

REGULAR OPEN MEETING OF THE BOARD

Tuesday, October 24, 2017

7:30 pm

- b) Operations Policy and Planning Committee, October 10, 2017**
 - i. Comments from the Committee Chair, Trustee Janzen
 - ii. Approval of the October 10, 2017 Operations Policy and Planning Committee Minutes

8. **NEW BUSINESS**

Student Trustee, Trustee Lalji

Encl Pg 34

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) appoint no more than two Student Trustees to sit on the Board of Education.

9. **TRUSTEE REPORTS**

10. **QUESTION PERIOD**

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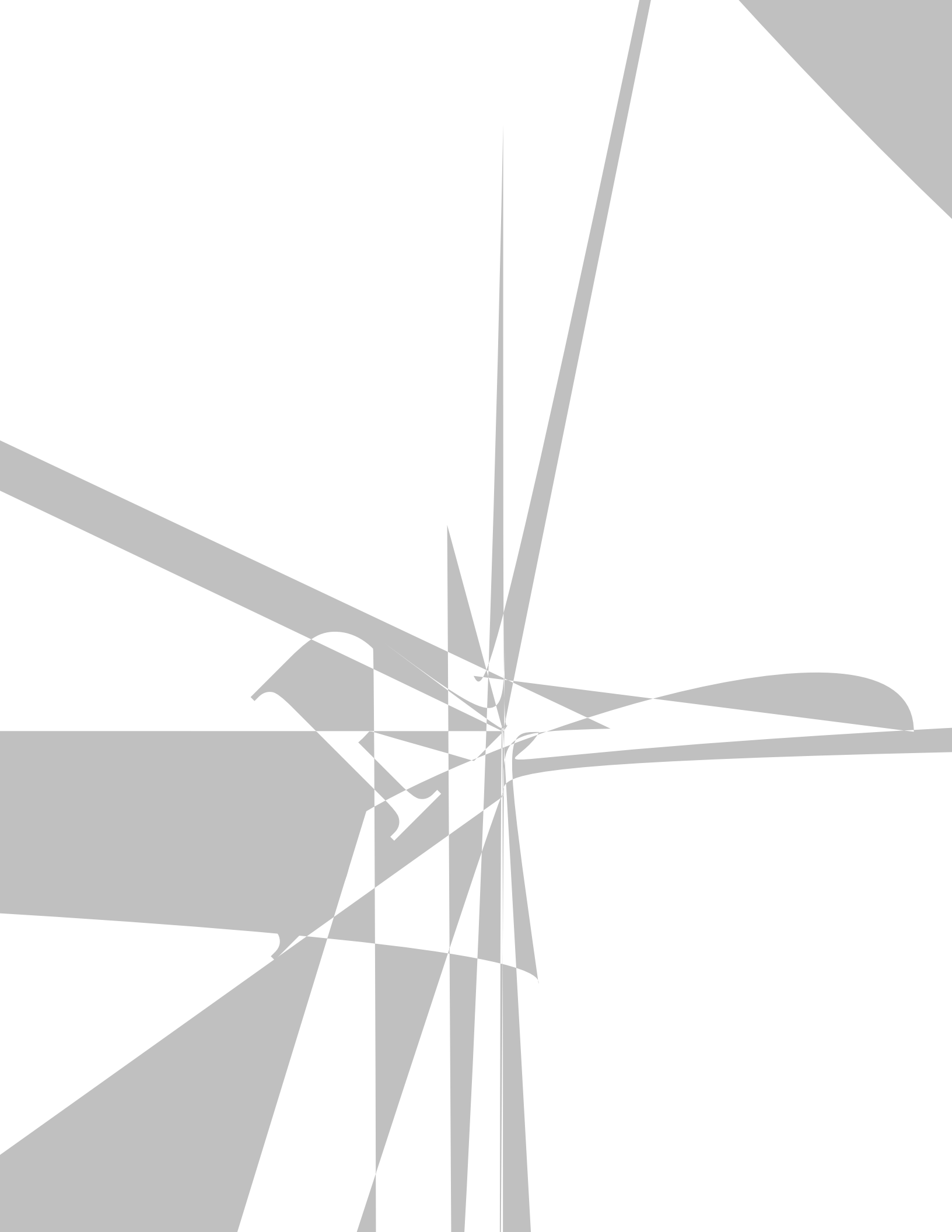
NEW WESTMINSTER

September 20, 2017

File: REZ00134



NEW WESTMINSTER





School District No. 40 (New Westminster)

