

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

Tuesday, May 14, 2024

3:30 pm

School Board Office (In-Person)

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.

			<b>Pages</b>
1.	<b><u>Approval of Agenda</u></b>	3:30 PM	
<b>Recommendation:</b> <b>THAT the agenda for the May 14, 2024 Education Policy and Planning Committee meeting be adopted as distributed.</b>			
2.	<b><u>Comment and Question Period</u></b>	3:35 PM	
3.	<b><u>Reports from Senior Management</u></b>		
a.	International Program Report - Trevor Gee	3:45 PM	2
b.	Inclusive Education Review Update - Rhonda Jones	4:00 PM	11
c.	Online Learning & Continuing Education Report - Pam Craven and Stephen Inniss	4:15 PM	18
d.	Extracurricular Athletics Update - Chair Marc Andres	4:30 PM	24
4.	<b><u>General Announcements</u></b>	4:45 PM	
5.	<b><u>Adjournment</u></b>	5:00 PM	

# International Program Report

## Trevor Gee - May 14<sup>th</sup>, 2024

# Success from 2023 - 2024

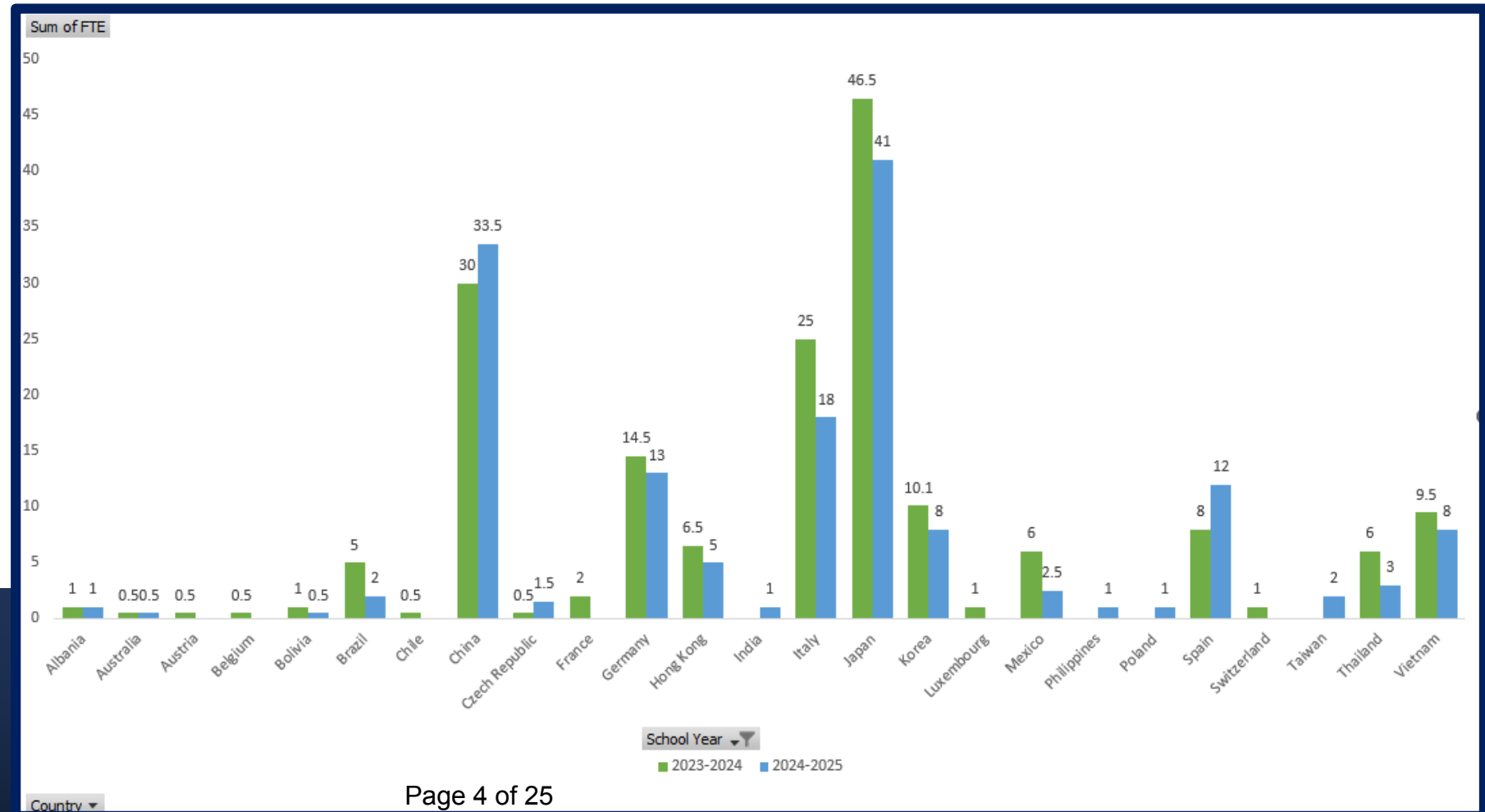
- New Markets: Australia, Bolivia, Poland
- New Agents in Korea, Macao, Mexico, Spain, Thailand
- Increase in returning students
- China: Increase in graduating students
- Japan: Maintaining target number of students
- Increased student engagement in trips/activities
- Decrease in 1 semester students



