

Toti:Itcha

Future Learning Plan

2020/2021

SURVEY

Provide your Feedback

DRAFT - Verion #1 – June 17, 2020

Table of Contents

Foreword	3
Acknowledgment.....	4
Toti:Itcha.....	4
Purpose.....	4
Process.....	4
Provincial Requirements & Guidelines	5
1. Health & Safety.....	5
1.1. Custodial.....	6
1.2. Students	6
1.3. Staff	6
1.4. Parents/Guardians	6
2. Transportation.....	7
2.1. Bussing	7
2.2. School Bus Capacity.....	7
3. Food Security.....	7
4. Student & Staff Wellness.....	8
5. Technology	9
6. Instructional Framework for Blended and Face to Face Learning.....	10
6.1. Blended Learning	10
6.2. Planning.....	11
6.3. Assessment for Learning	12
6.4. Communicating Student Learning.....	12
6.5. Support for Learners	13
7. School Structures for Staff.....	13
7.1 Elementary Level – K-5.....	14
7.3 Middle School - Gr. 6-8.....	14
7.4 Secondary School – Gr. 9 – 12.....	15
Toti:Itcha Future Learning Task Group.....	16



Foreword

The Spring of 2020 will forever remain in our memories as a watershed moment in our modern society, and certainly in education. COVID 19 has dramatically disrupted every corner of the globe and public and private life. With very little notice, educators were asked to pause in-person interactions with students and to pivot to online instruction. Other services critical to the life of a school district – professional learning, school meals, transportation, custodial service – were all dramatically impacted by the invisible coronavirus. It was unprecedented, but we did it.

Under the circumstances, it was a remarkable shift. Some of us who were more adept at using technology made the shift more seamlessly, and others needed the benefit of time to develop consistent and predictable patterns of interactions. However, true to the Abbotsford spirit, we rose to the challenge. Yet another challenge was put before us when the government announced that schools would restart with limited face to face instruction. Again, we rose to the occasion and have been, in my estimation, remarkable in pivoting into yet another learning configuration.

Now comes the most fundamental of all challenges. The task of building a school system this fall that can flexibly respond to the pandemic conditions, regardless of how they are manifested, is our latest call to action. We are called upon to restart our schools in September under uncertain conditions, but with an aspiration for re-inventing schooling where it is most needed. This is the focus of Toti:Itcha.

I am forever thankful to the very committed people who work in our district, who have helped us navigate these challenging circumstances and paint a picture of a brighter tomorrow. The 2020-21 school year will be our most memorable not because we will have lived through a pandemic, but because we will thrive in our mission to provide the best and most hopeful education for our students when they needed it most.

With great resolve,



Dr. Kevin Godden
Superintendent of Schools

Acknowledgment

Éy swáyel. We acknowledge that the Abbotsford School District is located on the traditional territory of the Stó:lō people, the Semá:th and Mathxwí First Nation. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public educational institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching and community engagement.

Toti:Itcha

A Halq'eméylem word that means *future learning*. We are grateful for the opportunity to utilize the language of the Stó:lō people to assist us in our future work, with indigenous perspectives in mind.

Purpose

The outbreak of COVID-19 and its pandemic has been a rapidly evolving situation that has disrupted the lives of many and has significantly changed the way the Abbotsford School District operates. With over ten weeks of suspended in-person instruction, the school district adapted to online instruction that engaged over 20,000 students and 2,500 employees remotely in the spring of 2020. In May 2020, the province announced a phased approach for education institutions to prepare for a partial or full return to regular instruction in the fall of 2020, depending on the state of the global pandemic.

To guide us through these uncertain times, the Abbotsford School District has developed **Toti:Itcha - Future Learning Plan** to serve as a framework for September 2020 and beyond. This document addresses the instructional, structural, health and safety issues and establishes guidelines to fulfil our vision of providing a world-class, innovative, and individualized educational experience for each student.

Process

To facilitate the development of this plan, the Toti:Itcha Future Learning Task Group was created in May 2020. This task group consists of a diverse group of leaders in the Abbotsford School District.

As a way of gathering the voice of our organization, the district utilized Thoughtexchange to provide each of our staff the opportunity to share their thoughts around four key pillars - staffing, structural, instructional, and equity. This feedback served as the foundation for Toti:Itcha and collectively included the views and opinions of our support staff, teachers, administrators, operations management, and senior leadership.

