



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
REGULAR OPEN MEETING OF THE BOARD
AGENDA**

Tuesday, June 23, 2020

7:00 pm

Via Webex Livestream

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	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the June 23, 2020 Regular School Board meeting.	
2. <u>APPROVAL OF THE MINUTES</u> 7:05 PM	
a. Minutes from the Open Meeting held:	
i. May 26, 2020 Regular Meeting 5	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 26, 2020 Regular School Board meeting.	
b. Business Arising from the Minutes	
3. <u>COMMENT & QUESTION PERIOD FROM VISITORS</u> 7:10 PM	
<i>Please note that we will answer questions during Question Period near the end of the meeting.</i>	
4. <u>CORRESPONDENCE</u> 7:15 PM	
a. Letters of Advocacy from the Board of Education Regarding Enhanced Funding for TransLink, May 26, 2020 10	

- b. Melissa Stephens, NWSS Music Auxiliary re Arts, June 8, 2020 16
- c. Roland Tecson, Game of Apps, Thank you for supporting Game of Apps Season 03!, June 10, 2020 18

5. BOARD COMMITTEE REPORTS

- a. CANCELLED-Education Policy & Planning Committee, June 2, 2020
- b. Operations Policy & Planning Committee, June 9, 2020 7:20 PM

i. Comments from the Committee Chair, Trustee Connelly

ii. Approval of the June 9, 2020 Operations Policy and Planning Committee Minutes 21

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the June 9, 2020 Operations Policy & Planning Committee meeting.

iii. 2021-2022 Five-Year Capital Plan 29

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2021-2022 Five-Year Capital Plan as outlined in the attached summary for submission to the Ministry of Education.

iv. 2020-2021 Annual Facility Grant Spending Plan 34

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2020-2021 Annual Facilities Grant Spending Plan in the amount of \$1,141,892.00 as presented.

v. Orange Shirt Week

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) acknowledge Orange Shirt Week from September 28 - October 2, 2020 and encourage staff and student participation.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2020-2021 School Fees as presented.

6. REPORTS FROM SENIOR MANAGEMENT

- | | | | |
|----|--|---------|----|
| a. | Superintendent Update (K. Hachlaf) | 7:30 PM | |
| | i. COVID-19 Update | | |
| | ii. Budget 2020-21 Summary Report (B. Ketcham) | 7:40 PM | 39 |
| | iii. Good things are happening 2019/2020 year in review (K. Hachlaf & K. Keighley-Wight) | 7:50 PM | 40 |
| b. | May 31, 2020 Financial Reports (B. Ketcham) | 8:10 PM | 41 |
| c. | Inclusive Practices Review - Final Report (B. Cunnings) | 8:20 PM | 43 |

7. NEW BUSINESS

- | | | |
|----|--|---------|
| a. | September 2020 Committee and Board Meetings' Format (Chair Ansari) | 8:40 PM |
|----|--|---------|

8. TRUSTEE REPORTS 8:55 PM**9. QUESTION PERIOD (15 Minutes)** 9:05 PM

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

10. NOTICE OF MEETINGS 9:20 PM

Tuesday, September 15, 2020: Education Policy & Planning Committee,
6:00pm - TBD

Tuesday, September 22, 2020: Operations Policy & Planning Committee,
7:00pm - TBD

Tuesday, September 29, 2020: School Board Meeting, 7:00pm - TBD

Reminder:

Orange Shirt Day, September 30

11.	<u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u>	9:25 PM	
	a. Record of May 26, 2020 In-Camera Board Meeting		97
12.	<u>ADJOURNMENT</u>	9:30 PM	

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

**Tuesday, May 26, 2020, 7:00 PM
Via Webex Livestream**

PRESENT Anita Ansari, Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Vice Chair Mark Gifford, Trustee	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Bruce Cunnings, Director, Instruction, Learning Services Janet Kinneard, Educational Assistant Marcel Marsolais, President CUPE Local 409 Maureen McRae-Stanger, Director, Instruction, Learning & Innovations Kelly Proznick, District Arts Facilitator Caroline Manders, Recording Secretary
REGRETS Mary Lalji, Trustee Maya Russell, Trustee	

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 7:01pm.

Amendment: Agenda Item 3. Comment & Question Period from Visitors: Marcel Marsolais, President CUPE Local 409

2020-034

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the May 26, 2020 agenda as amended for the Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meeting held:

i. April 28, 2020 Regular Meeting

ii. May 12, 2020 Special Board Meeting

2020-035

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the April 28, 2020 Regular School Board and for the May 12, 2020 Special Board Meetings.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes
Nil.

3. COMMENT & QUESTION PERIOD FROM VISITORS

President, CUPE Local 409 Marsolais addressed the Board with concerns pertaining to the reduction of clerical positions/hours and the need to increase custodial positions to address the COVID-19 cleaning requirements. President Marsolais was pleased that there will be daytime custodians present in each school during the pandemic. He asked that the \$1M in furniture allotment for NWSS be reconsidered.

4. CORRESPONDENCE

Correspondence was received.

5. BOARD COMMITTEE REPORTS

- a. CANCELLED - Education Policy & Planning Committee, May 5, 2020
- b. Operations Policy & Planning Committee, May 12, 2020
 - i. Comments from the Committee Chair, Trustee Connelly
Trustee Connelly thanked the District staff for their work during this difficult and challenging time.
 - ii. Approval of the May 12, 2020 Operations Policy and Planning Committee Minutes
2020-036
Moved and Seconded
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the May 12, 2020 Operations Policy & Planning Committee meeting.
CARRIED UNANIMOUSLY
 - iii. TransLink Advocacy
Chair Ansari read-out the draft TransLink advocacy letter, which will be sent to six Federal and Provincial government officials. Copies of these letters will be included in the June 23, 2020 Regular Open Board of Education correspondence.
2020-037
Moved and Seconded
THAT the Board of Education of School District No. 40 (New Westminster) write a letter to the Provincial and Federal governments to advocate that TransLink receive enhanced funding to ensure necessary transit services will be there for essential workers, the community, and students when they need it.
CARRIED UNANIMOUSLY

6. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update
Superintendent Hachlaf shared that a modified NWSS graduation will be hosted at New Westminster's Anvil Centre. Graduates will be able to 'Walk the Stage' and celebrate with their immediate families as per established health and safety guidelines. He thanked City of New Westminster staff for their assistance in securing this facility and making this event possible.

i. COVID-19 Update

- Phase 3 - Classroom instruction (50% K-5; 20% Grades 6-12):
 - o Letter was sent on May 22, 2020 to parents of how Phase 3 will unfold.
 - o Optional return to in-class instruction; at parents' discretion.
 - o Schedule will allow custodians to provide daytime service; also deep-cleaning in the evening.
 - o Middle schools will have 2 half-days.
 - o Secondary school will have access to teacher and subject matter in first week, will need to ensure density does not exceed 20%; main focus of instruction will be remote/online learning; child care centres will continue to operate at all schools, which will include children of Emergency Services Workers and teachers; before and after school care will also be available.
 - o Documents that the District has been using have been provided by the Ministries of Education and Health, the BC Centre of Disease Control, Fraser Health, and WorkSafeBC. These guidelines have been communicated to Principals, students and staff who are ill will not be able to attend school.
 - o Attendance will be monitored regularly to ensure that the number of students in each class will not exceed the density target; if the number of students exceeds the target, it may be necessary to split a class/division over morning and afternoon schedules.

b. 2020-2021 Budget: Superintendent Recommendations Part 2 - District Arts Facilitator: Year-End Report

Director, Instruction, Learning & Innovations McRae-Stanger and District Arts Facilitator Kelly Proznick provided highlights:

- Three key initiatives:
 1. Development of a District Creative Arts Strategy – work completed by the District Arts Facilitator has laid the foundation for continued work to fill the identified gaps. This work will be done in collaboration with Arts Educators and Administrators from Elementary, Middle and Secondary.
 2. Access to Massey Theatre - most bookings were for NWSS events; Elementary and Middle schools prefer to use their own gymnasiums for productions. Equipment (light/sound/staging) support would be welcomed.
 3. Supplies and equipment - one-time enhancement funding to support equitable refresh of K-12 District Fine Arts equipment and supplies. A key purchase was portable staging, to be stored at NWSS, but to be used by Elementary and Middle schools for concerts and production at their sites. Next steps include ensuring that all schools have equal access to these resources.
- Suggestion that the unspent funds from the Massey Theatre Rental be used to provide release time/TTOC coverage for selected Arts Educators from Elementary, Middle and Secondary to come together collaboratively to create the District Creative Arts Strategy. Group to include 6 Arts Educators, 2 Administrators, and the Director of Instruction, Learning & Innovations to meet for 6-8 full days, as needed, throughout the school year to complete the project. A work group of Educational Assistants will be created to collaborate on arts programming accessible to all students.

District Arts Facilitator Proznick confirmed that all teachers had autonomy in submitting their 'wish' list of arts supplies and equipment. She worked collaboratively with each school to assist with the prioritization of what would be the best purchase. It was mentioned that schools not reflected on the list, have a robust arts program in place and felt they did not require additional resources at this time.

The Board of Education thanked District Arts Facilitator Proznick and Director, Instruction, Learning & Innovations McRae-Stanger for their work.

c. 2020-2021 Budget Bylaw - 3rd and Final Reading

Secretary-Treasurer Ketcham thanked the Board for their patience, understanding and support regarding the challenging 2020-21 budget process due to the pandemic. Readings 1 and 2 of the 2020-21 Budget Bylaw were passed at the May 12, 2020 Special Open Board meeting. Budget adjustments since May 12 were highlighted:

The impact is that the total operating shortfall increases to \$1,381,979 which will be funded out of accumulated surplus reserves.

The anticipated ending reserve balance of \$1,188,551 is below the recommended \$2M surplus balance. The figure does not include any surplus generated from 2019-20 resulting from the suspension of in-class instruction. Unused funds from the Massey Theatre will be included in year-end closing statements.

The Board thanked Secretary-Treasurer Ketcham for her work developing this budget in a very challenging year.

Trustee Gifford asked that the Board consider a recommendation to allocate \$150,000 of surplus funds for additional support staff (should this be required) within the District. Secretary-Treasurer Ketcham cautioned that the COVID-19 situation is ongoing and that there could be a second wave in the fall, which will continue to provide challenges for the District. Any surplus should go to support any uncertainty that may be upcoming this year. Following discussion, it was asked that the proposed recommendation be held until further information is confirmed in September.

Moved

THAT the Board of Education of School District No. 40 (New Westminster) allocate \$150,000 from surplus funds to support increased District support staff needs.

MOTION NOT SECONDED

Superintendent Hachlaf indicated that if there are any opportunities to review possible surplus allocation, this would be brought back to the Board for consideration, perhaps in the fall.

2020-038

Moved and Seconded

THAT the Board of Education of School District 40 (New Westminster) approve THIRD, reconsideration and final reading of the 2020-21 Budget Bylaw in the amount of \$82,783,574 as presented.

CARRIED UNANIMOUSLY

d. Inclusive Education Review Recommendations

Director, Instruction, Learning Services Cunnings provided highlights:

- On May 19 a meeting was held to review the preliminary recommendations; further edits and revisions will occur prior to the finalization of the report.

- The draft recommendations were briefly reviewed with the Board. The report encompasses five themes: 1. Student Needs; 2. Authentic Team Approach; 3. Family Support and Engagement; 4. High-Quality Professional Learning; 5. Expert Knowledge of Effective Practices and District Protocols.
- The timeline for May and June 2020 and next steps were reviewed.

Concern was expressed that Recommendation 2.4 pertaining to Educational Assistants' (EAs) involvement in SBT and/or IEP meetings is not worded strongly enough. EAs should be involved in these meetings. Director Cunnings indicated that the feedback from the EAs will be taken back to the consultants for consideration. Further work to take place with EAs and support staff.

It was asked that the final report be shared with the Ministry of Education to identify gaps and needs. This is a provincial matter of interest.

e. **Student Withdrawal & New Registration Report**

Associate Superintendent Naser shared the December 2019 and January / February 2020 report. Majority of withdrawals (66) were primarily due to families moving out of the District. During this period there were 79 new registrations.

7. NEW BUSINESS

Nil.

8. TRUSTEE REPORTS

Trustees provided highlights of activities they participated in May.

Chair Ansari wished the students, who will compete in the Game of Apps Provincials' competition on May 30, best of luck!

9. QUESTION PERIOD (15 Minutes)

The public was given the opportunity to ask questions on matters that arose during the meeting.

Janet Kinneard, Educational Assistant, indicated that the reason why many EAs do not participate in IEP meetings is that these meetings are usually scheduled for after school. Most EAs have other jobs after school, and face challenges with staff coverage when the IEP meeting takes place during daytime. Superintendent Hachlaf thanked Janet for her valuable input and feedback.

10. NOTICE OF MEETINGS

CANCELLED - Tuesday, June 2, 2020: Education Policy & Planning Committee

Tuesday, June 9, 2020: Operations Policy & Planning Committee, 7:00pm - Via Webex

Tuesday, June 23, 2020: School Board Meeting, 7:00pm - Via Webex

11. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of April 28, 2020 In-Camera Board Meeting

12. ADJOURNMENT

The meeting adjourned at 8:56pm.

Chair

Secretary-Treasurer

BOARD OF EDUCATION

May 26, 2020

Honourable Rob Fleming, MLA
Minister of Education
Room 124 Parliament Buildings,
Victoria, BC V8V 1X4

Sent by Email: educ.minister@gov.bc.ca

Dear Minister Fleming,

Re: **Enhanced Funding Needed for TransLink**

Transit is essential for our front line workers, essential for vulnerable members of our communities, and essential to keeping our communities and economy running.

Transit is important to the Board of Education of School District No. 40 (New Westminister) because it affects our students and their families. Many of our middle school and high school students rely on transit to get to school. Students in New Westminister start taking the bus when they are 11 years old to get to middle school. High school students come to our one centrally-located high school from all parts of our city, including from the other side of the Fraser River from Queensborough. And it impacts more than just the students who have come to depend on this integral system as kids get older, but also those families who use transit as their primary transportation mode on a daily basis. For those who chose to not have cars – but more often those who can't afford them – our transit system provides kids and their families with the basic access to get to school

The New Westminister Schools' Board of Education requests that you provide enough funding to keep our transit services accessible to all that need it as we pave the way to reopening our schools. It's more than a matter of convenience, it's a matter of equity. Without a strong transit system in place, it would restrict access to our schools, and it would further disadvantage some of our students who most depend on the vital array of supports they receive there. We need our senior levels of government to provide the funding necessary to ensure that transit services will be there for our community as we transition back to a post-COVID-19 world.

Sincerely,

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)



Anita Ansari
Chair, Board of Education

cc: Mayor Jonathan Coté, Chair, Mayors' Council – TransLink
Trustees, Board of Education, New Westminister Schools
Karim Hachlaf, Superintendent of Schools/CEO
Bettina Ketcham, Secretary-Treasurer/CFO

BOARD OF EDUCATION

May 26, 2020

Honourable Judy Darcy
Minister of Mental Health and Addictions
301-625 Fifth Avenue
New Westminster, BC V3M 1X4

Sent by Email: judy.darcy.MLA@leg.bc.ca

Dear Minister Darcy,

Re: **Enhanced Funding Needed for TransLink**

Transit is essential for our front line workers, essential for vulnerable members of our communities, and essential to keeping our communities and economy running.

Transit is important to the Board of Education of School District No. 40 (New Westminster) because it affects our students and their families. Many of our middle school and high school students rely on transit to get to school. Students in New Westminster start taking the bus when they are 11 years old to get to middle school. High school students come to our one centrally-located high school from all parts of our city, including from the other side of the Fraser River from Queensborough. And it impacts more than just the students who have come to depend on this integral system as kids get older, but also those families who use transit as their primary transportation mode on a daily basis. For those who chose to not have cars – but more often those who can't afford them – our transit system provides kids and their families with the basic access to get to school

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Sincerely,

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)



Anita Ansari
Chair, Board of Education

cc: Mayor Jonathan Coté, Chair, Mayors' Council – TransLink
Trustees, Board of Education, New Westminster Schools
Karim Hachlaf, Superintendent of Schools/CEO
Bettina Ketcham, Secretary-Treasurer/CFO

BOARD OF EDUCATION

May 26, 2020

The Honourable Marc Garneau
Minister of Transport
House of Commons
Ottawa, ON K1A 0A6

Sent by Email: Marc.Garneau@parl.gc.ca
mintc@tc.gc.ca

Dear Minister Garneau,

Re: **Enhanced Funding Needed for TransLink**

Transit is essential for our front line workers, essential for vulnerable members of our communities, and essential to keeping our communities and economy running.

Transit is important to the Board of Education of School District No. 40 (New Westminister) because it affects our students and their families. Many of our middle school and high school students rely on transit to get to school. Students in New Westminister start taking the bus when they are 11 years old to get to middle school. High school students come to our one centrally-located high school from all parts of our city, including from the other side of the Fraser River from Queensborough. And it impacts more than just the students who have come to depend on this integral system as kids get older, but also those families who use transit as their primary transportation mode on a daily basis. For those who chose to not have cars – but more often those who can't afford them – our transit system provides kids and their families with the basic access to get to school

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Sincerely,

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)



Anita Ansari
Chair, Board of Education

cc: Mayor Jonathan Coté, Chair, Mayors' Council - TransLink
Trustees, Board of Education, New Westminister Schools
Karim Hachlaf, Superintendent of Schools/CEO
Bettina Ketcham, Secretary-Treasurer/CFO

BOARD OF EDUCATION

May 26, 2020

Honourable John Horgan, MLA
Premier
West Annex Parliament Buildings
Victoria, BC V8V 1X4

Sent by Email: premier@gov.bc.ca

Dear Premier Horgan,

Re: **Enhanced Funding Needed for TransLink**

Transit is essential for our front line workers, essential for vulnerable members of our communities, and essential to keeping our communities and economy running.

Transit is important to the Board of Education of School District No. 40 (New Westminster) because it affects our students and their families. Many of our middle school and high school students rely on transit to get to school. Students in New Westminster start taking the bus when they are 11 years old to get to middle school. High school students come to our one centrally-located high school from all parts of our city, including from the other side of the Fraser River from Queensborough. And it impacts more than just the students who have come to depend on this integral system as kids get older, but also those families who use transit as their primary transportation mode on a daily basis. For those who chose to not have cars – but more often those who can't afford them – our transit system provides kids and their families with the basic access to get to school

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Sincerely,

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)



Anita Ansari
Chair, Board of Education

cc: Mayor Jonathan Coté, Chair, Mayors' Council – TransLink
Trustees, Board of Education, New Westminster Schools
Karim Hachlaf, Superintendent of Schools/CEO
Bettina Ketcham, Secretary-Treasurer/CEO

BOARD OF EDUCATION

May 26, 2020

Peter Julian, MP
110-888 Carnarvon Street
New Westminister, BC V3M 0C6

Sent by Email: peter.julian@parl.gc.ca

Dear Peter,

Re: **Enhanced Funding Needed for TransLink**

Transit is essential for our front line workers, essential for vulnerable members of our communities, and essential to keeping our communities and economy running.

