



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

**Tuesday, October 27, 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 October 27, 2020 Regular School Board meeting.	
2. <u>APPROVAL OF THE MINUTES</u>	7:05 PM
a. Minutes from the Open Meeting held:	
September 29, 2020 Regular Meeting	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the September 29, 2020 Regular School Board meeting.	
b. Business Arising from the Minutes	
3. <u>PRESENTATIONS</u>	
a. Kristie Oxley, 2020 BCTLA Teacher-Librarian of the Year / Diana Poole Memorial Award Recipient	7:10 PM 10
b. K-8 Online Program & 9-12 Online Program (M. McRae-Stanger & P. Craven)	7:15 PM 11

4.	<u>COMMENT & QUESTION PERIOD FROM VISITORS</u>	7:30 PM	
5.	<u>CORRESPONDENCE</u>	7:40 PM	
	a. Carmen Woo, In Appreciation, October 13, 2020		21
6.	<u>BOARD COMMITTEE REPORTS</u>		
	a. Education Policy & Planning Committee, October 13, 2020	7:45 PM	
	i. Comments from the Committee Chair, Trustee Beattie		
	ii. Approval of the October 13, 2020 Education Policy and Planning Committee Minutes		22
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the October 13, 2020 Education Policy & Planning Committee meeting.		
	b. Operations Policy & Planning Committee, October 13, 2020	7:55 PM	
	i. Comments from the Committee Chair, Trustee Connelly		
	ii. Approval of the October 13, 2020 Operations Policy and Planning Committee Minutes		25
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the October 13, 2020 Operations Policy & Planning Committee meeting.		
7.	<u>REPORTS FROM SENIOR MANAGEMENT</u>		
	a. Superintendent Update (K. Hachlaf)	8:05 PM	
	b. Inclusive Practices Review (B. Cunnings)	8:20 PM	30
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve Phase One of the Inclusive Education Implementation Plan (2020-2023) as presented.		

c.	Enrollment & Staffing Report 2020/21 (M. Naser & R. Weston)	8:40 PM	60
d.	Childcare Update (Verbal) (M. Naser)	8:50 PM	
8.	<u>NEW BUSINESS</u>	9:00 PM	
9.	<u>TRUSTEE REPORTS</u>	9:05 PM	
10.	<u>QUESTION PERIOD (15 Minutes)</u>	9:15 PM	
	<i>Questions to the Chair on matters that arose during the meeting.</i>		
11.	<u>NOTICE OF MEETINGS</u>	9:30 PM	
	Tuesday, November 17, 2020: Education Policy & Planning Committee, 5:00pm - Via Webex		
	Tuesday, November 17, 2020: Operations Policy & Planning Committee, 6:15pm - Via Webex		
	Tuesday, November 24, 2020: School Board Meeting, 7:00pm - Via Webex		
	Reminder:		
	Remembrance Day, November 11		
12.	<u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u>	9:35 PM	
a.	Record of the September 29, 2020 In-Camera Meeting		73
13.	<u>ADJOURNMENT</u>	9:40 PM	

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

**Tuesday, September 29, 2020, 7:00 PM
Via Webex Livestream**

PRESENT	Anita Ansari, Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Vice Chair Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Members of the Public Tanis Anderson, District Vice Principal of Early Learning Gordana Ballarin, Human Resources Manager – Teaching / Administration Matt Brito, Maintenance Manager Bruce Cunnings, Director of Instruction and Learning Services Dave Crowe, Director of Capital Projects Eric Kardoes, Director of Information Technology Kristen Keighley-Wight, Communications Manager Karen Klein, Director of International Education Larissa Koke, Human Resources Manager – CUPE/Exempt Iain Lancaster, District Vice Principal of Programs & Planning Mark Layzell, Operations and Transportation Manager John Lekakis, Vice Principal, Grade 12, NWSS Julie MacLellan, Reporter, New Westminister Record Marcel Marsolais, President, CUPE Local 409 Murray McLeod, Principal, NWSS Maureen McRae-Stanger, Director of Instruction, Learning & Innovations James Pocher, Assistant Secretary-Treasurer Sarah Wethered, President, NWTU Caroline Manders, Recording Secretary
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The New Westminister 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

Due to computer difficulties, Chair Ansari asked Vice Chair Dhaliwal to Chair the meeting on her behalf. The meeting was called to order at 7:04pm.

2020-049

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the September 29, 2020 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

- a. Minutes from the Open Meeting held:

- i. June 23, 2020 Regular Meeting

2020-050

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the June 23, 2020 Regular School Board meeting.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes

Nil.

3. PRESENTATIONS

- a. Orange Shirt Week

Associate Superintendent Naser introduced NWSS Principal Murray McLeod and Vice Principal John Lekakis who presented on activities taking place during Reconciliation Week. A \$1,200 bursary has been set up in Chief Larrabee's honour.

- b. 2020-21 Strategic Plan Review

Superintendent Hachlaf provided a brief overview and introduced the team leaders who provided highlights from their respective areas of focus: Learning, IT and Communications; Finance, Facilities and Capital Projects; and Human Resources.

Chair Ansari thanked everyone for their presentations.

4. COMMENT & QUESTION PERIOD FROM VISITORS

Please note questions will be answered during Question Period near the end of the meeting.

5. CORRESPONDENCE

Chair Ansari addressed the correspondence received by the Board. The importance of the Anti-Racism Policy Work, TransLink funding and the concerns expressed over the return to school will be discussed at future Board / Committee meetings when everyone can provide the appropriate amount of attention.

6. BOARD COMMITTEE REPORTS

- a. Education Policy & Planning Committee, September 15, 2020

- i. Comments from the Committee Chair, Trustee Beattie

Trustee Beattie thanked Trustee Dhaliwal for chairing the September 15 meeting.

- ii. Approval of the September 15, 2020 Education Policy and Planning Committee Minutes

2020-051

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the September 15, 2020 Education Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

- iii. 2020-21 Board Annual Workplan - Board Policy 2 - Appendix A

2020-052

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the School District No. 40 (New Westminster) revised Board Policy 2 - Appendix A: Board Annual Workplan for 2020/2021.

CARRIED UNANIMOUSLY

- b. Operations Policy & Planning Committee, September 15, 2020

- i. Comments from the Committee Chair, Trustee Connelly

Trustee Connelly appreciated the updates on the NWSS capital project.

- ii. Approval of the September 15, 2020 Operations Policy and Planning Committee Minutes

2020-053

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the September 15, 2020 Operations Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

- iii. 2019-20 Financial Statements

2020-054

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2019-20 Financial Statements as presented.

1 Opposed

CARRIED

- iv. Richard McBride Elementary School Re-naming Proposal

2020-055

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the creation of the re-naming committee for Richard McBride Elementary School and the proposed timeline.

CARRIED UNANIMOUSLY

- v. 2020-21 Board and Committee Meeting Schedule

2020-056

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the revised 2020-21 Board Meeting Schedule as presented.

CARRIED UNANIMOUSLY

7. REPORTS FROM SENIOR MANAGEMENT

a. Superintendent Update (K. Hachlaf)

i. COVID-19 Update

Superintendent Hachlaf provided highlights of the steps regarding communicating with families and staff around COVID-19 exposures.

- It was confirmed that the notification letters to families are sent out the same day as communication with Fraser Health is completed. As school communities become more familiar with this process, there should be less confusion around COVID-19 exposure communication. The communication flowchart was reviewed.
- Online professional development continues with staff throughout the year.
- District COVID-19 Health & Safety Plan was updated and will be updated as changes are introduced; changes will be highlighted in the document to make it clear what has changed.
- Associate Superintendent Naser explained the return to in-class instruction windows - immediate return before October 6 (22 students have returned to in-class instruction); January 4 return for applications received before December 11. All families in K-8 instruction have received this communication.
- Grade 10 student schedules - remote learning and in-class instruction scheduling in second quarter.
- Extension of meals program at alternate programs - to include RCAP.
- Attendance update - Ministry has provided details as to how to capture students in remote learning options; keeping students connected to their home school.
- City/School District collaboration - excited to continue to work with the City to identify spaces for childcare, such as the youth support program in Queensborough. The District is waiving rental fees for the youth program; in return the City has offered that teachers will be able to use the covered picnic area in Queensborough.

ii. Good Things Are Happening 2019-2020 Annual Report

Superintendent Hachlaf introduced Communications Manager, Kristen Keighley-Wight to review the Annual Report. The report will be finalized soon and will be available online. A special webpage will be setup on the District website dedicated to Capital Projects.