In June 2020, the school district will share a first draft of the plan with stakeholders, including the Abbotsford Teachers Union, Teamsters, students, and parents to secure further feedback. Once feedback has been collected, and the future learning plan has been updated, the final **Toti:Itcha - Future Learning Plan** will be communicated internally and externally in August 2020.

Provincial Requirements & Guidelines

The Abbotsford School District follows guidelines set by the Ministry of Education, the Ministry of Health and the Chief Medical Officer. These parameters guide the development of our educational programs and continuity of learning plans during COVID-19. The graphic below displays the Ministry of Education’s phased approach of instruction, with various stages of school density targets. In June 2020, all school districts in BC moved to Stage 3, which saw a voluntary return to school on a limited basis.

The COVID-19 pandemic continues to be a rapidly evolving situation. While our hope is that school districts will move to stage 2 or stage 1 by September 2020, the future learning plan was built around the assumption that schools may still be at Stage 3 in September 2020 and some form of blended learning may be expected.

STAGE 1 SCHOOL DENSITY TARGETS 100%	STAGE 2 SCHOOL DENSITY TARGETS K-7: 100% Grade 8-12: 40%	STAGE 3 SCHOOL DENSITY TARGETS K-5: 50% Gr. 6-12: 20%	STAGE 4 SCHOOL DENSITY TARGETS K-12: 20%	STAGE 5 SCHOOL DENSITY TARGETS K-12: 0%
<p>In-class instruction:</p> <p>K-12: 5 day per week</p>	<p>In-class instruction:</p> <p>K-7: 5 days per week</p> <p>Grade 8-12: 2 days per week</p> <hr/> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <hr/> <p>Remote/online instruction:</p> <p>Balance of learning</p>	<p>In-class instruction:</p> <p>K-5: 2 to 3 days per week</p> <p>Gr. 6-7: 1 day per week</p> <p>Gr 8-12: 1 day per week</p> <hr/> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <hr/> <p>Remote/online instruction:</p> <p>Parent/Guardian choice to return to in-class instruction optional</p> <p>Balance of learning</p>	<p>In-class instruction:</p> <p>K-12: Limited</p> <hr/> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <hr/> <p>Remote/online instruction:</p> <p>K-12: Majority of all students</p>	<p>In-class instruction:</p> <p>K-12: None</p> <hr/> <p>Suspend all in-class instruction for all grades and students</p> <hr/> <p>Remote/online instruction:</p> <p>K-12: All Students</p>

1. Health & Safety

We all have a shared responsibility for providing safe learning and working environments for our students and staff. Health and safety are important organizational priorities and represent a key commitment to mental well-being and social-emotional learning (SEL). The district takes a holistic approach to health and safety and promotes a culture of health and safety awareness and accountability. Open communication and adaptability are essential as we move through this evolving situation.



The district will continue to be agile and resilient during the pandemic and will provide supports based on direction and guidance from the Provincial Health Officer and WorksafeBC, along with industry best practices.

1.1. Custodial

All custodial teams will follow infection control procedures provided by [WorksafeBC and the BC Centre for Disease Control](#) to ensure our buildings are safe and sanitized. School and custodial teams will work in partnership to:

- Maintain strong communication of needs and requirements;
- Collaborate on ways to manage health and safety expectations; and
- Problem-solve when considering the school's culture and unique needs.

1.2. Students

Learning resources such as signage/visuals/video will be developed to address COVID-19 prevention measures and support student learning in health and safety. Resources will be produced by the Centre of Resources for Education (CORE) in partnership with the Human Resources, Organizational Health and Safety, and Communications Departments to address key public health measures such as:

- Daily Health Assessment protocols;
- Handwashing practices;
- Washroom use;
- Playground use at elementary (in collaboration with municipal government);
- Drop off/pick up and entry/dismissal routines; and
- Use of common areas.

1.3. Staff

Practices will be put in place to ensure the health and safety of our staff is guided by the Provincial Health Officer and WorksafeBC, with empathy, flexibility and compassion in mind. Staffing will be responsive to the various pandemic stages and will include measures such as:

- Providing communication and training around [safe work procedures and public health guidelines](#);
- Organizing internal coverage across schools and sites; and
- Using a collaborative approach for creative solutions and team teaching.

1.4. Parents/Guardians

Recognizing that health and safety is a community effort and that families play a key role in education and awareness, the district will:

- Ensure ongoing communication with parents and/or guardians about health and safety requirements, protocols, questions and concerns is consistent; and
- Support families with reinforcing student learning about health and safety.

