



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

Tuesday, March 9, 2021

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 March 9, 2021 Regular School Board meeting.	
2. <u>APPROVAL OF THE MINUTES</u>	7:05 PM
a. Minutes from the Open Meeting held:	
February 23, 2021 Regular Meeting	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the February 23, 2021 Regular School Board meeting.	
b. Business Arising from the Minutes	
3. <u>COMMENT & QUESTION PERIOD FROM VISITORS</u>	7:10 PM
4. <u>CORRESPONDENCE</u>	7:20 PM
a. City of New Westminster, Notice of Advisory Planning Commission Meeting re 823-841 Sixth Street, February 22, 2021	

- | | | |
|----|--|----|
| b. | HUB, New Westminster Secondary School Replacement Project Cycling Facilities, February 23, 2021 | 14 |
| c. | Board of Education Response to HUB Cycling, May 31 to June 4 Bike to Work / School Week, March 5, 2021 | 15 |

5. REPORTS FROM SENIOR MANAGEMENT

- | | | | |
|----|---|---------|----|
| a. | Superintendent Update (K. Hachlaf) | 7:25 PM | 16 |
| | i. COVID-19 Update | | |
| | ii. Revised 2021-22 Budget Process (B. Ketcham) | | 22 |

**Recommendation:
 THAT the Board of Education of School District No. 40 (New Westminster) approve the Revised 2021-22 Budget Development Process and Timelines, as presented.**

- | | | | |
|----|---|---------|----|
| b. | Inclusive Education Review March Update (B. Cunnings) | 7:40 PM | 23 |
|----|---|---------|----|

6. <u>NEW BUSINESS</u>	8:00 PM
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7. <u>TRUSTEE REPORTS</u>	8:05 PM
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8. <u>QUESTION PERIOD (15 Minutes)</u>	8:15 PM
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Questions to the Chair on matters that arose during the meeting.

9. <u>NOTICE OF MEETINGS</u>	8:30 PM
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Tuesday, April 13, 2021: Education Policy & Planning Committee, 5:00pm -
Via Webex Livestream

Tuesday, April 13, 2021: Operations Policy & Planning Committee, 6:15pm -
Via Webex Livestream

Tuesday, April 27, 2021: School Board Meeting, 7:00pm - TBD

Reminders:

District Volunteer Recognition - April 18-24, 2021

National Day of Mourning, April 28

10.	<u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u>	8:35 PM	
	a. Record of the February 23, 2021 In-Camera Meeting		59
11.	<u>ADJOURNMENT</u>	8:40 PM	

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

**Tuesday, February 23, 2021, 7:00 PM
Via Webex Livestream**

PRESENT	Gurveen Dhaliwal, Chair Dee Beattie, Vice Chair Anita Ansari, Trustee Danielle Connelly, Trustee 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 Pam Craven, District Vice Principal, Alternate Programs Ravinder Johal, District Principal, Equity & Inclusion Kristen Keighley-Wight, Communications Manager Julie MacLellan, Reporter, New Westminister Record Maureen McRae-Stanger, Director of Instruction, Learning & Innovations Will Shelling, Bakau Consulting Koshiki Tanaka, Bakau Consulting Sarah Wethered, 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

The Chair called the meeting to order at 7:03pm.

2021-009

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the February 23, 2021 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meeting held:

1. January 26, 2021 Regular Meeting

2021-010

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the January 26, 2021 Regular School Board Meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes

Nil.

3. **PRESENTATION**

- a. Koshiki Tanaka and Will Shelling of Bakau Consulting presented highlights of the District's Anti-Racism Framework Proposal:
- Stage 1 - Assessment - background work; what policies need to change, etc.
 - o Audit Survey
 - o Focus Groups
 - o Internal Documents Scan
 - o Social Media Scan
 - o Communications Scan
 - o Report and Plan of Action
 - Stage 2 - Building a Foundation - implementation of anti-racism action plan and curriculum tailored to New Westminster Schools' needs; Train the Trainer model; create a training module which can be taught to other teachers
 - o Education
 - o Teach the Teacher model
 - o Training of select staff members to deliver training to other staff
 - Stage 3 - Ongoing Support - in supporting this initiative
- Next steps: proposal finalization in March; survey review and edits in April; survey roll-out in April.

4. **CORRESPONDENCE**

Correspondence was received.

5. **COMMENT & QUESTION PERIOD FROM VISITORS**

A member of the public asked whether the anti-racism initiative plan is a response to a need within the District or is the District being pro-active? Chair Dhaliwal confirmed that the development of the plan is both being pro-active, as well as reviewing the District's needs.