# FTE: 2023/24 to 2024/25

\*data collected April 26, 2024

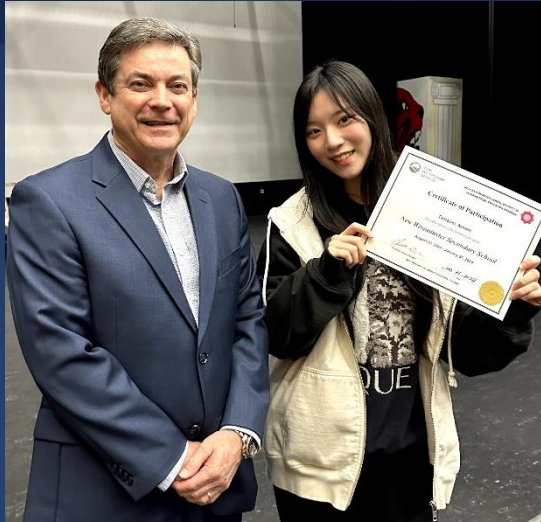
Country	2023-2024 FTE	2024-2025 FTE
Albania	1	1
Australia	0.5	0.5
Austria	0.5	
Belgium	0.5	
Bolivia	1	0.5
Brazil	5	2
Chile	0.5	
China	30	33.5
Czech Republic	0.5	1.5
France	2	
Germany	14.5	13
Hong Kong	6.5	5
India		1
Italy	25	18
Japan	46.5	41
Korea	10.1	8
Luxembourg	1	
Mexico	6	2.5
Philippines		1
Poland		1
Spain	8	12
Switzerland	1	
Taiwan		2
Thailand	6	3
Vietnam	9.5	8
Grand Total	175.6	154.5



# 2024 – 2025 Goals and Objectives



- 160 FTE for 2024-2025
- 180 FTE for 2025-2026
- Increase of one-year students from France
- Maintain numbers from Japan, Italy, Spain, and Germany
- Build relationships with agents in China and Korea to ensure they are not promoting Parent Study Permit or Work Permit
- Build agent connections in Mexico, Taiwan, Thailand and Vietnam
- Support our smaller markets to maintain a diverse program
- Increase student enrollment for students not requiring homestay
- Maintain Short Term Summer Program
  - approx. 5 FTE from 2023 program

