASURE OUTCOMES?

HOW WILL YOU COMMUNICATE AND CELEBRATE PROGRESS WITH YOUR COMMUNITY?

Where to find School Learning Plans

About Us

Parents

Library

Students

Contact Us

About Us – Learner Success

School Learning Plan

Code of Conduct

Programs and Services

School Learning Plan

You are invited to see our **2022-2023 Tweedsmuir School Learning Plan** and the steps we'll take to achieve our goal – as well as the indicators that will let us know our actions are having the desired impact. You can also find out how we will share our learning journey with our community!

Themes

- SOCIAL EMOTIONAL LEARNING
- GROWTH MINDSET
- LITERACY
- NUMERACY
- OUTDOOR LEARNING



Action Plans

- ❑ PARTICIPATE IN MY MATH PATH PILOT PROJECT
- ❑ ENGAGE TEACHERS IN REGULAR COLLABORATION WITHIN GRADE GROUPS
- ❑ USE OF DAILY MATH ROUTINES
- ❑ INCORPORATE FUN THROUGH MATH GAMES AT SCHOOL AND HOME
- ❑ CONDUCT BASELINE NUMERACY ASSESSMENTS



Communication

- MATH SESSION IN NEWSLETTER
- REPORT CARDS
- PAC
- MONTHLY MATH BULLETIN IN SCHOOL





LEARNER SUCCESS

SCHOOL	GOALS	SUCCESS INDICATORS
Connaught Heights	By connecting our students with outdoor spaces as a meaningful learning environment, the community at Connaught Heights Elementary will develop awareness of and take responsibility for their natural environments.	<ul style="list-style-type: none"> • Classes regularly using the outdoor spaces as learning environments • Classes seeking opportunities to learn outside and beyond our school borders • Deeper respect for the outdoor environments with less litter in and around the school • Have families excited and engaged in our school goal. This would look like parent participation in Earth Day activities, monthly thematic photo throughout the year that will be shared through SWAY, and other events.
Ecole Qayqayt Elementary School	<p>Our hope is that all school members will take an active role in broadening our knowledge of Numeracy practices as they align to the British Columbia Curriculum. The focus of our school learning plan is to further inform our practice and strengthen and extend our student’s achievement in Numeracy (strategies, fluency, attitudes, mindset). In addition to focusing on skills, concepts, and processes, we hope to emphasize the importance of students developing positive attitudes towards math (perseverance, positivity, confidence, determination). The overall objective is to provide our students the necessary tools for becoming proficient Mathematicians. Specific objectives are found below:</p> <ul style="list-style-type: none"> • Improve confidence and growth mindset in mathematics • Improve number sense, fluency, and abilities in basic operations • Incorporate more inclusive practices, strategies, and First Peoples ways of knowing and learning into math routines and lessons to allow for more entry points and opportunities to show learning in multiple ways 	<ul style="list-style-type: none"> • Increased confidence and growth mindset within student reflections (survey, interviews, report card comments) • Improved results in weekly math review exit slips of basic concepts and fluency • Increase in math skill at the end of the year assessments • Hear students using appropriate math terms (E.g. “sum”, “difference”) • Include families in this journey by sharing activities that can be done at home, monthly questions from our Math Bulletin Board and including specific information in each report card.
F.W. Howay Elementary School	<p>Place-Based Learning By exploring, restoring, and “re-storying” connections to nature and neighbourhoods, students become reintegrated into their communities and revitalized, “they become part of the community rather than a passive observer of it” - Sobel, David (2004) Place-Based Education Connecting Classrooms and Communities. The Orion Society. In Get Outdoors, p. 23</p> <p>As we continue to grow our understanding of learning in nature, we hope to integrate the importance of math in the natural environment.</p>	<p>Students, staff, and parents will feel more connected to our outdoor spaces and to each other and demonstrate a sense of curiosity and wonder for our community and nature.</p> <p>Students will develop curiosity – using questions (I wonder statements), observations to represent learning (detailed pictures and drawings)</p> <ul style="list-style-type: none"> • Nature Journals <ul style="list-style-type: none"> ○ Weekly journalling will be a focus to demonstrate growth and share learning • Whole School community activities (field trips, assemblies, events) <ul style="list-style-type: none"> ○ 2-3 assemblies focused on SLP to share experiences and learn from each other ○ 2-3 field trips to local areas (Rocky Point, Hume Park/Brunette Creek) ○ Buddy activities within our school (multi-age groupings) • Mapping our outdoor experiences through pictures <ul style="list-style-type: none"> ○ Division folders in share drive to capture learning in action (monthly pictures) ○ Local community map of green space for school and families to visit (connecting our experience) <p>Students, staff, and parents will share experiences and collaborate on learning</p> <ul style="list-style-type: none"> ○ February conferences with families would reflect personal strengths and growth from beginning of year ○ Purposeful focused buddy activities that enhance connectedness with each other
Ecole Herbert Spencer Elementary School	Explore strategies and processes to support student confidence in literacy and enhance student social-emotional wellbeing.	<p>Student growth in reading and writing- end of year assessments, products completed by students</p> <ul style="list-style-type: none"> • Student reflections indicate an increase in confidence in literacy/enhanced social-emotional well-being • Anecdotes from Student/Staff • SLS/MDI data

LEARNER SUCCESS

SCHOOL	GOALS	SUCCESS INDICATORS
Lord Kelvin Elementary School	<p>To connect and communicate with families to build and strengthen our school learning community by putting relationships at the heart of all we do.</p> <ol style="list-style-type: none"> 1. Communication with families is important to build community. We are aiming to have clear communication from teachers to families about what students are learning. 2. We want families to have easy access to the three report cards, so they know how their child(ren) are progressing. 3. Give families more opportunities to participate in their child(ren)'s learning at school. <p>We will strive to ensure our parents:</p> <ul style="list-style-type: none"> • feel connected to their child(ren)'s learning • feel welcome discussing the learning with teachers • know what their child(ren) are doing at school • to understand their child(ren)'s progress 	<ul style="list-style-type: none"> • More parents and caregivers coming to engage in school activities • Families will build relationships with each other at school events • Family participation • Teachers will have an increase in family involvement & communication • Families will have a better understanding of what their child is doing at school
Ecole Lord Tweedsmuir Elementary School	<p>To infuse Indigenous and place-based learning into the curriculum to ensure that all learners feel connected with themselves, with nature and with their community.</p>	<p>Key Results</p> <ul style="list-style-type: none"> • Students continue to build a sense of community through a connection to place. • Students connect with nature and show a deeper understanding of the relationship with the land. • Student agency, equity and community are improved. • Use of nature journals to capture, communicate and celebrate their learning. • Students will develop curiosity using questions and observations to demonstrate a sense of wonder. • Whole school participates in 'Walking Together.' • Outdoor Family Friday • Salmonid Program • Local trips to Byrne Creek, Grimston park, neighbourhood walks, time in the school garden • Place-based outdoor buddy activities • Lip-dub with Earth Day focus • Core competency reflections show growth in communication, personal awareness, and social responsibility • Shifting the mindset of outdoor learning expectations • Reflecting on students' learning with gardening practices and production (thinking about what we are planting, the meaning behind the chosen garden items) • There will be less litter on school grounds
Queen Elizabeth Elementary School	<p>To develop and support literacy growth in students through the implementation of reading and writing strategies (assessment and instruction) and adjusting school structures (model of support). To implement specific strategies and interventions to support reading and writing development.</p>	<ul style="list-style-type: none"> • Visible and Measurable progress in Literacy Skills across K-4 evidenced through grade specific writing assessments and the Foundation Skills Assessment.
Skwo:wech Elementary School	<p>Our staff have indicated through our consultation process that we are committed to maintaining the path of our previous plan, while diving deeper into the learning for both students and adults in the year ahead. The three layers of our plan include: Literacy; Identity and SEL. The First People's Principles of Learning are woven throughout our plan, with particular focus on 'Learning requires exploration of one's identity,'</p>	<p>Success this year will involve our students expressing that they feel more proficient as writers and that they feel a sense of confidence and joy in their writing abilities. We hope that more students will report in our surveys that they view or define themselves as writers. Students will report feeling safe and comfortable in class and in all areas of the school. Students will report feeling connected to at least one peer and one adult.</p>