6. **BOARD COMMITTEE REPORTS**

- a. Education Policy & Planning Committee, February 9, 2021
- i. Comments from the Committee Chair, Trustee Russell
Trustee Russell thanked everyone for preparing and presenting the detailed student assessment information.
 - ii. Approval of the February 9, 2021 Education Policy and Planning Committee Minutes

2021-011

Moved and Seconded

***THAT the Board of Education of School District No. 40
(New Westminster) approve the minutes from the February 9, 2021
Education Policy & Planning Committee meeting.***

CARRIED UNANIMOUSLY

- b. Operations Policy & Planning Committee, February 9, 2021
 - i. Comments from the Committee Chair, Trustee Connelly
Nil.
 - ii. Approval of the February 9, 2021 Operations Policy and Planning Committee Minutes

2021-012

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the February 9, 2021 Operations Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

7. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update

Superintendent Hachlaf provided highlights:

- Capital Projects webpage has been launched on the District website, which provides the public with an opportunity to review information pertaining to all the District's capital projects.
- Professional Development - February 16 - a wide-range of learning opportunities were offered; shorter virtual sessions were engaging and interactive; writing strategies; ELL supports; technology workshops; social-emotional learning; IEP writing; inclusion, etc.
- School Visits:
 - o Connaught Heights Elementary
 - o Lord Kelvin Elementary
 - o Lord Tweedsmuir Elementary
 - o FW Howay Elementary
 - o Fraser River Middle School
 - o Glenbrook Middle School
 - o K-8 assembly for Pink Shirt Day, February 24
- Focus on Success - 2021-22 planning
 - o Secondary scheduling
 - o Online learning
 - o Enrolment numbers

- i. Black History Month

District Principal of Inclusion & Equity Johal provided highlights of the District's Black History Month initiatives, which included learning about the early Black settlement in Canada; Black achievement in sports, entertainment, business. The Anti-Racism Committee held its first meeting at the end of January and will meet again on February 24 with Bakau Consulting in attendance. Terms of Reference for this committee were included in the [January 26, 2021 Regular Open Meeting Agenda](#) package (page 33).

b. Alternate Programs Relocation Update

Associate Superintendent Naser provided an overview. This process started several months ago, staff, parents and students have taken part in consultations. Staff feels, that although there may be a loss of a central location, a location change would be preferred and would benefit the program. District Vice Principal, Alternate Programs Craven engaged several families in this discussion. The majority would like to retain the central location, however, they do not like the current location (Columbia Square). Many parents appreciated that the District is not rushing through this process. Students have indicated that they would continue to attend the program should there be a location change, and would be appreciative of the District providing transportation assistance should it be required. In summary, the consultation process has been thorough to the extent that there is a good understanding of staff, parents' and students' feelings about a location change.

Superintendent Hachlaf indicated that ideally, the District would like a long-term facility that would not require a move in 10 years; a central location with the right space requirements and room for future growth. The Columbia Square lease has been extended for one year to provide an opportunity to find a more suitable long-term location.

c. Wellness Initiatives in New Westminster Schools' Update

Director of Instruction, Learning & Innovations McRae-Stanger presented highlights:

- Impact of COVID-19 on wellness for both students and adults.
- Ministry of Education has created a document on [mental health](#) and how schools can apply it to guide districts in creating supports around mental health and wellness.
- Mental health is imbedded in all aspects of the education system.
- Three elements of the MHIs Strategy:
 - o Compassionate Systems Leadership
 - o Capacity Building
 - o Mental Health in the Classroom
- Supporting the Strategy - mental health grant:
 - o Additional staffing 0.3 FTE - counselling
 - o Resources - books, professional development
 - o Grant next year is to be confirmed

The Board indicated their support for the District's wellness program and hopes that the Ministry will continue to support mental health initiatives, especially during these challenging times.

d. New Board Policy 24 re Child Care & Amended Administrative Procedures (AP) 225 & 550

Associate Superintendent Naser explained the requirement for school districts to adopt a Child Care Policy. BCSTA provided the template for districts to adapt as required. As a result of the new policy, edits have also been made to AP 225 and 550. The current District's child care provider has been involved in providing feedback on the new policy and the proposed edits to the APs.

2021-013

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the new Board Policy 24 Child Care, effective immediately.

CARRIED UNANIMOUSLY

e. 2020-2021 Amended Budget

Secretary-Treasurer Ketcham summarized the detailed information provided at the February 9 Operations Policy & Planning Committee meeting:

- 2021 Amended Budget: \$85,154,398 consists of the Operating Budget (\$68M) along with capital assets, Special Purpose Funds and Capital Funds.
- Surplus Reserves have allowed to eliminate the vast balance of the current year deficit.
- Small deficit of \$115K; anticipated to have \$3.8M Accumulated Surplus by end of June 2021.
 - o Districts should keep a balance of 2-3% of operating revenues be held in accumulated surplus reserves to take care of unforeseen circumstances, this amount is approximately \$2M for New Westminster Schools.

2021-014

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the three readings of the amended budget bylaw for fiscal year 2020/2021.

CARRIED UNANIMOUSLY

2021-015

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve FIRST and SECOND reading of the amended budget bylaw for fiscal year 2020/2021.

CARRIED UNANIMOUSLY

2021-016

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the THIRD reading, reconsideration and FINAL adoption of the amended budget bylaw for fiscal year 2020/2021.