It was asked how parents may safely re-engage with their school community i.e. PAC meetings, volunteering, etc. Superintendent Hachlaf indicated that the Parent Advisory Councils (PACs) are currently conducting their meetings online and would continue to do so for the foreseeable future.

b. Update: COVID-19 Special Purpose Funding Grants

Secretary-Treasurer Ketcham provided an update on the Federal Special Purpose Funding Grant and allocation of \$2.5 million as follows:

Learning Resources & Supports: \$1,677,446

- Teacher & Support staffing related to schools and online learning options: \$1,287,500

- Technology costs to support online learning options: \$289,946
- COVID-19 school supplies: \$100,000
- Health and Safety: \$865,000** (in addition to the \$488,210 already received from provincial funding)
- PPE, plexi-glass, disinfection foggers and medical accommodation supplies: \$100,000
- Increased electrical costs to run HVAC units longer to increase fresh air intake into schools: \$75,000
- Touchless faucets and other capital upgrades: \$325,000
- Outside learning spaces (3): \$365,000 - looking at obtaining these structures via Habitat; steel structure; looking at the larger more populated school sites, before making a decision, the school communities will be asked whether this will be suitable for the sites. Not every site will be conducive to these spaces.

Transportation: \$6,000

- Special needs students who have mobility challenges; additional cleaning measures.

Childcare: \$0

- At this time, had to prioritize dollars to support K-12 learners

Executive Director of Human Resources Weston indicated that the District is currently recruiting for TTOCs to augment the current number of TTOCs already in the District. This would help to limit the number of sites to which they are assigned and mitigate the risk of COVID-19 transmission.

8. NEW BUSINESS

Nil.

9. TRUSTEE REPORTS

Trustees shared highlights of activities they participated in September.

10. QUESTION PERIOD (15 Minutes)

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

11. NOTICE OF MEETINGS

Tuesday, October 13: Education Policy & Planning Committee Meeting, 5:00pm - Via Webex

Tuesday, October 13: Operations Policy & Planning Committee Meeting, 6:15pm - Via Webex

Tuesday, October 27: School Board Meeting, 7:00pm - Via Webex

Reminders:

September 30: Orange Shirt Day

October 5: World Teachers' Day

12. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of the June 23, 2020 In-Camera Board Meeting
- b. Record of the August 20, 2020 Special In-Camera Meeting

13. ADJOURNMENT

The meeting adjourned at 9:10pm.

Chair

Secretary-Treasurer

DRAFT

BC Teacher-Librarian of the Year – Diana Poole Memorial Award

The BC Teacher-Librarian of the Year – Diana Poole Memorial Award is the highest honour of the British Columbia Teacher-Librarians' Association. The award honours practicing teacher-librarians who are making an outstanding contribution to teacher-librarianship at and beyond the school level in British Columbia. (Formerly The Diana Poole Memorial Award of Merit, BCTLA Award of Merit) (Fall Council, 1989, 1993, 1996; Spring Council 2009).

Criteria:

Individuals nominated for the award should be demonstrating the planning and implementation of a school library program of such exemplary quality that it is serving as a model and inspiration for others. They must also be involved in one or more of the following areas:

- Leadership and service to the profession through the BCTLA and related organizations.
- Commitment to professional growth through continuing education, research, or participation in national organizations.
- Sharing of ideas and resources through such means as workshops and publications.

The New Westminster K-8 Online Program and 9-12 Online Program

October 27, 2020

Maureen McRae-Stanger, Pam Craven

What is Online Learning?

A flexible learning option to meet the needs of students/families

Students learn at a distance from their teacher

Synchronous learning experiences: learning together

Asynchronous learning experiences: learning individually

Learning Management System (LMS)



PARTNERSHIP



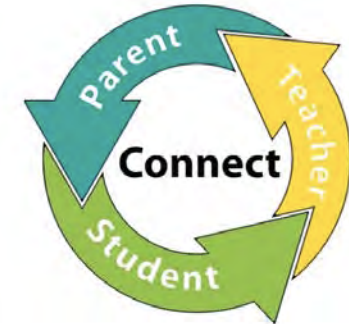
K-8: Keeping the Connections

- Students from the same school will be grouped together in classes
- Where possible, students will have a teacher from their home school
- Every student will be in a “homeroom” with other students from multiple grades from their home school
- Designated students continue to receive support from their home school LSTs, EAs, CYCWs, ASWs, and Counsellors



K-8 Online: Teaching and Learning

Long Range Plan					
Consider: How will Core Competencies be embedded? How will First Peoples Principles be embedded?	Teacher:	School:	Grade:	Term:	
Curricular Area:	Big Ideas/Concepts	Curricular Competencies	Content	Lesson Topics	Assessment Considerations & Performance Tasks (Formative/Summative)
English Language Arts: French Language Arts					
Math					
Physical and Health Education (Wellness)					



Weekly Plan: K-8 Students					
Teacher:	Week of:				
Grade:	School:				
Learning Category/Q	Monday	Tuesday	Wednesday	Thursday	Friday
Creativity What can I make today?					
Literacy How can I read, write, listen and speak today?					
Healthy Mind Brain breaks and mindful activities					
	Nutrition Break	Nutrition Break	Nutrition Break	Nutrition Break	Nutrition Break
Off Screen Play Time					
Numeracy How can I use numbers to solve problems?					



Professional
Development



K/1 New Westminster
Online School - Dr Kentel

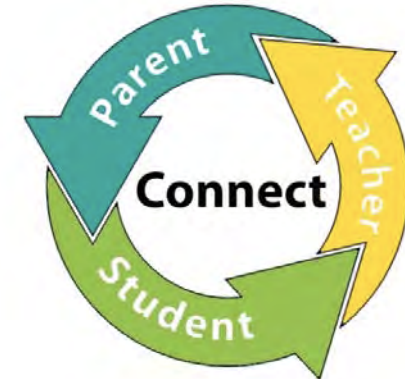


K-8 Highlights...



- Orange Shirt Day activities with District Librarian
- Online K class-small group “Forest Fun” on Wednesdays
- Implementation of SIMBI Reading Program and Mathletics for K-8
- Teams features: Classnotebook, video conferencing tools
- Asynchronous videos
- Student Learning Plan Conferences: connections!
- Catlin Tucker blended learning Pro-D
- Live stream of Hovercraft challenge with Grade 11/12 NWSS students

Online Learning Grade 9-12



Learning Modules

Grade 9 Students

- Full year courses: English, Social Studies, Math, Science, Physical & Health Education
- Semester 2 courses: Careers, Art, Entrepreneurship (others being explored)

Grade 10 – 12 Students

- Quarter, Semester, Full year calendars available to follow

Some Highlights

NEW COURSES

- All grade 9 courses
- Additional staffing to support student learning
- Teachers engaging in more face to face 1:1 support through Blackboard Collaborate LMS

QUESTIONS



From: [Carmen Woo](#)
To: [Board of Education](#)
Subject: In Appreciation
Date: October 13, 2020 9:12:51 PM

Hello everyone,

This is a quick note to thank you once again for the lovely presentation that Dee made today and all of your wonderful comments in the chat. One of New Westminster's defining characteristics, in my opinion, is our sense of community and connection. It was unexpected but so nice to hear and read the personal touches in your comments. I would also like to note how much I appreciate the time and effort that you make in supporting our students and our entire learning community. I can only begin to imagine all of the courageous conversations, tough decisions and late nights involved in taking on these roles, so thank you.

Kind regards,
Carmen Woo

Sent from [Mail](#) for Windows 10

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

**Tuesday, October 13, 2020, 5:00 PM
Via Webex Livestream**

PRESENT	Anita Ansari, Chair	Karim Hachlaf, Superintendent
	Dee Beattie, Trustee	Bettina Ketcham, Secretary-Treasurer
	Danielle Connelly, Trustee	Maryam Naser, Associate Superintendent
	Gurveen Dhaliwal, Vice Chair	Robert Weston, Executive Director of Human Resources
	Mark Gifford, Trustee	Caroline Manders, Recording Secretary
	Maya Russell, Trustee	Guests:
	Student Trustees	Members of the Public
	Jeryca Hechanova	Stacy Brine, Social Studies Teacher, NWSS
	Sam Killawee	Chris Evans, Principal, Glenbrook Middle School
	Anastasija Petrovic	Kristen Keighley-Wight, Communications Manager
		Emily Larkman, SLP/Reading Intervention
		Julie MacLellan, Reporter, New Westminster Record
		Cathy McMillan, Dyslexia BC
		Maureen McRae-Stanger, Director of Instruction, Learning & Innovations
		Sarah Wethered, NWTU
		Carmen Woo, Teacher-Librarian, Glenbrook Middle School
REGRETS	Mary Lalji, Trustee	

Chair Beattie recognized and acknowledged the Qayqayt First Nations, 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 5:03pm.