Transit is important to the Board of Education of School District No. 40 (New Westminister) because it affects our students and their families. Many of our middle school and high school students rely on transit to get to school. Students in New Westminister start taking the bus when they are 11 years old to get to middle school. High school students come to our one centrally-located high school from all parts of our city, including from the other side of the Fraser River from Queensborough. And it impacts more than just the students who have come to depend on this integral system as kids get older, but also those families who use transit as their primary transportation mode on a daily basis. For those who chose to not have cars – but more often those who can't afford them – our transit system provides kids and their families with the basic access to get to school

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Sincerely,

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)



Anita Ansari
Chair, Board of Education

cc: Mayor Jonathan Côté, Chair, Mayors' Council – TransLink
Trustees, Board of Education, New Westminister Schools
Karim Hachlaf, Superintendent of Schools/CEO
Bettina Ketcham, Secretary-Treasurer/CFO

BOARD OF EDUCATION

May 26, 2020

Right Honourable Justin Trudeau
Prime Minister of Canada
Office of the Prime Minister
80 Wellington Street
Ottawa, ON K1A 0A2

Sent by Email: Justin.Trudeau@parl.gc.ca

Dear Prime Minister Trudeau,

Re: **Enhanced Funding Needed for TransLink**

Transit is essential for our front line workers, essential for vulnerable members of our communities, and essential to keeping our communities and economy running.

Transit is important to the Board of Education of School District No. 40 (New Westminster) because it affects our students and their families. Many of our middle school and high school students rely on transit to get to school. Students in New Westminster start taking the bus when they are 11 years old to get to middle school. High school students come to our one centrally-located high school from all parts of our city, including from the other side of the Fraser River from Queensborough. And it impacts more than just the students who have come to depend on this integral system as kids get older, but also those families who use transit as their primary transportation mode on a daily basis. For those who chose to not have cars – but more often those who can't afford them – our transit system provides kids and their families with the basic access to get to school

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Sincerely,

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)



Anita Ansari
Chair, Board of Education

cc: Mayor Jonathan Coté, Chair, Mayors' Council - TransLink
Trustees, Board of Education, New Westminster Schools
Karim Hachlaf, Superintendent of Schools/CEO
Bettina Ketcham, Secretary-Treasurer/CFO

From: [Caroline Manders](#)
To: [Melissa Stephens](#)
Cc: [Tammy Chesman](#); [Kathryn Hearder](#); [Wendy Cooper](#); [Board of Education](#)
Subject: RE: Letter to Board of Trustees from NWSS Music Auxiliary re: Arts
Date: June 11, 2020 9:40:21 AM
Attachments: [image001.png](#)

Dear Ms. Stephens,

On behalf of the Board of Education, New Westminster Schools, we thank you for your email message. We welcome correspondence from the community and value feedback we receive on educational priorities in our district.

Please note that all correspondence addressed to the Board of Education is reviewed and should additional information be required, we will follow up with you accordingly.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



Phone: 604-517-1823
Email: cmanders@sd40.bc.ca
Website: <http://newwestschools.ca/>

From: Melissa Stephens
Sent: June 8, 2020 4:57 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Cc: Tammy Chesman; Kathryn Hearder; Wendy Cooper
Subject: Letter to Board of Trustees from NWSS Music Auxiliary re: Arts

Please find below and attached a letter from the executive of the NWSS Music Auxiliary.

Sincerely,
Melissa Stephens
Secretary, NWSS Music Auxiliary

Board of Trustees
New Westminster Schools, SD40
811 Ontario Street
New Westminster, BC V3M 0J7

June 8, 2020

Dear Board of Trustees:

On behalf of the New Westminster Secondary School Music Auxiliary, we wish to express our sincere thanks to the Board of Trustees for your commitment to art education in our city. At our meeting of June 3, parents discussed the District Arts Facilitator year-end report, presented at the Board meeting on May 26 by Maureen McRae-Stanger and Kelly Proznick. Those who heard the report were impressed and encouraged by what was achieved in a short year, in terms of increasing our understanding of where we're at with arts education in the District, where there are gaps, and seeing that the stage is set for planning a way forward. We express our admiration and thanks to the Board and District staff, especially Ms. McRae-Stanger and Arts Facilitator Kelly Proznick, for this extraordinary work. We saw from your thoughtful responses to the report, that you understand the vital importance of art to all our children, and the fundamental role of schools in teaching art.

We learned from the report, and know from our own experience, that there are many exceptional arts programs in our schools that are already flourishing and enriching the lives of our children and community. However, there are also gaps, and these will always concern us, especially access and equity issues that affect or impede the ability of children to participate in these programs. We understand that the District Arts Facilitator position was undertaken as an initial one year 0.5 FTE position. We urge you to consider the need for a permanent District Arts Facilitator role within the district, to maintain the momentum of what we've learned, and to ensure that the development of a comprehensive strategic plan for the delivery of art education in New Westminster Schools, is robust, thoughtful, and inclusive. Having a permanent Arts Facilitator within the District would, moreover, increase our ability to apply for grants, some of which are only available to districts with a dedicated facilitator.

We understand that at this moment, with the COVID-19 pandemic, the health and safety of everyone in our community is our first concern. We do hope that in better times, in the near future, you will revisit the importance of the Arts Facilitator role in New Westminster Schools, to keep art in focus, to ensure that all our children have the means to express themselves for generations to come, and that the District's reputation as a leader in the delivery of art education, will grow and flourish.

Thank you for your time and consideration.

Sincerely,

Executive members of the NWSS Music Auxiliary
Tammy Chesman, President
Kathryn Hearder, Vice-President
Wendy Cooper, Treasurer
Melissa Stephens, Secretary



June 10, 2020

Ms Anita Ansari
Mr Karim Hachlaf
Members and Trustees in the New Westminster School Board
811 Ontario St
New Westminster BC V3M 0J7
Canada

Re: Thank you for supporting Game of Apps Season 03!

Dear Ms Ansari, Mr Hachlaf, and the entire New Westminster School Board:

Thank you for supporting Game of Apps Season 03 this past year!

Our provincial championship event was live streamed to over 1400 viewers. The edited video of the event is archived here: youtu.be/OT89JZqjopE

The winning team was Team EcoWorld from NWSS. Congratulations to these individuals—Paul, Zach and Jia! This is the first time New Westminster has wrestled the championship from Richmond in GoA's short 3-year history. It was close though—the difference in score between 1st and 2nd place winners was only 1%! Nevertheless, the trophy will be coming to NWSS. Team EcoWorld's presentation is here: youtu.be/WUCA-xMTP-A

The 2nd place team's presentation is here: youtu.be/ctqxpLKzP_g

The New West Record covered the championship event and Team EcoWorld here: bit.ly/3f9ADa8

This was our 3rd year running the program and we intend to run it again next year. We have grown every season (both in geographic reach and number of schools involved)--this year we had 150 students from 17 different high schools across 8 different cities. We also piloted our remote program at the start of the season--for our Delta and Vernon students. Who could have predicted that by the end of the school year, all of our cohorts would be on the remote platform? We plan to continue offering the remote program to more remote communities next season.

We wanted to share with you a message we received this past week from Raymond, a student who participated in seasons 1 and 2 of GoA. He just completed his first year at the University of Toronto.

You may know some of these details but not the entire story. In season 1, I didn't pay attention and learned very little. It was due to laziness (which I'm sure you knew). I just tried to cherish the moment and ignore my guilt over my perceived incompetence. I almost didn't apply for the summer internship, I felt like I didn't deserve it. Nevertheless, I interviewed with you but walked away certain that I bombed.

I was in the library when I received the acceptance email. I audibly screamed then frantically texted my family and friends. I met Martin later that day, and we spent hours daydreaming about our futures as software developers. I nearly cried of happiness.

It was the best summer ever: I was solving problems, collaborating on an extremely exciting app, and seeing it come alive with the code I wrote. But I struggled with imposter syndrome and wondered if I deserved to be there; did I unfairly take the spot of someone more deserving? It wasn't until we presented at Science World that I was able to confidently say: I deserve to be here. I'm as good as my team members, and regardless of how I learned my skills, I did it.

The rest is history: my experience through season 2 was a lot smoother. I will always remember season 1 because it taught me to be confident and satisfied with my work. I realized I am capable of great things, with the ability to be a productive, helpful, necessary member of a team. It made me realize my true self-worth, after 16 years of shaming myself for being good at schoolwork and nothing else.

Thank you for giving me that life-changing opportunity: you saw something in me that I didn't, and I'm grateful for you taking a chance on a shy, socially awkward, extremely nerdy boy. I'm proud to have participated in GoA, and prouder still of its growth today; I hope other students can benefit and grow from this program as much as I grew as a person.

As you can see, your support for GoA allows us to make an impact in the lives of young people like Raymond. We wish you all the best during these challenging times and hope you that you have a wonderful summer!

Best Regards,



Roland Tecson
Managing Director, Game of Apps
roland@gameofapps.org
+1 (604) 649-7991

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

**Tuesday, June 9, 2020, 7:00 PM
School Board Office
Via Webex Livestream**

PRESENT	Anita Ansari, Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Vice Chair Mark Gifford, Trustee Mary Lalji, Trustee Student Trustees: Jalen Bachra Rebecca Ballard Sierra Rose-Hand	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Dave Crowe, Director of Capital Projects Grant Lachmuth, Black Wolf Consulting Dino Stiglich, Director of Facilities & Operations Curriculum Team: Josh Angiola, Teacher, Curriculum Facilitator Sabine Decamp, Teacher, Technology Facilitator Zaida Manji, Teacher-Counsellor Kristie Oxley, Teacher Patricia Pain, Teacher Garry Pattern, Teacher-Consultant Kelly Proznick, District Arts Facilitator Keri Roberts, Teacher, French Curriculum Coordinator Maureen McRae-Stanger, Director, Instruction, Learning & Innovations Caroline Manders, Recording Secretary
REGRETS	Maya Russell, Trustee	

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. Approval of Agenda

The meeting was called to order at 7:02pm.

Chair Ansari welcomed back Trustee Mary Lalji.

Moved and Seconded

THAT the agenda for the June 9, 2020 Open Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Correspondence

Nil.

3. Comment & Question Period from Visitors

Please note that we will answer questions during Question Period near the end of the meeting.

4. **Student Voice**

a. Remote Learning Survey-Student Voice

Student Voice Student Trustees provided an overview of the survey they had created for Grade 9-12 students. A total of 556 students completed the survey.

Common themes were identified as follows:

What are you enjoying about remote learning?

- Nothing (as in not enjoying it) / Sleeping In
- More time with family & pets
- Flexibility / Self-Regulation / Less Stress

What are you finding challenging in remote learning?

- No structure / Routine / Lack of Motivation
- Technical Difficulties / Lesson Comprehension / Teacher Communication

How are you balancing schoolwork with your mental health at this time?

- Students are focusing just on mental health and pushing off schoolwork or vice versa
- Finding it hard to balance both school and mental health / hard to reach out when they need help

What suggestions do you have if remote learning continues?

- Stick to one platform / Teachers need to be more understanding; more time needed for assignments / Teachers need to collaborate with each other / “put yourselves (teachers) in our (students’) shoes.”

The Trustees and Superintendent thanked the students and Stacy Brine for their work and congratulated them on their graduation from Grade 12 and for their contribution to Student Voice.

5. **Reports from Senior Management**

a. Capital Projects Update

i. Richard McBride Elementary School Replacement Project

Director of Capital Projects Crowe provided highlights. The project schedule information is now presented in a table format, which more clearly shows milestones and their respective completion dates. Some onsite activities have been moved up due to students not attending school (COVID-19). It was noted that the budget has moved from green to yellow, which means corrective action is being taken. The reason for the change to yellow is that there have been more change orders than anticipated (for example discovering 13 large boulders, which will require excavation). The project team will work to identify areas for potential savings as the project progresses.

ii. New Westminster Secondary School

Project Coordinator Grant Lachmuth provided an update:

- Current expenditures to date \$69,500,000.
- COVID-19 impacts:
 - o 250 workers onsite before mid-March; reduced to 125 workers; currently there are 140-170 workers onsite daily.
 - o Material supply chain: key materials and loss of suppliers (some suppliers stopped production) which halted/delayed delivery of materials.

- o A revised completion schedule is being developed and will be communicated once it has been reviewed and confirmed. It was asked that the revised schedule also include a comparison of the status of the project.
 - o Work continues on the project.
 - b. Operations Update
 - i. June 2020 Operations Update

Secretary-Treasurer Ketcham provided highlights of the June Operations Report.

- i. 2021-2022 Five-Year Capital Plan

Secretary-Treasurer Ketcham provided an overview of the Capital Plan as follows:

First priority is to have a site acquisition for an elementary school in the Fraser River Middle Zone. If the District is successful in acquiring a site by 2021, it could be feasible to have the school constructed by 2025. Without any action, the District would be at a shortfall of 1,048 seats by 2025. It is estimated that the site acquisition will be \$31M if we continue to use the current model of locating a school adjacent to a city park. This is a reduction from \$62M in the prior year 5-year capital plan.

Create space within our middle schools. The District feels we would be able to address the issue by creating an 8-classroom expansion at Fraser River Middle School. The classes would be built above the existing parking spaces and would be a 2-storey addition for 4 classes per floor.

Director of Facilities & Operations Stiglich explained the minor capital projects submitted on an annual basis under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP) and Playground Equipment Program (PEP).

The total of the Five-Year Capital Plan submission (including PEP projects) is \$46,540,000

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2021-2022 Five-Year Capital Plan as outlined in the attached summary for submission to the Ministry of Education.

CARRIED UNANIMOUSLY

- ii. 2020-2021 Annual Facility Grant Expenditure Plan (AFG)

Secretary-Treasurer Ketcham reviewed the AFG. The District's allocation for AFG capital projects is \$1,141,892.00 which includes:

1. Mechanical System Upgrades (CO2 sensors, motion sensors)
2. Electrical System Upgrades (fire & intrusion alarm)
3. Technology Infrastructure Upgrades (VOIP)
4. Miscellaneous Projects

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2020-2021 Annual Facilities Grant Spending Plan in the amount of \$1,141,892.00 as presented.

CARRIED UNANIMOUSLY

iii. 2020-2021 Budget - Process Debrief / Overview

The Trustees were provided with an opportunity to provide their feedback on the budget process.

The Trustees thanked the Secretary-Treasurer for her work, especially developing a budget during a pandemic. It was mentioned that there may be a benefit in discussing earlier into the budget process where the District would like to make their next level of investments.

It was asked that a summary document be created to outline what the contribution / feedback was and action taken / dollars assigned. As well, that the Google Doc that had been created for feedback, be brought back in the fall for discussion.

c. Superintendent Update

i. COVID-19 Update

Superintendent Hachlaf provided highlights:

- Daily Attendance figures for week 1 of return to in-class instruction - higher amongst elementary schools
 - o Current numbers (representing one child) for week 2 is very similar to week 1. The numbers include all students (including children of Emergency Services Workers).
- Health and Safety - every district submitted a plan which was approved on May 29th and posted on the district's [COVID-19 Info Centre](#).
- Teaching and Learning - uncertainty remains for return to school for September 2020.
 - o Currently on Stage 3 and hope to move to Stage 2 or 1
 - o Preparing for what Stages 1 or 2 will look like within established health and safety guidelines; planning will continue over the summer pending what stage the District will be in for September
 - o Online virtual platform will continue; transition from crisis management to supporting online learning as another tool
 - o Weekly sessions are taking place with teachers for professional development opportunities. Live support and learning as we go - moving away from crisis management and taking a more proactive role.
- Emergency Response Centre (ERC) Update:
 - o ERC commenced on May 11 in response to government ask of municipalities April.
 - o Massey Complex was selected as the ERC site.
 - o Lease term runs May 11 - July 11, 2020; BC Housing and the City of New Westminster asked that the lease be extended past July 11,

however, District staff is not in mutual agreement of extending the lease per the following reasons:

- o Would like to return the space to be available for school use and that will take some time to complete.
- o Safety is a priority and it has taken a lot of resources by District staff, communicating with stakeholders, etc.
- o To date, there have been 17 participants of the program (originally planned to be up to 40) and a smaller space may be more manageable.
- o Would like to ensure a continued good relationship with the Massey Theatre.
- o As such the site will be decommissioned by July 11.

- Summer Programs

Associate Superintendent Naser updated the Board that this year's summer learning opportunity will provide a combination of both face-to-face instruction (2 days per week) and online learning. English, Math and Sciences (also literacy & numeracy for grades 7-9). Registration for the summer program was recently launched. Currently at 50% of regular enrolment for the summer program, have noticed a large uptake in recent days. Working with school counsellors at Middle Schools and the Secondary school to identify students who have not been engaged in online learning and contacting those students to make them aware of both online and face-to-face summer learning opportunities.

There will also be some specific adult programs offered during the summer.

- ii. Orange Shirt Week

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to acknowledge Orange Shirt Week from September 28 - October 2, 2020 and encourages staff and student participation.

CARRIED UNANIMOUSLY

- d. School Fees 2020-2021

Associate Superintendent Naser confirmed that no changes have been made to the 2020-21 School Fees schedule from the previous year. Communication to parents will include an awareness around optional supplies and information regarding how to access financial support.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to approve the 2020-2021 School Fees as presented.

CARRIED UNANIMOUSLY

6. General Announcements

Nil.