LEARNER SUCCESS

SCHOOL	GOALS	SUCCESS INDICATORS
	'Learning is embedded in memory, history, and story,' as well as; 'Learning involves recognizing the consequences of one's actions.'	
Ecole Glenbrook Middle School	<p>This will be the overarching statement as we develop an understanding of what growth mindset is throughout all our community members. We will be working on creating an environment where all members have a toolkit of strategies to support them in their daily activities and learning. It is the hope of the staff that as each individual develops their growth mindset it will have an effect on the community as a whole.</p> <ul style="list-style-type: none"> • Through the data we found that students were "giving up" and not having the drive or skills to persevere. • The lack of perseverance was evident in many areas for many students including academics, socialization, and activities. 	<ul style="list-style-type: none"> • Students will be heard using the language of growth mindset on a daily basis • Students will be witnessed using the strategies of growth mindset on a daily basis • Personalized questions on the Student Learning survey will provide feedback • Anecdotal information provided by staff and students • Parent reporting at PAC meetings around what is coming home • Change between start of
Queensborough Middle School	<p>We believe that all students can achieve at high levels with effort, perseverance, resilience, and the right set of strategies. We hope to carve a path towards such achievement for our students as we shift our focus towards Digital Social-Emotional Learning (SEL). Our goal is to develop these 5 SEL competencies with our students as they navigate technology and the online world.</p> <ul style="list-style-type: none"> • According to CASEL's Framework, SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions. With students increasingly engaging with technology and spending more of their time online, it is even more important to equip students with the skills and strategies to manage themselves and their peer interactions in a digital world. 	<ul style="list-style-type: none"> • Evidence of students using these SEL strategies to both regulate their online behaviour and build strong relationships over time (i.e. Student Learning Survey, MDI data, parent engagement survey data, Kindness Club surveys). • Opportunities for students to show learning through Core Competency self-reflection each term, as well as sharing their learning with parents and teachers during student-led conferences. • Evidence of teachers trying new SEL strategies: for example, teachers using Second Step, BYOD, sharing examples (at staff & team leader meetings), engagement in Pro D opportunities, and regularly integrating technology as part of the feedback process. • Evidence of responsible decision making as students navigate through relationships with peers – decreased student incident reports (involving online peer conflict). Intentional use of restorative justice practices to resolve online peer conflict
Fraser River Middle School	<p>This is the big overall goal/objective (must be measurable)</p> <p>Our goal is to create a reflective and inclusive environment that celebrates diversity, fosters resilience and self-regulation, and recognizes individual strengths within our community of learners. Within this goal we wish to focus on developing:</p> <ul style="list-style-type: none"> • Identity as a learner • Identity as a classroom community • Identity as a school community 	<p>This would be your key results – the idea is that if all of these were achieved, your objective would be met. Consider vulnerable students</p> <ul style="list-style-type: none"> • FRMS Students and Staff will be able to say that they feel connected and belong to the FRMS community (ex. Athletics, Clubs, Arts) • Students will be able to report that they participate in social-emotional learning and about mental health • Students will be able to report that they have engaged in learning self-regulation strategies • Students will be able to report that they have engaged in learning the skill of resilience • Students will self-reflect their progress in relation to the core competencies on the formal report cards. • Students will improve literacy and numeracy skills • All students will be able to access classroom learning and the Middle School experience through adaptations and team teaching • Staff will be able to report proficiency within the scope of the goal and application within practice using a co-created self-reflection tool • Work around the School Learning Plan is visible within the school <p>ave established working relationships with community partners (ex. Greater New Westminster Community and New Westminister Museum and Archives)</p>

LEARNER SUCCESS

SCHOOL	GOALS	SUCCESS INDICATORS
New Westminister Secondary School	Usage of the continuous improvement cycle, we will reinforce NWSS as a supportive learning environment to nurture educational success for all learners.	<ul style="list-style-type: none"> NWSS Administrative team will utilize a continuous improvement cycle to monitor and enhance a supportive learning environment to nurture educational success for all learners. Student Recognition Certificates Office Referral Form Student Learning Survey
Alternate Programs (RCAP & Power)	To increase student and parent engagement and participation in the school community, goal planning and ultimately education.	Improved student attendance and participation in classes, attendance at Friday meetings (POWER), getting Monday feedback (RCAP), participation in groups/events. Student participation in course planning, support planning, grad planning, etc.
SIGMA	Usage of the continuous improvement cycle, we will reinforce NWSS as a supportive learning environment to nurture educational success for all learners.	<ul style="list-style-type: none"> NWSS Administrative team will utilize a continuous improvement cycle to monitor and enhance a supportive learning environment to nurture educational success for all learners. Student Recognition Certificates Office Referral Form Student Learning Survey

MENTORSHIP IN SD40





What is the background
on Mentorship in SD40?



It's who we are! It's who we've always been!

**We've been
mentoring each
other for years!**

**Informal,
but
meaningful!**

*Small, but
mighty!*





SFU

WHY MENTORSHIP?



How did we begin?

1.



2.



3.



5.



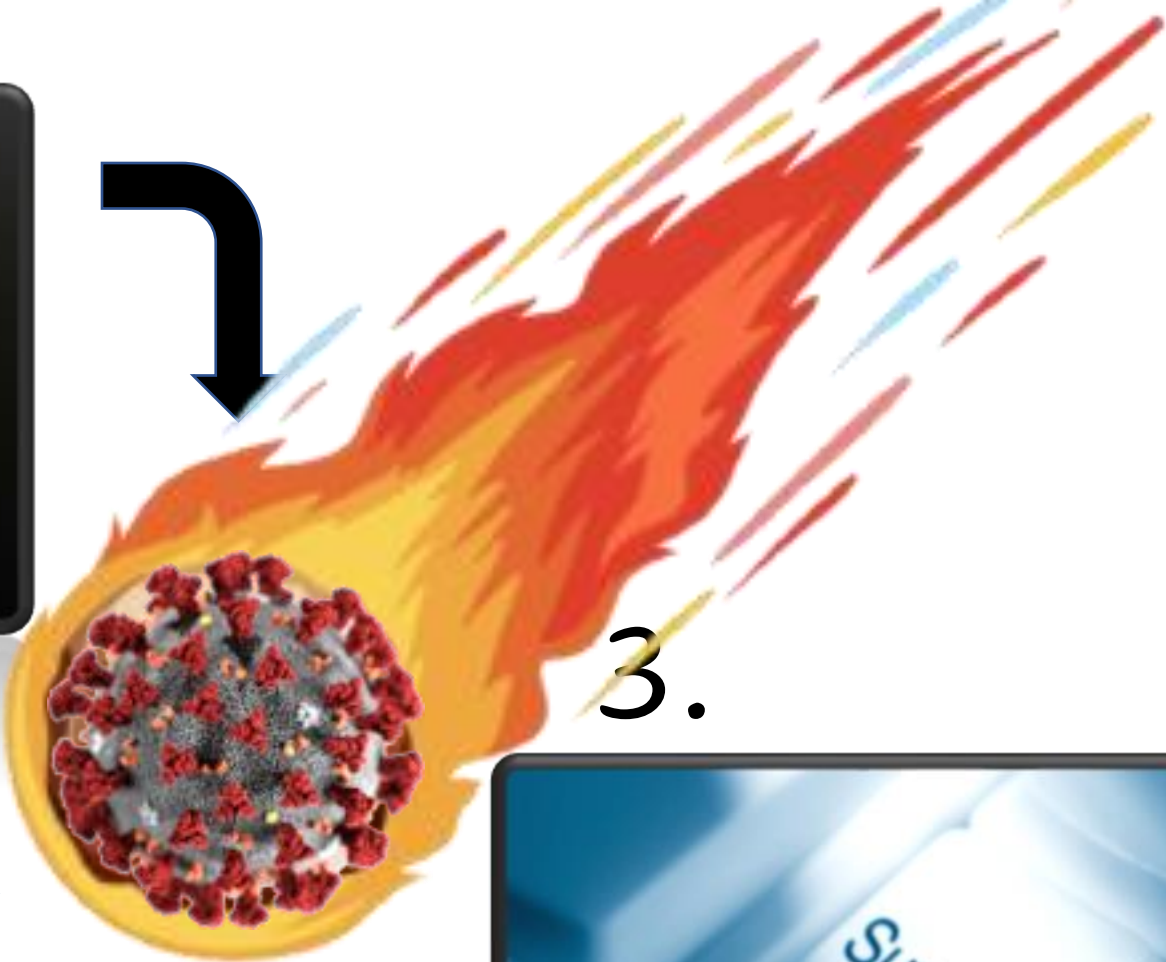
4.