Moved and Seconded

THAT the agenda for the October 13, 2020 Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentations

- a. Carmen Woo, 2020 Prime Minister's Awards, Certificate of Achievement Recipient
On behalf of the Board of Education, Committee Chair Beattie presented the Certificate of Achievement to Carmen Woo, recipient of the Prime Minister's Awards for Teaching Excellence. Carmen thanked the Board for their acknowledgement.
- b. Dyslexia Awareness Month
Committee Chair Beattie introduced Cathy McMillan of Dyslexia BC. Cathy shared that she is the parent of two adult children with Dyslexia. The purpose and goals of Dyslexia BC were reviewed and their advocacy work with the Ministry of Education were highlighted. Approximately, 80% of all learning disabilities are Dyslexia or related to Dyslexia. The Learning Disabilities Association of Canada estimates that

10% of our population have a learning disability. Dyslexia BC is advocating for screening rather than diagnosing since screening can be done more quickly and economically. October is recognized as Dyslexia Awareness Month. Associate Superintendent Naser explained how Kindergarten and Grade 1 students at New Westminster Schools are screened three times during a school year; students identified with a learning disability meet with an intervention counsellor. Screening tools used within the District vary by grade level.

3. Comment and Question Period

Nil.

4. Student Voice

a. Restart of School Discussion

Committee Chair Beattie introduced the Student Voice Trustees, Jeryca Hechanova, Sam Killawee, and Anastasija Petrovic. Sam began the presentation with an overview of the responses provided by 205 students. Nearly half of the respondents attend NWSS in-person. Jeryca highlighted that about 75.1% of students are wearing their masks. About 54% prefer the quarter system. 68.3% students felt they are being supported by teachers and counsellors.

Anastasija provided a summary of the long-form responses, which were categorized into the following themes:

1. Quarter system is less stressful; less homework; more flexibility vs in-class and online learning; like the variety; social benefits - see friends at school; teachers are flexible and less people in the building which is making everyone feel safer.
2. What do you not like? Classes are 3-hour long; condensed so it's easy to fall behind; students feel more stressed as each course is only 10 weeks long; more negative than positive feedback regarding the quarter system for example half day of math and PE is more manageable than another course combination. Some students are not wearing masks in public areas; would like everyone to wear more masks.
3. Communication difficulties; develop a NWSS app and/or tweet on NWSS website to ensure that all students see communications; push out communication to all students.

Teachers have been very good about following up with students to ensure they do not fall behind.

Sam indicated that the survey feedback did not include many comments about transit concerns. BC Students for Change held a protest on September 22, which highlighted transit over-crowding concerns on buses.

Committee Chair Beattie thanked Student Voice for their thoughtful presentation.

5. Reports from Senior Management

a. Child and Youth Liaison Officers (CYLO) in New Westminster Schools

Director of Instruction, Learning & Innovations McRae-Stanger, provided a brief background of the role and purpose of Liaison Officers at New Westminster Schools. The experience with Liaison Officers varies with one's personal history, background, relationship with police, therefore, it is important to look at the Child and Youth Resource Program through a trauma informed lens.

For almost 20 years, the District's Child and Youth Resource Unit consists of three Child and Youth Liaison Officers (CYLO), two of these are school-based in Elementary/Middle Schools and Secondary School. The third officer is community-based with the Alternate Programs (RCAP, POWER, and SIGMA). The Program is fully funded by the New Westminster Police Department (NYPD), which is a voluntary partnership with the District. CYLOs receive specialized training; they are currently re-assigned to other duties and are not in schools. The various duties and activities that the CYLOs engage in within the District were highlighted.

Liaison officers do not engage in arrests of students, they advocate for students involved in the justice system.

Next steps to include:

- Review of the program, connecting it to the Board's Anti-Racism policy work;
- Stakeholder input (including Student Voice Trustees) through a facilitated process;
- Update the 2011 Memorandum of Agreement with the police department;
- Commitment from NYPD for continued training of CYLOs around trauma and racism;
- Communication and education of the partnership; use of guiding documents.

The Board indicated there are conflicted feelings about the Liaison Officer Program. They support an independent review of the program by the District and asked that care be taken to not re-traumatize those who participate in the review.

6. General Announcements

Nil.

7. Adjournment

The meeting adjourned at 6:24pm.

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

**Tuesday, October 13, 2020, 6:15 PM
Via Webex Livestream**

PRESENT	Anita Ansari, Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Vice Chair Mark Gifford, Trustee Maya Russell, Trustee	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Members of the Public Dave Crowe, Director of Capital Projects Madoc Hill, PFS Studio Eric Kardoes, Director of IT Kristen Keighley-Wight, Communications Manager Kelty McKinnon, PFS Studio Julie MacLellan, Reporter, New Westminister Record Sarah Wethered, NWTU Caroline Manders, Recording Secretary
REGRETS	Mary Lalji, 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 6:33pm.

Moved and Seconded

THAT the agenda for the October 13, 2020 Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentation

a. Memorialization Advisory Committee (MAC)

Superintendent Hachlaf introduced Madoc Hill and Kelty McKinnon of PFS Studios who have been involved in the site memorialization of New Westminister Secondary School. The overall design of the long-term vision of the site was reviewed. It's a phased approach where aspects of the site will be realized over a period of time.

- Phase 1: Phase 1a - Setting the Stage, begin the process of healing and reconnection; soften the site; initiate memorialization process with first clearing; emphasize memorialization as a process; set the framework; provide key routes, connections and wayfinding; address wider site use needs. Retention of the circular planters and welcome pole. Soil and turf to be introduced over time. First clearing to be near 8th street to include planters and wildflower meadow areas. Existing parking will be retained and/or expanded.

Preliminary costs for Phase 1a. hardscape and softscape are approximately \$96,425; overall cost to complete Phase 1a. is approximately \$952,775.

- Phase 1b - A Place for Healing, memorialization is continuation of softening of site that were started in Phase 1a. Establish underpinning concept of healing and interconnection; expand the Memorialization Process; provide key routes, connections and wayfinding; provide key amenities that address wider site use needs. Retain and protect existing block retaining wall; repurposed to start on more of a journey of memorialization; feature trees including Weeping Willow and Handkerchief Tree; bicycle pathway and lighting included; city or other agency website design and maintenance for collection of community stories; new consolidated parking including lighting, trees; hedge plantings.
- Phase 2 - Reconciliation and Reforestation, storytelling and participation; reinforce the underpinning concept; evolve the memorialization process to include trees & shrubs; engraved memorial stones; implement system for engraving; continued ability to post stories and memories to the website.
- Phase 3 - A Memorialization Park for all, which will include a memorial wall; inscribed stone; potentially include a Chinese Memorial Altar. A completion of the site - complete the build out; development of yearly programs of memorialization to bring ritual and meaning to the site.

Superintendent Hachlaf thanked Madoc and Kelty for their presentation. The cost of Phase 1a. will be covered by \$1 million, which was already included in the budget of the new NWSS build. The additional phases will require future funding to complete, as such discussions continue with the City and other agencies.

3. Comment & Question Period from Visitors

Nil.

4. Reports from Senior Management

a. Capital Projects Update

i. Richard McBride Elementary School

Director of Capital Projects Crowe provided highlights:

- Progress on-site is going very well.
- Upcoming milestones - foundations are being completed; pouring of concrete will commence, which will enable the steel structure of the school to be erected.
- Budget is on-track.
- No significant issues at this time.
- As the build moves into its next phase, it is possible that there may be some COVID-19 related delays. To date, the project has not been impeded by COVID-19. There have been no supply chain issues, however, given the issues experienced at NWSS, some caution and awareness is being exercised as the build progresses.
- The new school is scheduled to be completed December 2021 or January 2022.

ii. New Westminster Secondary School

Director of Capital Projects Crowe provided an update:

- Overall the project is 78% complete; design-build agreement is 95% complete.

- Focus of this phase of the build is on the commissioning of systems such as the fire alarm system, security system, computer network system, HVAC systems to ensure these are working properly.
- First delivery of furniture arrived on October 6; furniture deliveries continue to arrive every two days; the school is taking shape.

It is anticipated that there will be information about the move-in date soon.

b. Operations Update

i. October 2020 Operations Update

Secretary-Treasurer Ketcham provided highlights of the Operations Report. The 1701 submissions were sent to the Ministry of Education on October 9. It typically takes several weeks for the Ministry to complete their review. The District may hear funding announcements based on 1701 by mid-December.

- September 30, 2020 Financial Report
- The fiscal year begins July 1.

Revenues:

- On-track relative to 2019.
- Instructional Cafeteria Revenue - there could be adjustments as students split their school time between in-class and remote learning; not all students in school.
- Community Use of Facilities - slow start-up of facilities to not overwhelm custodians.