Teacher Staffing Total FTE	2016-2017	2017-2018
Teachers (NWTU)	371	421

CUPE Staffing (count)	2016-2017	2017-2018
Education Assistants	145	147
Custodial	25	26
School Clerical	42	42
Other	104	105

School District No. 40 (New Westminister)

Supplement to: REGULAR SCHOOL BOARD MEETING

Date: October 24, 2017

Submitted by: Pat Duncan

Item: Requiring Action For Information

SUBJECT: May Day Task Force Recommendations to the Board of Education

Background:

On November 24, 2015, the Board of Education passed a resolution directing that a May Day Task Force be commissioned to review the School District's participation in the annual celebration of May Day. Attached is the May Day Task Force Recommendations to the Board of Education

The May Day Task Force was comprised of the following individuals:

- Nadia Young NWTU
- Kathy Kreiser NWTU
- Lindsay Delair NWTU
- Michel Roy -CUPE 409
- Leslie Nichol -CUPE 409
- Karen Catherwood NWPVPA
- Nikki Bins-parent
- Michael Ewen- Trustee
- James Janzen Trustee
- Janet Grant Associate Superintendent (December 2015-July 31, 2017)
- Pat Duncan Superintendent of Schools (August 1, 2017-present)

Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) send out the May Day recommendations for public consultation.

Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) direct staff to conduct inquiries to determine if there are any community

MAYDAYTASKFORCRECOMMENDATIONS

Purpose of the May Day Task Force

On November 24, 2015, the Board of Education passed the following motion directing that a May Day Task Force be commissioned to review the School District's participation in the annual celebration of May Day:

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staff, admin staff and two Trustees, with one Trustee as Chair, to review in

MAYDAY TASK FORCE RECOMMENDATIONS

The survey results indicated meagre support or justification for the institution of the “Royal Suite.” The selection process is widely characterized as a popularity contest which is probably indefensible in a contemporary School District. While no eligible student is specifically barred from putting themselves forward for a position in the Royal Suite, the institution itself does not positively reflect the District’s values of inclusion and diversity, owing to its anachronistic core notions of stereotypical gender roles and reliance on a selection method of casting one group of students “above” the others. Attempts at changing or modernizing the composition and role of the Royal Suite, including the mandatory costume, have met with little success. The District does not sanction or promote the election of Prom Queens, or Homecoming Queens at the secondary level, so it is difficult to justify doing so at the elementary level – apart from the argument that it is traditionally done.

Teaching May Pole dancing as a component of the physical education/fine arts curriculum

MAYDAYTASKFORCRECOMMENDATIONS

The May Day Task Force Committee respectfully submits the following recommendation to the Board of Education:

1. For the 2018 and 2019 May Day, celebrations be school-based celebrations and further recommend that on the 150th anniversary of May Day in 2020, the School ~~be~~ ^{be} a Day, 2019

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MAYDAYTASKFORCRECOMMENDATIONS

Survey Respondents

The May Day task force survey ran from June 6 to June 15. The survey resulted in 203 responses comprised of 67% teachers, 20% support staff, 5% principal/vice principals, 6% exempt staff and 2% other (i.e. facilities and operations staff). Of the 166 elementary and middle school teachers in New Westminster Schools in 2016/2017, 124 participated in the survey – a teacher response rate of 75%.

Survey Questions

The survey posed ten questions. These questions sought input on the following queries:

Draft Summary of Findings

The open-ended survey questions resulted in many thoughtful, honest and wide ranging assessments of the issues at stake. These can help inform recommendations and possible strategies for the future. Responses to the survey questions, in general, fell into two broad camps: roughly 20 to 30% who feel the ceremony could be adjusted to meet concerns, and a majority who feel the district's role in organizing and managing the event should be turned over to the community or discontinued.

¾ 72% of total respondents stated that May Day was no longer an important annual event for the school district.

The majority felt what one summed up as “a generalized unhappiness and concern over the cost, the educational time lost in preparation for the event, the amount of preparation work involved in addition to an already challenging workload and the current relevance of the existing May Day program in 21st century learning.” For many, the May Day event “feels archaic, outdated and paternalistic.” Of the 21% who view the school district's May Day ceremony as an important annual event, nearly half wanted the park ceremony to continue because it was ‘tradition.’ A number of respondents said they supported the May Day ceremony in the park primarily because they valued the fact that it was the only event that “brings all the schools in this small district together in one place.” Several suggested bringing back track meets and other strategies to “connect across schools and grades.”