2. Transportation

We will ensure the safe transportation of students to and from our sites. The Abbotsford School District is committed to ensuring that all student riders are safely transported to and from school sites. The Transportation Department will work with the Health and Safety team to ensure that appropriate safety measures are implemented and maintained. During Phase 3, the priority for student transportation will be arranged based on the greatest need of transportation which includes: vulnerable students, students with diverse needs and elementary students.

2.1. Bussing

The district will ensure that transportation is optimized by considering the following:

- Use current school bus runs;
- Collaborate with schools to understand attendance schedules; and
- Develop seating capacity plans to allow for physical distancing on the school bus.

2.2. School Bus Capacity

The district will consider the following elements when building transportation schedules:

- School start and end times;
- Transportation needs of individual schools;
- District program transportation requirements;
- School schedule changes (e.g., bell times, structuring of blocks and or group learning)
- Inclusive planning of routes for all busses;
- Seat capacity; and
- Visible signage and markings on seats as to where students will sit.

3. Food Security

We know that food security is an integral part of ensuring students are ready to learn. The District works with internal and external partners to provide students and families with food resources that are needed to prepare students for classroom engagement. The District will coordinate this service in the following ways:

- Develop a plan that addresses meal services (e.g., healthy lunches) for students in need in a remote and in-school learning environment. This plan will consider the following:
 - a compassionate and thoughtful process for providing meals;
 - supports for students and families to access meals when learning remotely; and
 - efficient structures to ensure food is delivered safely and in a timely manner.
- Apply to grants that support the cost of food and deliveries;
- Accept donations from community partners; and

- Coordinate food security options through the Learning Support Services Department in collaboration with schools, families, and the FuelUp School Meals Program.

4. Student & Staff Wellness

Supporting the well-being of our students and staff is a high priority. Intentional social emotional learning, mental health literacy and trauma informed practice will be important elements of workplace wellness. The pandemic has exposed and exacerbated existing inequities in our education systems and emphasized the need for learning environments that welcome and support all learners, including those who were not equitably served before COVID-19. School administrators, teachers, support staff, families, youth, and community partners will need to come together to co-create supportive learning environments.

Establishing a strong Social Emotional Learning (SEL) framework into every classroom at every level is essential to overall success moving forward. This framework outlines a process where students and adults will learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. Through a systematic approach to SEL we will intentionally cultivate caring, participatory, and equitable learning environments.

Now, more than ever, we understand how important it is to demonstrate empathy and resilience, build relationships across distance, and call upon our collective resolve to strengthen our schools and communities. The following structure outlines how we will support students with mental health and wellness.

Tier 1 – Embed SEL practices into daily routines.

Examples may include:

- Create a “soft start”, where students ease into learning through engaging and/or regulating experiences;
- Conduct check-ins at the beginning of class - an opportunity to build relationships and connections right from the start and proactively validate feelings and experiences;
- Incorporate brain and body breaks for all students throughout the block and day;
- Give students choice in their learning activities that builds on their interests and strengths;
- Incorporate student voice and feedback into decision making, particularly around planning for their success and engagement;
- Build trusting relationships and learning each student’s “story”; and
- Plan all lessons, interactions and activities through a trauma-informed, inclusive lens.

Tier 2 – Incorporate more specific instruction of SEL strategies and practices.

Examples may include:

- Create lessons from evidence based SEL programs such as Mental Health Literacy, Mind Up, Second Step, etc.;

- Develop specific skill instruction as outlined in the core competencies (see the District’s SEL Rubric ([LINK](#)));
- Integrate a class-wide practice of SEL skills and strategies, such as mindful breathing, personal organization, dealing with conflict, etc.; and
- Teach the medicine wheel and incorporate its tenets into activities of self-reflection, grounding, and to explore harmony and balance.

Tier 3 – Provide personalized, individual supports for students with more complex needs.

Examples may include:

- School counselling;
- School based team consultation with our District’s mental health clinicians; and
- Wrap-around collaboration and planning with family and other community supports such as CYMH, START, Archway, MCFD, FVACFSS, etc.

Staff mental health and wellness will play a vital role in supporting students through this pandemic and beyond. The [Bring Your Best](#) program is designed to ensure employees have the support to be healthy, productive and enjoy their work. The following structure outlines additional strategies to support staff mental health and wellness.

Tier 1 – Provide personal and professional development opportunities to increase knowledge and skills.

Examples may include:

- Offer self-care sessions hosted by Learning Support Services and Human Resources;
- Provide Mental Health Literacy teacher training;
- Provide Trauma-Informed Practice training;
- Host webinars and other opportunities related to SEL for educators; and
- Implement Positive Behaviour Interventions and Supports.