Expenses:

- Tracking close to prior year.
- Human Resources will see some variations in budget remaining; Principals' salaries are on a 12-month system; teachers on a 10-month system; Educational Assistants 4.5% differential due to pay period cut-off in October.
- Dues & Fees - typically these (BCSTA and BCPSEA) are paid at the start of the year, which is consistent with prior year reporting.
- Utilities cost will increase as the winter season commences.

It was asked whether Professional Development Travel budget item could be repurposed elsewhere; this can be revisited during the amended budget discussions.

ii. COVID-19 Special Purpose Funding Grants Update

Secretary-Treasurer Ketcham reviewed the latest COVID-19 Special Purpose Funding Grants allocations. The District received \$488,210 in provincial grant funding and has been allocated as follows:

- o Masks: \$26,241
- o Cleaning Supplies: \$59,701
- o Hand Washing Stations: \$107,344
- o Technology Hardware: \$25,686
- o Support Salaries: \$214,590
- o Support Relief Salaries: \$1,000
- o Benefits: \$53,648

- Federal Funding \$2,548,466 (\$1,274,233, first half of funding received) breakdown was reviewed:
 - o Learning Resources and Supports: Teacher & support staffing related to schools and online learning options; technology costs to support online learning options; COVID-19 school supplies – total budget allocated: \$1,677,446
 - o Health & Safety: PPE, plexiglass, disinfection foggers and medical accommodation supplies; increased electrical costs to run HVAC units longer to increase fresh air intake into schools; touchless faucets and other capital upgrades; outside learning spaces – total budget allocated: \$978,696
 - Feedback was requested from District sites as to who was interested in outdoor learning spaces.
 - Following sites were selected:
 - Qayqayt Elementary
 - Queen Elizabeth Elementary - there will be no impacts on the future expansion; the structure will be placed appropriately as to not to interfere.
 - Lord Kelvin Elementary
 - Glenbrook Middle School - the structure will be placed near the basketball courts.
 - Transportation – total budget allocated: \$6000
- c. Technical Services (TIS) October Update
Director of IT Kardoos provided highlights.
- d. Child Care Update
Associate Superintendent Naser provided an update on the following four sites:
- Richard McBride – 15 new spaces added - application was submitted and approved; shared space with Strong Start, to open mid-November; number of students are reduced at this time partly due to children staying at home (COVID-19 comfort levels).
 - F.W. Howay - 30 spaces, currently about 17 students are participating; Howay is undergoing an enrollment review.
 - Connaught Heights – 25 spaces (ages 3-5), working on application - before and after school space; portable structure.
 - Queensborough – 30 new spaces added, opening November 1; continuation of City and School District partnership to increase spaces.

It is hoped that with the Queen Elizabeth Elementary School expansion project, as portables become available, that the District would be able to repurpose the portables for possible child care spaces. Unfortunately, since this is an expansion project, the District is not able to proceed with a Neighbourhood Learning Centre. The District has been advised that the Ministry is not able to confirm this since the expansion is too far out for the Ministry/City to commit.

Moving forward, the District continues to work with the City's child care working group; a school district survey will be sent out to assess current community child care needs; monitoring of enrollment trends.

5. **General Announcements**

Nil.

6. **New Business**

Nil.

7. **Old Business**

Nil.

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

Nil.

9. **Adjournment**

The meeting adjourned at 8:11pm.

DRAFT

Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: October 27, 2020

Submitted by: Bruce Cunnings, Director of Instruction – Learning Services

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

Subject: Inclusive Education Implementation Plan

Background:

In January 2019, the Board of Education of School District 40 (New Westminister), passed a motion to undertake a comprehensive review of special education services and programs in the 2019/20 school year.

At the conclusion of this review, on June 23, 2020 the Board moved and carried unanimously:

THAT the Board of Education of School District No. 40 (New Westminister)
1. through this motion thanks all those who participated in the Review of Inclusive Practices in New Westminister School District in 2019-2020, acknowledges there is still much more to do to ensure equitable access to education for all students, and states our recommendations to actions.

CARRIED UNANIMOUSLY

In addition, the following motion was postponed:

THAT the Board of Education of School District No. 40 (New Westminister) recommend that:
2. Staff prepare an Action Plan for the October Operations Committee meeting to outline implications of each recommendation and integration with the District Strategic Plan including:

- considerations for the Board in terms of policy, or additional budget required;*
- comprehensive, measurable indicators of success, and timeline, for each recommendation;*
- a plan for how the Board will ensure monitoring and evaluation;*
- a plan for ongoing consultation and engagement with students, families, staff, teachers, Principals and Vice Principals to support implementation, monitoring and evaluation.*

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approve Phase One of the Inclusive Education Implementation Plan (2020-2023) as presented.

Implementation Plan:

The recommendations from the Inclusive Education Review will be implemented in three phases beginning in the 2020-2021 school year. The recommendations will be in alignment with the Strategic Plan. The Implementation Plan will outline for each recommendation:

- Timeline for implementation
- Budget implications
- Measurable indicators of success

The Implementation Plan includes four focus areas:

1. High-Quality Professional Learning
2. Effective Student Supports
3. Home School Partnerships
4. Clearly Articulated Administrative Procedures and Board Policies.

Monitoring the Plan:

The Director of Instruction - Learning Services will present to the Board in October, March, and June of the 2020-2021 school year to allow for monitoring and evaluation of the implementation plan.

Communication and Consultation:

Ongoing consultations will take place through annual staff in-service, meetings, parent information sessions and communication, and the annual student symposium.

Additional Information:

Four appendices are included in the package that outline the professional development opportunities for staff in alignment with the recommendations in the review.

Appendix 1: Implementation Plan

Appendix 2: Presentation Slides

Appendix 3: Educational Assistants Professional Development

Appendix 4: Learning Support Staff and Administration Professional Development

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Mission

To enable each student to learn in a safe, engaging, and inclusive environment



The recommendations in the Inclusive Education Review will be implemented in alignment with the strategic priorities identified in the Strategic Plan.

Strategic Priorities:

- A. Transform the student experience
 - Staff are supported and encouraged to find purpose and meaning in their work and reach their full potential*
 - Students are meaningfully engaged and have an active voice*
 - Be unwavering in our commitment to improve student success*
 - Students are thriving emotionally, socially and academically, and are whole and healthy Learners*
- B. Build meaningful relationships
 - Staff are valued and appreciated*
 - Families have opportunities to engage with the educational system to develop trusting relationships*
 - Students are connected in a welcoming and inclusive learning community*
- C. Lead into our future
 - A commitment to truth and reconciliation guides and informs our work in the District*
- D. Ensure full participation in learning

Phase One Implementation: 2020-2021 school year
Phase Two Implementation: 2021 - 22 school year
Phase Three Implementation: 2022 - 23 school year

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Phase	Recommendations: “New Westminster School District”	Timeline	Measurable Indicators of Success
High-Quality Professional Learning			
One	Recommendation 1.1 Develop and access training on Positive Behaviour Supports for school-based teams. Training should be delivered following best practices in Professional Development/In-service.	Implementation over all three phases.	In-service/Professional Development opportunities for Educational Assistants and Learning Support Teachers Track attendance by employee group at each training session. School Based Teams tracking data for their students - (Students in care, staff safety plans, Positive behaviour support plans, gradual entry plans) Applied Behaviour Analysis Training for Educational Assistants. - This is an annual training. Track the number of staff who complete the two-day training. Ongoing Budget item - \$3,150 per training. Planning for fifteen hours of support from The Provincial Outreach Program for Autism and Related Disorders. Educational Assistant Training Program - Cohort Two started September 2020. October 23, 2020 Educational Assistants Professional Development Opportunities Educational Assistant In-service - Supporting on-line students

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Three		Phase 3 Implementation 2022-2023 school year.	Six-day training for two Learning Support teachers from each school on Functional Behaviour Support Planning with Dr. Richard Stock. Budget item - \$9,000 This will be a train the trainer model.
One	Recommendation 1.3 Implement training focused on practical strategies for Universal Design for Learning, with an emphasis on differentiation and adaptations for <u>all</u> learners across K-12.	January 2021 September 2021	Jennifer Katz Professional Development - November 30, 2020 Book study – Ensouling our Schools for Learning Services Itinerant staff and interested staff. Curriculum Facilitator – Inclusive education Staff will be co-teaching in classrooms implementing Universal Design for Learning strategies together with our Educational Assistants. Track the number of staff supported.
One	Recommendation 2.1 Strengthen the capacity of school-based teams through mandatory training for all regular members	October 27, 2020	In-service for all School Based Team members. First session October 27, 2020. Separate session will be held for our Elementary/Middle/Secondary/ALT Learning Support Teachers.
Two	Recommendation 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.	2021 - 2022 school year	District In-service - External Facilitator for our students with Autism (Cost \$3,150) Training Targeted by Ministry of Education Designation (Low incidence/High incidence)

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Two	Recommendation 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.		This will be a key aspect in the School Based Team and IEP training for Learning Support Teachers
Two	Recommendation 4.1 Create a district multi-perspective committee to facilitate the development of a multi-year professional development / in-service plan for all personnel.	2021-2022 School year	Ensure all employee groups are represented on the existing District Professional Development Committee. Work with employee group to expand the scope of the District Professional Development Committee.
Two	Recommendation 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.	2021-2022 School year.	Curriculum Facilitators – Inclusive Education will work directly with Educational Assistants and teachers on learning and implementing inclusive practices and skills.
Three	Recommendation 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.	2022-2023 School year.	District Principal Equity and Inclusion Aboriginal Education Department In-Service planning
Effective Student Supports			
Three	Recommendation 1.2 Expand the capacity of our existing District Behaviour Team to assist schools who are supporting students with significant challenging behaviours.	2022-2023	Host a Board Certified Assistant Behaviour Analyst practicum student. This requires supervision hours by our District Board Certified Behaviour Analyst.