But then...somewhere between 2 and 3,
Covid hit...

2.

PLAN
↓
ACTION



3.

Pedagogy, Practice & Care for our Colleagues



4.

LEARNING





Should we?

Shouldn't we?



We launched!



And from this, grew our mission statement:

**TO NEVER LET ANYONE
FEEL ALONE IN THIS
WORK!**



WE'RE NOW IN OUR 4TH YEAR AND GROWING STRONG!



Year 1



Year 2



Year 3

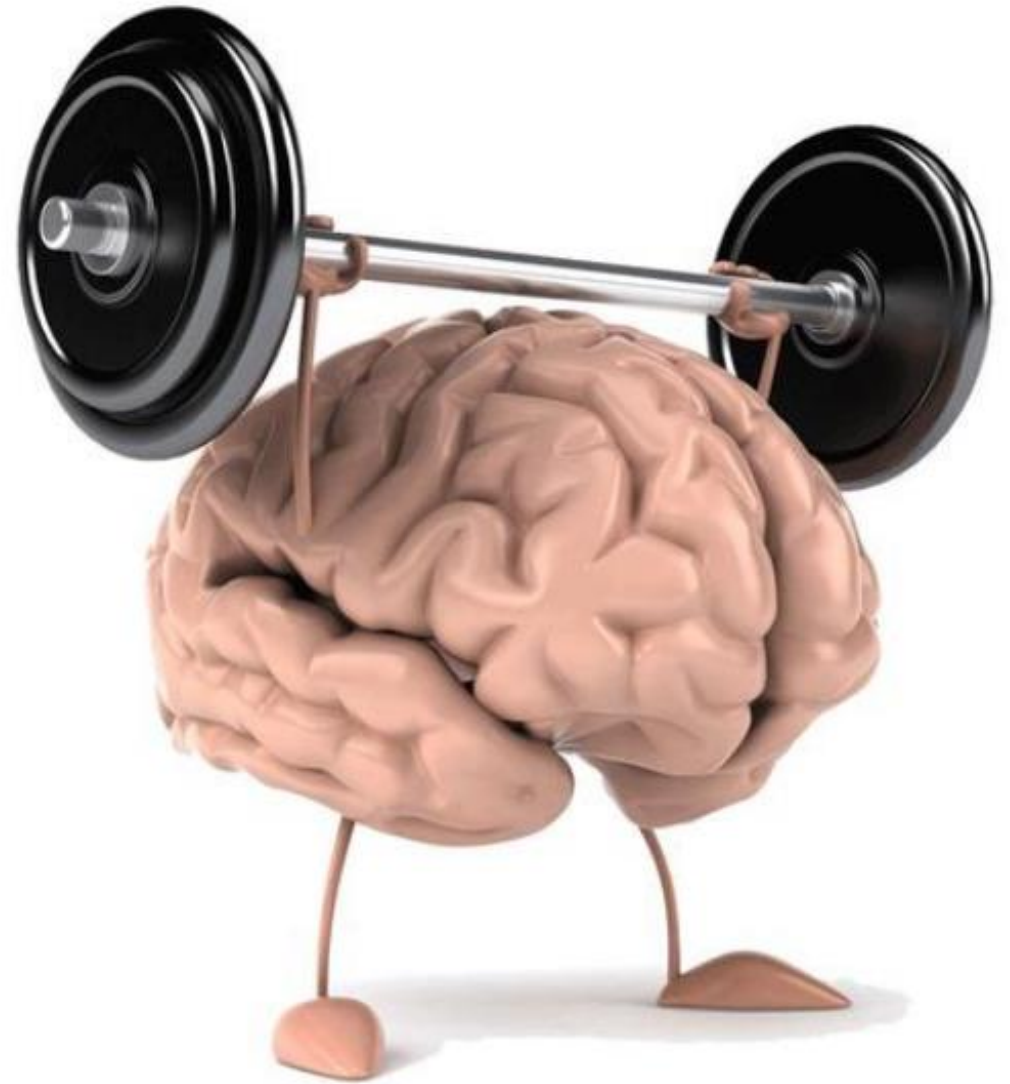


Year 4



WE'VE GONE FROM 35 TO 105 MEMBERS IN OUR MENTORSHIP CREW AND WE'RE STILL GROWING!

Monday, October
3rd 3:30–5:30
Herbert Spencer



Each year our Mentors
receive training.

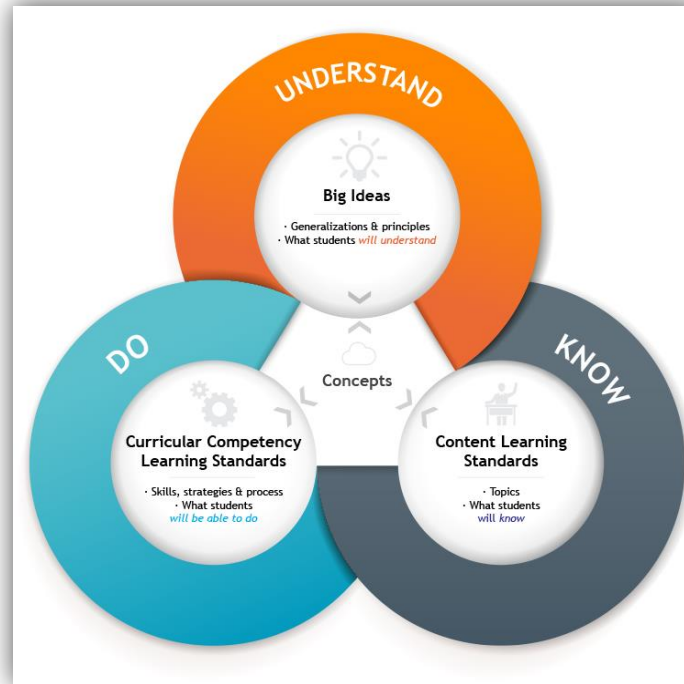


WE HAVE 42 OFFICIAL MENTORS AND 3 UNOFFICIAL MENTORS!



WE HAVE PROFESSIONAL NETWORK SESSIONS SUCH AS...

UNIT PLANNING



TTOC TIPS & TRICKS



Sample Report Cards



Report Card Jam Session February 7, 2022

WELCOME EVERYONE! WE ARE HAPPY TO HAVE YOU HERE!

PLEASE TYPE YOUR NAME INTO THE CHAT AND WHICH SCHOOL YOU ARE FROM.



Kristie Oxley & Patricia Pain

So, what does this look like in action?



But now....how do we collect what we need to know about our students?



Know, Do, Understand: A Perfect Fit!

Area of Learning: MATHEMATICS — Foundation of Mathematics and Pre-calculus Grade 10

BIG IDEAS

- Applies ideas on generalization, abstraction, and modeling through abstract thinking.
- The meanings of and connections between, and among, numbers, operations, and measurement.
- Consistent use of change in an essential attribute of linear relationships or exponential relationships.
- Employs models using proportional reasoning to solve indirect measurement problems.
- Recognizes and analyzes situations about the world and works about relationships.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Develop thinking strategies to solve problems.
- Explore, analyze, and apply mathematical technology, and other tools.
- Estimate reasonably and flexibly with numbers.
- Model with mathematics.
- Think creatively and use technology and learning.
- Develop, demonstrate, and share solutions, plans, strategies, and problem solving.
- Monitor to explore and business models.
- Apply flexible and strategic approaches.
- Solve problems with persistence and a plan.
- Engage in problem-solving experiences as individual, small, and collaborative groups.

Content

Students are expected to know the following:

- Linear relationships: equations, graphs, and situations.
- Exponential relationships: equations, graphs, and situations.
- Area and volume of similar figures.