Tier 2 – Opportunities to engage in more personalized learning and experiences.

Examples may include:

- Belong to a community of practice;
- Collaborate with others in specific areas of wellness;
- Learn personal strategies for self-care and self-management; and
- Build relationships and connection amongst adults.

Tier 3 – Individualized support through the Bring Your Best program.

5. Technology

Access to technology for staff and students is an important aspect of our plan to successfully implement blended learning in our schools. Our schools will need to consider how we can support staff, students, and

families in the use of devices and internet, as the need for technology in school and at home continues to be a priority. Our district will consider the following when implementing an equitable plan for access to technology:

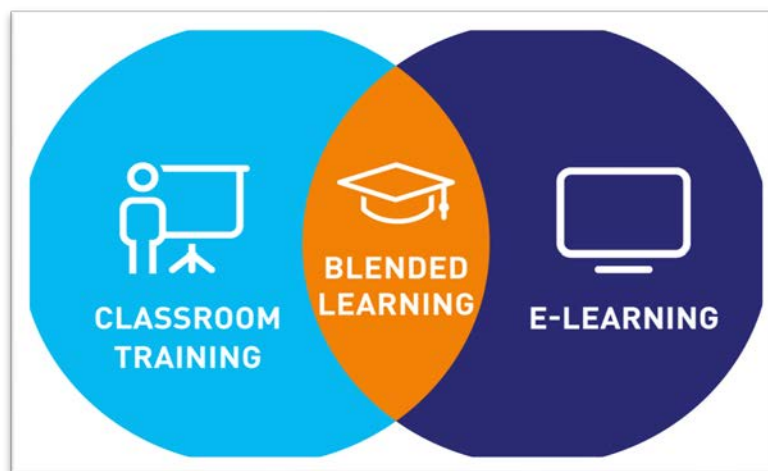
- Access to digital devices at home to support blended learning;
- Professional learning opportunities for staff to increase their capacity to implement blended learning;
- Appropriate device distribution for classrooms and levels (e.g., iPads for primary classrooms); and
- Professional learning opportunities for staff and families in the area of digital literacy and safety.

6. Instructional Framework for Blended and Face to Face Learning

We will adapt to new methods of instruction and assessment in response to the pandemic. As we continue to build our capacity to provide meaningful and engaging learning opportunities for each student in both online and face to face learning environments, we will continue to foster the pedagogical practices that we know are effective. In addition to the practices that we continue to employ, it is important that we increase our capacity to work and learn in a blended learning environment.

6.1. Blended Learning

Blended learning is a mode of learning that allows teachers and students to engage in an educational program that blends face to face and online learning opportunities. The graphic below depicts the space that blended learning lives between face to face learning and remote e-learning. Blended learning allows teachers and students to engage in an educational plan anytime and anyplace. This strategy requires teachers to develop learning activities that are flexible and provide students with a level of voice and choice that allows learning to occur in various ways.



We will continue to offer professional learning opportunities for teachers and administrators that focuses on the implementation of blended learning strategies. The goal of these learning opportunities will be to increase the capacity of our system to ensure quality learning can occur *anytime* and *anyplace*. This will require district staff to develop a common understanding about the critical features of blended learning:

Blend Learning IS:	Blended Learning ISN'T:
<i>A blend of in person and online learning that facilitate common learning standards, learning targets, success criteria, and activities.</i>	<i>Two completely different educational programs.</i>
<i>A method that adapts to the needs of students allowing for learning to occur anywhere and anytime.</i>	<i>A method that requires all students to be face to face or online at the same time.</i>
<i>A blend of digital and analog learning that incorporates hands on and paper-based learning activities.</i>	<i>A strictly digital learning environment.</i>
<i>A combination of print and non-print/digital learning resources.</i>	<i>A method that always requires every student to have an electronic device.</i>
<i>A learning option that allows students to have choice and voice.</i>	<i>A learning option that requires all students to show what they can do in the same way.</i>

6.2. Planning

Planning for a blended learning environment will require teachers to consider how the curriculum will be taught in both face to face and in online environments. Teachers will consider how competencies and content will be explored both in class and online using a variety of print and non-print/electronic resources. Teachers will consider the following when planning unit and lesson plans for each term:

- Define the “Big Ideas” that will be explored;
- Determine the essential learning standards, curricular competencies and content learning standards;
- Determine learning targets to be communicated in student friendly language;
- Determine success criteria that will be communicated in student friendly language;
- Illustrate the subject areas that will be used to allow for cross-curricular learning;
- Detail the use of inquiry as a lens for students to acquire and demonstrate learning, ensuring that student voice and choice are included;
- Specify inclusive planning practices, which are essential to meeting the needs of diverse learners within the classroom (ELL, diverse abilities, Indigenous, etc.);



- Determine necessary home supports required to access online learning or support in-school attendance;
- Develop universal design for learning; and
- Determine differentiated and authentic demonstrations of learning.