CARRIED UNANIMOUSLY

f. District Calendar 2021-2022

Associate Superintendent Naser confirmed that the District Calendar was posted in January on the District website for feedback, none was received.

2021-017

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2021-2022 District Calendar as presented.

CARRIED UNANIMOUSLY

- g. Report on Committees - SD40 Staff Representative
Superintendent Hachlaf updated the Board on the District staff's roles on Civic Committees.

8. TRUSTEE REPORTS

Trustees shared highlights of activities they participated in February.

9. QUESTION PERIOD (15 Minutes)

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

10. NOTICE OF MEETINGS

Tuesday, March 9, 2021: School Board Meeting, 7:00pm - Via Webex Livestream

Tuesday, April 13, 2021: Education Policy & Planning Committee Meeting, 5:00pm - Via Webex Livestream

Tuesday, April 13, 2021: Operations Policy & Planning Committee Meeting, 6:15pm - Via Webex Livestream

Reminder:

Pink Shirt Day, February 24

11. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of the January 26, 2021 In-Camera Meeting

12. ADJOURNMENT

The meeting adjourn at 9:10pm.

Chair

Secretary-Treasurer

NEW WESTMINSTER

February, 22, 2021

File: OCP00035, REZ00208, and DP000873

Gurveen Dhaliwal, Board Chair
The Board of Education of School District 40 (New Westminster)
811 Ontario Street,
New Westminster, BC V3M 0J7

Dear Ms. Dhaliwal:

**Re: 823-841 Sixth Street
New Westminster, BC**

Applications for a rezoning and an Official Community Plan (OCP) amendment have been submitted on behalf of the Aboriginal Land Trust Society (ALT) for 823 – 841 Sixth Street. The proposal is a six-storey affordable rental apartment building with a mix of one, two and three-bedroom units for a total of 96 units and a floor space ratio (FSR) of 2.1. The project affordability is set to meet BC Housing's Community Housing Fund. Vehicle and long term bike parking for the site would be located on one level of underground parking.

The OCP amendment would change the land use designation from (RT) Residential – Infill Townhouse to (RM) Residential – Multiple Unit Dwelling to allow the proposed land use. The rezoning would change the zoning from Single Detached Residential Districts (RS-2) to a Comprehensive Development (CD) zone, created specifically for this project. For more information about this proposal, visit www.beheardnewwest.ca

It is the policy of the Advisory Planning Commission to notify relevant stakeholders of a site proposed for Planning regulation change. Your opinion on this matter would be appreciated.

Applications for a rezoning and an Official Community Plan (OCP) amendment have been submitted on behalf of the Aboriginal Land Trust Society (ALT) for 823 – 841 Sixth Street. The proposal is a six-storey affordable rental apartment building with a mix of one, two and three-bedroom units for a total of 96 units and a floor space ratio (FSR) of 2.1. The project affordability is set to meet BC Housing's Community Housing Fund. Vehicle and long term bike parking for the site would be located on one level of underground parking.

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February, 22, 2021

File: OCP00035, REZ00208, and DP000873

As this project requires an amendment to the Official Community Plan, letters regarding this project have previously been sent to the Board of Education. The letter from the Board in support of this project, dated January 27, 2021, will be included in staff's summary report to Council on this project. There is still and additional opportunities to provide feedback on this project, if desired, directly to the Advisory Planning Commission. It is the policy of the Advisory Planning Commission to notify relevant stakeholders of a site proposed for Planning regulation change.

How to submit your views:

In Person: Attend the Zoom meeting on Tuesday, March 16, 2021 at 6:00 PM. Please see login info below. Registration to speak at the APC Meeting will be accepted at clerks@newwestcity.ca or 604-527-4523 until 5:00 p.m. on March 16th. Each registered speaker will have two minutes to speak.

In Writing: To ensure your correspondence can be included, all written submissions should be received the Friday prior to the meeting. Correspondence should be addressed to the Advisory Planning Commission and can be submitted to:

Email: plnpost@newwestcity.ca

Or

Mail: Advisory Planning Commission
c/o Development Services – Planning Division
511 Royal Avenue, New Westminster, BC V3L 1H9
(or drop off at the mailbox on the North side of City Hall)

Virtual APC Meeting Information

There are three ways to participate in the virtual meeting on **March 16, 2021:**

1. **Computer:** Go to www.zoom.us, click on “Join a meeting”. Enter Meeting ID when prompted, and click “Join”.
2. **Smartphone/tablet:** Download the Zoom Cloud Meetings app, open it, select “Join a meeting”. Enter meeting ID, and select “Join”.
3. **Phone:** Call 778-907-2071. Enter the meeting ID followed by #.

Meeting ID: 672 9479 0871

Questions:

If you would like further information on this proposal, please consider attending the upcoming meeting or contacting the Planning Division (plnpost@newwestcity.ca or 604-527-4532) Lynn Roxburgh 604-515-3805. Additional information about this proposal can also be found at: www.beheardnewwest.ca

February, 22, 2021

File: OCP00035, REZ00208, and DP000873

To learn more about the Advisory Planning Commission, please visit
<https://www.newwestcity.ca/committees/articles/4905.php>.