Step 1: Choose Your Curricular Area

Area of Learning: SCIENCE Grade 5

BIG IDEAS

- Multicellular organisms have organ systems that enable them to survive and interact within their environment.
- Solutions are homogeneous.
- Machines are devices that transfer force and energy.
- Earth materials change as they move through the rock cycle and can be used as natural resources.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Questioning and predicting:
 - Demonstrate a sustained curiosity about a scientific topic or problem of personal interest.
 - Make observations in familiar or unfamiliar contexts.
 - Identify questions to answer or problems to solve through scientific inquiry.
 - Make predictions about the findings of their inquiry.
- Planning and conducting:
 - With support, plan appropriate investigations to answer their questions or solve problems they have identified.
 - Decide which variables should be changed and measured for a fair test.
 - Choose appropriate data to collect to answer their questions.
 - Observe, measure, and record data, using appropriate tools, including digital technologies.
 - Use equipment and materials safely, identifying potential risks.
- Processing and analyzing data and information:
 - Examine and interpret the local environment.
 - Identify First Peoples perspectives and knowledge as sources of information.
 - Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data.
 - Identify patterns and connections in data.

Content

Students are expected to know the following:

- basic structures and functions of body systems:
 - digestive
 - musculo-skeletal
 - respiratory
- solutions and solubility:
 - properties of simple machines and their force effects
 - machines:
 - constructed
 - found in nature
 - power – the rate at which energy is transferred
 - the rock cycle
 - local types of earth materials
 - First Peoples concepts of interconnectedness in the environment
 - the nature of sustainable practices around BC's resources
 - First Peoples knowledge of sustainable practices

Step 2: Choose Your Big Idea (Understand), Content (Know), & Competencies (Do)

Area of Learning: SCIENCE Grade 5

BIG IDEAS

- Multicellular organisms have organ systems that enable them to survive and interact within their environment.
- Solutions are homogeneous.
- Machines are devices that transfer force and energy.
- Earth materials change as they move through the rock cycle and can be used as natural resources.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Questioning and predicting:
 - Demonstrate a sustained curiosity about a scientific topic or problem of personal interest.
 - Make observations in familiar or unfamiliar contexts.
 - Identify questions to answer or problems to solve through scientific inquiry.
 - Make predictions about the findings of their inquiry.
- Planning and conducting:
 - With support, plan appropriate investigations to answer their questions or solve problems they have identified.
 - Decide which variables should be changed and measured for a fair test.
 - Choose appropriate data to collect to answer their questions.
 - Observe, measure, and record data, using appropriate tools, including digital technologies.
 - Use equipment and materials safely, identifying potential risks.
- Processing and analyzing data and information:
 - Examine and interpret the local environment.
 - Identify First Peoples perspectives and knowledge as sources of information.
 - Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data.
 - Identify patterns and connections in data.

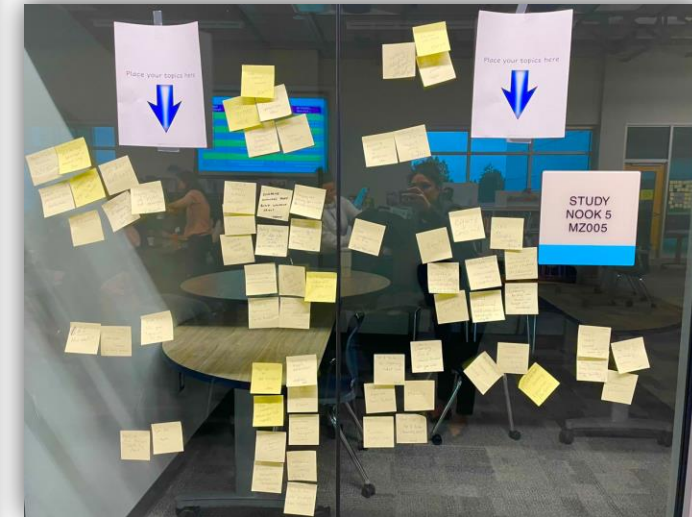
Content

Students are expected to know the following:

- basic structures and functions of body systems:
 - digestive
 - musculo-skeletal
 - respiratory
 - circulatory
- properties of simple machines and their force effects:
 - machines:
 - constructed
 - found in nature
 - power – the rate at which energy is transferred
 - the rock cycle
 - local types of earth materials
 - First Peoples concepts of interconnectedness in the environment
 - the nature of sustainable practices around BC's resources
 - First Peoples knowledge of sustainable practices

REPORT CARD WRITING..

WE HOLD AN ANNUAL ED CAMP!



Session #1 4:15-4:40	Table & Participants	Session #2 4:45-5:10	Table & Participants
Work Life Balance / Wellness for Staff	1	Work Life Balance / Wellness for Staff	1
Equity Diversity and Antiracism	2	Equity Diversity and Antiracism	2
Math Routines / Centers	3	Math Routines / Centers	3
Supporting Positive Behaviour	4	Supporting Positive Behaviour	4
Classroom Community Building	5	Classroom Community Building	5
Random Questions	6	Random Questions	6
Teacher Organization	7	Teacher Organization	7
Assessment and Evaluation / Core Competencies	8	Assessment and Evaluation / Core Competencies	8

WE HOLD AN ANNUAL INSPIRE EVENT WHERE WE DO AN IDEA EXCHANGE!

This year's theme is an: **IDEA Exchange!**

You can inspire through curriculum or a lesson or a project you've done...

Bring something you have done that you are proud of, something you think will **INSPIRE** others...

Or an activity or inspiration that have helped to keep you strong and well.

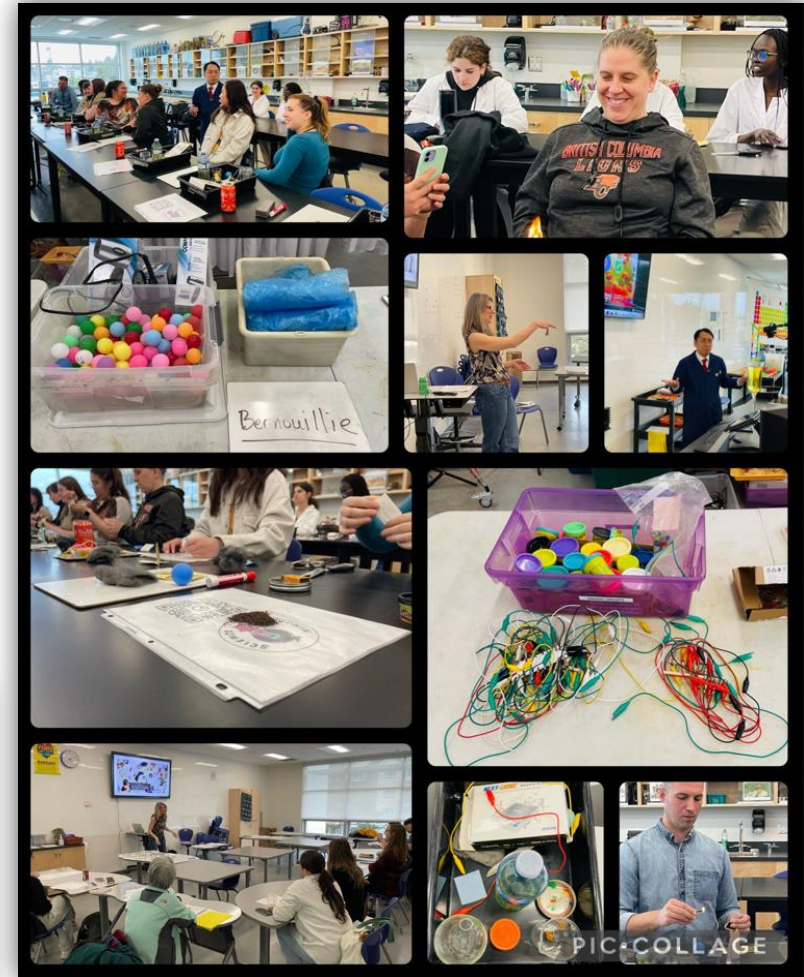
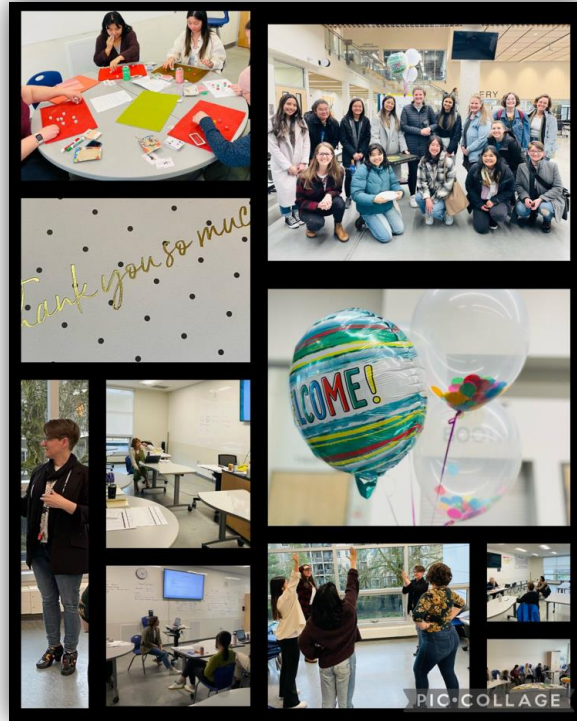
It can be on **ANY** topic!