7. **New Business**

a. Annual Administrative Procedures Review

Superintendent Hachlaf indicated that Administrative Procedures (AP) are updated annually as per usual practice. Revisions and/or changes to Administrative Procedures are brought forward to the Board as a courtesy and for information only, they do not require a motion:

AP 160 Health and Safety of Students and Staff will be revised in light of COVID-19; AP 173 Diversity and Anti-Discrimination will be reviewed as it will lead into the proposed anti-racism policy work (see i. below), and AP 203 May Day will be retired, effective immediately.

i. Proposed Anti-Racism Policy Work

Trustee Dhaliwal provided a brief overview of the backgrounder on the proposed anti-racism policy work. Updates will be provided in the fall. Trustee Ansari indicated that this policy will be developed over the summer as this matter is of timely importance.

b. The Power of Teaching and Learning in New West Schools

The Curriculum Team shared personal highlights and success stories of their extensive work completed within the District this year:

- o Professional Learning - TC/TLs (Kristie Oxley) - goal was to develop, empower and support the Teacher Coaches and Teacher Librarians to be mentors and curricular leaders in their schools
 - Indigenizing the Curriculum - traditional meaning around territorial greeting; additional learning around indigenous content and commitment.
- o Supporting Early Career Teachers (Patricia Pain)
 - Collaboration
 - Worked with new teacher who required some support; each conversation continuing and each time pushing her to take risks; over the course of the year, relationship grew; part-way during year, she took on another project; put in place priorities; co-taught; she began to feel comfortable and she continued to teach online. Mentorship provided her with an opportunity to continue to learn and grow. It's perfectly okay to be comfortably uncomfortable.
- o Numeracy (Josh Angiola)
 - Number Sense Routines; Number Talks
 - Students building strategies in numeracy to find mathematical solutions.
 - Students showed increased capabilities in math.
 - Administrators also participated in a Math Book Club - much like the students, the administrators shared strategies they had learned.
 - Math Wall was created at Lord Tweedsmuir - students would write answers on wall where all students could learn; Queensborough Middle School, where the staff participated in school-wide math assessment task.
- o Literacy (Patricia Pain)
 - Collaborative Teacher Learning Rounds
 - Whole Class Sequence.
 - Selecting the Perfect Book.
 - Guided Independent Reading.

- o French (Keri Roberts)
 - Grade 5 Core French book bins for all elementary schools.
 - K-5 EFI Classroom book bins - picture books connected to strategies and curriculum; same across schools for collaborative planning.
- o Applied Design Skills and Technology (ADST) (Gary Pattern)
 - Fairly new initiative.
 - Activities fit in really well into the new curriculum.
 - Gary shared the following video links:
Big Idea: Sustainable Growing in our Class
<https://www.youtube.com/watch?v=yzBj-OnYfXc&feature=youtu.be>
New Westminster Schools – Are You Ready to Hover?
<https://www.youtube.com/watch?v=0JYoZ2t96oE&feature=youtu.be>
- o Visual and Performing Arts (Kelly Proznick)
 - Shared stories of her year as Arts Facilitator - an event with the New Westminster District Band Festival, which took place in March. The intent was to have a second event (outdoor), however, that wasn't possible due to COVID-19 so hopefully this will take place in 2021.
- o First Peoples Principles and Technology (Sabine Decamp)
 - The project began in September 2019, with Jennifer Yang at Queen Elizabeth Elementary:
 - Designed a unit for Grade 3 - Social Studies, First Peoples Principles and Technology; knowledge is passed down through oral history, traditions and collective memory. Students learn social connections and use critical thinking to complete the coding portion of the project.
- o Social Emotional Learning (Zaida Manji)
 - Thinking outside the box to create connections.
 - The role of the Counsellor and Child Care Worker can look different to meet the needs of our students and families.
- Director McRae-Stanger explained how family engagement - three-way conference opportunities with teachers and students can be accomplished at all levels of learning using a placemat to place strengths and stretches for the student. Then the parents, students and teachers would collaborate to set goals.
- Welcome to Kindergarten (Kristie Oxley) - a bag was created featuring student art, which holds the Welcome to Kindergarten forms, etc. Please click the link to view the video: <https://drive.google.com/file/d/1jXcRKG-EncPK3c6zoS7Ak8nW-YC00APR/view?usp=sharing>
- The Curriculum Team is continuing the learning and shifting the focus as to how to best support the district teachers with distance learning.

Moved and Seconded

THAT the Operations Policy and Planning Committee meeting be extended past 10:00pm.

CARRIED UNANIMOUSLY

The Trustees thanked the Team for their excellent presentation and for their work. Director McRae-Stanger thanked the Trustees for their support.

8. **Old Business**

Nil.

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

Nil.

10. **Adjournment**

The meeting adjourned at 10:01pm.

DRAFT

Supplement to: **OPERATIONS POLICY & PLANNING COMMITTEE**

Date: June 9, 2020

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2021-2022 Five-Year Capital Plan

Background:

Please find attached the summary page of the 5-year capital plan that will be submitted to the Ministry of Education.

MAJOR CAPITAL PROJECTS

As per our Long Range Facility Plan, we anticipate having an enrolment of 8,238 by 2041. To that end, we have significant capacity constraints and we plan to address this as follows:

- 1) Our first priority as reported in the 5-year capital plan is to have a site acquisition for an elementary school in the Fraser River Middle Zone. This would be for a 40K/450 nominal capacity school providing an additional 452 seats. If the District was successful in acquiring a site by 2021 it could be feasible to have the school constructed by 2025. Presently, without any action, the District would be at a shortfall of 1,048 seats by 2025 and 1,340 by 2030 and 1,921 by 2041 (NOTE: these enrolments include our alternate programs and Home Learner's program in the figures). It is estimated that the site acquisition be \$31M if we continue to use the current model of locating adjacent to a city Park. This has substantially brought our request down from \$62M in the prior year 5-year capital plan.
- 2) Our other major priority as reported in the 5-year capital plan is to create space within our middle schools. Last year, the District submitted a plan for a site acquisition (no school building) for a middle school as well where the request was for over \$90M. Between the 2 site acquisition requests for elementary and middle, these amount to over \$150M (without the buildings on them). While capacity issues are still a significant concern at the middle schools, the District feels we would be able to address the issue by creating an 8-classroom expansion at Fraser River Middle School. The classes would be built above the existing parking spaces and would be a 2-storey addition for 4 classes per floor.



The Fraser River zone is our highest growth area. Fraser River Middle School currently has a capacity of 500 and was completed in 2016 and was already over capacity in the 2019-20 school year. An 8-classroom expansion creates capacity for 200 more students and brings the total capacity of FRMS to 700 students. Based on forecasts, this meets the needs to the year 2030 where the anticipated enrolment at FRMS at the site is 699. The cost of the expansion is currently estimated to be approximately \$9.5M, which is significantly lower than the original request and meets the medium term needs of the District. It is felt that this approach would garner significant ministry support considering it is the lower cost option and meets the needs of the district. Furthermore, as RCAP is being co-located with Power at Columbia square and the District is renovating this portable space, we have access to 4 additional classes to support overflow in the future (by 2041, we may have enrolment of up to 758 students). This means, the addition and portables provide 300 seats in the Fraser River Zone which addresses short, medium and long term needs.

In terms of Glenbrook, there are some capacity issues here as well, though not nearly as significant as the Fraser River Middle zone. As part of our long range facilities plan, there is the potential for an annex capacity for 200 at the Hume Park site with the acquisition of the neighbouring site (which was completed in 2018 – Fader Street property).

MINOR CAPITAL PROJECTS

The Minor capital projects are submitted on an annual basis and include the categories of – School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP) and Playground Equipment Program (PEP).

Under the SEP program the following are the priorities:

- 1) Lord Tweedsmuir – We had a seismic renovation which allowed the District to completely renew the interior of the school. Additional requests are being put forward under SEP for the upcoming cycle to address the remainder of the building which focuses mainly on the exterior work – windows and cladding. This would be a 2-stage project amounting to \$1.15M.
- 2) Queensborough Middle – There are 2 projects for this site which focus on the HVAC system on the roof and replacing the roofing material at the same time as it is end of life. These are under 2 separate requests for \$950,000 for the HVAC and \$375,000 for the roof replacement.
- 3) Lord Kelvin – This request is to address our carbon footprint to install an air source heat pump at a cost of \$280,000 (please also see the requests under CNCP below).
- 4) Queen Elizabeth Elementary – This project is a priority but not as high as the other projects as we hope to have this project approved (at the latest) in the 2022-23 to align with the completion of the expansion planned at Queen Elizabeth which the district is currently working through with its team and Ministry.

Under the CNCP program, the focus here is changing our systems to an air source heat pump at Queensborough and Glenbrook and also Spencer and Howay (in this order). The total requests are for \$1.26M for these 4 sites. The 5th project priority would be the LED lighting and controls at Queen Elizabeth which also reduces energy consumption and comes at a cost of \$200,000. This

project will move up in priority when we move to working on the expansion of Queen Elizabeth where we would look to upgrade multiple systems concurrently with the major capital project being completed.

Finally, for the PEP, we have identified 4 sites as needing playground refreshes. The main priority being Richard McBride as the approval of this PEP would coincide with the anticipated completion of the seismic replacement of the school, hence it being our first priority. The other school sites (Spencer, Tweedsmuir and Kelvin) also require eventual replacement due to age. All playgrounds are funded at \$125,000 and are to be used for universally accessible equipment.

Program Name	Project Priority	Facility or Project Name	Project Description or Type	Total/Estimated Project Cost
Addition	1	Fraser Middle School	grades 6 to 8 classroom addition	\$9,500,000
Site Acquisition	1	Fraser River area elementary school	New site for elementary school	\$31,000,000
Seismic	1	Hume Park Home Learners	2 level classroom with basement needs retaning walls and some shear	\$500,000
SEP	1	Lord Tweedsmuir Elementary	Building envelope upgrades	\$1,550,000
SEP	2	Queensborough Middle	Replacement of 12 roof top units and remove old boilers	\$950,000
SEP	3	Queensborough Middle	Roof replacement	\$375,000
SEP	4	Lord Kelvin Elementary	Air source heat pumps wich reduce green house gas280000	\$280,000
SEP	5	Queen Elizabeth Elementary	new air handlers	\$425,000
CNCP	1	Queensborough Middle	Air source heat pumps wich reduce green house gas	\$350,000
CNCP	2	Glenbrook Middle	Air source heat pumps wich reduce green house gas	\$350,000
CNCP	3	Herbert Spencer Elementary	Air source heat pumps wich reduce green house gas	\$280,000
CNCP	4	F W Howay Elementary	Air source heat pumps wich reduce green house gas	\$280,000
CNCP	5	Queen Elizabeth Elementary	Upgrade lighting in classrooms	\$200,000

****Note:** Ministry does not include PEP in their summary document in the submission which is why it is not reflected above.

The total of our 5-year capital plan submission (including PEP projects) is \$46,540,000.

Recommendation

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2021-2022 Five-Year Capital Plan as outlined in the attached summary for submission to the Ministry of Education.

Ministry of Education

Capital Plan 2020/21 Request Summary

Program Name	Project Priority	Facility or Project Name	Project Description or Type	Total/Estimated Project Cost	SD #	SD Name
Addition	1	Fraser Middle School	grades 6 to 8 classroom addition	\$9,500,000	40	New Westminst
Site Acquisition	1	Fraser River area elementary school	New site for elementary school	\$31,000,000	40	New Westminst
Seismic	1	Hume Park Home Learners	2 level classroom with basement needs retaning walls and some shear	\$500,000	40	New Westminst
SEP	1	Lord Tweedsmuir Elementary	Building envelope upgrades	\$1,550,000	40	New Westminst
SEP	2	Quensborough Middle	Replacement of 12 roof top units and remove old boilers	\$950,000		New Westminst
SEP	3	Queensborough Middle	Roof replacement	\$375,000	40	New Westminst
SEP	4	Lord Kelvin Elementary	Air source heat pumps wich reduce green house gas280000	\$280,000	40	New Westminst
SEP	5	Queen Elizabeth Elementary	new air handlers	\$425,000	40	New Westminst
CNCP	1	Queensborough Middle	Air source heat pumps wich reduce green house gas	\$350,000	40	New Westminst
CNCP	2	Glenbrook Middle	Air source heat pumps wich reduce green house gas	\$350,000	40	New Westminst
CNCP	3	Herbert Spencer Elementary	Air source heat pumps wich reduce green house gas	\$280,000	40	New Westminst
CNCP	4	F W Howay Elementary	Air source heat pumps wich reduce green house gas	\$280,000	40	New Westminst
CNCP	5	Queen Elizabeth Elementary	Upgrade lighting in classrooms	\$200,000	40	New Westminst
Total				\$46,040,000.00		



Ministry of
Education

2021/22 CALL FOR PROJECTS - PLAYGROUND EQUIPMENT PROGRAM (PEP) REQUESTS

CAPITAL MANAGEMENT BRANCH

Submission Date (yyyy-mm-dd) 30-Jun-2020

PRIMARY CONTACT	NAME	PHONE	EMAIL
	Dino Stiglich	604-517-6314	dlich@sd40.bc.ca

SCHOOL DISTRICT INFORMATION		GRADE CONFIGURATIONS				PLAYGROUND INFORMATION							
SD Name	Facility Name	Lowest Grade	Highest Grade	Grade Range	Project Priority	Request for New Equipment or Replacement Equipment	Number of Existing Playgrounds	Age of Existing Equipment	Project Description, Benefits and Rationale	SMP or REP Project Request	Recent Equipment Funding	Program Name	Project Type
Example District	ABC Elementary School	K	5	#NAME?	1	YES - New Equipment (Complete)	0	0	N/A	YES	No	PEP	Universally Accessible Playground Equipment
Example District	DEF Middle	6	8	#NAME?	3	YES - Complete Replacement of Existing Equipment	1	10	Extensive rusting; some malfunctioning components; missing pieces	NO	No	PEP	Universally Accessible Playground Equipment
New Westminster	Richard McBride Elementary	K	5	#NAME?	1	YES - Complete Replacement of Existing Equipment	2	20	With the completion of our seismic replacement project and they had to eliminate one of the play grounds which was wood and was not universally accessible. They will have two student that are physically dependent next year. This would coincide with this project replacing the old wooden worn out and not universally accessible playground.	NO	Yes - From PAC	PEP	Universally Accessible Playground Equipment
New Westminster	Herbert Spencer Elementary	K	5	#NAME?	2	YES - Complete Replacement of Existing Equipment	3	15	wearing out and not universally accessible	NO	Yes - From PAC	PEP	Universally Accessible Playground Equipment
New Westminster	Lord Tweedsmuir Elementary	K	5	#NAME?	3	YES - Complete Replacement of Existing Equipment	2	10	wood wearing out and not universally accessible	NO	No	PEP	Universally Accessible Playground Equipment
New Westminster	Lord Kelvin Elementary	K	5	#NAME?	4	YES - Complete Replacement of Existing Equipment	2	8	wearing out and not universally accessible	NO	Yes - From PAC	PEP	Universally Accessible Playground Equipment
New Westminster				#NAME?								PEP	Universally Accessible Playground Equipment
New Westminster				#NAME?								PEP	Universally Accessible Playground Equipment



Ministry of Education - Capital Management Branch
Annual Facility Grant (AFG) - 2020/21 Expenditure Plan

Submission Date (YYYY/MM/DD):

2020-06-30

District: 40 New Westminster

Contact:	Name	Email	Phone
	Dino Stiglich	dstiglich@sd40.bc.ca	604-517-6314

FACILITY INFORMATION	PROJECT INFORMATION			ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Connaught Heights Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
FW Howay Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Glenbrook Middle	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Herbert Spencer Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Lord Kelvin Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Queensborough Middle	Replacing P/A systems	\$ 15,000	Electrical System Upgrade	Yes	
Queen Elizabeth Elementary	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Queensborough Middle	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Hume Park Home Learners	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Herbert Spencer Elementary	Replacing P/A systems	\$ 15,000	Electrical System Upgrade	Yes	
Alternate Programs	Fire & Intrusion alarm upgrade	\$ 15,000	Electrical System Upgrade	Yes	
Connaught Heights Elementary	Replacing from Analog to 250 VoIP	\$ 10,000	Technology Infrastructure Upgrade	Yes	
FW Howay Elementary	Replacing from Analog to 250 VoIP	\$ 10,000	Technology Infrastructure Upgrade	Yes	
Herbert Spencer Elementary	Replacing from Analog to 250 VoIP	\$ 18,000	Technology Infrastructure Upgrade	Yes	
Lord Kelvin Elementary	Replacing from Analog to 250 VoIP	\$ 17,500	Technology Infrastructure Upgrade	Yes	
Lord Tweedsmuir Elementary	Replacing from Analog to 250 VoIP	\$ 17,000	Technology Infrastructure Upgrade	Yes	
Queen Elizabeth Elementary	Replacing from Analog to 250 VoIP	\$ 12,000	Technology Infrastructure Upgrade	Yes	

FACILITY INFORMATION	PROJECT INFORMATION			ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Queensborough Middle	Replacing from Analog to 250 VoIP	\$17,000	Technology Infrastructure Upgrade	Yes	
Richard McBride Elementary	Replacing from Analog to 250 VoIP	\$12,000	Technology Infrastructure Upgrade	Yes	
New Westminster Secondary	Replacing from Analog to 250 VoIP	\$44,000	Technology Infrastructure Upgrade	Yes	
Hume Park Home Learners	Replacing from Analog to 250 VoIP	\$7,000	Technology Infrastructure Upgrade	Yes	
Royal City Alternate Program	Replacing from Analog to 250 VoIP	\$7,000	Technology Infrastructure Upgrade	Yes	
Glenbrook Middle	Replacing from Analog to 250 VoIP	\$17,000	Technology Infrastructure Upgrade	Yes	
Connaught Heights Elementary	Repainting outside of School	\$110,000	Facility Upgrade	Yes	
Queen Elizabeth Elementary	Gym flooring refinished	\$25,000	Site Upgrade	No	
Queensborough Middle	Gym flooring refinished	\$40,000	Site Upgrade	No	
Queen Elizabeth Elementary	Play ground replacement - site prep costs	\$20,000	Site Upgrade	No	
Qayqayt Elementary	Paving, Stairs & side walks	\$40,000	Site Upgrade	No	
Fraser Middle	Drainage & Paving	\$40,000	Site Upgrade	No	
FW Howay Elementary	Retaining wall	\$60,589	Site Upgrade	No	
Queensborough Middle	Fencing and back filling school due to settling of ground	\$80,000	Site Upgrade	No	
Queen Elizabeth Elementary	Air Duct cleaning	\$20,000	Health and Safety Upgrade	Yes	
Glenbrook Middle	Replace flooring	\$60,000	Facility Upgrade	Yes	
Connaught Heights Elementary	Fencing around garbage containers	\$5,500	Site Servicing	No	
Lord Kelvin Elementary	Fencing around garbage containers	\$5,500	Site Upgrade	No	
Herbert Spencer Elementary	Fencing around garbage containers	\$5,500	Site Upgrade	No	
Lord Tweedsmuir Elementary	Fencing around garbage containers	\$5,500	Site Upgrade	No	
Lord Tweedsmuir Elementary	Wheel chair ramp replacement	\$28,000	Disabled Access	No	
Qayqayt Elementary	Building new cabinets	\$15,000	Facility Upgrade	No	
Queensborough Middle	Building new cabinets	\$15,000	Facility Upgrade	Yes	
Connaught Heights Elementary	Paving, Stairs & side walks	\$24,000	Facility Upgrade	No	