6.3. Assessment for Learning

Assessment for learning is the assessment of what students know and can do with the intent to provide them with feedback and further instruction. Assessment for learning involves teachers shifting instruction and learning activities based on the needs of the students in the class. In a blended learning environment this is done in a mix of face to face and online formats. It is important that teachers consider how students can demonstrate their learning in a meaningful, equitable, and inclusive manner. For assessment for learning to be successful in a blended learning environment the following will be considered:

- Communicate learning targets in student friendly language;
- Communicate success criteria (what students will need to do to demonstrate learning) in student friendly language;
- Offer flexible demonstrations of learning that provide students with voice and choice; and
- Provide a process for providing students with feedback on the next steps for learning.

We will continue to support the implementation of assessment for learning strategies by providing teachers with professional learning opportunities. These opportunities will allow our teachers to increase their capacity to effectively employ assessment for learning strategies in a blended environment that honours voice, choice, and equitable access to learning.

6.4 Communicating Student Learning

We are committed to communicating student learning to students and families. This is done in formal and informal ways throughout the year. The district references the guidelines of the Ministry of Education to ensure that student reporting policies are followed and that reporting formats are consistent with provincial expectations. These policies include information about interim reports and term and final report cards. Many teachers also use online communication tools to provide students and families with information about learning throughout the year. These online tools are used to keep students and families informed, as well as give students and families the opportunity to engage in the communication process. Teachers may use the following online tools to communicate various levels of student learning:

- **Elementary**
 - Seesaw
 - Check My Progress Report Cards
 - Google Classroom
 - School Website
- **Middle**
 - Google Classroom
 - Check My Progress Grade Book
 - Check My Progress Report Cards
 - School Website

- **Secondary**
 - Google Classroom
 - My Blueprint
 - Canvas LMS
 - Check My Progress Grade Book
 - MYEDBC Report Cards
 - School Website

6.5 Support for Learners

In order to ensure equitable access to learning, we must pay specific attention to the diverse needs of our learners. Integrated school-based teams will be the best way to establish a system that seeks to proactively meet the needs of all students, as well as providing a responsive intervention when necessary. Rather than waiting for a student to “fail” and then addressing learner challenges, we will implement the below strategies.

- **Vulnerable Learners:**
 - Ensure flexible learning options;
 - Offer mental health supports;
 - Provide support for students with exceptionalities;
 - Provide support for children and youth in care;
 - Provide access to technology (both device and WIFI); and
 - Support differentiated remote environments.
- **ELL Learners:**
 - Support new families and / or students who have come to register from other districts, provinces or countries; and
 - Support students and families through the English Language Learners Department.
- **Indigenous Learners:**
 - Provide supports to students and families through Indigenous Support Workers and Indigenous Support Teachers;
 - Maintain partnerships with key Indigenous stakeholders (First Nations, Metis Association, Sto:lo Nation, etc.); and
 - Collaborate with classroom and non-enrolling teachers to ensure appropriate supports are available for each student.

7. School Structures for Staff

Based on Phase 3 of the Ministry of Education’s return to school plan, the school structures below will be considered for each level.

7.1 Elementary Level – K-5

Families can expect to send K-5 students back to school 50% of the time. Three days per week would be allotted for blended learning at home. Two days per week would be allotted for face to face instruction with students (e.g., Pod A, Mon/Tues; Pod B, Thurs/Fri).

Structures to be considered for September:

- Allow for flex time for students and teachers including stations, menu options, flipped instruction, class meetings, etc.);
- Allow for collaboration time for students and teachers and time for teachers to co-create learning modules;
- Combine students together in pods by grades or grade bands;
- Flexible scheduling – bells, prep time, lunches breaks, recess breaks, staggered drop off/pick up times;
- Blend learning between pod teachers, where students working on common objective throughout the week in a blended learning structure (remote and face to face);
- Plan for K gradual entry and first month;
- Offer teachers collaboration schedules to support teacher pods; and
- Utilize parks, outdoor areas near our schools to take learning outside of the building.