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			Staff to evaluate the effectiveness and impact of this position. Budget implication of additional staffing.
Two	Recommendation 1.4 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.	2021-2022 school year September 2021	Curriculum Facilitator – Inclusive education These two positions will be re-posted externally for the 2021-22 School year. These two positions were approved in the 2020-2021 budget inclusive of a \$5,600 Minor Department Head allowance. Train and support district Curriculum Facilitators in Universal Design for Learning approaches and strategies. Implement a Learning Support teacher mentoring program. Ongoing Cost of \$7,200 for an external staff mentor.
Two	Recommendation 1.5 Support schools to develop strategies to facilitate positive interactions and friendships.	2021-2022 School year	Best Buddies programs in schools - track program participation Targeted in-service on programming for social interactions and friendships. Curriculum Facilitator – Inclusive education supporting Universal Design for Learning strategies. Track number of staff trained Track the number of staff attending the in-service
Two	Recommendation 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.	2021-2022 School year	Reports to the Board of Education: • The District Principal Equity and Inclusion (Posting) • Aboriginal Support Workers • Aboriginal Graduation Coach

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	Recommendation 1.7 Improve supports for Indigenous students needing social emotional support and access to authentic cultural teachings.		Use FSA data and Provincial Assessment data for Indigenous students.
Two	Recommendation 1.8 Ensure academic supports and interventions are in place to support students who are struggling in the areas of literacy and numeracy.	2021-2022 School year	Reports to the Board of Education by the District Vice-Principal - Early Learning. Track student progress through early intervention testing – District Speech Language Pathologist. Curriculum Facilitator - Numeracy Track initiatives and classrooms supported. Ongoing literacy professional development. Ongoing consultation with the Provincial Outreach Program for the Early Years. FSA and Ministry of Education data to track student progress.
Home School Partnerships			
One	Recommendation 3.1 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 creates an easy-to-read parent handbook to include:	March 2021	Phase one: Branded Printing of Inclusive Education Review published on the district website. Revise our existing Parent handbook

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Three	• General information relating to inclusive education in New Westminster schools. • How parents can access services for their child and how to advocate in effective ways. • Specific information relating to transitions. Preschool to kindergarten, elementary to middle, middle to secondary, and secondary to school leaving. 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 Establish procedures for schools to share information with parents to assist them with working collaboratively with the school. Recommendation 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.	March 8, 2021	Small working group of parents through DPAC - Three working sessions. Put on the District website prior to Spring Break
		January 2021	Phase Two: Targeted parent information events on specific topics: • IEP • District Support: • School Psychologists/Speech Language Pathologists/Occupational Therapy-Physical Therapy/Hearing teacher/Vision teacher • Transitions guide review with school administration and School Based Teams. Branded Communication Posters with visuals – available in different languages - published on the district website.
	Recommendation 3.4 In-Service for staff on family engagement, working with families with students with disabilities and working with Indigenous families.	2022-2023 School year	Included in the revised parent handbook. Settlement Workers In Schools (SWIS) participating in our clerical September Learning Services in-service and administration meeting. District Principal Equity and Inclusion - New position

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			Ongoing collaboration with Spirit of the Children Society
Three	Recommendation 3.3 Conduct a series of family focussed info sessions/workshops that are held at times convenient to parents.	2022-23 School year	Targeted parent information sessions: - Individual Education Plans - District Support: - School Psychologists/Speech Language Pathologists/Occupational Therapy-Physical Therapy/Hearing teacher/Vision teacher District Support: Psych/SLP/OT-PT/Hearing/Vision - Transitions Budget - \$200 meeting expenses
Clearly Articulated Administrative Procedures and Board Policies			
One	Recommendation 2.4 Ensure all support staff are present for IEP and relevant School Based Team meetings.	Ongoing	Work with our Human Resources Department and school administration to ensure staff are scheduled to cover for meetings. Utilize Learning Improvement Fund for meetings.
Two	Recommendation 5.1	2021 - 2022 school year. <i>(to be</i>	Creation of Inclusive Education Share Point Site

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	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.	<i>confirmed with new IT Manager)</i>	All Inclusive Education forms and documents will be available to staff in one location.
One	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 Develop Alternate Education procedures and program descriptions.	September 2020 - March 2021 March 2021	Revised Inclusive Education Staff Handbook Completed February 2021 Annual revisions to reflect Ministry of Education Policy changes Inclusive Education Learning Support Teacher in-service September 29, 2020. This is an annual event. Ongoing Learning Support Teacher in-service targeted to on-line support. Administrative Procedures and Board Policy. Provide updates on revisions and process. District Learning Team Bi-monthly updates on Inclusive Education by the Director of Instruction and District Principal-Equity and Inclusion District Principal Alternate Programs and New West Online Learning - Pam Craven Program descriptions included in the Staff and parent Handbook

Inclusive Education Review

Implementation Overview



New
Westminster
Schools

Inclusive Education Implementation Plan

The recommendations in the Inclusive Education Review will be implemented in alignment with the strategic priorities in our Strategic Plan.

Strategic Priorities

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

Our foundation

VISION

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MISSION

To enable each student to learn in a safe, engaging, and inclusive environment

VALUES

collaboration

Purposeful, cooperative relationships to achieve shared goals and consider each other in our decisions and actions

engagement

Meaningful, purposeful, and relevant learning

equity

Fair treatment and the removal of barriers to learning, achievement, and the pursuit of excellence for all

inclusion

Learning where all people are welcomed, respected, and supported

innovation

Curiosity, inquiry, and creativity

integrity

Ethical, principled, and honest in our words and actions

Transforming Inclusive Education

Consultative Review: 2019–20

Phase 1 Recommendations: 2020–21

Phase 2 Recommendations: 2021–22

Phase 3 Recommendations: 2022–23

Board Motion

THAT the Board of Education of School District No. 40 (New Westminster) recommend that:

2. Staff prepare an Action Plan for the October Operations Committee meeting to outline implications of each recommendation and integration with the District Strategic Plan including:

- considerations for the Board in terms of policy, or additional budget required;*
- comprehensive, measurable indicators of success, and timeline, for each recommendation;*
- a plan for how the Board will ensure monitoring and evaluation;*
- a plan for ongoing consultation and engagement with students, families, staff, teachers, Principals and Vice Principals to support implementation, monitoring and evaluation.*

Recommendation: *THAT the Board of Education of School District No. 40 (New Westminster) approve Phase One of the Inclusive Education Implementation Plan (2020–2023) as presented.*

Phased Implementation

Phase One: 2020–2021 School Year		Phase Two: 2021–2022 School Year		Phase Three 2022–2023 School Year	
Recommendation 1.1 Recommendation 1.3 Recommendation 2.1 Recommendation 2.4 Recommendation 4.1 Recommendation 5.2 Recommendation 3.1 Recommendation 5.4 Recommendation 5.3		Recommendation 1.5 Recommendation 2.2 Recommendation 2.3 Recommendation 1.6 Recommendation 1.7 Recommendation 3.2 Recommendation 4.2 Recommendation 5.1 Recommendation 1.8		Recommendation 1.2 Recommendation 4.3 Recommendation 1.4 Recommendation 3.3 Recommendation 3.4	
<u>Budget Requirement:</u> ABA Training Staffing: Curriculum Facilitators District Vice–Principal Early Learning District Principal – Equity and Inclusion Educational Assistants		<u>Budget Requirement:</u> ABA Training IEP Training LST Mentorship Program Staffing: Curriculum Facilitators District Vice–Principal Early Learning District Principal – Equity and Inclusion		<u>Budget Requirement:</u> ABA Training LST Mentorship Program Functional Behaviour Analysis Training Parent information sessions Behaviour Team staffing Inclusive of staffing from Phase one and two.	
	\$3,150		\$3,150		\$3,150
	\$5,600		\$3,150		\$7,200
			\$7,200		\$9,000
			\$5,600		\$200
					\$86,000
	Total Phase 1		Total Phase 2		Total Phase 3
	\$8,750		\$19,100		\$105,550

Phase one: 2020–2021 school year

High Quality Professional Learning

Recommendation 1.1

Develop and access training on Positive Behaviour Supports for school-based teams. Training should be delivered following best practices in Professional Development/In-service.