FACILITY INFORMATION	PROJECT INFORMATION			ADDITIONAL INFORMATION	
Facility Name	Description of Work	Estimated Cost	AFG Category	VFA Requirement (Yes/No)	Comments
Connaught Heights Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls	\$ 7,600	Mechanical System Upgrade	No	
Lord Kelvin Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls	\$ 12,500	Mechanical System Upgrade	No	
Lord Tweedsmuir Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls	\$ 9,200	Mechanical System Upgrade	No	
Herbert Spencer Elementary	Co2, Motion sensor and progaming and adding speed fans to DDC Controls and replace HUI	\$ 46,703	Mechanical System Upgrade	No	
Queensborough Middle	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 14,700	Mechanical System Upgrade	No	
Queen Elizabeth Elementary	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 10,100	Mechanical System Upgrade	No	
Glenbrook Middle	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 27,300	Mechanical System Upgrade	No	
Fraser Middle	Co2 Motion sensors and progaming and adding speed fans to DDC Controls	\$ 36,720	Mechanical System Upgrade	No	
Queen Elizabeth Elementary	Boys and girls upgrade flooring counters bathroom stalls	\$ 23,980	Facility Upgrade	Yes	
Total Estimated Cost		\$ 1,141,892	Total estimated cost exceeds funding		
Total AFG Allocation		\$ 1,141,892			
Variance		-\$ 0			

School Fees 2020 - 2021

ELEMENTARY

ITEM	COST
Agenda/Planner	\$4.00 - \$8.00
School supplies (optional)	\$25.00 - \$40.00
Recorder fee (may purchase or use school recorder)	\$5.00 – \$10.00

MIDDLE

ITEM	COST
Agenda/Planner	\$6.00 - \$10.00
School Supplies (optional)	\$40.00
Yearbook (optional)	\$25.00 - \$40.00
Band practice book (optional)	\$10.00 - \$15.00
Band rental (rental cost depends on instrument)	\$10.00 - \$40.00/mo.
Gr. 8 Athletic fee	\$25.00/sport
Locks (optional)	\$7.00

NWSS

STUDENT ACTIVITY FEE (Total)			\$30
Other: (specify)		Yearbook (optional)	\$55
GRADUATION ACTIVITY FEE (Total)		Ceremony (includes rental of grad gown, cap and tassel purchase and two tickets to ceremony and cost of arena rental and event)	\$80
Breakdown:		Dinner/Dance (optional)	\$110
DEPARTMENT	COURSE CODE	COURSE NAME or Description	FEE
Athletics		Junior Sports	\$50
		Senior Sports	\$85
		Football	\$285
		Wrestling and Lacrosse	\$100
Academies		Hockey	\$1,220
Business Education	MAC-11	Accounting 11 (optional workbook)	\$30
International Baccalaureate (IB)	Program Fee	Program Fee for IB registration (annual)	\$75
	Diploma Fees Grade 11	Diploma Fees Grade 11 (deposit; balance based on # of courses)	\$600
	Diploma Fees Grade 12	Diploma Fees (balance based on # of courses)	\$750
Math	MFOM-11	Foundations of Mathematics 11 workbook (optional)	\$25
	MFOM-12	Foundations of Mathematics 12 workbook (optional)	\$25
Music	Rental of school-owned instruments: MU--09, MMUCB10, MICB11, MICB12, XLDCB09, MMUJB-10, MIMJB11, MIMJB12, MMU—09O, MMUOR-10, MIMOS11, MIMOS12	Concert Band 9 to 12, Jazz Band 9 to 12	\$100
Tech Ed		Skills exploration 9	\$50
Apprenticeship Programs		Baking VCC	\$500 plus books
* \$500 for Apprenticeship programs covers the cost of supplies used at the school.		Carpentry	\$500 plus \$160 workbook
		Plumbing	\$500 plus \$200 workbook
		Professional Cook	\$500 plus \$160 workbook
Visual Art	9-12 Art classes	Personal Supplies for the class (optional)	Optional \$65
PE		Basketball Skills	\$20
ADST		Culinary Arts 10-12	\$10 for Foodsafe Certificate (optional) \$35 for FS Course and Cap



On May 26, 2020 the Board of Education completed its third and final reading of the budget for the 2020-21 school year, in the amount of \$82,783,574.

This year's budget was particularly challenging given all the unknowns we face as a result of the COVID-19 pandemic and continued speculation about what it will look like to have students returning in September 2020.

Before the suspension of in-class instruction, the District had completed a series of in-depth consultation sessions with stakeholders. These included the Thought Exchange online forum (which garnered 685 participants who shared 340 thoughts and over 14,000 ratings), the student symposium and the Talking Tables session. The consultations reinforced priorities outlined in the District's strategic plan ("Our Learning Journey") which was published in January 2020 – including defining four key directions for the next five years: Transform the student experience, Build meaningful relationships, Ensure full participation in learning, and Lead into the future.

The challenges of the 2020-21 budget resulted in the District having to balance a significant budget shortfall. That included having to find efficiencies across all levels of staffing – support, teaching and administration.

The changes that were implemented were done thoughtfully, ensuring that minimal impacts will be felt in the classroom. But, here's what that plan looks like across the staffing levels mentioned:

- Adjustments were made in support staffing to create more consistency and alignment of resources across all sites.
- Adjustments were made in teaching where investments in a collaboration model have now been realized and dollars can be reinvested elsewhere.
- Finally, there were administrative amendments made to adjust for longer term outlooks over enrolment and better align work portfolios.

The adjustments made were ones that are long-term focused and not done as a result of immediate circumstances. As a result, the District has consciously decided to utilize a large portion of its operational surplus reserves, rather than making steep cuts which may negatively impact student learnings and outcomes. These reserves are "rainy day funds" that the District may draw upon in exceptional and unforeseen circumstances. And the pandemic certainly qualified as both exceptional and unforeseen, and it speaks to why Districts must maintain some reserve balances. These funds are going to be used to weather the storm until we return to a state of normalcy.

All that said, the reserves limited and if planning for the following school year (2021-22) brings the same level of uncertainty, more significant changes may be required in order to balance our budget, which all districts must do by law.

Given the budget uncertainty for next year, the level of investments made were modest in comparison to those implemented for the 2019-20 school year. They are tied to the District's strategic plan which, again, is consistent with the consultation process undertaken this year.

A total of \$147,000 in strategic priorities will be invested into our schools in the upcoming year. This includes 2 additional education assistant positions which align with the Inclusive Education review conducted during the 2019-20 school year and will help students coming into the district who have been identified as needing supports.

In addition, \$50,000 was added to the technology budget. Technology, while a significant priority previous to the COVID-19 pandemic, has been propelled forward as a vital investment priority. The accelerated play will address the uncertainty we all share, as it pertains to the stage schools will be at when we return in the Fall, though it is likely that there will be some kind of blended learning, where many students will do some face-to-face instruction and some online learning.

Good things are happening

2019/2020 year in review – a year of learning and adapting

Goals:

- Tell the story of the 2019/2020 school year – highlighting the variety of successes, delving deeper into four key stories, drawing lessons from things that need improving
- Frame the stories within the key directions of the strategic plan
- Forecast some of the things students, parents, staff and the community can expect to see in the 2020/2021 school year

Under the four key directions, we'll quickly highlight stories that speak to work done over the course of the year. And then we'll look more closely at one story to get greater insight into how the strategic work is improving the lives and experiences of students, families and staff.

Transform the student experience

Highlighted stories: remote learning, Inclusive Ed review, budget consultations, breaking ground on Richard McBride, approval for the Queen Elizabeth Elementary addition to move on to Concept Plan and Project Definition Report phase

Feature story: Student Symposium 2020 ... connecting and giving voice to students.

Build meaningful relationships

Highlighted stories: Remote learning and greater parent engagement, Child Learning Centres for kids of Essential Service Workers, BC Housing's Emergency Response Centre at the Massey Complex, Collective agreements being signed

Feature story: Wellness Fairs in our middle schools ... supporting the social, emotional, mental and physical wellbeing of students.

Lead into our future

Highlighted stories: teachers using 3D printers to make mask parts and support frontline workers, report cards going paperless, competing and winning this season's Game of Apps

Feature story: Remote Learning ... the response that touched and changed the lives of every student, parent and staff member.

Ensure full participation in learning

Highlighted stories: successes with our Indigenous learners, our new childcare collaboration in Queensborough, innovation around food security and the shifted lunch support through COVID, supporting children of Essential Service Workers and kids with diverse needs as we phased back into schools, the equity scan

Feature story: Inclusive Education Review ... the process of finding out what was working and what needed improving as we dismantle barriers that affect learning.



Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Range: 201901 End Date: JULY 31, 2018 To 202011 End Date: MAY 31, 2020

	Description	Revenues	Original Budget	Revised Budget	Bud Remain \$	Bud Remain %	2019 Ytd Revenue	2019 Annual Budget	Bud Remain \$	2019 % Remaining
619	OTHER FEDERAL GRANTS	0	0	0	0	0.00	-1,735	0	1,735	0.00
621	OPERATING GRANT MINISTRY OF EDUCAT	-56,039,340	-62,799,325	-61,938,097	-5,898,757	9.52	-56,143,574	-62,284,003	-6,140,429	9.86
629	OTHER MINISTRY OF EDUCATION GRANTS	-2,243,514	-1,275,983	-1,637,939	605,575	-36.97	-726,931	-746,237	-19,306	2.59
641	PROVINCIAL GRANTS OTHER	-201,047	0	-162,000	39,047	-24.10	-122,900	-112,000	10,900	-9.73
643	SUMMER SCHOOL FEES	-45,802	-90,000	-36,190	9,612	-26.56	-90,827	-90,000	827	-0.92
644	CONTINUING EDUCATION	-30,929	-257,100	-62,100	-31,171	50.19	-117,650	-200,000	-82,350	41.17
645	INSTRUCTIONAL CAFETERIA REVENUE	-88,575	-130,000	-130,000	-41,425	31.87	-116,058	-130,000	-13,942	10.72
647	OFFSHORE TUITION FEES	-3,276,958	-3,726,000	-3,493,723	-216,765	6.20	-3,848,453	-4,184,289	-335,836	8.03
649	MISCELLANEOUS REVENUE	-320,543	-281,050	-349,623	-29,080	8.32	-106,998	-126,050	-19,052	15.11
651	COMMUNITY USE OF FACILITIES	-193,533	-230,000	-255,000	-61,467	24.10	-253,938	-200,000	53,938	-26.97
661	INTEREST ON SHORT TERM INVESTMENT	-356,171	-400,000	-500,000	-143,829	28.77	-468,294	-400,000	68,294	-17.07
670	APPROPRIATED SURPLUS	0	-928,832	-1,546,205	-1,546,205	100.00	0	-1,625,236	-1,625,236	100.00
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	Grand Total	-62,796,412	-70,118,290	-70,110,877	-7,314,465	10.43	-61,997,358	-70,097,815	-8,100,457	11.56

Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Range: 201901 End Date: JULY 31, 2018 To 202011 End Date: MAY 31, 2020

	Description	YTD Exp	YTD Com	YTD Exp + Com	Budget	Bud Remain \$	Bud Remain %	2019 YTD Exp	2019 Ytd Comm	2019 Total Exp.	2019 Final Budget	2019 Bud Remaining	2019 Bud %
105	PRINCIPALS & VP SALARIES	3,263,308	0	3,263,308	3,603,270	339,962	9.43	3,286,042	0	3,286,042	3,599,590	313,548	8.71
110	TEACHERS SALARIES	26,851,365	0	26,851,365	29,583,810	2,732,445	9.24	27,185,475	0	27,185,475	30,356,751	3,171,276	10.45
120	SUPPORT STAFF SALARIES	4,989,196	0	4,989,196	5,435,860	446,664	8.22	4,897,882	0	4,897,882	5,252,058	354,176	6.74
123	EDUCATIONAL ASSISTANTS SALARIES	5,346,774	0	5,346,774	5,703,365	356,591	6.25	4,851,747	0	4,851,747	5,270,343	418,596	7.94
130	OTHER PROFESSIONAL SALARIES	2,480,441	0	2,480,441	2,750,203	269,762	9.81	2,276,299	0	2,276,299	2,644,725	368,426	13.93
140	SUBSTITUTE SALARIES	1,536,702	0	1,536,702	2,081,375	544,673	26.17	1,588,890	0	1,588,890	1,658,604	69,714	4.20
200	EMPLOYEE BENEFITS	10,691,006	0	10,691,006	12,165,733	1,474,727	12.12	10,691,892	0	10,691,892	12,725,627	2,033,735	15.98
310	SERVICES	1,859,260	104,968	1,964,228	2,403,790	439,562	18.29	1,840,641	97,481	1,938,122	2,002,008	63,886	3.19
312	LEGAL COSTS	87,544	0	87,544	135,000	47,456	35.15	112,054	0	112,054	135,000	22,946	17.00
330	STUDENT TRANSPORTATION	105,931	32,860	138,791	179,989	41,198	22.89	106,165	53,671	159,836	179,150	19,314	10.78
340	PROFESSIONAL DEVELOPMENT & TRAVEL	446,337	0	446,337	517,719	71,382	13.79	538,339	6,351	544,690	559,800	15,110	2.70
360	RENTALS & LEASES	243,199	1	243,200	233,400	-9,800	-4.20	277,032	10,783	287,815	278,500	-9,315	-3.34
370	DUES & FEES	78,998	22,266	101,264	91,400	-9,864	-10.79	95,310	0	95,310	117,900	22,590	19.16
390	INSURANCE	108,972	0	108,972	111,000	2,028	1.83	104,506	0	104,506	111,000	6,494	5.85
510	SUPPLIES	1,390,091	157,770	1,547,861	1,958,417	410,556	20.96	1,803,589	563,682	2,367,271	2,658,731	291,460	10.96
540	UTILITIES	428,410	5,390	433,800	494,500	60,700	12.28	443,964	5,661	449,625	459,800	10,175	2.21
551	GAS - HEAT	266,634	0	266,634	247,000	-19,634	-7.95	487,910	0	487,910	441,500	-46,410	-10.51
555	CARBON TAX EXP	45,542	0	45,542	50,000	4,458	8.92	45,568	0	45,568	50,000	4,432	8.86
560	WATER & SEWAGE	178,920	0	178,920	270,606	91,686	33.88	173,158	0	173,158	270,900	97,742	36.08
570	GARBAGE & RECYCLE	80,763	8,944	89,707	89,400	-307	-0.34	58,415	13,104	71,519	89,000	17,481	19.64
580	FURNITURE & EQUIPMENT REPLACEMENT	187,971	198,768	386,739	333,856	-52,883	-15.84	124,127	6,141	130,268	139,770	9,502	6.80
590	COMPUTER & EQUIPMENT REPLACEMENT	533,081	27,439	560,520	671,184	110,664	16.49	792,276	186,213	978,489	1,097,058	118,569	10.81
599	TRANSFER TO LOCAL CAPITAL	2,000,000	0	2,000,000	1,000,000	-1,000,000	-100.00	0	0	0	0	0	0.00
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	Grand Total	63,200,445	558,406	63,758,851	70,110,877	6,352,026	9.06	61,781,281	943,087	62,724,368	70,097,815	7,373,447	10.52

DRAFT

**REVIEW OF INCLUSIVE PRACTICES IN
NEW WESTMINSTER SCHOOL DISTRICT 2019-2020
FINAL REPORT**

Completed by: Susan Powell, PhD.

Kathy Guild, M.Arts

Laurie Meston, M.Ed.

Executive Summary – Inclusive Practices

Purpose

In January 2019, the New Westminster Board of Education voted to direct the Superintendent to begin a comprehensive review of Special Education Services and Programs at New Westminster Schools, seeking to ensure that services are available to all children and that access is as seamless as possible. This comprehensive review on Inclusive Practices also included an examination of Indigenous Education and Alternate Education.

Process

A range of methods was used to collect information on the effectiveness of inclusive practices in the New Westminster School District. They included:

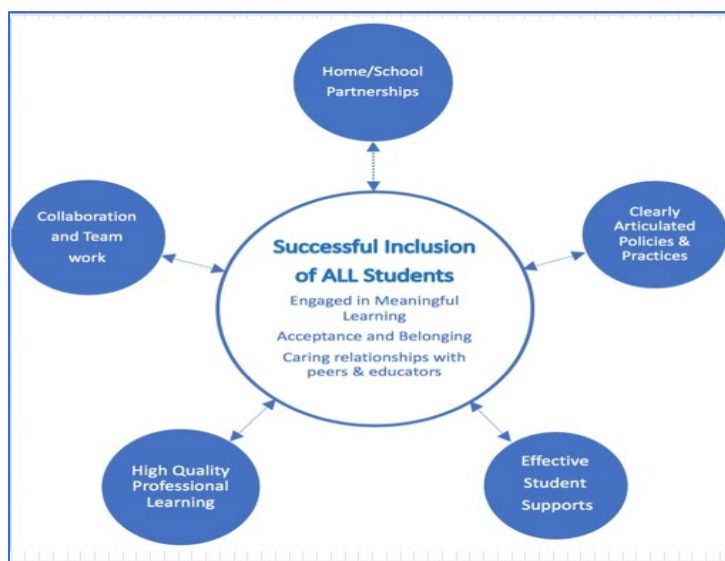
- The crowdsourcing platform ThoughtExchange
- Focus group with various stakeholders
- A customized program review tool adapted from “Assessing & Improving School Education”
- 1-1 interviews
- BC Ministry of Education Equity Scan Guiding Questions for evaluating Indigenous Education Programs

Findings

New Westminster School District is dedicated to the successful inclusion of ALL students. The district states it will accomplish this through students being:

- Engaged in meaningful learning
- Accepted and feeling they belong and
- Having caring relationships with peers and educators.

The Inclusive Practices Review identified five areas for the New Westminster School District to work on in order to strengthen their effectiveness in successfully including ALL students.



(fig. 1)

Area #1: Effective Student Supports refers to the expectation that all children can learn. As such their access to the curriculum, personalization, mental health supports, cultural safety and representation, and positive behaviour supports all contribute to their opportunities for learning and ultimately their achievements.

Area #2: Collaboration and Team Work includes such areas as teamwork, collaboration, Individualized Education Program (IEP) development, follow-through on recommendations, roles of team members and the documentation of team meetings. Authentic team means that families and students are essential and respected members. Teams should welcome members in culturally appropriate ways and when appropriate, staff with Indigenous ancestry will be part of the team.

Area #3: Home School Partnerships entails parent participation in a child's education program, effective communication for diverse families, links between home and school learning opportunities, involvement of families in student transitions, involvement of families in school activities and creating an understanding with families about the school system.

Area #4: High-Quality Professional Learning describes such activities as staff professional growth, embedded professional learning/in-service opportunities and training for cross stakeholder groups.