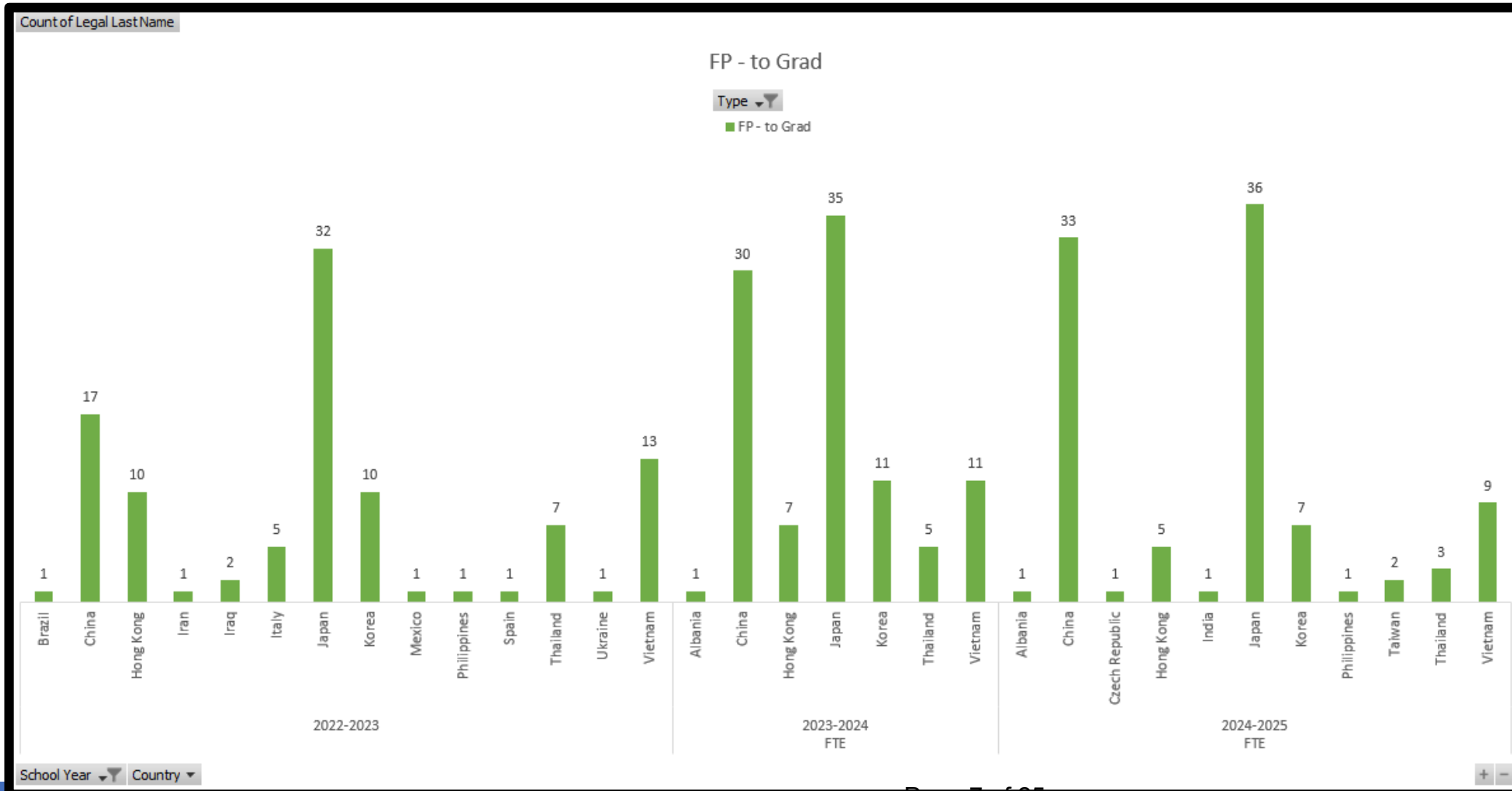


# 2024-2025: Key Markets

- Students enrolled for graduation (2+ years)
- Students that do not require homestay
- Markets to Maintain and Manage
  - Markets with high number of students and loyal agent relationships
- Markets to Maintain and Grow
  - New markets that promote diversity
  - Markets that require growth in agent relationships



# Key Markets: Students here for our Graduation Program



## Target Markets for growth in our Graduation Market

- China
  - Biggest potential for growth
- Hong Kong & Taiwan
  - Smaller market with potential for growth
- Korea
  - Growing interest in the high school and graduation program
- Thailand
  - Growing interest in the graduation program
- Vietnam
  - Market has been slow to restart, but potential is high

# Key Markets: Maintain and Manage

## Japan

- Our biggest market for 1 year and graduating students
- Important market to maintain market share and manage numbers