Recommendation 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.

Phase one: 2020–2021 school year

High Quality Professional Learning

Recommendation 2.1

Strengthen the capacity of school-based teams through mandatory training for all regular members

Recommendation 4.1

Create a district multi-perspective committee to facilitate the development of a multi-year professional development / in-service plan for all personnel.

Phase one: 2020–2021 school year

Home School Partnerships

Recommendation 3.1

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 creates an easy-to-read parent handbook to include:

- General information relating to inclusive education in New Westminster schools.
- How parents can access services for their child and how to advocate in effective ways.
- Specific information relating to transitions. Preschool to kindergarten, elementary to middle, middle to secondary, and secondary to school leaving.

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

Establish procedures for schools to share information with parents to assist them with working collaboratively with the school.

Recommendation 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.

Phase one: 2020–2021 school year

Clearly Articulated Administrative Procedures and Board Policies

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

Develop Alternate Education procedures and program descriptions.

Board of Education Updates

Director of Instruction – Learning Services

Board updates:

- October 2020
- March 2021
- June 2021



Recommendation:

Recommendation: *THAT the Board of Education of School District No. 40 (New Westminster) approve Phase One of the Inclusive Education Implementation Plan (2020-2023) as presented.*

Annual Training

ABA Training (2-day training) - Annual Training (Recommendation 1.1)

Instructor: Dr. Richard Stock from Capilano University

This two-day training will cover the basic principles of ABA, functions of behaviour, behaviour principles, reinforcement, and instructional techniques.

Session one: February 22 & March 2, 2019

Session two: August 26 and 27th 2019

Session three: February 14 & April 9, 2020

Session Four: Spring 2021

Nonviolent Crisis Intervention Training - Annual training (Recommendation 1.3)

One day refresher training and two-day training is offered in the last week of August every year. Courses offered on Pro-d days throughout the year as needed. The district tracks EA's completion of this training.

Provincial Outreach Program for Students with Deafblindness - Introduction to Deafblindness Course. January - March 2021

2020-2021 School Year

Sept. 28, 2020 (1:30-2:30) (Recommendation 1.1)

"Reading Strategies for EAs Supporting Emergent and Developing Readers"

Presented by Emily Larkman

Topics covered: Reading development; styles of texts to support comprehension; styles of text to support decoding; strategies and activities to support comprehension; difference between decodable and non-decodable words; strategies and cues for decoding errors; automatic word recognition and reading fluency; strategies and activities to support reading fluency

October 23, 2020 Provincial Pro-D day.

POPFASD will be presenting a province-wide through our popular livestream, POPFASD Live! on **October 23 from 9-11:30**. This is a great foundational session for educators that will look at:

1. What it is (definition and diagnosis)
2. What we know (current research)
3. What it might look like (Primary Disabilities and Impacts)
4. What we can do to support (Accommodations and Strategies)



Afternoon Session 1:

Function of behaviour: Dr. Richard Stock

This session will be facilitated by Karen Bower.

There will be #40 in person spots available at the NWSS library. Registration for the in-person spots will be out asap.

Afternoon Session 2:

Topic: Supporting Our Learners with a focus on literacy

Facilitated by Tanis Anderson, District VP – Early Education

Virtual

Full Day Session: Learning Assistance Teachers' Association Conference

Overview:

The conference planning team at the **Learning Assistance Teachers' Association (LATA)** is excited to offer an outstanding virtual professional development opportunity at the annual LATA conference, **THE CO-TAUGHT CLASSROOM: SUPPORTING INCLUSION IN CHALLENGING TIMES AND CREATING SCHOOLS FOR ALL**, on Friday, October 23, 2020. This year's keynote speaker, **Dr. Paula Kluth**, will talk about 5 ways to create an amazing, nearly miraculous and earth-shattering partnership. Workshop facilitators cover a range of topics including inclusion strategies, right brain reading, graduating with ASD, mindfulness, acquired brain injury and student learning, surviving ELL with a full case load, and more!

Full Day Workshop Choices:

- Right Brain Reading Full Day Workshop - using neuroscience to help struggling readers be successful
- Supporting Communication and Social Interaction for Students with Autism Spectrum Disorder in the School Setting
- Supporting Student Success with Social-Emotional Learning

November 2020 - Supporting On-Line Students (Recommendation 1.1 & 1.3)

MS Teams session co-facilitated with an Educational Assistant and Support teacher team.

October 19, 2018

AM Sessions (9:00 – 12:00pm)

1. **CPI** one-day refresher. Participants must have previously completed the two day foundations course.
2. **Supportive Learning Environments** with Susan Powell, PhD (55 participants max.). Susan will be presenting on proactive and supportive practices/strategies that support academic, behaviour and social learning.
3. **Crossing Guard Training** – with Mark Layzell, Operations & Transportation Manager & Jane Boutilier, Human Resources Manager. Safe Procedures for School Crossing Guards. All EA's currently doing casual crossing guard at their sites and any EA's that would like to do casual crossing guard at their site in the future are invited to attend.
4. **First Aid Refresher** with OHS Advisor Mona Cheng (15 participants max.). Participants should have previously taken a First Aid course. Child and rescue procedures, how & when to contact emergency services. (Participants should wear comfortable shoes and clothing).

PM Sessions (1:00pm – 3:00pm)

1. **Personal Emergency Preparedness** with SD40 Occupational Health and Safety Advisor, Mona Cheng.
2. **Supporting Inclusive Learning Environments**. Cristin Wilson and Tracey Meaden are support teachers from Maple Ridge/Pitt Meadows School District. They will be sharing their experiences and practical ideas for supporting students.

Speech Language Pathology Session:

District PRO D 2018: Strategies to Use with Limited Language Students

Speech Language Pathology Session:

October 2019 – QE and QMS (LST and EAs) Introduction to AAC and Touch Chat
- GMS Intro to Touch Chat and AAC (LST and EAs)

Understanding Challenging Behaviour – POPARD Super Workshop (2-day workshop)

October 25 & November 12, 2019

August 28, 2019 Carly Erikson - Workshop on Assessment for EA's

Friday October 25, 2019

We will be offering a session on Visual Supports for Students with Autism as well as an opportunity to participate in a facilitated focus group as part of our district review of special education. This session will take place in the library at NWSS. Karen Bower will be facilitating the video presentation by Brenda Fossett, PhD, BCBA-D, Capilano University. Dr. Brenda Fossett, BCBA-D, is an inspired teacher who is widely admired for her ability to convey complex concepts to those who work with children and adults with special needs, whether they are educational professionals or parent. Dr. Fossett has been on faculty in the Applied Behavior Analysis – Autism Department at Capilano University since 2013.

12:00 – 1:25pm Focus Group (2 groups of 15) and (Session on Provincial Outreach Programs and free resources (POPARD/Set-BC/POPFASD)

1:30 – 3:00pm Focus Group (2 groups of 15) and (Session on Provincial Outreach Programs and free resources (POPARD/Set-BC/POPFASD)

The focus groups will be run by two consultants who have been contracted to help facilitate our review of special education.

November 12, 2019

On Tuesday November 12th, our District Learning Services will be offering Part 2 of the Visual Supports for Students with Autism as well as an opportunity in the afternoon to participate in a facilitated focus group as part of our district review of special education.

Karen Bower will be facilitating the video presentation by Brenda Fossett, PhD, BCBA-D, Capilano University. This session will include using visual schedules, creating and using within-activity schedule and visual supports to improve social skills and behaviour.

In the afternoon, Karen Bower will be doing an introduction to Chromebooks. This will be a hands-on session giving an overview of the Chromebook features and Google Drive.

Location: **New Westminster Secondary School – Library**

Shape of the day:

8:45am - Coffee & Snacks

9:00am – 11:00 ACT video session – Part 2 - Visual Support Strategies for Individuals with ASD

11:15am – 12:00 – Lunch (participants

12:00 – 1:25pm Focus Group (2 groups of 15) or Introduction to Chromebooks and Google Drive

1:30 – 3:00pm Focus Group (2 groups of 15) or Introduction to Chromebooks and Google Drive

The focus groups will be run by two consultants who have been contracted to help facilitate our review of special education.