Area #5: Clearly Articulated Policies and Protocols refers to administrators and staff being knowledgeable about current provincial and district inclusive education policies; as well as district policies, protocols and practices being clearly articulated, easily accessible and applied consistently across the district.

Specific Recommendations for the Five Areas

1. Effective Student Supports

New Westminster School District:

- 1.1 develop, access or purchase training on Positive Behaviour Supports for school based teams.
- 1.2 create a "roving behaviour support team" to assist schools and teams who are supporting students with significant challenging behaviours.
- 1.3 implement training focused on practical strategies for Universal Design for Learning, with an emphasis on differentiation and adaptations for all learners across K-12.
- 1.4 support and facilitate the inclusive educational practice of co-teaching between classroom teachers and Learning Support Teachers.
- 1.5 support schools to develop strategies to facilitate positive interactions and friendships.
- 1.6 ensure that academic supports are in place for Indigenous students and that a frequent review of student performance / learning profile is done to improve student achievement and equity.
- 1.7 improve supports for Indigenous students needing social emotional support and access to authentic cultural teachings.
- 1.8 ensure academic supports and interventions are in place to support students who are struggling in the areas of literacy and numeracy.

2. Collaboration and Team Work

New Westminster School District:

- 2.1 strengthen the capacity of school-based teams through mandatory for all regular members
- 2.2 develop and conduct mandatory training for all relevant school staff on IEP development and implementation, including an emphasis on how to meaningfully include parents and students in the development and implementation of the IEP.
- 2.3 provide training to school district staff focussed on meaningful consultation, effective communication with families and ways to resolve conflict in a proactive and positive manner.
- 2.4 find ways to include Education Assistants, Aboriginal Support Workers, etc. in relevant SBT and / or IEP meetings.

3. Home School Partnerships

New Westminster School District:

- 3.1 develop systems and structures that provide parents with the ability to easily understand and navigate the school system and ensure that school-based administrators are familiar with the information contained in the handbook.
- 3.2 establish procedures for schools to share information with parents to assist them with working collaboratively with the school.
- 3.3 conduct a series of family focussed info sessions/workshops that are held at times convenient to parents.
- 3.4 support staff to attend training / conferences on family engagement, working with families with students with disabilities and working with Indigenous families.

4. High-Quality Professional Learning

New Westminster School District:

- 4.1 create a district multi-perspective committee to facilitate the development of a multi-year professional development / in-service plan for all personnel.
- 4.2 engage in the development of a process and / or select personnel with the focus of supporting staff to attain new inclusive practices and skills.
- 4.3 develop a professional development / in-service plan to increase teacher and staff knowledge and understanding of Indigenous history and culture as well as their ability to incorporate Indigenous world views and perspective into the curriculum.

5. Clearly Articulated Policies and Protocols

New Westminster School District:

- 5.1 create and maintain a single depository or portal for staff to access current policies, referral procedures, documents related to Indigenous Education and Inclusive Practices, etc.
- 5.2 complete an updated District Manual on Inclusive Practices including Indigenous Education and Special Education
- 5.3 develop Alternate Education procedures and program descriptions.
- 5.4 articulate in writing, and communicate widely (including to families), the roles and responsibilities of Administrators, Classroom Teachers, Learning Support Teachers, Aboriginal Support Workers, Child and Youth Workers and Education Assistants.

School staff, parents, students and community members all participated in the Inclusive Practices Review. The many forums for providing feedback fundamentally asked three questions:

- *What is working well with the current student supports? What factors make the outcomes for students positive?*
- *What challenges do you face with current student supports?*
- *What needs to be changed or improved to make a positive difference in the education of students?*

In all instances participants stated how important it was for New Westminster School District to take genuine and timely action on the findings from this comprehensive review on inclusive practices. It is recommended that New Westminster School District work on five areas to improve and strengthen their effectiveness in including ALL students:

1. Effective student supports
2. Collaboration and team work
3. Home school partnerships
4. High-quality professional learning
5. Clearly articulated policies and protocols

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BACKGROUND

New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories it lives, learns, plays and does its work.

In the Kindergarten to Grade 12 system as of 2018-2019, there were about 7,000 students, including approximately:

- 298 Aboriginal students;
- 1,026 English Language Learner (ELL) students;
- 993 French Immersion students; and,
- 524 students with identified Special Needs

Learners are taught by more than 550 teachers and supported by over 400 district workers, including education assistants, clerical staff, crossing guards, maintenance and custodians. New Westminster School district has 12 schools: 8 elementary, 3 middle, and one secondary school. With the 2016 opening of Fraser River Middle School, all grade 6, 7 and 8 students across the district are served by middle schools dedicated to programs for this early adolescent group.

In January 2019, The New Westminster Board of Education voted to direct the Superintendent to begin a comprehensive review of Special Education services and programs at New Westminster Schools, seeking to ensure that services are available to all children and that access is as seamless as possible.

In April, the Board approved a budget bylaw that included \$50,000 to support the review process. An implementation plan was presented to the Board in May 2019 and the services of experienced long-time educators Susan Powell, Laurie Meston, and Kathy Guild were contracted.

The Review of Inclusive Practices was conducted under the direction of the Special Education Advisory Group, co-chaired by Director of Instruction Bruce Cunnings and Trustee Maya Russell.

An Advisory Group was formed with members:

- Board of Education: Maya Russell (Co-Chair), Dee Beattie
- New Westminster Principals' and Vice-Principals' Association: Pam Craven, Kathleen Chad
- CUPE: Karrie Andrews, David Bollen
- New Westminster Teachers Union: Neesha Blajberg, Christie Hayashi
- New Westminster District Parent Advisory Council: Alejandro Diaz, Deb Blount
- Settlement Workers In School Program: Ghada Tallia
- Aboriginal Education: Bertha Lansdowne
- New Westminster School District: Bruce Cunnings (Co-Chair), Maryam Naser

PROCESS

A comprehensive range of methods was used to collect information on the effectiveness of inclusive practices in the New Westminster School District. Many perspectives were gathered through these varied methods.

The crowdsourcing platform ThoughtExchange was utilized. The open-ended question “*What are the most important things we can do at New Westminster Schools to meaningfully support inclusive practices for all our students?*” was posed to parents, students, staff and community.

Multiple focus groups were conducted with education assistants, Aboriginal support workers, Alternate education staff, school based learning services teachers and district learning services staff. In these focus groups three questions were asked:

- *What is working well with the current student supports? What factors make the outcomes for students positive?*
- *What challenges do you face with current student supports?*
- *What needs to be changed or improved to make a positive difference in the education of students?*

Each school completed the customized program review tool adapted from “Assessing and Improving Special Education”. The National Association of State Directors of Special Education developed the tool. It identified features that are considered essential to a high-quality special education program. Schools were asked to rate and provide examples of practices for 13 features related to inclusive practices and 3 features related to Indigenous Education.

Members of the Special Education Advisory Group conducted 1-1 interviews. They asked:

- *What is working well with our current support?*
- *What challenges do we face with our current support?*
- *What needs to be improved or changed?*
- *Is there anything that I have not thought to ask you that you think is important to know?*

Four focus group meetings were held to get input from parents of students with special needs. These included sessions at:

- Lord Kelvin – elementary parents
- New Westminster Secondary School – secondary parents – low incidence program
- École Glenbrook Middle School – middle school parents
- New Westminster Secondary School – secondary parents

In the parent focus groups three questions were asked:

- *What is working well for your child at school?*
- *What challenges do you see with your child's education? What is not working so well for your child at school?*
- *What are your suggestions for improvements/changes?*

In addition, parents were invited to access the ThoughtExchange and if individual phone calls were requested instead of participation in the parent focus groups these were implemented.

The review of Inclusive Practices included using the BC Ministry of Education Equity Scan Guiding Questions for evaluating Indigenous Education programs. The process that was followed for gathering input included focus groups of the Indigenous Education staff, secondary student input through writing and a focus group, a meeting with parents of Indigenous students, a meeting of the Indigenous Advisory Committee and schools completing a school review tool that included questions regarding Indigenous Education. The focus group questions for secondary students were:

- *Where do you go to find help in the school with your academics?*
- *In what ways are the school programs preparing you for your future?*
- *Where do you go to find help in the school for your social emotional needs?*
- *In what ways does the school support you with your social emotional needs?*
- *What do you see in the NWSS school community and beyond that support belonging for Indigenous students?*
- *What aspects of Indigenous culture seem to be missing at NWSS hallways?*
- *What aspects of Indigenous culture and activities have you noticed or participated in?*

- *In the future (think new school) what do you want to see in NWSS hallways and school community to promote Indigenous culture?*
- *In the future what do you want to see in your classes that will better include Indigenous ways of knowing and being?*

The focus group questions for parents of Indigenous students were:

- *What do you hope for your children as they attend school?*
- *In what ways are you made to feel welcome at your child's school?*
- *What is working well for your children at school?*
- *What challenges do you see with your child's education?*

The School District Indigenous Advisory Committee was asked to provide their top priorities/wishes for the Indigenous program in the New Westminster schools.

The review of the Alternate Education programs involved gathering input from a focus group of Alternate staff, a review of current Ministry policy and procedures and the history of Alternate Education in New Westminister. The Alternate schools also completed the customized program review tool.

A brief review of education for gifted students was also a component of the district review of Inclusive Practices. The process for gathering input for this section included a discussion with district administration, a review of current school district practices and a review of Ministry policy and procedures.

FINDINGS

School-based Team (SBT) Assessments: Each of New Westminster's 12 schools completed the customized program review tool adapted from "Assessing and Improving Special Education" (Grabill, D., & Rhim, L. M. (2017) *Assessing and improving special education: A program review tool for schools and districts engaged in rapid school improvement*. The Center on School Turnaround. San Francisco: West Ed.). Schools were asked to rate and provide examples of practices for 13 features related to inclusive practices and 3 features related to Indigenous Education. Following is a sampling of the responses related to inclusive practices.

1. Expert knowledge of effective practices and district protocols

- **Elementary Schools: Ratings Acceptable to High**

- A few examples given by elementary schools as evidence for their ratings are:
 - School-based Teams (SBT) collaboration and meetings
 - Follow procedures to obtain student designations
- Elementary schools indicated the following as challenges or areas of concern:
 - Lack of knowledge of teachers and Education Assistants re: ministry policies (EA)
 - Heavy reliance on district Learning Support Teachers (LST) - schools need to build own capacity
 - Lack of training in how to write IEPs, behaviour support plans, etc.

- **Middle Schools: Overall rating Acceptable**

- A few examples given by middle schools as evidence for their ratings are:
 - Staff meetings used to address district and ministry expectations
 - Have a working understanding of standards & protocols regarding IEP supported students
 - District professional development is contributing to a stronger knowledge base
- Middle schools indicated the following as challenges or areas of concern:
 - Heavy reliance on resource teachers, many who are inexperienced
 - Inconsistent implementation of supports and poor follow through

- **High School: Ratings Acceptable to High**

- A few examples given by the high school as evidence for their ratings are:
 - Knowledgeable LST about implementing adaptations
 - In-services about effective practices

- The high school indicated the following as challenges or areas of concern:
 - How to implement effective practices is missing in training opportunities
 - Communication between administration, LST, classroom teachers and counsellors, particularly as it relates to procedures and district policies and practices

2. Staff wide expertise in social-emotional behavioural needs

- **Elementary Schools: Overall rating Acceptable**

- A few examples given by elementary schools as evidence for their ratings are:
 - Specialized staff
 - Attention given to this area by all staff
 - Individualized strategies and supports
- Elementary schools indicated the following as challenges or areas of concern:
 - Lack of knowledge of EAs in mental health issues
 - Training is often optional and a surface approach – make mandatory, in-depth and offer in various time slots so everyone can participate
 - Insufficient support for Positive Behaviour Support Plans (PBSP) - development and implementation

- **Middle Schools: Overall rating Acceptable**

- A few examples given by middle schools as evidence for their ratings are:
 - All staff receive meaningful and frequent in-service including district Mental Health dinner series
 - Weekly collaboration time helps improve coordination and supports
- Middle schools indicated the following as challenges or areas of concern:
 - Absenteeism of students who experience anxiety
 - Inconsistent implementation and proficiency in crisis training varies among staff

- **High School: Overall rating Acceptable**

- A few examples given by the high school as evidence for their ratings are:
 - Supports available through counsellors, EAs, Youth Support Workers, HUB
 - Staff are flexible and accommodating to student needs
- The high school indicated the following as challenges or areas of concern:
 - Lack of coordination
 - Staff uninformed about services available to students
 - Lack of staff-wide training

3. Student access to curriculum

- **Elementary Schools: Ratings Acceptable to High**

- A few examples given by elementary schools as evidence for their ratings are:
 - Individualized and personalized programming
 - Many adaptations and resources (academic, emotional and social) used to facilitate access and support students
 - Strength-based IEPs
- Elementary schools indicated the following as challenges or areas of concern:
 - Lack of time to collaborate
 - Inadequate differentiation

- **Middle Schools: Overall rating Acceptable**

- A few examples given by middle schools as evidence for their ratings are:
 - Able to meet kids where they're at
 - Professional development focusing on the design process and Understanding by Design Dinner series
 - Collaboration between LST, EAs and classroom teachers
- Middle schools indicated the following as challenges or areas of concern:
 - Absenteeism of students with mental health issues
 - Lack of supports for students to meaningfully participate in extracurricular activities
 - Time required by classroom teachers and resource teachers to assess student needs and develop /adapt curriculum

- **High School: Ratings Acceptable to High**

- A few examples given by the high school as evidence for their ratings are:
 - All students have access to technology
 - Student academic support plans are followed
- The high school indicated the following as challenges or areas of concern:
 - Specialized and personalized programming needs not fully addressed
 - Inconsistent EA support
 - Support from LST in subject areas

4. Positive learning environment

- **Elementary Schools: Ratings Acceptable to High**

- A few examples given by elementary schools as evidence for their ratings are:
 - School wide community building activities
 - Use of Zone of Regulation provides a cohesive and coherent approach for all staff to work on together

- Professional development on the topic of inclusion
 - School team participated in Challenging Behaviour workshop
- o Elementary schools indicated the following as challenges or areas of concern:
 - Weak follow up on district and/or school initiatives
 - How to respond when multiple needs arise at the same time
 - Teachers need to implement Tier 1 strategies before involving LST or SBT
- **Middle Schools: Ratings Acceptable to High**
 - o A few examples given by middle schools as evidence for their ratings are:
 - Collaboration time scheduled in timetable
 - Flexible learning environments
 - SBT meet frequently and advocate for students
 - o Middle schools indicated the following as challenges or areas of concern:
 - Lack of knowledge re: PBS Plans
 - Lack of Teacher On Calls (TOC) which results in admin in classroom teaching and not able to respond to other needs
- **High School: Overall rating Acceptable**
 - o A few examples given by the high school as evidence for their ratings are:
 - Staff are welcoming
 - Staff invest in student success and communicate frequently as needed with stakeholders
 - o The high school indicated the following as challenges or areas of concern:
 - Lack of knowledge about PBS Plans
 - Lack of consistency and accountability with IEPs

5. Student engagement

- **Elementary Schools: Ratings Acceptable to High**
 - o A few examples given by elementary schools as evidence for their ratings are:
 - Wide variety of ways for students to connect: Young Entrepreneurs, Most Magnificent Box, ski club, inquiry-based learning, etc.
 - Lunch hour clubs and some with Social Emotional Learning (SEL) focus
 - SBT introduces effective strategies to teacher and EA
 - o Elementary schools indicated the following as challenges or areas of concern:
 - Students not held to high expectations
 - Staff turnover
 - Time to get “buy-in” needs to be recognized

- **Middle Schools: Ratings Acceptable to High**

- A few examples given by middle schools as evidence for their ratings are:
 - District specialists support the individualization and adaptations of curriculum
 - Many ways for students to engage in school, i.e.: school production, field trips, clubs, connecting with community volunteers, planning and assembling school events, leadership forum
- Middle schools indicated the following as challenges or areas of concern:
 - Over capacity & how this affects our ability to make connections with and for students
 - High rate of absenteeism for some students

- **High School: Ratings Acceptable to High**

- A few examples given by the high school as evidence for their ratings are:
 - Diverse extra-curricular activities
 - Student attendance and participation reviewed by many staff
- The high school indicated the following as challenges or areas of concern:
 - Support for students with chronic non-attendance

6. Family support and engagement

- **Elementary Schools: Ratings Acceptable to High**

- A few examples given by elementary schools as evidence for their ratings are:
 - Many ways for families to connect with schools
 - Connect parents to outside agencies
 - Parents invited to IEP and transition meetings
- Elementary schools indicated the following as challenges or areas of concern:
 - EAs not at IEP meetings
 - Lack of info from family about student's day prior to arrival at school
 - Teachers assuming communication with family is an EA responsibility

- **Middle Schools: Overall rating Acceptable**

- A few examples given by middle schools as evidence for their ratings are:
 - Many forms of communication used with families
 - Support families seeking out-of-school services
 - Families and students supported through transitions
- Middle schools indicated the following as challenges or areas of concern:
 - Lack of district parent workshops

- Timeliness of communication
- Transparency in decision-making
- **High School: Overall rating Acceptable**
 - o A few examples given by the high school as evidence for their ratings are:
 - Much communication between staff and families
 - Staff and families worker together to ensure student success
 - o The high school indicated the following as challenges or areas of concern:
 - Parents often not included in course selection process
 - Decision-making not always transparent

7. Data-driven decision making

- **Elementary Schools: Ratings Acceptable to High**
 - o A few examples given by elementary schools as evidence for their ratings are:
 - Teachers use data to identify strengths and struggles of both the class as a whole and individual students
 - Teacher coaches and LST support classroom teacher with assessment, data collection and data analysis
 - Teacher coach works with EA on appropriate data collection
 - o Elementary schools indicated the following as challenges or areas of concern:
 - Lack of knowledge in resource teachers on how to use student-specific data
 - Not enough IEP data collected or used for decisions
 - Lack of in-the-moment technology for data collection
- **Middle Schools: Ratings Acceptable to High**
 - o A few examples given by middle schools as evidence for their ratings are:
 - IEP and SBT meeting notes used to update IEPs, guide programming and practices and problem solve
 - Actively seed input / feedback from students and families
 - Teachers collect data to identify student strengths and drive learning
 - o Middle schools indicated the following as challenges or areas of concern:
 - Lack of student participation in, and understanding of, IEP process
 - Lack of student assessments from resource teachers
 - Inclusion of marginalized families in data collection
- **High School: Ratings Acceptable to High**
 - o A few examples given by the high school as evidence for their ratings are:
 - Use of a wide variety of running records
 - Records guide instruction and support plans

- Many staff bring forward data about a student to support discussions and planning
- o The high school indicated the following as challenges or areas of concern:
 - Academic fit with some students