## Italy

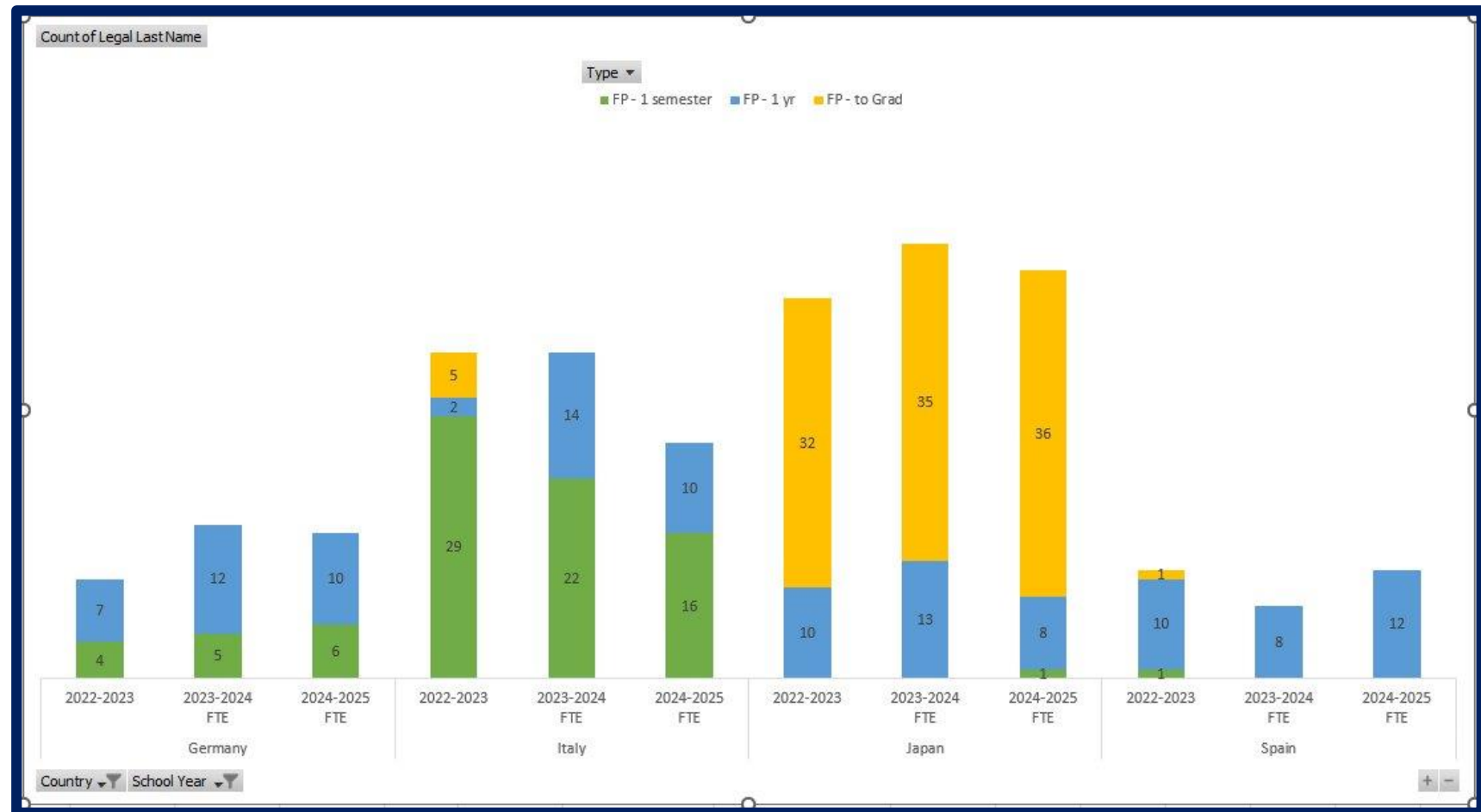
- Our 3rd biggest market
- Important market to maintain market share and manage numbers

## Germany

- Growing market for 1-year students
- Important to maintain numbers and relationships with key agents that have long supported our program

## Spain

- Growing markets for 1-year students
- Important to maintain numbers and relationships with key agents that have long supported our program