OR A TIP OR TRICK THAT OTHERS NEED TO KNOW ABOUT.



Welcome to our 2nd annual **INSPIRE** event!
This year's theme:
an idea exchange!





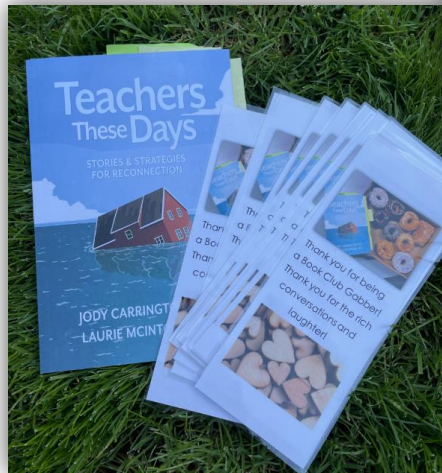
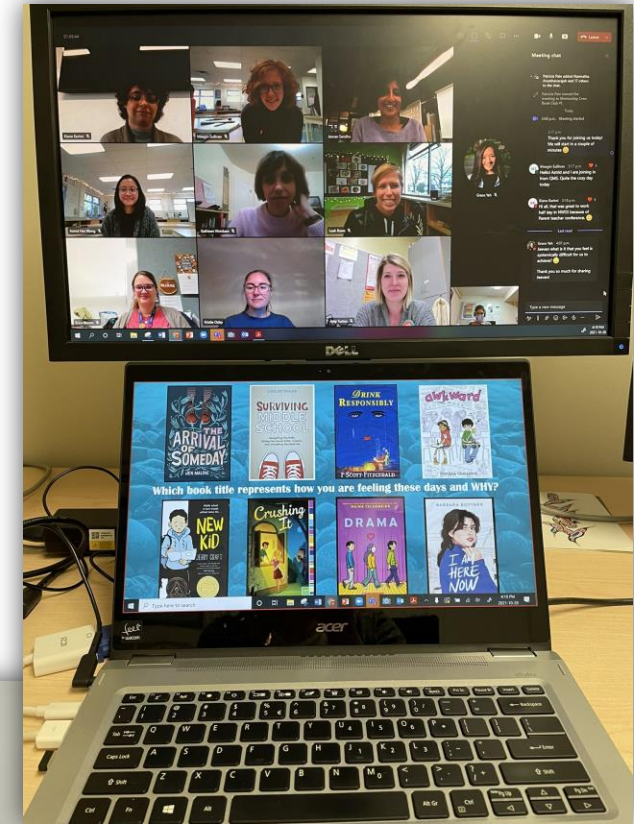
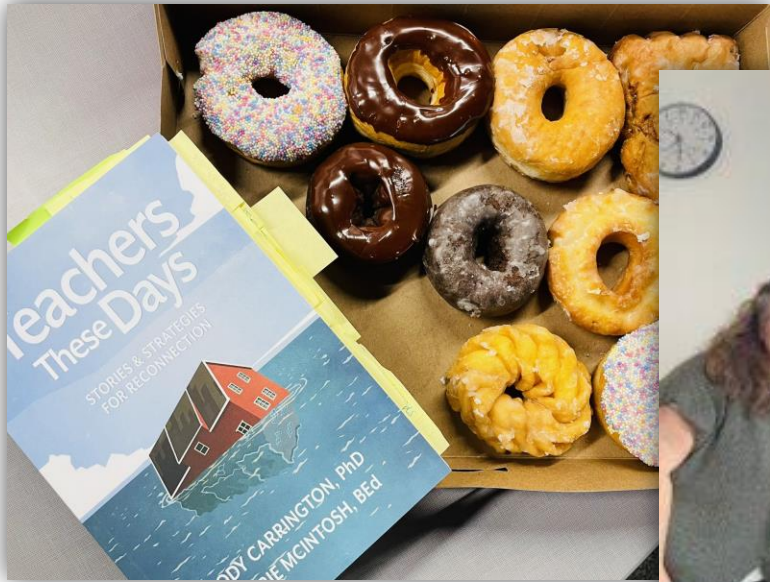
Welcome to Our
 2022-2023
 Mentor-Led Extravaganza!



April 17th
NWSS
4:00-6:30
Dinner will be
provided!

Page 63 of 86

WE HAVE OUR OWN BOOK CLUB!



AND SO MUCH MORE!



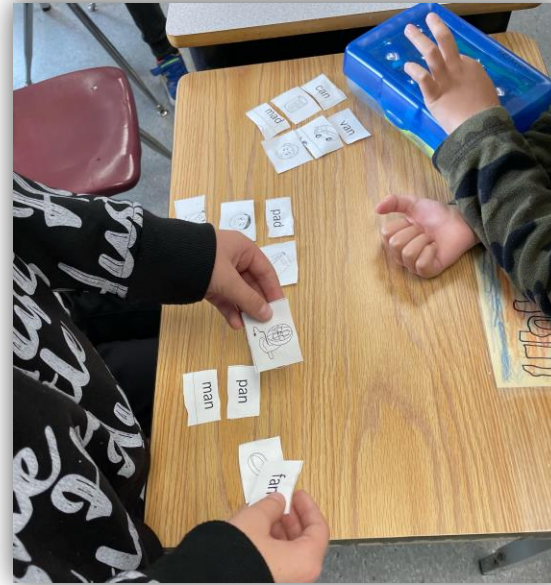
RELEASE TIME

- ½ day each through the district
- A one-time ½ day you can access from the union
- In the spring, we hope to offer a second ½ day