8. Effective transitions (NWSS)

- **Elementary Schools:** not applicable
- **Middle Schools:** not applicable
- **High School: Overall rating Acceptable to High**
 - o A few examples given by the high school as evidence for their ratings are:
 - Teaching skills that are transferable
 - School informs students of post-secondary supports
 - Students with attendance issues are given opportunities for transitioning back to the school environment
 - o The high school indicated the following as challenges or areas of concern:
 - Not all teachers and families are aware of the many and varied post-secondary supports and opportunities
 - Students who are placed in academic classes without the requisite reading, writing and math skills

9. Culturally competent practice

- **Elementary Schools: Ratings Acceptable to High**
 - o A few examples given by elementary schools as evidence for their ratings are:
 - Use interpretation services & Settlement Workers In Schools (SWIS)
 - Staff are culturally diverse
 - School-wide multicultural week
 - 2 spirit lesbian gay bisexual transgender queer (2SLGBTQ) students welcomed and supported
 - Sexual Orientation and Gender Identity (SOGI) club
 - o Elementary schools indicated the following as challenges or areas of concern:
 - Difficult to schedule interpretation services
 - Prevalent language of communication from schools is English
 - Lack of knowledge / awareness of families to series OR events
- **Middle Schools: Ratings Acceptable to High**
 - o A few examples given by middle schools as evidence for their ratings are:
 - Wraparound services for newcomer families
 - LGBT students well supported, clubs for students and staff do a good job of modeling and teaching
 - Families of all cultures welcomed

- o Middle schools indicated the following as challenges or areas of concern:
 - Need for more support for SOGI education
 - Ease of accessing interpretation services
- **High School: Overall rating Acceptable**
 - o A few examples given by the high school as evidence for their ratings are:
 - Staff are mindful of SOGI policy and Aboriginal Education issues
 - Everyone is welcome at the school
 - o The high school indicated the following as challenges or areas of concern:
 - Practices / approach left up to individual teachers
 - Lack of activities and awareness to honour cultures within the school community

10. Effective transitions Elementary to Middle and Middle to High School

- **Elementary Schools: Ratings Acceptable to High**
 - o A few examples given by elementary schools as evidence for their ratings are:
 - Visual supports prepared and ready for first day of school
 - Timely visits by students and families
 - Communication between SBT in each school
 - o Elementary schools indicated the following as challenges or areas of concern:
 - No standardized approach
 - Sharing info to the teacher(s) who will actually be responsible for the student
- **Middle Schools: Overall rating Acceptable to High**
 - o A few examples given by middle schools as evidence for their ratings are:
 - Students make visit to receiving school throughout the year not just for transition
 - Students involved in transition activities / planning
 - SBT review info on students prior to arrival in new school
 - o Middle schools indicated the following as challenges or areas of concern:
 - Lack of student involvement
 - The sharing of info when staffing change particularly with LST staff
 - Lack of preparedness at high school particularly for low incidence students
- **High School: Overall rating Minimally Acceptable**
 - o A few examples given by the high school as evidence for their ratings are:
 - Grade 9 articulation meetings happen every year

- o The high school indicated the following as challenges or areas of concern:
 - IEPs, articulation plans, learning plans not made available to teachers
 - Grade 9s are struggling because of lack of information

11. Authentic team approach

- **Elementary Schools: Ratings Acceptable to High**

- o A few examples given by elementary schools as evidence for their ratings are:
 - Regular & frequent SBT meetings
 - District staff at SBT meetings
 - Input by many specialists and community personnel to student goals
 - Regular meetings with parents
- o Elementary schools indicated the following as challenges or areas of concern:
 - Lack of respect and involvement of EAs
 - No action with IEP goals
 - How to increase student and parent involvement in teams

- **Middle Schools: Ratings Acceptable to High**

- o A few examples given by middle schools as evidence for their ratings are:
 - Planning & collaboration blocks often attended by teacher coach & district staff as needed
 - Multi-disciplinary perspectives on team and all have input into IEP
 - Frequency of SBT meeting
- o Middle schools indicated the following as challenges or areas of concern:
 - Time to follow up with specialists
 - Lack of support / prep for families and students to be part of team
 - Absence of EAs in IEP meetings

- **High School: Overall rating Acceptable**

- o A few examples given by the high school as evidence for their ratings are:
 - Input from all relevant personnel in IEPs
 - Weekly SBT meetings
- o The high school indicated the following as challenges or areas of concern:
 - Lack of resources to implement strategies by the team
 - Teachers not consulted or notified when IEPs are updated

12. Personalization

- **Elementary Schools: Ratings Acceptable to High**

- A few examples given by elementary schools as evidence for their ratings are:
 - Whole class visuals
 - In classrooms: flexible seating, privacy boards, headphones, fidget seats & toys, sensory toys
 - Universal Design for Learning (UDL) framework used
 - Collaboration and use info gathered by team to individualize goals and supports
- Elementary schools indicated the following as challenges or areas of concern:
 - “Cookie” cutter IEPs; IEPs that are not current: lack of IEP data collection
 - Inadequate training

- **Middle Schools: Overall rating Acceptable**

- A few examples given by middle schools as evidence for their ratings are:
 - Individualized supports: visuals, PBS plans, student specific breaks, self-regulating activities, adaptations
 - Access to technology
- Middle schools indicated the following as challenges or areas of concern:
 - Follow through on IEP and / or student interests
 - Lack of knowledge about UDL
 - Adapting in-the-moment by EAs

- **High School: Rating Acceptable to High**

- A few examples given by the high school as evidence for their ratings are:
 - Differentiated instruction used
 - Technology made available
 - Individual Program Plan (IPP) / Support blocks teach student executive functioning skills, social skills, life skills according to their IEP goals
- The high school indicated the following as challenges or areas of concern:
 - Incomplete and unclear IEPs
 - Inadequate time and resources to provide personalized support in the classroom

13. Advocacy

- **Elementary Schools: Ratings Acceptable to High**

- A few examples given by elementary schools as evidence for their ratings are:
 - Goal setting and reflection utilized in many classrooms

- Student involvement in creating learning expectations, classroom rules, visual supports, PBS plans, choice making, work/break schedules, attending the sensory room
 - Students supported to communicate their needs and wants using visuals, Alternative and Augmentative Communication (ACC)
- Elementary schools indicated the following as challenges or areas of concern:
 - Lack of students in IEP meetings
 - Lack of student involvement in creating personal learning profiles
- **Middle Schools: Overall rating Acceptable**
 - A few examples given by middle schools as evidence for their ratings are:
 - Formal support for student body to develop leadership skills
 - Students mentored by staff to assert their voice, choices and to provide feedback
 - Middle schools indicated the following as challenges or areas of concern:
 - Lack of participation in IEP meetings
 - How to integrate topic / skills into many subject areas and across age groups
- **High School: Overall rating High**
 - A few examples given by the high school as evidence for their ratings are:
 - Students taught to self-advocate
 - Teachers offer ample choices for student to meet own needs
 - The high school indicated the following as challenges or areas of concern
 - Inconsistent use of advocacy skills by students

Focus Groups – as indicated in the Process Section, 3 questions were asked to participants in the focus groups. Following is a selection of comments from those focus groups organized according to personnel group and the recognized features of high quality inclusive practices. At times participants had no comments about a particular question and for the purpose of this subsection of the written report that question will be eliminated. If there are no comments at all for a specific feature then the phrase “no comments related to this factor” is used.

A. Education Assistants

- a. **Expert knowledge of effective practices and district protocols**
 - **What is working well?**
 - Student-Education Assistant fit
 - LIF time for prep

- **What are the challenges?**
 - Educator On Call (EOC) not always in place
 - Lack of communication; not always sharing pertinent information about a student
 - Being bounced from student to student
 - Lack of clarity about the appropriate time for an EA and student to work together
 - **What suggestions do you have for improvements?**
 - Stronger hiring criteria
 - EAs should have assignments before summer break
 - Human Resources support to address EA emotional needs, burnout, etc.
 - Processes and timeframes to respond to critical situations needs to be much faster
- b. Staff wide expertise in social-emotional and behavioural needs**
- **What is working well?**
 - Zone room with a specific program to follow
 - All students from K forward are taught same self-management approach
 - **What are the challenges?**
 - Supervision gets in the way of student social-emotional learning opportunities, like participating in clubs as no EA available to provide the support
 - Too long a time to set up behaviour support program often resulting in a student being out of school/classes for a longer period than necessary
 - **What suggestions do you have for improvements?**
 - Roving Behaviour Support Team
 - More options / resources to prevent behaviours and conflicts during non instructional times
- c. Student access to curriculum**
- **What is working well?**
 - Teachers getting very involved; collaboration with teacher
 - Specific strategies for specific kids
 - Having students staying in class by bringing in resources
 - **What are the challenges?**
 - EA and Resource Teacher (RT) not on the same page (usually because the RT is inexperienced)
 - Spotty WIFI
 - Not enough LIF time
 - **What suggestions do you have for improvements?**
 - More accountability around IEP
 - Guaranteed collaboration time with teacher
 - In classroom coaching
 - Plans shared with EAs in a timely manner

d. Positive learning environment

- **What is working well?**
 - Continuity year-to-year for EA and student
 - Child and Youth Care Workers getting more involved, often on a daily basis, and on the playground
- **What suggestions do you have for improvements?**
 - Even more involvement of Child & Youth Workers
 - Partner with community agencies to support these types of student needs

e. Family support and engagement

- **What is working well?**
 - Communication binder between teacher, parents and EA
 - Getting appropriate information on a daily basis from families

f. Effective transitions Elementary to Middle and Middle to High School

- **What is working well?**
 - Many strengths for success are built into transition plans
- **What are the challenges?**
 - Info not following kids from school to school or year to year

g. Authentic team approach

- **What is working well?**
 - Resource teachers in the classroom with EAs
 - Teachers becoming more knowledgeable about students with special needs
 - Time to collaborate
 - Having input into who will support which students
- **What are the challenges?**
 - Lack of understanding of EA role
 - Supports for behaviour
 - Not being included in IEP meetings
- **What suggestions do you have for improvements?**
 - At all times be part of SBT and IEP meetings
 - Teachers need to know about BCTF/CUPE roles and responsibilities document
 - Ensure EAs know who they will be working with before kids start back to school

h. Student Engagement, Data-driven Decision Making, Effective Transitions (NWSS) and Culturally Competent Practices, Personalization and Advocacy - no comments related to these factors

B. School-based Learning Support Teachers

a. Expert knowledge of effective practices and district protocols

- **What is working well?**
 - Admin covers classes before LST are asked to cover blocks
- **What are the challenges?**
 - Lack of clarity
 - District directives for LSTs to take responsibility for an area results in jobs getting very complex and a decrease in direct services to students
 - District screening seems like another “hoop” to jump through when SBT has recommended placement
 - SBT referral forms is cumbersome, and forms seem to vary from school to school
 - Inconsistent processes from school to school
- **What suggestions do you have for improvements?**
 - Complete an updated special education manual
 - Reg. review files should be completed in June by school staff who know the student best
 - Clarify what goes in MyEd
 - Ensuring EA sub books are up to date or created

b. Staff wide expertise in social-emotional and behavioural needs

- **What is working well?**
 - Sensory rooms
 - When behavioural information gets recorded to ensure good support and communication across school
- **What are the challenges?**
 - New resource teachers do not have enough training in creating safety plans and positive behaviour support plans
 - Complexity of students has increased
- **What suggestions do you have for improvements?**
 - Job embedded mentoring or coaching for resource teachers and EAs especially when working with crisis/behaviour plans
 - Like to have behaviour support teachers work directly with students and us (not just in a consultative manner)
 - District behaviour support needs to increase significantly

c. Student access to curriculum

- **What is working well?**
 - Availability of learning resources and technology
 - Teacher input into school resources
- **What are the challenges?**
 - IEP goals not met because of lack of resources
 - Lack of training and release time to learn how to implement resources
 - Lack of support for classroom teacher to use UDL

- **What suggestions do you have for improvements?**
 - EAs need to be mentored on strategies
 - Collaboration time for classroom and resource teachers
 - District numeracy support teacher
 - Literacy support for intermediate students

d. Effective transitions (NWSS)

- **What is working well?**
 - Community Living students are assessed for post-secondary programs
 - Informal student meetings
- **What are the challenges?**
 - ☐ Getting psych testing done in a timely manner
- **What suggestions do you have for improvements?**
 - More personnel to do testing for consideration at post-secondary programs

e. Effective transitions Elementary to Middle and Middle to High School

- **What is working well?**
 - Artic meetings effective, particularly to secondary school
 - Transition meetings to middle schools go well
- **What are the challenges?**
 - Articulation / transition forms are not getting to the right department
 - Need more information / documentation for “H” designation and undesignated students
- **What suggestions do you have for improvements?**
 - More time for transition planning to high school for students who need an individualized plan

f. Authentic team approach

- **What is working well?**
 - Supportive and knowledgeable district staff to create enriched and individualized programming
 - Good collaborative working relationship with counselling, child and youth care
 - Positive encouragement and guidance from district staff to access provincial agencies
 - Teacher requests placed on agenda quickly
 - Having a floating TOC to cover teachers so they can attend SBT meeting
- **What are the challenges?**
 - Getting psych. ed. at middle and secondary schools
 - Lack of clarity about who writes plans
 - Roles and responsibilities of staff

- **What suggestions do you have for improvements?**
 - Mentoring of teachers new to teaching or resource teacher role
 - More time for people to collaborate

g. Positive Learning Environments, Student Engagement, Family Support and Engagement, Culturally Competent Practices and Data-driven Decision Making, Personalization and Advocacy - no comments related to these factors

C. Parents of Students with Special needs:

Parents were candid and honest in their responses and the themes that emerged were quite consistent across all groups. Major themes that arose are identified below.

1a. Effective student supports

- o **What's working well** - Parents indicated that when appropriate supports and programming for their child were in place, their child was more successful, less anxious, wanted to go to school, and became more self-confident. Appropriate supports from their perspective included:
 - Access to speech and language pathologists, hearing support, counsellors, occupational therapists, physical therapists, resource teachers, child/youth workers as needed
 - Access to newer technology
 - Small class size
 - Educational assistant time when required
 - Additional support to help with attention and learning, 1 on 1 support to help child understand the instruction or task
 - Direct teaching of literacy, math, social skills
 - Access to sensory room/movement breaks/regulation activities
 - Adaptations and modifications of curriculum and behavioural expectations, adjust these as needed
 - Flexibility of programming to support child's strengths and needs
 - Positive behaviour support strategies, teach child self-control
- o **Concerns expressed included:**
 - Lack of access to specialist staff – e.g. speech therapy
 - Not enough EA time or EA time that my child needs is shared with others
 - No French EAs, no scribes
 - Having too many students with high needs in the same class
 - Students with challenging behaviours appear to get more attention/support
 - Lack of support for students with learning disabilities/higher functioning disabilities and for students without Ministry identification
 - Lack of individual attention, small group time to support attention/learning issues

- Lack of outside/physical activity time and/or space to do physical activity
- Not enough learning, much of day is time filler – videos, phys. ed., etc.
- No access to community outings/life skill training
- IEP not developed/updated in a timely manner
- School staff not consistently implementing the IEP goals and objectives

o Suggestions for improvement:

- Provide more access to therapists
- Supply I Pads for students or allow parents to buy and use
- Increase the number of psych eds. that can be done, particularly for younger children. Shorten wait time for assessments and services
- Teach executive functioning skills. Teach organization strategies, use of agendas, time management especially in elementary years
- Provide sensory room in all schools – use for self-regulation
- Run social skills groups in school – directly teach social skills
- Staff a resource room for kids to attend to complete work, do homework, triage academic/emotional needs
- Support students as they transition elementary to middle, middle to secondary. Ensure that strategies that work, materials, etc. are shared
- Ensure that IEP's are developed in a timely manner and goals and objectives are implemented
- Consistently implement positive behaviour interventions

1b. Peer support and connections

o What's working well:

- When children are included in all school events with enough support to be successful
- When my child is invited to other children's houses - e.g. birthday parties
- Access to extra-curricular activities for all children

o Concerns expressed included:

- Children spend little time with non-disabled peers
- Child is in regular classroom but very separate from other children
- Students are kept separate from other students during lunch, extra-curricular activities. e.g. not able to go to cafeteria for lunch
- Peers in classroom don't know how to interact/communicate with child with special needs e.g. non-verbal
- Children spend all their time with EA; other children don't play with them

o **Suggestions for improvement:**

- Create a culture in every school that celebrates diversity and acceptance - teach students how to interact with children who have challenges - e.g. non-verbal
- Educate all students on how disabilities are unique to each person and not always visible. Focus on learning styles
- Develop ways to have children with disabilities more involved with their peers - not always with an EA but still safe
- Provide after school activities where children with disabilities can fully participate
- Provide a way for kids to connect with peers who struggle with similar challenges
- Build independence for students with challenges – use non-disabled peers to support this
- Find ways for students with challenges to serve others or contribute to the school community
- Create opportunities for students to be engaged/involved in all sorts of activities in the school including extra-curricular e.g. weight room, cafeteria, choir.

2. Collaboration and team work

o **What's working well** - Parents indicated that in situations where they felt they were part of the team in collaboration with the school staff they felt supported, cared about and valued and their child was more successful in school. They indicated that positive teamwork included:

- Teachers, administrators and support staff who are open-minded, positive and willing to learn about the child's needs and how they can support those needs
- District and school willing to work with outside consultants and implement behaviour plans (develop consistent home and school routines)
- Friendly and welcoming attitude of staff members/adults in the school

o **Concerns expressed included:**

- Sometimes parents felt blamed for the issues their children were having at school
- Felt judged by school staff
- Confused by the jargon that school staff were using
- In meetings, parents sometimes felt “alone” – only one or two of them and many “professionals”
- Rigid thinking by school staff – only one answer – difficulty thinking outside the box

o **Suggestions for improvement:**

- Support needs of students collaboratively with parents - thinking outside the box and making room for creative solutions. Work together with the family to find solutions.
- Be proactive vs. reactive.

- Be non-judgemental - understand that it's hard to be a parent of a child with special needs. Seek to understand. Don't blame parents for child's problems.
- School staff working alongside parents to advocate for supports. e.g. calling doctor, etc.