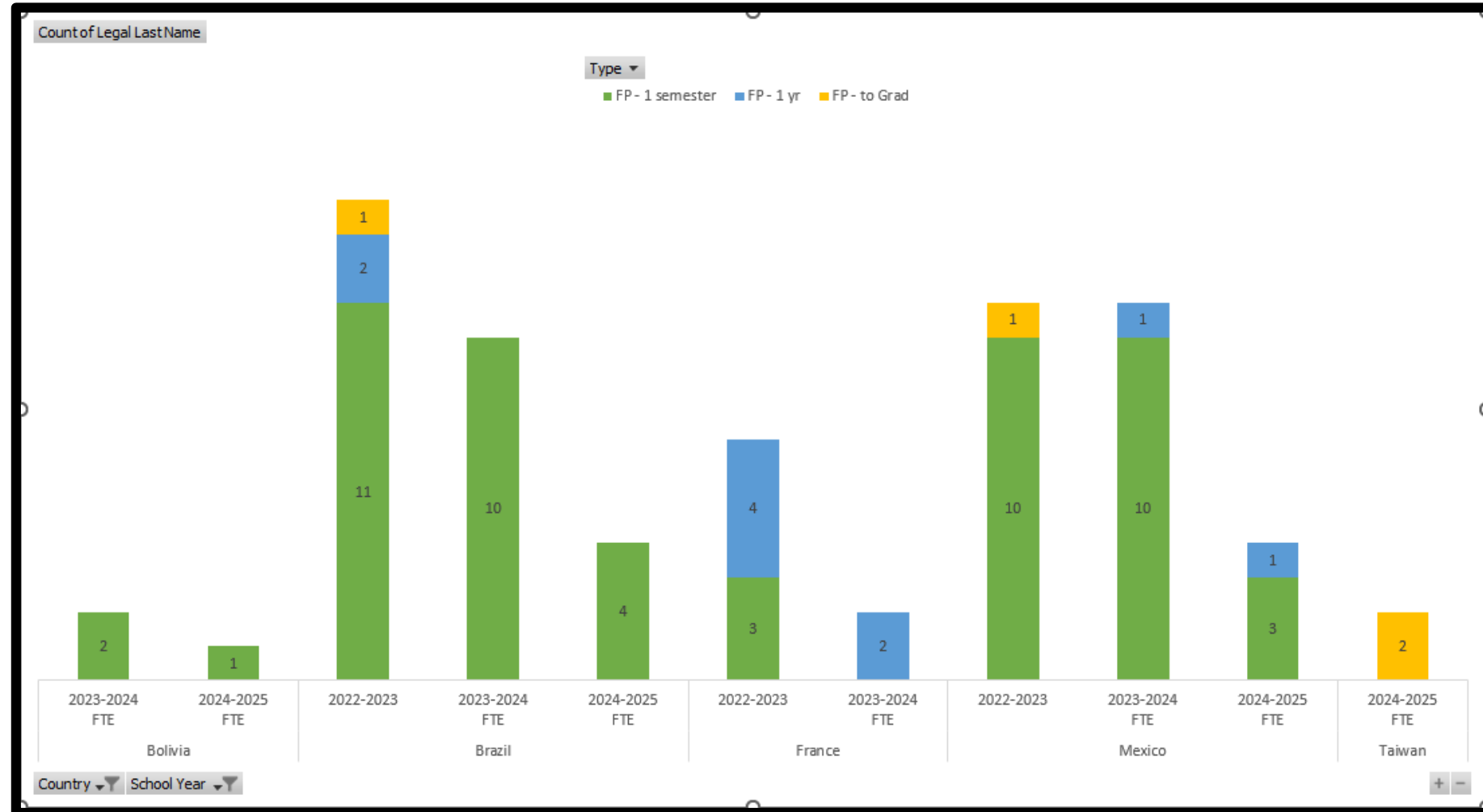




# Key Markets: Maintain & Grow

- Bolivia
- Brazil
- France
- Mexico
- Taiwan

- ❖ Important for program diversity
- ❖ Important to grow relationships with agents and build new agent connections
- ❖ Support required to ensure we are receiving the right students for our program (age, language level, purpose of study)