¾ 77% of respondents believe that a May Day ceremony in the park should be exclusively run by the community.

Respondents stated:

- f that the event takes learning time away from the classroom;
- f uses up resources;
- f causes stress for students, teachers and the district;
- f does not align with either the curriculum or the district's vision, mission or values.

MAYDAYTASKFORRECOMMENDATIONS

A number of teachers and principals/vicerprincipals described

MAYDAY TASK FOR RECOMMENDATIONS

- o “The Queen’s Park ceremony is not reflective of the redesigned curriculum. In fact, it is completely the opposite. Critical engagement with BC’s history involves moving away from colonialist perspectives on the development of this city, province and country... Honourable Justice Murray Sinclair states that Canada’s public education system has taught citizens that Aboriginal people, languages and cultures were inferior, and that citizens were implicitly ‘taught to believe in their superiority if they came from White European stock... and we need to correct those perceptions (TRC 2013). Public education in BC has a responsibility to address these injustices... The May Day event perpetuates the notion that European settlers are superior, and that Aboriginal and students of colour are not important.”
- o [May day] reinforces a

Several described the lack of engagement resulted in behaviour issues that had to be managed in the stands; as well, many students bring homework, games and activity booklets to amuse themselves during the event and minimize disruption. "This is a concern that bothers me tremendously. It's an exercise in crowd control; it's a ridiculous use of teacher and student classroom instructional time, and I feel very strongly that we would better otherwise engage students in a school learning environment working on creative academics or interest focused end of year projects." Absenteeism has been noted as an issue; one teacher said "an increasing number of families now choose to keep their grade 5 students home on May Day because they feel it is very repetitive after going to May Day in grades 2, 3, and 4, which shows that the event doesn't have full parent support..." Similarly, another respondent said that "by grade five [students] have been through May Day assemblies six times and learned the dances twice, once in grade three, then again in four."

From a student perspective, one elementary school student who was excited about the first experience of the May Day event recorded impressions in a journal:

- x Wednesday May 24, 2017: OMG today is May day! today is actually May rday! This is my first time going to May rday which is really awsom[sic].
Back from May Day: Status: boring. OMG boring is the only word to describe how boring May Day was. Well at least my BFF (xxx) was there to entertain me."

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MAYDAYTASKFORCRECOMMENDATIONS

Board of Education for School District No. 40 (New Westminster)

May Day Task Force

Terms of Reference

The purpose of the May Day Task Force is to review the nature and scope of School District No. 40's participation in the annual May Day celebration. This review shall include a process À PÜ- &%

MAYDAYTASKFORCRECOMMENDATIONS

Changes to the taskforce's composition will be subject to the approval of the Board of Education for School

MAYDAY TASK FORCE RECOMMENDATIONS

Board of Education for School District No. 40 (New Westminster)

May Day Task Force Decision Making Guidelines

Decision making: The school district's May Day Task Force shall operate on the principle of seeking consensus for any recommendations put forward by the Task Force to the Board of Education.

Definition of Consensus: Consensus is a process for multi party decision making that synthesizes the ideas of all participants into a decision that is acceptable to all. Consensus requires high levels of commitment, time and communication. Consensus is not a compromise or form of deal making. It involves exploring "interests" and ensuring that the decision fits with the group's purpose and values.

Consensus Guidelines:

- x A clear proposal is put forth in advance of the meeting (with background material when possible);
- x Adequate time is set aside for meaningful discussion;
- x All parties are expected and encouraged to participate. ~~any~~

MAYDAYTASKFORCRECOMMENDATIONS

School District No. 40 (New Westminster)
May Day Task Force
Expression of

School District No. 40 (New Westminster)

Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date:

October 3, 2017

Submitted by:

Mary Lalji, Trustee

Item: Requiring Action

For Information

SUBJECT: STUDENT TRUSTEE

Rationale:

The student voice is a resonant force in establishing a thriving learning environment giving students the ability to influence learning is integral to everyone's success. Appointing a student trustee would empower students by giving them a voice and keeping the student body informed of discussions and decisions that affect them.

We want our schools to be places where students take ownership of their learning and their school environment. In order to accurately represent the New Westminster School District the student body needs to be heard, sharing their views, ideas and concerns with us so that decisions can be made with their best interests in mind.

Recommendation:

THAT the Education Policy and Planning recommend to the Board of Education for School District No. 40 (New Westminster) that they appoint no more than two Student Trustees to sit on the Board of Education.