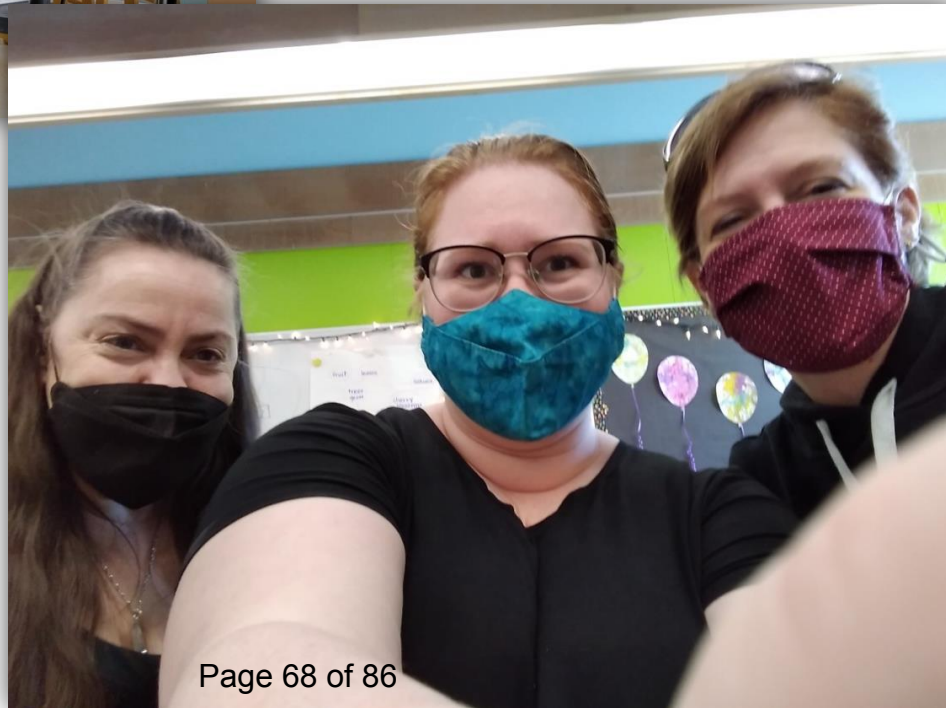




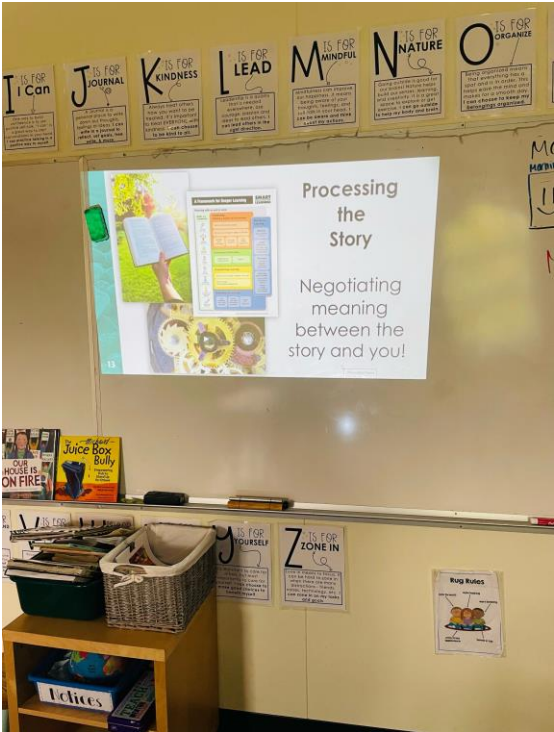
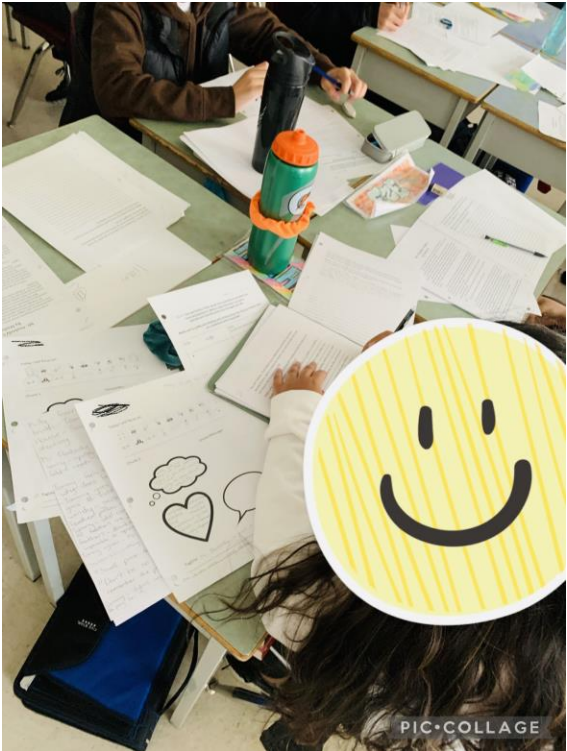
WITH RELEASE TIME WE ARE ABLE TO..



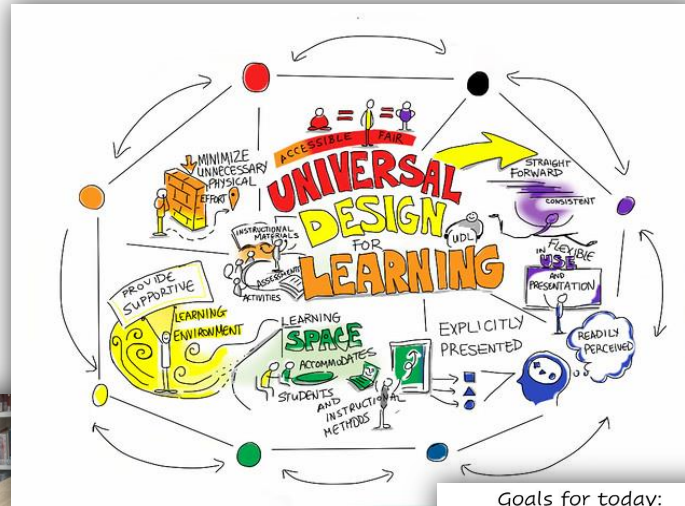
...OBSERVE EACH OTHER TEACH!



...CO-TEACH!



...PLAN LESSONS AND UNITS!



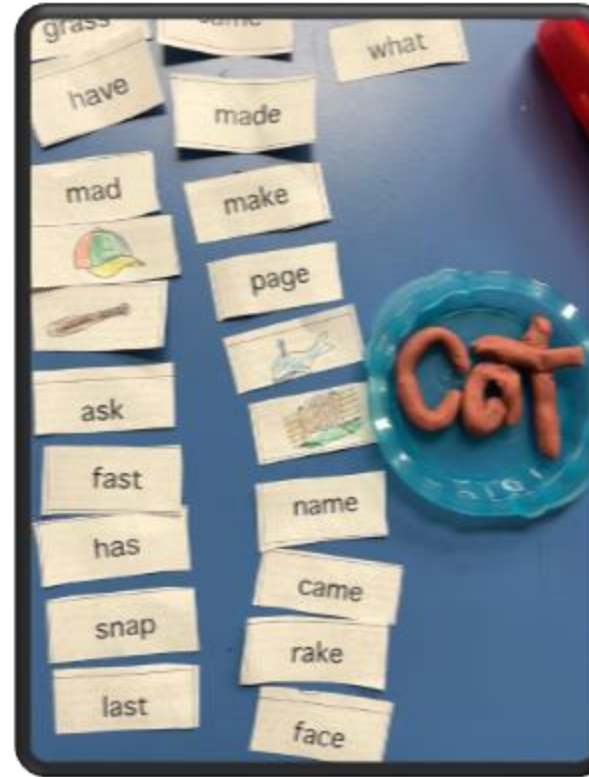
Goals for today:

- ❑ Review summative reporting (wording and communication with parents)
 - See samples for wording
 - Will be able to report on...word work, independent reading, Twisted Fairy Tales, Lit sequence, poetry
- ❑ Look at Term 3 plan in relation to final reporting
 - What will be explored in Term 3
 - See samples for wording
- ❑ ELA Scope and Sequence
 - continue Word Work, re-assess mid-term 3
 - Mr. Peabody's Apples Sequence (whole class)
 - Independent Reading part 1 & part 2 (independent, conferencing, oral language)
 - Twisted Fairy Tales (writing/reading)
 - Poetry
 - Final assessment
- ❑ Literacy & Numeracy Framework
 - Staff portal (aligned with Scope & Sequence)
- ❑ Staff portal...resources, assessments
- ❑ Inclusion
- ❑ Complete literacy sequence (& inclusion!)



Small and mighty New
Westminster allows me, to get into
classrooms across the district, every
single day.

I get to play too!