# 2024 International Culture Day

Thursday, May 23  
Grand Commons, NWSS



# Inclusive Education Plan 2024-2025

Rhonda Jones

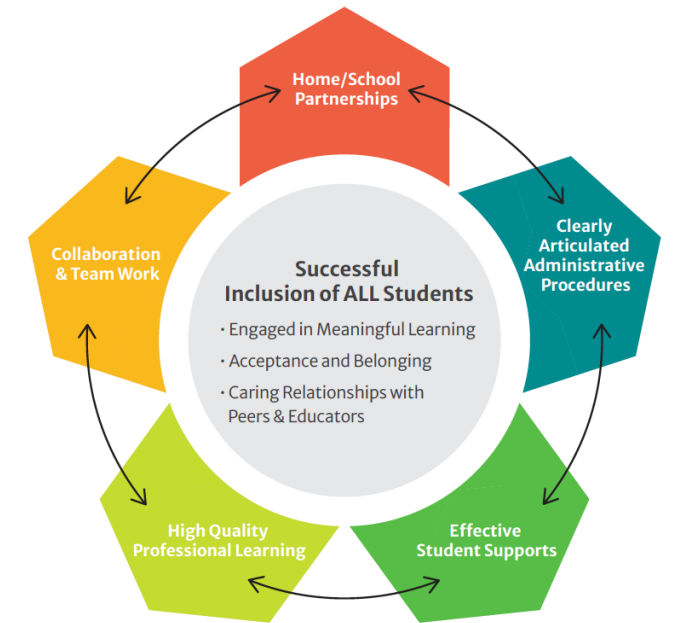


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# Learning Services

## High Quality Professional Learning

- Katie Novak Series
  - English Language Learner Teachers
  - Learning Support Teacher Training – Including Artificial Intelligence
  - Assistive Technology Learning and Training
  - Education Assistant Training
- 
- **Effective Student Supports** - Competency Based Individual Education Plan Training
  - **Collaboration and Teamwork** – Wrapping Around our Complex Learners with School Teams and Outside Agencies
  - **Home/School Partnership** – Student Transitions – Parent/School/Facilitator Meetings



# Individual Education Plan Survey Data

115 Families Responded to Survey

54 Elementary

32 Middle

29 High School

83 Families have Children with Autism or a Learning Disability

48 were Satisfied with the IEP Process

14 were Unsatisfied with the IEP Process

28 were Neutral about the IEP Process



## Parent Survey Comments on Individual Education Plan (IEP) Process

- 'one of her teachers was not aware of her IEP at the time of Parent Teacher conferences...'
- 'there needs to be better communication between case managers and my child's teacher'
- 'process to draft or revise an IEP starts much too late in the school year...'
- 'We also never hear the LST during the year...'
- 'Our child's support teacher is fantastic. It is the regular teachers that seem to pose the **most** resistance to following up and respecting the IEP...'

## SUPPORTING THE INDIVIDUAL EDUCATION PLAN (IEP) PROCESS

- *Create a structure and process that outlines clear timelines for parent/guardian contact and IEP meetings – clear expectations of initial contact with parents, timelines for meetings, and IEPs to be sent home*
- *Develop a parent-friendly guide to IEPs and IEP meetings – parent guide to be shared with parents through Learning Support Teachers and online prior to parent meetings*
- *Continue to educate teachers on the Competency-Based IEP and its strength-based approach to supporting student success – training next year will continue to include new teachers to support and how to report on the template within MyEd*

## Transitions

*Aligning Home/School Partnerships – focusing on students moving through our schools:*

- *Entry to School*
- *Elementary School to Middle School*
- *Middle School to High School*
- *High School to Adulthood*



# Planning for a Successful 2024-2025 School Year



# Continuing Education & New Westminster Online Learning

May 14, 2024

Pam Craven, Stephen Inniss & Tu Loan Trieu



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# Continuing Education

## Overview

Our Location

Our Courses

Our Students

Our Students Goals

Our Growth (now over 640 students per term; close to doubled)





# Home Learners Program & New Westminster Online Learning Gr 9-12

Provincial Online Learning School - Governance Documents

[Online Learning Policy](#)

[Interim Procedures Guide](#)

[Accountability and Quality Assurance \(AQA\)](#)

# Student Support – Tiered Approach

**Tier 1: Universal Strategies to encourage academic engagement for ALL Students.**

**Tier 2: Early Intervention to prevent academic disengagement.**

**Tier 3: Intensive Support for students facing the greatest challenges getting engaged academically.**

# Data

NWSS school age students: 728

POWER/RCAP: 8

Sigma: 25

Other school age students: 88

NW Online adult students: 298

## Grade Break Down

Grade 9: 143

Grade 10: 193

Grade 11: 228

Grade 12: 360

Total: 924

## Full-time youth

Grade 9: 2

Grade 10: 0

Grade 11: 1

Grade 12: 16

Total: 19



# New Westminster Online Learning - Home Learners Program (K-8)

- Consistent registration – increase registration of students within district
- Successes:
  - Activation Activities – increased engagement from families
  - School Learning Plan – Student self-reflection
  - ADST Projects – mud kitchens created by students, gardening
  - Resource Library – catalogued and better tracking of books and resources
- Programs of Choice Review:
  - Consistent Communication – weekly school and district updates sent home
  - In-person learning
    - Next year: increased in-person learning opportunities
    - More support for vulnerable students



# Extracurricular Athletics Update

Tuesday May 14, 2024

Education Policy and Planning Committee Chair Marc Andres



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**Recommendation received from the  
December 12<sup>th</sup>, 2023, Open Board Meeting**

*THAT* the New Westminster School Board (SD40) direct staff to review the district's approach to provide and support extracurricular physical activities (including intra-murals 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.