Speech Language Pathology Session:

March 2020 – Lord Kelvin, QE EA In-service in AAC in the Classroom

May 8, 2020 (Qayqayt EAs)

“Strategies for Reading to Students”

Presented by Emily Larkman

Topics covered: Skills addressed when reading to students (joint attention, phonological awareness, vocabulary development, grammar development, story structure elements, print convention, connections to own life experiences, exposure to new ideas and experiences); strategies to use when reading aloud to students; scaffolding responses to open-ended questions; planning comments/questions about the book in advance; making the interactions conversational (rather quiz-like)

February 14, 2020

Fetal Alcohol Spectrum Disorder workshop February 14, 2020 9:00am – 12 noon (NWSS rm. 133B)

In this session, you will learn about Fetal Alcohol Spectrum Disorder and how an approach to supporting students with this disorder can be utilized with all kids who have learning challenges. By understanding our individual students, we can begin to work towards finding the strategies that will lead to improved success in the classroom. We will introduce you to current research, strategies, and resources.

Presenter: Stacey Wakabayashi

Stacey Wakabayashi has spent the majority of his 30-year career teaching grades two to six at an inner-city elementary school in Prince George. He has also worked as a resource teacher for 5 years at both the elementary and secondary levels. Stacey is a teacher consultant with POPFASD and has been with the program since its beginning.

SET-BC – Google Read and Write February 14, 2020 9:00am – 12 noon (NWSS rm. 127)

This professional learning opportunity will allow participants to explore Google Chrome Read & Write. The workshop will explore how read & write tools can support differentiated instruction in the classroom and support all learners. Read & write is an extension that helps learners improve their reading, writing, studying and research skills. Participants will explore tools such as text-to-speech, word prediction, page simplification and highlighting tools to name a few.

2020-2021 School Year

September 29, 2020 Learning Support Teacher Start up In-service: This is an annual in-service to review school start up process and review any changes to referral process.
(*Recommendation 3.1*)

October 26, 2020 School Based Team In-service for school administration.

October 27, 2020 Learning Support Teacher In-service: School Based Team Training
(*Recommendation 2.1*)

2020 - 2021 Bi -Weekly sessions - Supporting Our On-line students

Learning Support Teacher Professional Development

Learning Support Teacher Start up In-service: This is an annual in-service that takes place in September.

1701 Training In-service September 2018 for all Learning Support Teachers

Learning Support Teacher In-service: Two district wide in-service sessions are held each year.
Topics covered:

- Year at a glance for LST's
- Positive Behaviour Support Plans / Data collection
- Staff Safety Plans
- Tiered Systems of Support / PBS and UDL strategies
- School Based Team
- Transitions

May 2019 Audit file Review. District Psychologists and Deirdre Way reviewed our Level 1 and 2 files. District Psychologist met with School Based Teams to provide feedback and support with problematic file.

Level B Assessment Training:

School Psychologists provide ongoing training to Learning Support teachers

Administrator Leadership Development - Inclusive Education Sessions

August 2018 CPI one day training for school administration

January 24, 2019 Michael Handcock - Meaningful Consultation Presentation

February 2019 Carly Erikson - Investigating Challenging Behaviour

May 7, 2019 Terri Locket - The ABC'S of IEP's An Administrators Role

Professional Development Opportunities

February 22, 2018 "Early Reading Screening Tool (ERST)"

Presented by Anjala Banziger and Emily Larkman

Topics covered: difference between phonological awareness and phonics; what is reading fluency; importance of screening; introduction to the Early Reading Screening Tool (ERST) – demonstration & practice

September 2018 Curriculum Implementation Day

"Early Reading Screening Tool / Test de dépistage de lecture précoce (ERST/FERST)"

Presented by Anjala Banziger and Emily Larkman

Topics covered: difference between phonological awareness and phonics; what is reading fluency; importance of screening; introduction to the Early Reading Screening Tool (English & French versions) – demonstration & practice

September 2018 Visual Supports

Within this workshop, participants will learn various uses for simple visual supports in order to increase student participation and learning and decrease problem behavior! Participants will also create their own visual supports (daily visual schedules, within-activity schedules, countdown strips, token economies, consequence maps) to be used immediately with students.

November 2018 Nonviolent Crisis Intervention Training : training for district and Tweedsmuir staff by Karen Bower

January 18, 2019 (Howay Staff)

"Early Reading Screening Tool (ERST)"

Presented by Emily Larkman and Dawn Sasges

Topics covered: introduction to the Early Reading Screening Tool (ERST) – demonstration & practice

October 10, 2019 (Tweedsmuir Staff)

“Early Reading Screening Tool (ERST)”

Presented by Emily Larkman and Courtney Millhoff

Topics covered: introduction to the Early Reading Screening Tool (ERST) – demonstration & practice

October 23, 2019 (Connaught Staff)

“Spelling and Word Study: What, Why, and How?”

Presented by Emily Larkman

Topics covered: what research tells us about word-level reading and spelling; difference between word study and traditional weekly spelling tests; features of English orthography (not as chaotic as people think!); how to assess spelling; how to analyze spelling errors (phonemic awareness, orthographic awareness, morphological awareness, semantics & etymology, forming robust “mental orthographic images”); choosing practice activities that specifically target the kind of error your students are making

December 16, 2019 (Tweedsmuir Staff)

“Early Reading Screening Tool / Test de dépistage de lecture précoce (ERST/FERST)”

Presented by Anjala Banziger and Emily Larkman

Topics covered: introduction to the Early Reading Screening Tool (English & French versions) – demonstration & practice

October/November 2019 POPARD Two Day Super Workshop “Understanding Challenging Behaviour

February 14, 2020

Fetal Alcohol Spectrum Disorder workshop February 14, 2020 9:00am – 12 noon (NWSS rm. 133B)

In this session, you will learn about Fetal Alcohol Spectrum Disorder and how an approach to supporting students with this disorder can be utilized with all kids who have learning challenges. By understanding our individual students, we can begin to work towards finding the strategies that will lead to improved success in the classroom. We will introduce you to current research, strategies, and resources.

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Enrollment & Staffing Report 2020/21

District Enrollment (FTE) as of Sept. 30

Overall District Enrollment (1701)	2019-20	2020-2021
Total K-12 Regular 1701	6253.8	6240.4
Total Alternate	87.0	96.4
Continuing Education, New West On-line	154.7	211.9
Home Learners	116	139.6
Total	6611.75	6688.3

International Enrollment	258	114
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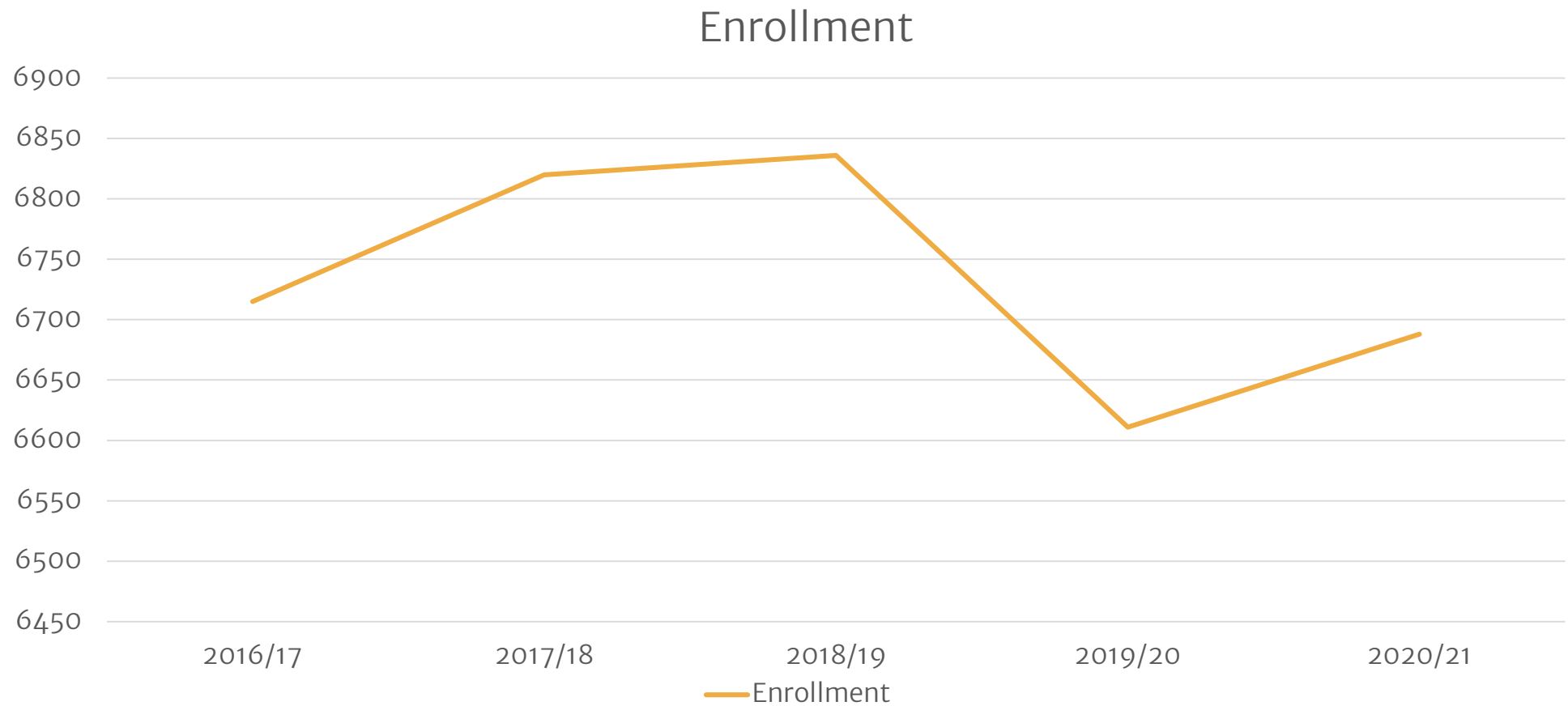
Elementary and Middle