7.3 Middle School - Gr. 6-8

Families can expect Gr. 6-8 students back in school 20% of the time. Students may attend in-class instruction for a minimum of either Tuesday, Wednesday, or Thursday for three hours/day (8:30 – 11:30). Remote instruction may take place Mondays, Fridays, and Tuesday – Thursday afternoons.

Structures to be considered for September:

- Intentional planning around the September start up;
- Regular access to student voice and feedback on their experiences;
- Itinerant Youth Care Workers/Transition team guide the grade 5 to 6 transition in September and continue throughout the year;
- Collaborate with high school in the fall regarding transitions for vulnerable students.
- Flexible scheduling – bells, prep time, lunches breaks, recess breaks, staggered drop off/pick up times;
- Explore additional scheduling options that increase the amount of In Class Instruction.
- Consider how exploratory structures can be developed to support collaborative practice. (ex. Traditional Exploratory rotations, co-teaching and collaboration with exploratory teachers and classroom teachers, etc.);
- Consider how structures can be developed to address the developmental needs of middle school students, particularly in a hybrid environment; and
- Exploration of interschool collaboration and mentorship of best practices in blended learning.

7.4 Secondary School – Gr. 9 – 12

Families can expect Gr.9-12 students back in school 20% of the time. Structures to be considered for September:

- Quarterly system of course delivery (versus semester or linear instruction):
 - Students would engage in courses for 10-week quarters;
 - Two courses at a time; and
 - A mix of online and face to face instruction.
- Reduced number of students in the building at any given time;
- Flexible scheduling with bell schedules and block orders structured to support quarterly system;
- Built in teacher collaboration time/Pro D;
- Amended learning supports to provide support to students when they need it and not at a designated time when they may not need it;
- Amended timetables to promote equity of access (e.g., AP courses);
- Regular (every 2 weeks) access to student voice to guide instruction;
- Develop design parameters for elective courses such as metalwork, woodwork, etc.
- Consider combining electives with another course to utilize some blended virtual platforms;
- Consider students flexibility to use partial days to access resources (e.g., do some at home, others at school depending on at home resources);
- Place students in cohorts with two teachers;
- Teachers have flexibility to create a blended learning course together;
- Use the first weeks of each course to intentionally teach the skills necessary for success (e.g., SEL, goals, time management, ownership, advocacy for resources, equity learner profiles); and
- Allow for flexibility of pace (if the course remains blended then student can go fast or slow based on their learning needs).

Toti:Itcha Future Learning Task Group

The work of this plan would not be possible without the collaborative efforts of the Toti:Itcha Future Learning Task Group. This task group consists of a diverse group of leaders in the Abbotsford School District, and includes:

Senior Leadership

Angus MacKay, Assistant Superintendent (Middle)
 Carla Danielson, Assistant Superintendent (Elementary)
 Gino Bondi, Assistant Superintendent (Secondary)
 Michele Radomski, Associate Superintendent, Human Resources
 Nathan Ngieng, Director of Instruction, Learning Support Services
 Perry Smith, Director of Instruction, Curriculum

Educational Representation

Baljit Sekhon, Vice Principal (Elementary)
 Bonnie Iftody, District Principal, Learning Support Services
 Darlene MacDonald, District Principal, Indigenous Education
 David Ennis, District Vice Principal, Curriculum - Digital Learning
 Dextor Horton, Principal (Middle)
 Donna Wright, District Principal, Curriculum – Early Learning
 Ian Levings, Principal (Middle)
 Jaimie Webster, Vice Principal (Secondary)
 Jamie Beck, Principal (Middle)
 Jennifer Dyck, Principal (Elementary)
 Jinder Sarowa, Principal (Secondary)
 Lee Magis, Principal (Elementary)
 Linda Pollastretti, Principal (Secondary)
 Lisa Burdeyny, Vice Principal (Secondary)
 Lynette Power, District Vice Principal, Curriculum – English Language Learners
 Michele Gehring, District Vice Principal, Learning Support Services
 Rob Sloboda, Vice Principal (Secondary)
 Ryan Colbert, Principal (Elementary)
 Shannon Kenney, Principal (Elementary)
 Zhi Su, District Principal, Abbotsford Virtual School

Operational Representation

Albert Klade, Manager, Custodial
 Karman O’Brien, Director, Information Technology
 Ron Gregoire, Manager, Transportation
 Tanya Tighe, Senior Manager, Occupational Health & Safety
 Tom Paulik, Senior Manager, Labour Relations