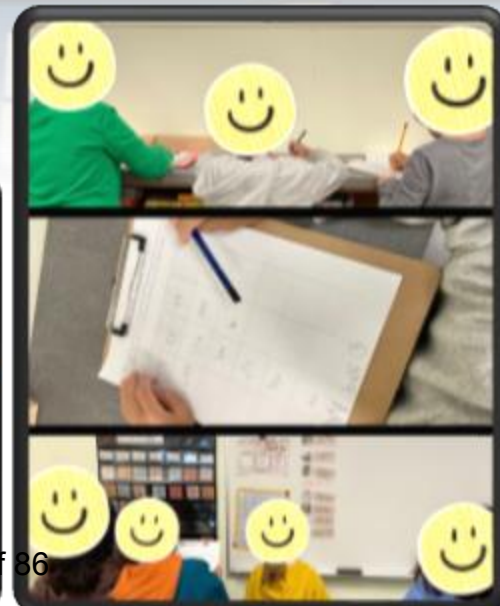
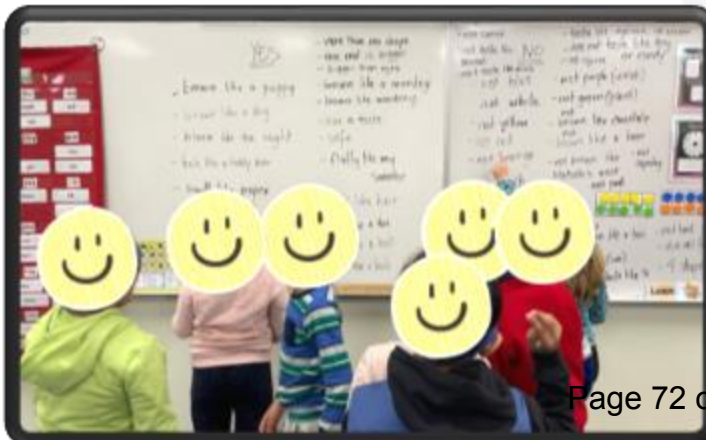
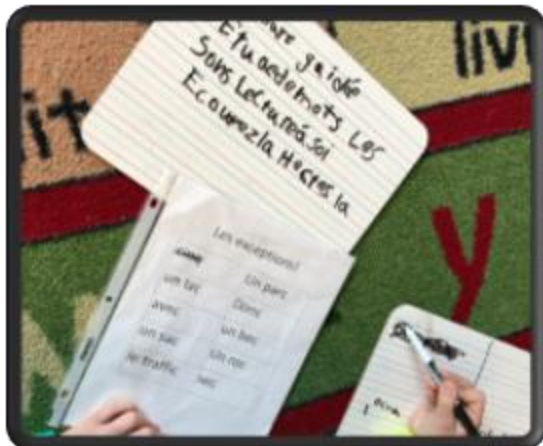
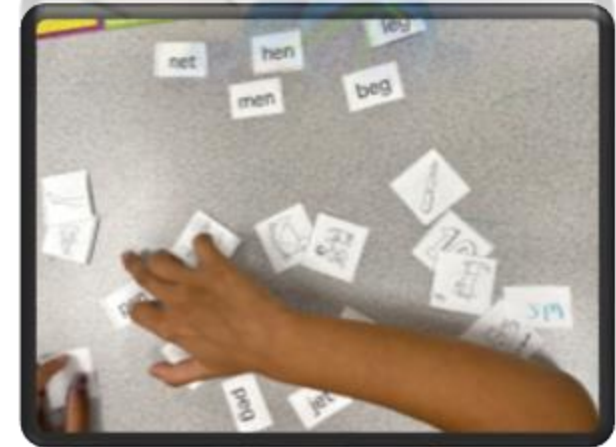
Collaboration

Co-Teaching

Modelling

Listening

Learning Together



Each year of our program, we have continued to grow. In four short years we have tripled in size. We have expanded based on the needs we discovered amongst our Early Career Teachers. We have listened closely and observed each unique professional journey and we have responded accordingly, sometimes pivoting to meet their needs.

As we make our way through our final stretch of our 4th year, we will continue to support each other and celebrate our time together and our growth. We will show our gratitude for each other once again. Our mission will remain strong.

We have footing. Stable footing that is built from human connections that have trickled down to the kids. When we are stronger, the kids are stronger. Our students have been impacted in a way we didn't expect. Mentorship has shifted teacher practice. As their teachers stretch and grow, our students stretch and grow.

The journey of self discovery IS this profession. It happens in year one, but it also happens in year 20, 30 and all the years in between. It matters to all of us, regardless of where we are on our professional journey. It is the act of care and love and everything that challenges our thinking.

Mentorship is a gift that prioritizes our future. A future for both kids and educators alike. It is the "heart work" that keeps us going and on those tough days, Mentorship is the gift of a critical friend that saves us from feeling alone.





AND SO IN THE WORDS
OF OUR
MENTORSHIP CREW..

The New West Schools Mentorship Program has helped me feel confident in my abilities. I always felt comfortable to try new things and figure out who I was as a teacher, not how someone else wanted me to be. In my mentors I didn't only find a plethora of knowledge and wisdom...I also found the solace of a confidant and friendship.

-Sam Dowdell (mentee)



My first 4 years in this district did not have a mentorship program like this current model. So, I am extremely appreciative that there is one now. As a result, these past 2 years have been so enjoyable to teach due to the support I've received not just from the mentors, but from other fellow mentees as well. The Mentorship Program, to me, is a second school community that I can rely on.

-Raymond Jang (mentee)



WHAT HAVE I LEARNED?

A wooden-framed blackboard with the words "Thank You" written in white, serif font. The blackboard is centered on a rustic wooden surface. To the left, a portion of a vintage orange rotary telephone is visible. To the right, a portion of a vintage typewriter is visible.

Thank
You

New Westminster Schools

Budget Process: 2024-25

Date	Location	Time	Event	Attendees	Goal
30-Jan-24	SBO	7:00 PM	Regular Open Board Meeting	Board	Approval of the 2024/25 budget process
3 -Year Enrolment Projections submitted to MECC - February 15					
20-Feb-24	SBO	7:00 PM	Regular Open Board Meeting	Board	Approval of the Amended Budget for 2023-24
Ministry Funding Announcement - March 15					
Spring Break - March 18-29					
12-Apr-24	Shadbolt Centre for the Arts	7:30 AM - 2:00 PM	Student Symposium	Trustees/Staff/Students	Collect student feedback
April 15 - 26, 2024	Virtual	N/A	Budget Survey Open	Community, Staff, Parents and Students	Focused questions based on priorities set by leadership team
16-Apr-24	SBO	6:30 PM	Operations Policy & Planning Commttee	Committee Members	Estimated 2024-25 base budget and 3 year financial plan
23-Apr-24	Virtual	5:00 PM	CUPE 409	CUPE/Trustees/SMT	
23-Apr-24	Virtual	5:45 PM	NWTU	NWTU/Trustees/SMT	
23-Apr-24	Virtual	6:30 PM	P/VP	PVP/Trustees/SMT	
25-Apr-24	Virtual	5:00 PM	Student Voice	Students/Trustees/SMT	
25-Apr-24	Virtual	5:45 PM	Indigenous Education Committee	IEC/Trustees/SMT	
25-Apr-24	Virtual	6:30 PM	DPAC	DPAC/Trustees/SMT	
30-Apr-24	SBO	7:00 PM	Regular Open Board Meeting	Board	Public and student engagement survey results and stakeholder submission presentations
14-May-24	SBO	6:30 PM	Operations Policy & Planning Committee	Committee Members	Superintendent's recommendations
14-May-24	SBO	Post Ops	Regular Open Board Meeting - SPECIAL	Board	Complete 1st and 2nd reading of budget bylaw
Staffing Processes Commences - May 15					
28-May-24	SBO	7:00 PM	Regular Open Board Meeting	Board	Complete 3rd reading of budget bylaw
Ministry Submission Deadline - June 30					



Supplement to: **OPEN BOARD MEETING**

Date: January 30, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Trustee Remuneration

Background:

The Board of Education follows Board Policy 7 – Board Operations which states that the Board may authorize the payment of remuneration to be paid to trustees by an annual resolution of the Board of Education. Trustee stipend increases, if approved, will come into effect on July 1st of each year and are to be based on the most recent five-year rolling average of the Vancouver Consumer Price Index (CPI).

The average rolling CPI for the past five years is 3.34%. If applied, the following would be the effect on trustee remuneration:

Position	Annual Current Stipend	Increase to stipend	Stipend with CPI increase
Chairperson	\$30,892	\$1,032	\$31,924
Vice-Chairperson	\$29,002	\$969	\$29,971
Trustee	\$27,112	\$906	\$28,018

The increase overall to the budget is \$6,528, plus benefits for a total of \$7,507.

For perspective, both the CUPE and Teachers' Union, as part of their collective agreements received a 6.75% general wage increase effective July 1, 2023. Exempt and PVP groups were approved an annual increase of 6.75% to avoid compression.

If trustees would like to enact the increase, a motion must be moved, seconded and carried.