NOTICE OF ADVISORY PLANNING COMMISSION MEETING

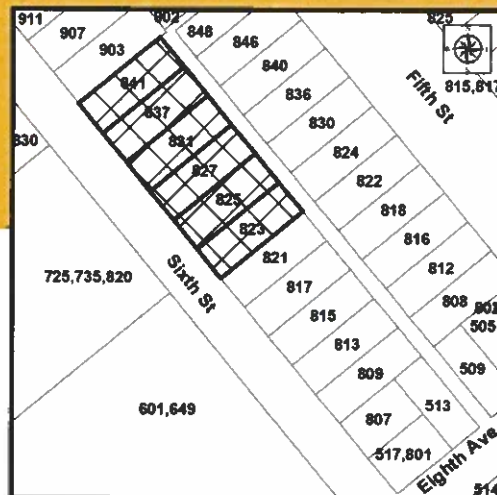
TUESDAY, MARCH 16, 2021 AT 6:00 PM

Meeting held electronically under Ministerial Order No. M192/2020 and Current Order of the Provincial Health Officer Gatherings and Events

OFFICIAL COMMUNITY PLAN AMENDMENT FOR 823-841 SIXTH STREET

Applications for a rezoning and an Official Community Plan (OCP) amendment have been submitted on behalf of the Aboriginal Land Trust Society (ALT) for 823 – 841 Sixth Street. The proposal is a six-storey affordable rental apartment building with a mix of one, two and three-bedroom units for a total of 96 units and a floor space ratio (FSR) of 2.1. The project affordability is set to meet BC Housing's Community Housing Fund. Vehicle and long term bike parking for the site would be located on one level of underground parking.

The OCP amendment would change the land use designation from (RT) Residential – Infill Townhouse to (RM) Residential – Multiple Unit Dwelling to allow the proposed land use. The rezoning would change the zoning from Single Detached Residential Districts (RS-2) to a Comprehensive Development (CD) zone, created specifically for this project. For more information about this proposal, visit www.beheardnewwest.ca



File No. OCP00035, REZ00208, and DP000873

WHAT IS THE APC?

The Advisory Planning Commission (APC) advises City Council on matters relating to community planning policies and development applications.

HOW CAN I BE HEARD?

Share your opinion with the APC in the following ways:

- Send written submissions by email, post or drop off at the mailbox on the North side of City Hall.
- Attend the Zoom meeting on Tuesday, March 16, 2021 at 6:00 PM. Please see login info in the box on the right. Registration to speak at the APC Meeting will be accepted at clerks@newwestcity.ca or 604-527-4523 until 5:00 p.m. on March 16th. Each registered speaker will have two minutes to speak.
- For more information contact the Planning Division by March 16, 2021.

Phone: 604-527-4532 @ Email: plnpost@newwestcity.ca

Mail: Development Services Department - Planning
511 Royal Avenue, New Westminster BC V3L 1H9

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VIRTUAL APC MEETING INFORMATION

There are three ways to participate in the virtual meeting on **March 16, 2021**:

1. **Computer:** Go to www.zoom.us, click on "Join a meeting". Enter Meeting ID when prompted, and click "Join".
2. **Smartphone/tablet:** Download the Zoom Cloud Meetings app, open it, select "Join a meeting". Enter meeting ID, and select "Join".
3. **Phone:** Call 778-907-2071. Enter the meeting ID followed by #.

MEETING ID:
672 9479 0871

February 23, 2021

School District 40 Board of Education
811 Ontario Street,
New Westminster, BC
Attn: Gurveen Dhaliwal, Board Chair

New Westminster Secondary School Replacement Project Cycling Facilities

We are writing to you in appreciation of School District 40's commitment to active transportation through the inclusion of on-site cycling paths and end-of-trip facilities at the new high school in New Westminster that opened this January.

HUB Cycling has been involved in the new school's consultation process from early input surveys and we are grateful that the school district has taken the steps to ensure that students and staff who choose to cycle have safe and comfortable facilities. These facilities are world-class and include four secure, lit bicycle storage lockers, a grade-separated bi-directional path in front of the school and multiple open bike racks at the front and back of the property. These types of facilities will encourage people to choose cycling and wheeling (scooters, skateboards, etc) in place of commuting by motor vehicles and will also create a safer culture by familiarizing all transportation users with the various modes using the network.

The School District and provincial government have done an excellent job with our new high school and we hope that the commitment shown to active transportation here will be a part of all current and future school projects in BC.

Please do not hesitate to contact us if we can assist with bike education or encouragement in any way. HUB Cycling will be celebrating Bike to Work / School Week from May 31 to June 4th and we look forward to promoting it in schools across New Westminster.