Elementary and Middle Enrollment	2019 – 2020	2020–2021	Difference
1701 FTE	4488	4523	35

New Westminster Secondary

New Westminster Secondary Enrollment	2019–2020	2020–2021	Difference
1701 FTE	1765.81	1717.44	-48.4

Total Enrollment Trends



On-line Program

On-line Program

Grade	Students
Kindergarten	59
Grade 1	58
Grade 2	56
Grade 3	50
Grade 4	44
Grade 5	54
Grade 6	32
Grade 7	44
Grade 8	41
Total K – 8	438
Grade 9	13
Grades 10 – 12	54
Grand Total	505

Hume Park

Grade	Students
Kindergarten	4
Grade 1	4
Grade 2	3
Grade 3	5
Grade 4	2
Grade 5	3
Grade 6	4
Grade 7	3
Grade 8	2
Grade 9	0
Total	30

Aboriginal Education, Special Education, English Language Learners

Category	2019–2020	2020–2021
Aboriginal Education	270	269
Special Education	597	645
ELL	1295	1247
International Students (Fee Payers)	258	114

Class Size

	Prior to SCC Decision	Reinstated Language	Difference (reduction)
Kindergarten & K/1	22	20	2
Grade 1–3	24	22	2
Grade 3/4	24	24	0
Grade 4–8 Straight	30	30	0
Grade 4–8 Split	30	28	2
Shop/Lab Sciences/Home Ec./Art	30	24	6
ELL	n/a	15	

Average Class Size

		SCHOOL YEAR					
		2015 -	2016 -	2017 -	2018 -	2019 -	2020*
		2016	2017	2018	2019	2020	2021
GRADE	Kindergarten	21.1	21.2	18.1	18.6	17.7	17.4
	Grades 1 – 3	22.5	22.8	20.0	20.3	20.2	18.8
	Grades 4 – 7	26.3	26.7	25.8	25.6	25.9	23.8
	Grades 8 – 12	24.1	24.4	23.0	23.3	23.4	23.1

Composition Language

If (excluding Gifted)	Then
One (1) designated student	Reduce class size by 1
Two (2) designated students	Reduce class size by 1
Three (3) designated students	Reduce class size by 2

Designated students: Students with special needs who fall into the categories of High Incidence/Low Incidence.

* Jackson Arbitration

Non-Enrolling Staffing

Non-Enrolling Staffing	2019-2020 (FTE)	Ratio Required	2020-2021 (FTE)
Teacher-Librarian	10.1	(1:702) 9.5	8.5 (1 posting)
LST – Resource – ELL	57.5 (incl. postings)	(Combined) 57.6	54.6 (3 postings)
Counsellors	14.9	(1:535) 12.5	15.8
Curriculum Facilitators	4.3	0	3.8
Teacher Coach	3.0	0	0
Teacher Coach Mentor	.6	0	.6
Additional Itinerant Staff	6	0	5 (1 posting)

CUPE Staffing

CUPE Staffing (count)	2019-2020	2020-2021
Education Assistants	168	180
Custodial	28	33
School Clerical	37	35
Other	109	109
TOTAL	342	357

Supplement to: REGULAR SCHOOL BOARD MEETING

Date: October 27, 2020

Submitted by: Maryam Naser, Associate Superintendent and Robert Weston, Executive Director of Human Resources

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

Subject: Staffing and Enrollment Report as at October 21, 2020

Background:

The following tables provide the staffing and enrollment numbers for the current 2020/2021 school year. The enrollment numbers are taken from the September 30, 2020 data. As a comparison, the staffing and enrollment numbers from the 2019/2020 year are included.

Overall FTE District Enrollment (1701)	2019-2020 (FTE)	2020-2021 (FTE)	Difference
Lord Kelvin Elementary	496	486	-10
Herbert Spencer Elementary	473	471	-2
Richard McBride Elementary	425	419	-6
Lord Tweedsmuir Elementary	370	354	-16
FW Howay Elementary	104	117	13
Connaught Heights Elementary	169	154	-15
Queen Elizabeth Elementary	435	426	-9
Qayqayt Elementary	525	522	-3
Glenbrook Middle School	671	685	14
Fraser River Middle School	493	539	46
Queensborough Middle School	327	350	23
New Westminister Secondary	1765.8	1717.4	-48.4
Total K-12 Regular 1701	6253.81	6240.4	-13.4
Sigma	32.0	36	4
Power	34.0	40.4	6.4
Royal City	21.0	20	-1
Total Alternate	87.0	96.4	9.4
New Westminister On-Line	56.31	112.9	56.59
New Westminister Continuing Ed	98.63	99	-.37
Total Continuing Education, On-Line	154.67	211.9	57.23
HLP (Hume Park)	116	139.6	23
Total Home Learners	116	139.6	23
Total	6611.75	6688.3	76.55

Special Programs	2019-2020	2020-2021	Difference
Aboriginal Education	270	269	-1
Special Education	597	645	+48
ELL	1295	1247	-48
International Students	258	114	-144

Non-Enrolling Ratios

Non-Enrolling Staff (6688.3 enrollment)	Ratio	Staffing Requirement 2020/2021
Teacher-Librarian	1:702	9.5
Counsellors	1:535	12.5
Resource/Learning Support - Resource	1:342	19.6
Resource/Learning Support - LA	1:387	17.3
Resource/Learning Support – ELL *	1:61.4	20.3
Total Combined Resource/LA/ELL	-	57.2

*Calculated based on ELL student enrollment not overall student enrollment

Ratio Driven Non-Enrolling Staffing 2020/21

Non-Enrolling Staff	Staffing Required	Current Staffing	Additional Staffing
Teacher-Librarian	9.5	8.5	1.0
Resource/Learning Support (Res./LA/ELL) combined	57.2	54.6	3.0
Counsellors	12.5	15.8	-

Total NWTU Staffing

Teacher Staffing Total FTE	2019-2020	2020-2021
Curriculum Facilitators	4.9 (.8 leave)	4.4
Teacher Coach Mentor	3.0	0
Non-ratio driven inclusive education staff	6	5 (1 posting)
Total (NWTU)	436	438 (8 postings)

Total CUPE staffing

CUPE Staffing (positions count)	2019-2020	2020-2021
Education Assistants ¹	168	180
Custodial	28	37
Site Clerical ²	37	38
Other ³	126	114

¹ Includes: 2 ABA Support Worker, 1 Priority Dispatch EA

² Includes: SBO reception, Library Tech, International Education, IT Help Desk, 2 Maintenance Secretaries

³ Includes: Strongstart, Noon hour Supervisors, Crossing Guards, Bus Attendant, Benefits and Payroll, Accounting Clerk, HR Assistants, Buyers, Business Process Advisor, IT, Maintenance, Electrician Apprentice, Chef Assistants, Student Learning Services, Child Care Workers, Aboriginal Support Workers



ADOPTION OF AGENDA – 6:00 pm.

MINUTES FOR APPROVAL – June 23, 2020 and August 20, 2020

BUSINESS ARISING FROM THE MINUTES – Nil

CORRESPONDENCE – Received

REPORTS FROM SENIOR MANAGEMENT – Personnel / Operations / Administration

OTHER BUSINESS – Nil

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

ADJOURNMENT – 6:56 pm.