Board 2024 Advocacy Plan (DRAFT FOR DISCUSSION)

Strategic Plan

We are proud of the work of our District focused on achieving the strategic priorities in our 2019-2024 Strategic Plan. Those priorities were developed after extensive and wide consultation with our community and inspired by our Vision --- A place where students love to learn. Our strategic priorities:

- *Transform the student experience*
- *Build meaningful relationships*
- *Lead into the future*
- *Ensure full participation in learning*

Annual Board Self-Assessment and strategic plan implementation

The board retained BCSTA trainer and facilitator Rick Price to lead a board reflection, during summer 2023. Trustees reflected individually on several aspects of board governance effectiveness, including

- knowledge of the board's oversight role
- strengths of the district, and the board
- challenges facing the district, and the board
- board's oversight of Superintendent and senior staff
- knowledge of strategic plan
- alignment of structures, policies and processes with strategic plan
- use of data and evidence in decision-making
- independence from outside groups or political pressures
- having difficult conversations while maintaining a disciplined, respectful tone
- having a consistent protocol for handling expressions of concern from the public

The board gathered early in September 2023 with the consultant and senior staff to review compiled results. One concern that emerged was the desire for bigger picture advocacy, particularly around education funding.

The Board met again in November 2023 to review its Objectives and Key Results related to implementing the district strategic plan. Focusing on its advocacy role, the board reviewed recent advocacy efforts against critical district needs. The board prioritized areas of focus, and ways to have the most impact. This advocacy plan is the result of these conversations, and is intended for the 2024 calendar year.

Advocacy Plan framework

The board's role includes advocacy for public education and the needs of our district.

This work is outlined in Policy 2 *Role of the Board*:

Political Advocacy

The Board shall

- 5.1 Make decisions regarding BCSTA and BCPSEA issues
- 5.2 Advance District positions and priorities through relevant provincial organizations and associations
- 5.3 Act as an advocate for public education and the District
- 5.4 Develop an annual plan for advocacy including focus, key messages, relationships and mechanisms
- 5.5 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials including representation on municipal committees
- 5.6 Arrange meetings with elected provincial government officials to communicate and garner support for education

The School Act also sets out a co-governance relationship between the Ministry of Education and school districts and requires a positive and collaborative working relationship.

As its highest priority, the board is currently recruiting a future superintendent. The district's reputation and strong working relationship with the Ministry of Education are important assets to protect as we continue to maintain the districts' positive reputation within the education sector.

Advocacy Goals 2024

The Board identified the following goals we want to achieve through advocacy.

1. **Raise awareness of the need to increase basic per student funding** from the Province of BC to adequate levels, to be able to meet the full range of student needs
2. **Expedite approval of capital funding** to fulfill our long range facilities plan and manage exploding enrollment
3. **Secure capital funding needed to begin equipping schools for the demands of extreme weather and climate resilience**, starting with cooling infrastructure
4. **Increased funding from the Province of BC to meet needs of diverse and ELL students**
5. **Increase access to adequate mental health supports** for students, including staff training, support from provincial ministries and the health region
6. **Expand access to child care for district families, and increase district readiness for shared responsibility of child care responsibilities**

Objectives and Tactics

1. INCREASED BASIC PER STUDENT FUNDING

GOAL: To raise awareness of the need to increase basic per student funding from the Province of BC to adequate levels, to be able to meet the full range of student needs

OBJECTIVES:

- To raise awareness and identify the impact of underfunding
- To get support of local provincial elected officials
- To collaborate with partner organizations at district levels
- To get support from other school districts
- To engage families in advocacy
- To continue to build confidence in public education and the district

TACTICS:

- Direct staff to provide a report about budget pressures and the amounts the districts funds over and above provincial formulas
- Request meeting with representatives of CUPE 409, New Westminster Teachers Union, Principal/Vice Principals Association and DPAC to invite their participation and understand their advocacy priorities and capacity
- Briefing with New Westminster MLAs on the pressures faced by schools
- Develop a communications and engagement plan for families and the community
- Bring forward a resolution to BC School Trustees Association on Increased Per Student Funding
- Engage BC School Trustee Association Metro Branch

2. CAPITAL PROJECTS - NEW SCHOOLS AND SPACES

GOAL: **Expedite approval of capital funding** to fulfill our long range facilities plan and manage exploding enrollment

OBJECTIVES:

- To continue to demonstrate the urgency of the capacity crisis in New Westminster
- To ensure that the Ministry of Education's Capital Branch provides a mechanism to fund purchase of air space parcel in new developments
- To ensure that schools / school sites and child care sites is a priority in the City of New Westminster's Official City Plan and ongoing planning work
- To continue to build confidence in public education

TACTICS:

- Support Chair’s regular meetings with New Westminster MLAs and staff to ensure they are familiar with the needs and priorities of the district and status of current projects
- Continue regular Joint City and School Board Working Group meetings focused on understanding district enrollment growth, gaining support for capital projects needed to fulfill our Long Term Facilities Plan as well as address short term capacity issues, and facilitate the most efficient processes to move through the development process in capital projects
- Continue School Board and City Council meetings at least twice annually to ensure district needs are understood by municipal government
- Send correspondence from the board about the need for a funding mechanism for air space parcel purchasing
- Support Trustee participation on the BC School Trustees Capital Working Group
- Engage BC School Trustee Association Metro Branch
- Continue to engage community partners and the public on our capital crisis

3. CAPITAL PROJECTS – CLIMATE RESILIENCY AND EXTREME WEATHER

GOAL: To secure funding needed to equip schools for the demands of extreme weather and climate resilience, starting with cooling infrastructure

OBJECTIVES:

- To receive funding for NWSS cooling infrastructure which has been initiated by the district in order to be in place for summer of 2024
- To receive funding to increase the capacity of Skwo:wech Elementary School to provide cooling

TACTICS:

- Focus on climate resilience in our Minor Capital Project requests
- Include climate resilience projects in update meetings with provincial MLAs
- Engage BC School Trustee Association Metro Branch

4. DIVERSE LEARNERS / ELL STUDENTS

GOAL: Increased funding from the Province of BC to meet needs of diverse and ELL students, either as targeted funds or as part of increased per student funding.

OBJECTIVES:

- To understand the current wait times for assessments and services within the District
- To understand the unmet needs of families
- To understand how much out of pocket expenses (assessment, professional services including counselling, Occupational Therapy, tutoring, etc.) families are expending to meet the needs of their learner
- To raise awareness of the needs of ELL students

TACTICS:

- Engage families as part of the next phase of work in our delivery of inclusive education
- Invite community organizations with relevant expertise to brief the Board Education Policy & Planning Committee
- Support Trustee participation in the BCSTA Metro region's ELL Consortium

5. MENTAL HEALTH

GOAL: Increase capacity to provide adequate mental health supports for students, including staff training, support from provincial ministries and the health region

OBJECTIVES:

- To engage staff to understand increasing rates of mental distress and serious behaviour c among some learners
- To engage families to understand how much out of pocket expenses (assessment, professional services including counselling, Occupational Therapy, tutoring, etc.) families are expending to meet the needs of their learner
- Learn about pressing needs from relevant service delivery and advocacy organizations

TACTICS:

- Examine results of Student Wellness surveys conducted within the district and brought to the board in February
- Discuss with DPAC and PACs ways to engage families
- Learn about pressing needs from relevant service delivery and advocacy organizations
- Identify relevant organizations to provide updates on current and future services and to better understand the state of mental health with school aged children

6. CHILD CARE

GOAL: **Expand access to child care for district families, and increase district readiness for shared responsibility of child care responsibilities**

OBJECTIVES:

- To continue to secure funding for increased child care spaces on school sites
- To clarify expanded, shared responsibility between Ministry and school districts for child care
- To ensure we are equipped and resourced to meet expectations of families

TACTICS:

- Send correspondence to the Ministry of Education and Child Care about child care capital and operating needs and shared responsibility
- Continue to engage in conversations about child care with BC School Trustees Association and Metro Branch
- Continue to prioritize child care expansion in new capital projects
- Include child care project updates in meetings with provincial MLAs
- Pursue opportunities to convene relevant levels of government and child care providers and collaborate on meeting the child care needs of working families for all ages of care