Sincerely,

Andrew Feltham, Co-Chair
Garey Carlson, Co-Chair
HUB New Westminster Committee

newwestminster@bikehub.ca

c/c: Honourable Jennifer Whiteside, Minister of Education & MLA for New Westminster
Honourable Rob Fleming, Minister of Transportation and Infrastructure
Karim Hachlaf, Superintendent of Schools, SD40
Lesley Parker, New Westminster Secondary School PAC Chair
Mayor and Council, City of New Westminster

BOARD OF EDUCATION

March 5, 2021

Sent by Email: newwestminister@bikehub.ca

Hub Cycling
312 Main Street
Vancouver, BC V6A 2T2

ATTENTION: Andrew Feltham and Garey Carlson, Co-Chairs, HUB New Westminister Committee

RE: **Bike to Work / School Week – May 31 to June 4, 2021**

On behalf of the Board of Education of School District No. 40 (New Westminister), I would like to thank you for your recent correspondence of February 23, 2021. We are pleased that the cycling paths and end-of-trip facilities at the new high school have been well-received by HUB Cycling and will serve the community for years to come.

We will certainly reach out to you for support in promoting Bike to Work / School Week, May 31-June 4 and look forward to ensuring that this event will be successful.

Yours truly,

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)



Gurveen Dhaliwal
Chairperson, Board of Education

/cm

cc: Honourable Jennifer Whiteside, Minister of Education & MLA for New Westminister
Honourable Rob Fleming, Minister of Transportation and Infrastructure
Mayor Coté and Council, City of New Westminister
Karim Hachlaf, Superintendent of Schools/CEO
Bettina Ketcham, Secretary-Treasurer/CFO
Lesley Parker, New Westminister Secondary School PAC Chair

Superintendent Update

Karim Hachlaf
March 9, 2021



New
Westminster
Schools

New Westminster Schools: COVID-19 Notifications (Feb.9-Mar.4)

School-wide Notifications	Date sent to community
FW Howay (1)	Mar.2
Qayqayt Elementary (1)	Mar.1
Richard McBride (3)	Feb.22; Mar.1; Mar. 4
Glenbrook Middle (5)	Feb.8; Feb.16; Feb.19; Feb.22; Feb.28
Queensborough Middle (1)	Mar.3
NWSS (7)	Feb.9; Feb.10; Feb.11; Feb.25; Feb.26; Mar.1; Mar.4*

*Covid-19 Variant

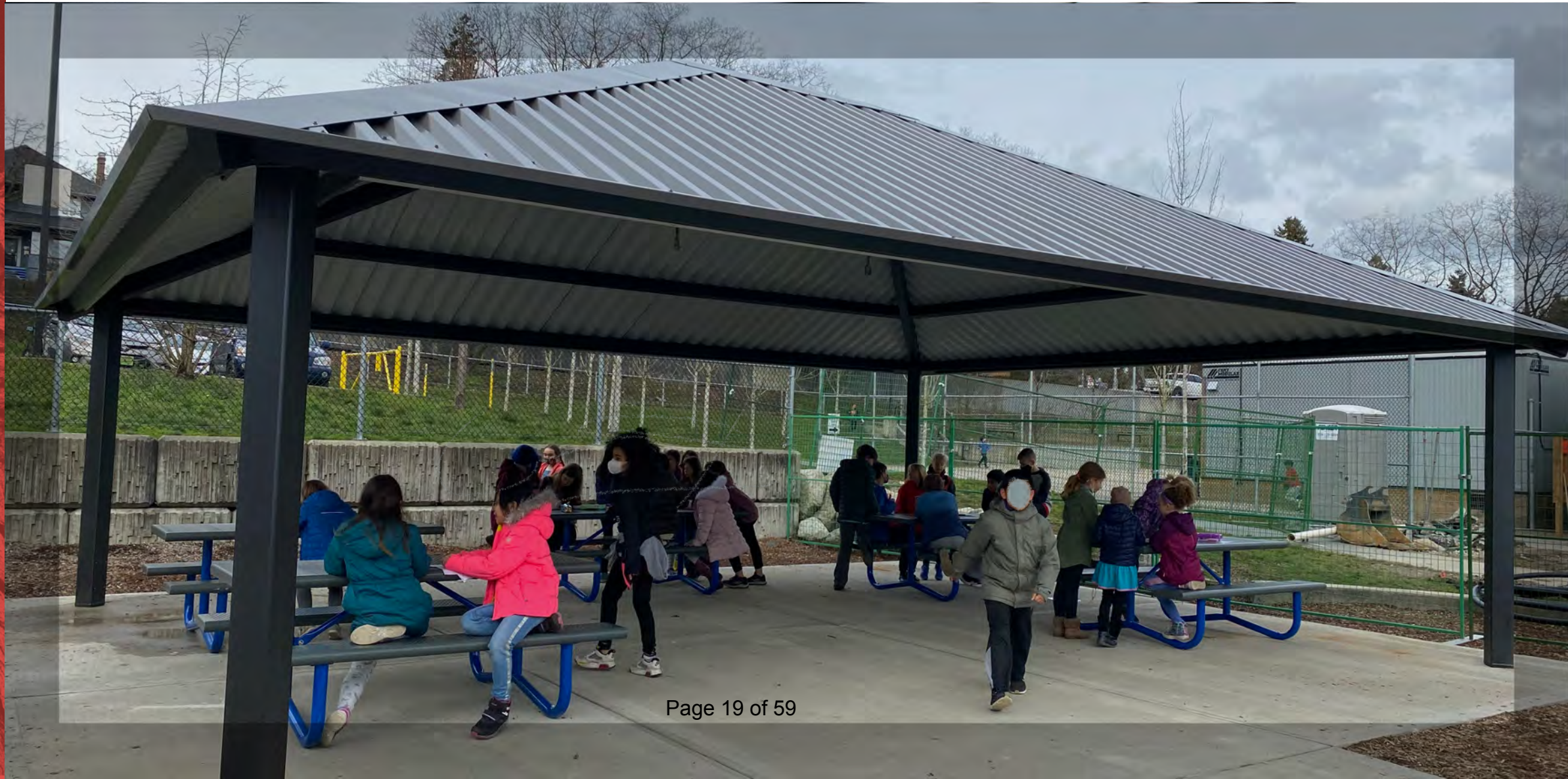
Self-Monitor Notifications	Date sent to community
FW Howay (1)	Mar.2
Richard McBride (3)	Feb.22; Mar.1; Mar. 4
Glenbrook Middle (5)	Feb.8; Feb.16; Feb.19; Feb.22; Feb.28
Queensborough Middle (1)	Mar.3
NWSS (7)	Feb.10 (A) & (B); Feb.11; Feb.25; Feb.26; Mar.1; Mar.4*