3. Home school partnerships

Communication was one of the major themes that arose from the parent meetings. Parents across all levels (Elementary, Middle and Secondary) indicated that positive and proactive communication with the school staff enhanced their feelings of trust with the school and also enhanced their child's success at school.

o What's working well:

- When the school team listens to the parent's issues and welcomes their ideas.
- When the school communicates on a regular basis - answers emails and phone calls quickly. Shares concerns in a timely manner.

o Concerns expressed included:

- Lack of transparency in communication e.g. not finding out about problems before it feels too late to address them
- Hearing different things from different staff members e.g. EA and teacher
- Words and actions from school staff don't necessarily align.
- Poor lines of communication – don't know who to contact or when to contact.
- Specifically at the secondary level parents indicated that:
 - There was little communication to parents or feedback.
 - Parents weren't sure whether to contact the vice principal, the classroom teacher(s), the LST?
 - Very difficult to reach anyone in the school by phone.

o Suggestions for improvement:

- Use communication books consistently between home and school.
- Schedule meetings regularly and clearly communicate how the parent can share any concerns they have and to whom they should share those concerns.
- Communicate honestly and transparently in terms of actual resources and realistic expectations for parents.
- Articulate a single point of contact particularly at middle and secondary so parents don't have to try to reach 6 or 7 different teachers.
- Middle school parents expressed significant concerns about communication around homework expectations and suggested the following:

- Set expectations the first week of school with students and parents. e.g. how/when homework is to be done and what organizational skills expected.
- Teach students organizational skills - organizing learning tasks, homework and due dates.
- Identify clear homework instructions and expectations for students and parents. Post either online, in agenda, or emailed to parents.

4. High quality professional learning

- o **What's working well** - Knowledge and skill level of staff in schools was another major theme that was voiced parents across all levels of schools. Parents indicated that when administrators, teachers and support staff had understanding of their child's needs and had sufficient training and skill to address those needs, their children did very well in school, were happy, wanted to go to school and parents were more trusting and positive about the school.
- o **Concerns expressed included:**
 - Teachers and EA's don't have specific training in special needs - look to parents, community consultants for ideas. A concern that was voiced by a few parents was that they had been told sometime in their child's school career by a teacher/ administrator and/or educational assistant that they didn't know what to do with their child at school.
 - Success is dependent on teachers' understanding of disability and willingness to be accommodating
 - Lack of understanding by adults that there are different ways to accomplish a task – think outside the box.
 - Inconsistency of approach from teachers/EA's in regards to my child's disability
 - School doesn't understand the importance of frequent movement breaks and chances to regulate.
 - Some parents also expressed frustration with their home consultants not being allowed to consult with the school staff.
- o **Suggestions for improvement:**
 - District to have criteria for teachers going into LST positions.
 - Recruit more specialist teachers
 - EAs and LSTs and administrators need to have more training in special education
 - Provide more support for staff currently working with students – show them what to do and help them learn.
 - Mandatory updates/learning for all teachers and EAs – especially around adaptation and teaching to diversity.
 - District should sponsor Pro D possibilities for staff around executive functioning, self-regulation, Autism, ADHD, mental health (POPARD, practical classroom strategies).
 - Universities to provide more teaching courses in how to work with students with diverse needs.

- Ensure that everyone fully understands IEP expectations.
- More understanding of and ability to implement positive behaviour supports and programming.

5a. Clearly Articulated Policies and Practices

- o **Concerns expressed included** - Many parents indicated that they were often confused with how to navigate the school system, particularly when their children entered kindergarten and during transitions from elementary to middle school, and middle school to secondary school. They articulated that they often felt alone in their journey and were unsure who to get assistance from, how to access assistance and even what they could expect from the system. They often felt they were “blindly” trying to find ways to get support for their children. Also, they described differences between schools in regards to how they interpreted policies and practices.
- o **Suggestions for improvement:**
 - A district developed document that guides parents in layman’s terms to understand New Westminster School District’s policies and practices. Including information on how to navigate the system and help their children get support in school.
 - Workshops for families of students who are working through the diagnosis/ designation/ IEP process. Information group night for parents presented by district staff – “So your child might have a special need, now what?” Explain funding, etc.
 - A special needs Parent Advisory Committee – somewhere where parents could get together with other parents to connect and support each other.
 - Support aboriginal families with children with special needs and provide cultural support
 - District developed pamphlets that identify specific issues – e.g. IEP introduction
 - Increase consistency across district. More continuity in how kids with needs are supported from school to school. More consistency in regards to communication processes, service, etc.
 - School based information assisting parents to understand their school’s beliefs around inclusion and positive ways to work with the school.

5b. Increased funding to support students both with Ministry identification and those not identified

- o Parents expressed understanding that there wasn’t an unlimited funding pot. However, the **concerns expressed included:**
 - EA time was not always available for their child;
 - Their child doesn’t qualify for any support because their disability is not “bad” enough. Lack of help without a diagnosis.
 - No extensions for K students or newly designated students to get support after Sept 30th

- Parents also identified that inconsistent staffing was a concern and interrupted the provision of support and programming for their child.
 - When the EA is sick there is sometimes no replacement,
 - Shortages of TOCs so children keep missing learning support blocks and also music and library.
 - Revolving EA's, subs with no knowledge or time to learn about child or read IEP.
 - When there is an EA shortage, remaining EA's are reallocated and some children are not prioritized for help and lose EA support for the day(s).

o Suggestions for improvement:

- Greater EA funding/staffing to support needs of students – both identified and non-identified.
- Early targeted interventions for students without designations prior to age where psych. ed. can occur. Increased funding for children in elementary so they have a solid foundation to have success in middle / high school.
- Provide EA support to K classes for the inevitable undesignated children that turn up.
- Try to address issues with lack of coverage when EA's are ill.

D. District Learning Services Staff

a. Expert knowledge of effective practices and district protocols

- **What is working well?**
 - All schools have the same Pro D days
 - Investment in technology
 - Early intervention
- **What are the challenges?**
 - Teams who are unclear about processes, referrals, note taking, etc.
 - Out of date district manual
 - Lack of district policies on many issues and practices
 - Switching EA mid year, when this happens EA needs to be re-trained around speciality supports
- **What suggestions do you have for improvements?**
 - Real consultation on district level policies
 - Create a clear manual or central depository and archive all out-dated policies
 - Policy on records retention and confidential records

b. Staff wide expertise in social-emotional and behavioural needs

- **What suggestions do you have for improvements?**
 - Train resource teacher to write, implement and monitor Positive Behaviour Support Plans

c. Student access to curriculum

- **What is working well?**
 - Google read / write (district wide license)
- **What suggestions do you have for improvements?**
 - EAs need training in how to support student independence (too many students are becoming dependent and reliant on verbal prompts)
 - Staff actually following IEPs
 - Increase prep time for teachers who support students with complex needs / programs

d. Data-driven decision-making

- **What is working well?**
 - K-1 support is following through on what the research states
- **What suggestions do you have for improvements?**
 - Require solid documentation for interventions

e. Effective transitions Elementary to Middle and Middle to High School

- **What suggestions do you have for improvements?**
 - Better documentation about students and their needs

f. Authentic team approach

- **What is working well?**
 - Stable and collaborative district staff - sharing a functioning work space and have the diverse perspectives to explore an issue
 - Resource teachers at school level
 - EAs with the knowledge base to effectively support student needs
- **What are the challenges?**
 - School based resource teacher who don't have the understanding about their role and the recommendations being presented; no follow through on recommendations
 - Lack of clarity about role & responsibilities of resource teacher
 - Being considered an integral part of SBT
- **What suggestions do you have for improvements?**
 - More coaching for resource teachers
 - In-service for SBTs
 - Classroom teachers attend SBT

g. Positive Learning Environment, Student Engagement, Family Support and Engagement, Effective transitions (NWSS), Culturally Competent Practice, Personalization and Advocacy- no comments related to these factors

E. Administrators

- **What is working well?**
 - District specialists - very accessible and helpful
 - Close relationship between RT and EA
 - Collaboration days
 - Including students in IEPs
 - Meaningful professional development
- **What are the challenges?**
 - New teachers are struggling
 - Providing behaviour support and access to behaviour specialist
 - Teachers who are unfamiliar how to guide EA
 - Poor use of IEPs
- **What suggestions do you have for improvements?**
 - Better understanding of school based team
 - Training for the chair of the SBT
 - Opportunities for EAs to collaborate with teachers needs to increase
 - Engagement of families in transition planning
 - Building capacity of teacher regarding assessments and curriculum in supporting the range of student ability
 - More co-teaching and implementation of UDL
 - More training for writing and monitoring PBS plan

Alternate Education

A. Background

Current enrolment at the two New Westminster alternate schools is 56 students. This represents 3% of the secondary school population in New Westminster. The students enrolled in Alternate Education have a high representation of students with Indigenous ancestry (25%) and students with special needs (52%). In the past New Westminster enrolled many more students in Alternate Schools and programs. They offered education programs to many students living outside the district. A number of years ago the district decided to limit enrolment to residents or current students attending New Westminster schools. As the student population declined the number of staff and programs decreased.

The BC Ministry of Education has written policies to support the development and funding for Alternate Education programs. They recognize that not all students will be served by traditional secondary schools. They identify potential Alternate students as those that have educational, social and emotional issues and require additional services. They also have created a Type Three facility funding system for Alternate Education

Programs so that secondary students can be funded at 1.0 FTE without necessarily being enrolled in a full course load.

One section of the BC Ministry of Education Alternate Education Program policy states that: “Alternate education programs focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, specialized program delivery and enhanced counselling services based on students’ needs.”

The Policy also states that each program will have an intake process, that each student will have an annual review of their learning plan, an exit strategy for their transition, and evidence of additional services as required by the student population.

B. Focus group with Alternate Education staff - as indicated in the Process Section, 3 questions were asked to the participants in the focus group. Following is a selection of comments from those focus groups.

- **What is working well with our current support?**
 - Small classes to serve the needs of students. A teacher student ratio of 1 to 12 is ideal.
 - Physical spaces that support student needs (kitchen, laundry, art and outside sport area)
 - Staff work together well and have created a strong team.
 - Having an administrator responsible for alternate education has been very helpful.
- **What challenges do we face with our current support?**
 - The referral and intake process for Alternate Education
 - The smaller number of students enrolled has meant fewer courses offerings and less course selection. Fewer elective courses are available.
 - Not having an outreach worker means non-attending students are left at home.
 - Fewer field trips are possible due to less staff.
 - Alternate schools physical space is not very nice and makes students feel devalued.
- **What needs to be changed or improved?**
 - A clear and direct process for referral and intake to alternate education needs to be developed.
 - All students referred need to have been assessed for potential identification as students with special needs (particularly in the Behavioural Needs or Mental Illness and/or Chronic Health Categories).

C. School-based Team Assessment

Both Power and Recap Alternate Schools completed the customized program review tool that asked schools to rate themselves on their inclusive practices. Here are the results.

A. Staff Qualifications and Expertise:

- ***Expert Knowledge of Administrators and Effective practices and District Protocol.*** Both schools rated themselves at the Highest level due to their extensive specialized training, education and experience teaching students with diverse needs.
- ***Staff wide expertise in social-emotional and behavioural needs.*** Both schools rated themselves at the Highest level due to their extensive specialized training, education and experience teaching and supporting students with social-emotional needs.

B. Education Opportunities and Learning Environment:

- ***Student access to curriculum.*** Both schools rated themselves at the Highest level with Power rating Highest/Acceptable Level. They stated the curriculum being taught meets the Graduation requirements and is differentiated to make it more accessible to all learners.
- ***Positive Learning Environment.*** Both schools rated themselves at the Highest level with Power rating Highest/Acceptable Level. Positive Behaviour Support systems are in place with a focus on success for all students. Family and agency partnerships are pursued.
- ***Student Engagement.*** Both schools rated themselves at the Highest level due to the attributes of the programs. They noted student attendance, achievement and connection are supported through many structures.
- ***Family Support and engagement.*** Both schools rated themselves at the Highest level due to their pursuit of families and parents for meetings and involvement in the school.

C. Effective Education Practices:

- ***Data driven decision making.*** Both schools rated themselves at the Highest level due to the constant review of student data to determine next steps in the student learning plan.
- ***Effective Transitions (NWSS).*** Recap did not complete this attribute, as they do not enrol students transitioning to post secondary. Power rated itself at the Acceptable/Unacceptable level. Although it does offer transition planning for work or post secondary options it plans to add a course that will offer a more systematic approach for students to develop transition plans.
- ***Culturally Competent Practices.*** Recap rated itself at the Highest level and Power rated itself at the Acceptable/Unacceptable level. Both schools referenced their support for diverse student and family populations (LGBTQ and Indigenous).
- ***Effective Transitions Elementary to Middle/Middle to High School.*** Both schools rated themselves at the Acceptable level. They both have transition processes in place and hope to improve upon their current practices.

D. Teamwork and Collaboration:

- ***Authentic Team Approach.*** Recap rated itself at the Highest level and Power rated itself at the Highest/Acceptable level. Both schools reported many frequent team meetings where student progress and IEP goals are discussed and reviewed. Parents, teachers, counsellors, Youth Workers and Aboriginal Workers are all included in this team approach.
- ***Personalization.*** Recap rated itself at the Highest Level and Power rated itself at the Highest/Acceptable level. IEP goals, daily schedule and curriculum choices are developed for each student in response to their needs and strengths.
- ***Advocacy.*** Both schools rated themselves at the Highest level. Student voice and choice are integral to many aspects of the school programs. Students are encouraged to advocate for themselves in this supportive environment as a way of developing these skills.

Indigenous Program Review

A. The Aboriginal Education staff was also asked to comment on the following questions:

- **What is working well?**
 - The Aboriginal ed. room at NWSS has provided a safe space and academic support for students
 - Having an Aboriginal worker with Ancestry at each school has provided a safe person for parents and students to connect with
 - The transition program for students moving to NWSS and Graduation ceremonies
 - Academic support for students having learning difficulties
 - Cultural programs offered after school and funded by community resources have been well received by parents and students.
- **What are the challenges?**
 - Not enough Aboriginal Support Worker (ABSW) time for each school. This interferes with supporting students' emotional needs, facilitating communication with parents, assisting teachers with implementing an Indigenous curriculum.
 - Not every school has a dedicated space for the Aboriginal program. Students and parents miss out on a safe space at school.
 - School staff do not always understand the trauma that both staff and parents contend with within the school environment
 - ABSW role is misunderstood. Some school staff thinks that ABSW should provide academic support for students.
- **What needs to be changed or improved?**
 - Indigenous students with academic needs should receive support automatically especially in the younger grades
 - More training for teachers about Indigenous culture and history to assist them in implementing curriculum and developing an understanding of Indigenous students and their families
 - More funds for cultural events for whole school communities

- o Employment equity—Hire teachers and staff with Indigenous heritage
- o More education on the role of ABSW

B. A group of parents of Indigenous students were asked to comment on the following questions:

- **What do you hope for your children as they attend school?**
 - o More academic support; more Education Assistants, more Occupation Therapist (OT) and Speech Language Pathologist (SLP) time, more academic and homework support
 - o Create a love of learning for their children
 - o More Indigenous cultural teachings, field trips and history for Indigenous students and for staff and parents (PAC)
 - o More events to bring Indigenous families and students together to create community
- **In what ways are you made to feel welcome at your child's school?**
 - o Parents reported that they felt welcome in their child's school
- **What is working well for your children at school?**
 - o Aboriginal ed. staff is very helpful by spending time with students, improving confidence and self esteem; they facilitate relationships and communication with school staff, they show care to parents and students and help build trust with school.
 - o Aboriginal ed. room creates a safe place for students
 - o EA support for students.
 - o Educating teachers, principals, school staff and PAC about Indigenous culture and history
- **What challenges do you see with your child's education?**
 - o Not enough academic support. Not enough access to SLP/OT/autism and psych. ed. assessment support
 - o Not enough social/emotional support
 - o Not enough extra curricular opportunities

C. Indigenous students at NWSS, as well as at the two Alternate programs, were asked to respond to the following questions:

- **Where do you go to find help in the school with your academics?**
 - o The Aboriginal Room at NWSS or the Hub. They would ask their teachers or fellow students for assistance. Most students had somewhere to go or someone they would ask.
 - o Teachers, support workers, counsellors and youth workers. They also noted that they could learn at their own pace and help was available when they needed it.
- **In what ways are the school programs preparing you for your future?**

- Students reported that they were being prepared for their future by course content, development of social skills and job skills and apprentice programs.
 - Alternate students reported they were learning life skills and social emotional skills and were creating a vision or path to their future.
- **Where do you go to find help in the school for your social emotional support?**
 - Many students said the Aboriginal Ed. room. Others said friends or trusted adults. About half the students said nowhere.
 - The alternate students all referenced counsellors, support workers and youth workers who would help them with social emotional needs.
- **In what way does the school support you with your social emotional needs?**
 - The students did not see the school providing support.
 - The alternate students talked about aspects of their program that helped -flexibility in school hours and learning environment and ready access to caring staff that check in, listen and talk to them about their problems or concerns.
- **What do you see in the NWSS school community and beyond that support belonging for Indigenous students?**
 - The Aboriginal Ed room, paintings, wall honouring Indigenous war vets, acknowledgements in the morning and Aboriginal youth leadership conference.
 - The alternate students reported that their sense of belonging came from having a safe place where they are cared for, fed and clothed and have an advocate and a worker who cares about them.
- **What aspects of Indigenous culture seem to be missing at NWSS hallways?**
 - Everything; posters, dream catchers, medicine wheel.
- **What aspects of Indigenous culture and activities have you noticed or participated in?**
 - Field trips to Grouse Mountain, ProD conference, and Long House, the district acknowledgement ceremony and drumming ceremony
 - Alternate students reported going to Power for a cultural presentation, attending a carving club and drum making at Fraser.

- **In the future (think new school) what do you want to see in NWSS hallways and school community to promote Indigenous culture?**
 - Indigenous artwork and paintings, Totem Pole, wood carvings, Indigenous garden, Aboriginal Ed room, room for smudging, drawing, drum making and weaving.
 - More Aboriginal Support Workers
- **In future what do you want to see in your classes that will better include Indigenous ways of knowing and being?**
 - More Elders in school, drum making, jingle dress dancing. A class for credit taught by Elders. Learn Indigenous languages and more pre contact information: How did they live? More field trips and ceremonies.
 - Alternate students had a similar list: create understanding of the culture, residential school history, wood carving, field trips to see Indigenous things, speakers, the history of stolen lands and poor treatment of indigenous people.

D. The Aboriginal Advisory Committee was asked for their input at their Feb 20, 2020 meeting. The committee members were asked to provide their top priorities/wishes for the Indigenous program in New Westminster schools. Following is a selection of their wishes.

- Increase staffing of Aboriginal Support Workers and Cultural Workers.
- Provide more training for teachers to assist in the addition of authentic Indigenous curriculum, resources and teachings in the classroom.
- Authentic cultural teachings need to be provided by Indigenous people. Recognition of the fact that many traditional items have been taken/appropriated from Indigenous people in BC and Canada and this fact should be included in the teachings about Indigenous history. Many cultural teachings are based on a deep value system and need to be taught by Indigenous people.
- Develop a framework for cultural safety for staff and students.
- More materials, resources and teachings are needed that celebrate Indigenous cultures especially the local people. Examples: the many traditional and ingenious uses of cedar, First Nations contribution to science-ethno botany, physics, sustainability, fisheries biology, water hydrology. Protocols to support sustainability through harvesting practices and tobacco offerings.
- Teach about cultural practices that are used for positive purposes not just for protest like drumming, dancing and singing.
- The district policies need to be reviewed from an Indigenous perspective. The event protocol needs to be reviewed.
- The Aboriginal Advisory Committee needs to have a Terms of Reference developed and the linkage between this committee and the School Board needs to be clarified.
- There may be value in the Board going through the process of the Equity Scan of the Policy and Governance rubric.

E. School-based Team Assessments - Indigenous Program Equity Scan

All 13 schools in New Westminster were asked to rate their school's performance on three aspects of the equity scan tool: Learning Environment, Pedagogical Core and Learning Profile. The rubric provided has 4 levels with Level 4 being the highest.

- Learning Environment

The schools rated their performance at Level 3 out of 4 levels. Level 3 on the Learning Environment Rubric is defined as "The Learning Environment is characterized by a commitment to bias and privilege awareness. Most learners have a sense of belonging and experience the positive influence of high expectations. The adults in the environment share a positive language to refer to learner strengths and contributions." The schools reported that many classrooms had the First Peoples Principles of Learning posted and that students and families were made to feel welcome in the school. Teachers and staff held high expectations for students. The Aboriginal Worker was involved with students and families. There were classroom based and whole school activities that taught students about Aboriginal culture.

- Pedagogical Core

The schools rated their performance at Level 2 and a few at level 3 out of 4 levels. Level 2 on the Pedagogical Core Rubric is defined as "beginning to connect learning to the cultural backgrounds of learners. Aboriginal Worldviews and Perspectives are beginning to be incorporated into the classroom experience of each learner." Schools reported that many teachers wanted to incorporate Indigenous curriculum into their classrooms but that there was uncertainty and they wanted to do things properly. Pro D for teachers about Indigenous curriculum, First Peoples Principles, and the Six Cedars were reported as helpful activities to build teacher knowledge. Having assistance from the Aboriginal Workers with this learning was seen as very helpful.

- Learning Profile

The schools rated their performance at Level 2 and Level 3. Level 2 on the Learning Profile Rubric is defined as " Learning Profiles and culture of reflective practice are emerging and learner needs influence resourcing

and interventions. There is professional awareness of appropriate interventions that should be in place and professionals are working towards implementation.” Level 3 is defined as “Learning Profiles play an important role in designing, learning and responding to required supports and interventions. Systems are in place that define professional conversations and collaboration in support of the learner.” Schools reported that student progress generally was tracked and that students having difficulty would be brought to the School Based Team for consideration. Some students on IEPs would be monitored through that process. Some schools stated that more work on the tracking of Indigenous students was needed. There was not much mention of what interventions would be used if a student needed learning support. There was mention of an Aboriginal Resource teacher that was available last year to provide interventions. The Alternate programs reported having a robust process of tracking Indigenous student achievement and intervening with supports.

Gifted Education

As part of the District Review of Inclusive Practices the question of how best to identify and provide programming for Gifted students was posed. The New Westminster school district has not been systematically identifying, reporting or providing services for students identified as Gifted. The BC Ministry of Education includes Gifted students in the Special Education Services: A Manual of Policies, Procedures and Guidelines. The reporting of students as Gifted is also part of the Form 1701 process that provides funding to school districts. Gifted students like other high incidence students with special needs do not receive any additional individual funding.

The requirements for identifying Gifted students are the same as other students with special needs. This means that there must be evidence of a process of identification and assessment, planning and implementation of additional services based on student needs as outlined in an IEP and evaluation and reporting of how the students are progressing on their IEP goals.

Many BC school districts have seen a large decrease in the number of students identified as gifted since 2002 when individual funding for gifted students ended. In 2002 five

percent of BC students were identified as gifted but that has declined to less than 1% of BC students now identified as gifted.

Identification of Gifted students does not have to be done by a district wide screening tool. It can be done through classroom teacher observation and checklist completion, reviewing records of student achievement data including assignments, interests and accomplishments. Formal Assessments using Level C testing is also a way of assisting with student identification but is not required by the Ministry of Education.

Once students are identified an IEP and additional services for Gifted students would need to be in place. Some services for Gifted students offered in school districts in the province include gathering students together for a learning opportunity focussed in a curricular area. These classroom experiences are teacher led and students meet several times a year. Some larger districts offer a multi age classroom with a reduced class size for elementary Gifted students. Other districts offer IEP development and service provision at the school level often at the direction of the resource teacher. This may include creating a more challenging learning environment for the student at the classroom level.

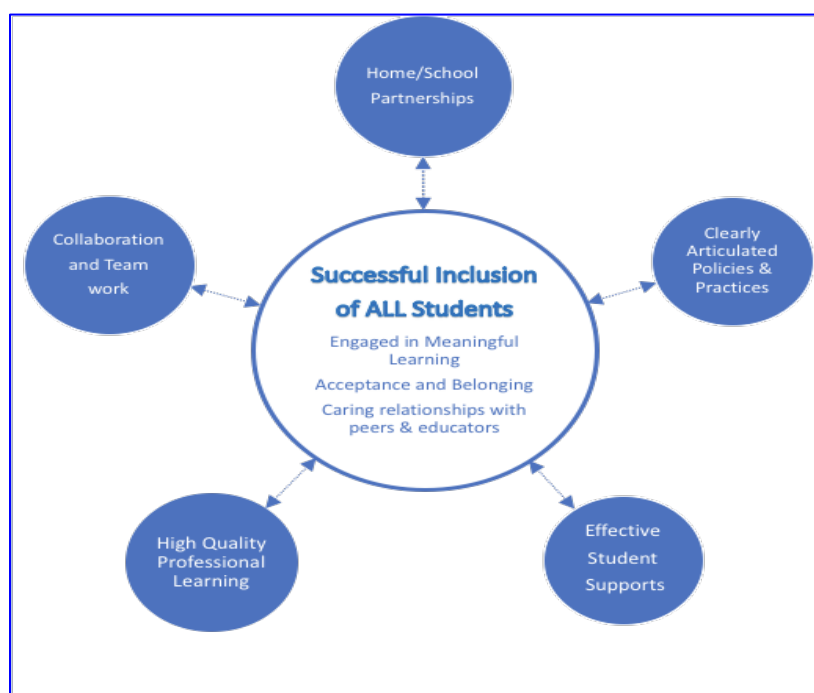
If New Westminster were to develop a process for identification and service delivery for Gifted students there would need to be funds allocated to provide such an additional service.

RECOMMENDATIONS

School staff, parents, students and community members all participated in the Inclusive Practices Review. The many forums for providing feedback fundamentally asked three questions:

- *What is working well with the current student supports? What factors make the outcomes for students positive?*
- *What challenges do you face with current student supports?*
- *What needs to be changed or improved to make a positive difference in the education of students?*

It is recommended that New Westminster School District work on five key areas to improve and strengthen their effectiveness in including ALL students:



(fig. 2)

THEME 1: EFFECTIVE STUDENT SUPPORTS

This feature of quality inclusive practices establishes the expectation that all children can learn. As such their access to the curriculum, personalization, mental health supports, cultural safety and representation, and positive behaviour supports all contribute to their opportunities for learning and ultimately their achievements.

Schools (as per the school-based assessment) generally rated their work in this area as acceptable with acceptable-to-high in a few incidences. School and learning services

personnel noted a number of approaches such as the use of technology, differentiation and appropriate implementation of support plans were working well. However, they also noted these were applied inconsistently across schools and the district. Parents indicated attention to this key area as fundamental to them feeling their children are growing and developing, but that this could change year to year, or by whomever is supporting their children's learning. This variability, as well as the many comments made by school personnel to feeling inadequate to support some students indicates a need to strengthen the direct teaching and supports provided to students. Staff and parents also referenced the lack of support available for Indigenous students needing academic or social emotional support.

Recommendation 1.1 New Westminster School District develop, access or purchase training on Positive Behaviour Supports for school based teams. Training should be delivered following best practices in Professional Development/In-service.

Recommendation 1.2 New Westminster School District create a “roving behaviour support team” to assist schools and teams who are supporting students with significant challenging behaviours.

Recommendation 1.3 New Westminster School District implement training focused on practical strategies for Universal Design for Learning, with an emphasis on differentiation and adaptations for **all** learners across K-12. This training needs to include a focus on how to effectively engage students who have significant physical and cognitive challenges. Training should be delivered following best practices in Professional Development/In-service.

Recommendation 1.4 New Westminster School District support and facilitate the inclusive educational practice of co-teaching between classroom teachers and Learning Support Teachers (LST's), thus enhancing and strengthening access for all students to the curriculum and the many learning experiences in a class.

Recommendation 1.5 New Westminster School District support schools to develop strategies to facilitate positive interactions and “friendships”. The district will also support the secondary school to increase peer supports and the use of peer tutors to facilitate inclusion in various parts of the school e.g. cafeteria, gym, extracurricular clubs and activities, etc. These approaches will contribute to an increased sense of belonging and connection for all students in every aspect of school life.

Recommendation 1.6 New Westminster School District ensure that academic supports are in place for Indigenous students and that a frequent review (twice annually as a minimum) of student performance/ learning profile is done to improve student achievement and equity.

Recommendation 1.7 New Westminster School District improve supports for Indigenous students needing social emotional support and access to authentic cultural teachings.

THEME 2: COLLABORATION AND TEAMWORK

This feature of quality inclusive practices includes such areas as teamwork, collaboration, IEP development, follow through on recommendations, roles of team members and the documentation of team meetings. Authentic teams means that families and students are essential and respected members. Teams should welcome members in culturally appropriate ways and when appropriate, staff with Indigenous ancestry will be part of the team.

All stakeholder groups stated a positive and constructive team, that includes parents as partners, makes all the difference to supporting student learning and progress. Schools generally rated their work in this area as acceptable to high (as per the school-based assessment) but noted that if teams were not functioning well then this negatively impacted students and hindered personnel from being able to do their work effectively. All stakeholder groups made many suggestions on how to strengthen the work of school-based teams and collaborative planning teams.

Recommendation 2.1 New Westminster School District strengthens the capacity of school-based teams through mandatory training for all regular members.

- Component (a) An additional training session be included to support the chair of the SBT understanding their role, maintaining the appropriate documentation, following up on recommendations and the filing of all SBT meeting notes.

Recommendation 2.2 New Westminster School District develop and conduct mandatory training for all relevant school staff on IEP development and implementation, including an emphasis on how to meaningfully include parents and

students in the development and implementation of the IEP. All schools will complete this training in the Fall of the upcoming school year.

Recommendation 2.3 New Westminster School District provide training to school and district staff focused on meaningful consultation, effective communication with families and ways to resolve conflict in a proactive and positive manner.

Recommendation 2.4 New Westminster School District find ways to include Education Assistants, Aboriginal Support Workers, etc. in relevant SBT and/or IEP meetings.

THEME 3: HOME/SCHOOL PARTNERSHIPS

This feature of quality inclusive practices entails parent participation in a child's education program, effective communication for diverse families, links between home and school learning opportunities, involvement of families in student transitions, involvement of families in school activities and creating an understanding with families about the school system.

Schools (as per the school-based assessment) generally rated their work in this area as acceptable; only one school rated themselves acceptable to high. Significantly, parents noted that clear, timely, consistent and collaborative communication between families and school staff facilitated the family's relationship with the school and supported their child's learning.

Recommendation 3.1 New Westminster School District develop systems and structures which provide parents with the ability to easily understand and navigate the school system and ensure that school-based administrators are familiar with the information contained in the handbook.

- Component (a) The district create an easy-to-read parent handbook to include:
 - o General information relating to inclusive education in New Westminster schools.
 - o How parents can access services for their child and how to advocate in effective ways.

- o Specific information relating to transitions. Preschool to kindergarten, elementary to middle, middle to secondary, and secondary to school leaving.
- o Frequently asked questions by parents.
- Component (b) The district develops pertinent one-page info sheets on key education topics that incorporate visuals and can be translated into other languages.

Recommendation 3.2 New Westminster School District establish procedures for schools to share information with parents to assist them with working collaboratively with the school, specifically:

- Information about the roles of individuals who are working with their child.
- Who parents should contact for different issues and how they should contact them. This is particularly important at middle and secondary schools.
- The district policy that outlines how home teams and external consultants will work with the school.

Recommendation 3.3 New Westminster School District conduct a series of family focussed info sessions/workshops that are held at times convenient to parents.

Recommendation 3.4 New Westminster School District support staff to attend training/conferences on family engagement, working with families with students with disabilities and working with Indigenous families. The training should include a focus on increasing staff's understanding of the experiences, perspectives and challenges that diverse families face.

THEME 4: HIGH-QUALITY PROFESSIONAL LEARNING

This feature of quality inclusive practices describes such activities as staff professional growth, embedded professional learning/in-service opportunities and training for cross stakeholder groups. This will assist staff and families to learn contemporary, relevant, culturally appropriate and effective approaches and strategies to support diverse learners.

All participants in this review indicated they need continual professional growth to meet the complex and vast needs of today's diverse learners. Parents indicated that when school staff had the knowledge and skills required to understand their children's needs, and design interventions that supported their growth, that their children were much more successful. In some situations, parents shared that school staff had indicated that they didn't know what to do with their child, particularly those with complex needs. Additional training and professional development will contribute to a strong knowledge base along with practical strategies to ensure staff can actively engage all students in their learning. This training would also include developing skills for teachers and staff to understand and incorporate Indigenous worldviews and perspectives into the curriculum.

Recommendation 4.1 New Westminster School District creates a district multi-perspective committee to facilitate the development of a multi-year professional development/in-service plan for all personnel.

- Component (a) The committee will utilize the recommendations and other findings of the review, to provide the basis for this professional development/in-service plan.
- Component (b) The district will encourage school teams to participate in professional development/in-service together.
- Component (c) The district will encourage all professional development/in-service offering to include practical strategies.

Recommendation 4.2 New Westminster School District engage in the development of a process and/or select personnel with the focus of supporting staff to attain new inclusive practices and skills. This approach will follow the best practice in professional development for attaining new skills by working with staff on a frequent and regular basis.

- Component (a) The intent of this approach will be to support classroom teachers and school based LSTs with effective and practical strategies that address the needs, skills and education of diverse learners.
- Component (b) Additionally, this approach will support education assistants by demonstrating effective strategies and working side-by-side with them to further develop their competency with specific practices.

Recommendation 4.3 New Westminster School District develop a professional development/in-service plan to increase teacher and staff knowledge and understanding of Indigenous history and culture as well as their ability to incorporate Indigenous worldviews and perspectives into the curriculum.

THEME 5: CLEARLY ARTICULATED POLICIES AND PRACTICES

This feature of quality inclusive practices refers to administrators and staff being knowledgeable about current provincial and district inclusive education policies; as well as district policies, protocols and practices being clearly articulated, easily accessible and applied consistently across the district.

All stakeholder groups indicated this was a critical feature in the work conducted by teachers, education assistants, learning support personnel, aboriginal support workers, administrators and families to support student learning. Schools generally rated their work in this area as acceptable (as per the school-based assessment); and all school related personnel provided feedback on a wide range of challenges in this area. Families as well reported the need to more fully understand how the education system and district functioned. Their responses to this area will be more fully addressed in theme area #5 Family Support and Engagement.

Recommendation 5.1 New Westminster School District create and maintain a single depository or portal for staff to access current policies (dated), referral procedures, documents related to indigenous education and inclusive practices, etc.

Recommendation 5.2 New Westminster School District completes an updated District Manual on Inclusive Practices including Indigenous education and special education. The District will ensure all school administrators, school-based team chairs and schools have a current copy.

- Component (a) The Director of Learning Services and the District Administrator for Indigenous Education will conduct information / training sessions at the beginning of each school year to update new administrators, new school-based team chairs and new LST district staff on district policies and procedures.

- Component (b) The Director of Learning Services and the District Administrator for Indigenous Education will provide regular and timely updates to all administrators and staff on changes to district policies and procedures.

Recommendation 5.3 New Westminster School District develops Alternate Education procedures and program descriptions. These would include a referral and intake process, student assessment requirements (including a review to determine if students should be identified as students with special needs), district intake committee membership and terms of reference.

Recommendation 5.4 New Westminster School District articulate in writing, and communicate widely, (including to families), the roles and responsibilities of Administrators, Classroom Teachers, Learning Support Teachers, Aboriginal Support Workers, Child and Youth Workers and Education Assistants.

Recommendation 5.5 New Westminster School District will develop a framework to ensure cultural safety procedures are in place for staff and students.

General Comments

New Westminster School District used the framework “Assessing and Improving Special Education” which outlines 16 evidence-based features essential to high-quality special education. The authors of the framework encourage school districts to customize the framework to meet their own particular situation. New Westminster forwarded a framework with 13 features for schools to assess their inclusive practices, along with 3 features related to Indigenous Education. This school assessment data, along with the responses from all the focus groups, resulted in the above themes surfacing as the most significant. Schools also assessed these features: staff wide expertise in social-emotional needs, positive learning environment, student engagement, data-driven decision making, effective transitions (NWSS), effective transitions elementary to middle/middle to high school and advocacy. As much as these areas did not surface as critical at this time, schools’ ratings in these areas do provide important data they can use to maintain or strengthen these proven essential components to quality inclusive programming.

CONCLUSION

School staff, parents, students and community members all participated in the Inclusive Practices Review. This comprehensive review also included an examination of Indigenous Education and Alternate Education.

The many forums for providing feedback fundamentally asked three questions:

- *What is working well with the current student supports? What factors make the outcomes for students positive?*
- *What challenges do you face with current student supports?*
- *What needs to be changed or improved to make a positive difference in the education of students?*

It is recommended that New Westminster School District work on five key areas to improve and strengthen their effectiveness in including ALL students:

- ☑ Effective student supports
- ☑ Collaboration and team work
- ☑ Home school partnerships
- ☑ High-quality professional learning
- ☑ Clearly articulated policies and protocols

In all instances participants stated how important it was for New Westminster School District to take genuine and timely action on the findings from this comprehensive review on Inclusive practices, Indigenous Education and Alternate Education.

APPENDICES

ADOPTION OF AGENDA – 6:03 pm.

MINUTES FOR APPROVAL – April 28 and May 12, 2020

BUSINESS ARISING FROM THE MINUTES – Nil

CORRESPONDENCE – Nil

REPORTS FROM SENIOR MANAGEMENT – Facilities / Operations / Personnel

OTHER BUSINESS – Nil

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

ADJOURNMENT – 6:51 pm.