*Covid-19 Variant

New Westminster Schools: COVID-19 Notifications (Feb.9–Mar.4)

Self-Isolation Notices	Date sent to community
Qayqayt Elementary (1) (Entire Class)	Mar.1
Glenbrook Middle (1) (3 individuals)	Feb.28
NWSS (3) (2 individuals); (3 individuals); (15 individuals)	Feb.25; Feb.26; Mar.1
Richard McBride (1) (2 individuals)	Mar. 4

School Visits



Queen Elizabeth



Planning for the 2021-22 School Year

SECONDARY SCHEDULING

K-8 ONLINE LEARNING



New West Schools
REVISED Budget Process: 2021-2022

Date	Location	Time	Event	Attendees	Goal
15-Dec-20	Online	7:00 PM	Regular Open Board Meeting	Board	Approval of the 2021/22 budget process
Winter Break - December 21 - January 1					
09-Feb-21	Online	6:15 PM	Operations Policy & Planning Committee	Committee Members	Review ThoughtExchange process planned for March 2021
3 -Year Enrolment Projections to MOE - February 15					
23-Feb-21	Online	7:00 PM	Regular Open Board Meeting	Board	Approval of the Amended Budget for 2020-21
Ministry Funding Announcement - March 13					
Spring Break - March 15-26					
06-Apr-21	SBO	5:00 PM	Board In-Service - BUDGET	Trustees	
April 7-16, 2021	N/A	N/A	Budget Consultation Process	Community, Staff, Parents, Students	Collect community and stakeholder feedback
TBD	TBD	TBD	Student Symposium	Trustees/Staff/Students	Collect student feedback
13-Apr-21	Online	6:15 PM	Operations Policy & Planning Committee	Committee Members	Estimated Structural Surplus/Deficit
27-Apr-21	Online	7:00 PM	Regular Open Board Meeting	Board	Public and student engagement results and stakeholder submission presentations
11-May-21	TBD	6:15 PM	Operations Policy & Planning Committee	Committee Members	Superintendent's recommendations
11-May-21	TBD	Post Ops	Regular Open Board Meeting - SPECIAL	Board	Complete 1st and 2nd reading of budget bylaw
Staffing Processes Commences - May 17					
20-May-21	TBD	4:30 PM	District Leadership Team	Staff, PVP	Superintendent's Recommendations Review
25-May-21	TBD	7:00 PM	Regular Open Board Meeting	Board	Complete 3rd reading of budget bylaw
Ministry Submission Deadline - June 30					

Inclusive Education Review

Implementation Plan March Update
March 9, 2021

Transforming Inclusive Education

Consultative Review: 2019–20

Phase 1 Recommendations: 2020–21

Phase 2 Recommendations: 2021–22

Phase 3 Recommendations: 2022–23

3

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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.

Action:

Education Assistant Training Program
– Cohort Two 26 students. Short practicum completed in November. Second practicum begins April 26th

January 27, 2021 Provincial Outreach Program for Autism and Related Disorders District Workshop

February 16th – Student specific staff training with Dr. Richard Stock at NWSS.

ABA training – will continue in the 2021–22 school year

Phase one: 2020–2021 school year

High Quality Professional Learning

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.

Action:

November District Pro-D Day with Jennifer Katz focused on Universal Design for Learning.

April Pro-D continuation with Jennifer Katz

January 27 – POPARD SD 40 workshop – Focused on key universal strategies for supporting all learners in a classroom environment

September – June SET-BC Classroom projects for students: L. Kelvin, QE, GMS, and QMS.

October 2020: Boardmaker in-Service for Educational Assistants

October 2020: Creation of a District Bank for Assistive Technology –Completed

February Pro-D sessions

Phase one: 2020–2021 school year

High Quality Professional Learning

Recommendation 2.1

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



Action:

June/September: full revision of SBT roles & responsibilities.

#5 School Based Team Training Sessions were held.

October 26: In-Service for all Principals and Vice Principals

October 27: Three separate in-services for all learning support teachers

November 30: Clerical in-service

Phase one: 2020–2021 school year

High Quality Professional Learning

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.



Action:

- October Pro-D events
- November Jennifer Katz pro-d
- February Pro-D events
- February: Richard Stock IEP workshop
- April Jennifer Katz Pro-D
- Next Committee meeting: April 8

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.

Actions

Parent working group to revise Inclusive Education Parent Resource:

#3 working sessions: February 26, March 31, April 21

- Publish revised parent resource May 24

DPAC presentation November 13

December: Revision of the Parent Transition to Kindergarten Workbook

January 21, 2021: Supported Child Development Parent information night

January 2021: Welcome Centre & Central Registration Opening



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 administrative 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 administrative procedures.

Recommendation 5.3

Develop Alternate Education procedures and program descriptions.

Inclusive Education Staff Handbook

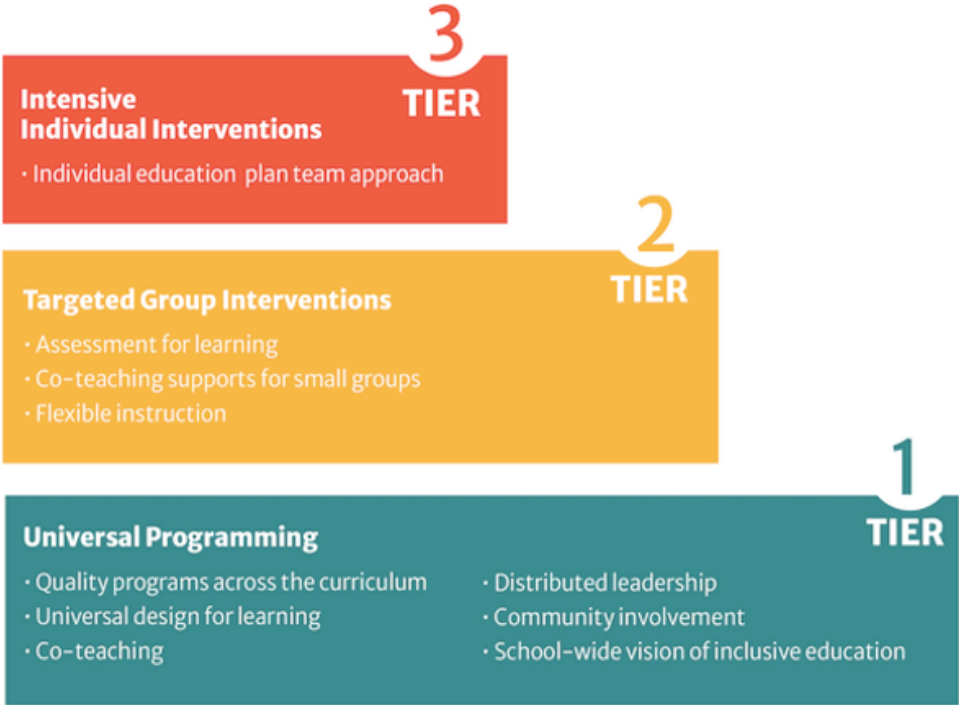
Supporting All Students in a Tiered Inclusive Learning Environment



Classroom Supports	School Supports	District Supports	Additional Supports
Differentiated Instruction Tier 1 supports Curricular Adaptations / Modifications LST support	School Based Team Education Assistants Learning Support Teacher Learning Support Teacher-ELL School Counsellor Aboriginal Support worker Child and Youth Care Workers	School Psychologist Behaviour Support SLP Hearing Teacher Vision Teacher ELL Curriculum Facilitators	POPARD POPFASD POPDHH PRPAO SET-BC Inclusion Outreach MCFD Spirit of the Children Vancouver Coastal Health Deaf Well Being

A Tiered System of Interventions

To build upon the foundation of the Universal Design for Learning Framework, and to reflect the District’s aspiration to provide truly inclusive teaching and learning environments, the District supports the tiered, overlapping support system exemplified by the Response to Intervention (RTI) model. In this model, classroom teachers provide differentiated instruction for all students ([Tier 1 Universal Programming](#)). For the subset of students who continue to struggle, targeted interventions follow, such as small group remediation of a particular academic skill ([Tier 2 Targeted Group Interventions](#)). An even smaller subset of students will require additional support in the form of 1:1 intervention ([Tier 3 Intensive Individual Interventions](#)). These supports are layered on top of each other, provided “in addition to” and not “instead of” one tier or another.



Jennifer Katz; Resource Teachers A Changing Role in the Three-Block Model of Universal Design for Learning

Inclusive Education SharePoint Site

**Inclusive Education**
Private group

★ Following
6 members

Home
Documents & Forms
Provincial Outreach ...
Resource Sharing
Recycle bin
Edit

Published 1/8/2021 Edit



Provincial Outreach & Resource Programs

 **Bruce Cunnings**
Director of Instruction-Learning Services



POPARD
PROVINCIAL OUTREACH PROGRAM FOR AUTISM & RELATED DISORDERS

We provide consultation, training and support services to more than 1500 public schools and approximately 350 independent schools across the province of British Columbia with a primary focus on increasing the capacity of school district staff to support students with autism spectrum disorder (ASD). POPARD's mandate is determined by the Ministry of Education for the province of British Columbia.

POPARD provides services to students with a current diagnosis of ASD that meets Ministry of Education criteria for Category G. To qualify, the student must have documentation of a diagnosis of ASD made by appropriately qualified professionals. BC Autism Assessment Network (BCAAN) or a pediatrician, psychiatrist or registered psychologist whose assessment meets Standards and Guidelines and adopted BCAAN policies.

The POPARD team collaborates with educators who request support for students with ASD. Our collaborative approach promotes meaningful consultation with parents and community teams. We promote a wide range of evidence-based approaches to facilitate inclusive educational programs in the least restrictive environment.



The Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPASD) is funded by the [British Columbia Ministry of Education](#) and has been in existence since 2006. We are located in Prince George, British Columbia and hosted by [School District No. 57](#). A multi-district [Steering Committee](#) offers advice, direction and feedback. The mandate of our program is to increase educators' capacity to meet the learning needs of students with Fetal Alcohol Spectrum Disorder.

We share current research, ideas, strategies, training and resources in order to build capacity in school districts for students with FASD and their teachers. We also liaise with designated POPASD [District Partners](#) from each district; this allows us to communicate

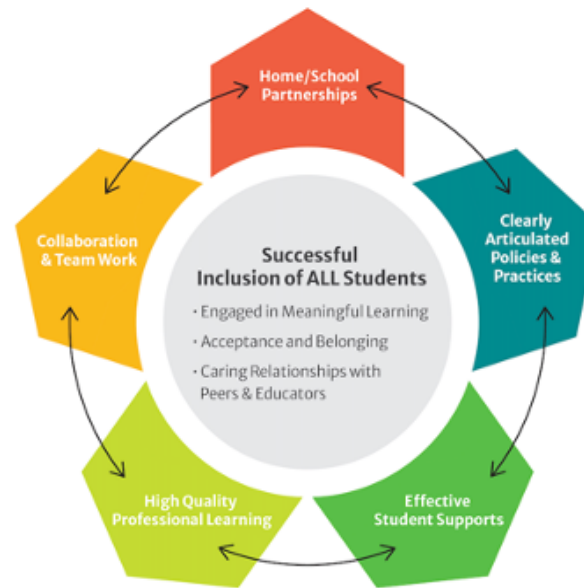
https://sd40bcc.sharepoint.com/sites/InclusiveEducation/SitePages/Provincial-...

Final Report

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.



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.



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.



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.



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



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.

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	\$3,150	<u>Budget Requirement:</u> ABA Training	\$3,150	<u>Budget Requirement:</u> ABA Training	\$3,150
Staffing: Curriculum Facilitators	\$5,600	IEP Training	\$3,150	LST Mentorship Program	\$7,200
District Vice–Principal		LST Mentorship Program	\$7,200	Functional Behaviour Analysis Training	\$9,000
Early Learning			\$5,600	Parent information sessions	\$200
District Principal – Equity and Inclusion		Staffing: Curriculum Facilitators		Behaviour Team staffing	\$86,000
Educational Assistants		District Vice–Principal		Inclusive of staffing from Phase one and two.	
	Total Phase 1	Early Learning			Total Phase 3
	\$8,750	District Principal – Equity and Inclusion	\$19,100		\$105,550
		Additional Request – Jennifer Katz working with Inclusive education staff.	\$10,000		
			Total Phase 2		
			\$29,100		

Supplement to: Regular School Board Meeting

Date: March 4, 2021

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

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

Subject: Inclusive Education Implementation Plan

Background

In October 2020, the Board of Education of School District 40 (New Westminister), approved 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 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.

Phase One Recommendation	Action
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.	Action: Education Assistant Training Program – Cohort Two 26 students. Short practicum completed in November. Second practicum begins April 26 th January 27, 2021 Provincial Outreach Program for Autism and Related Disorders District Workshop February 16 th – Student specific staff training with Dr. Richard Stock at NWSS. February 16 th - Inclusive education workshops ABA training – Continues in the 2021-22 school year
Recommendation 1.3 Implement training focused on practical strategies for Universal Design for Learning, with an emphasis on differentiation and	Action: Sept. 28, 2020 “Reading Strategies for EAs Supporting Emergent and Developing Readers” Presented by Emily Larkman September SET-BC Classroom projects for students: (Kelvin, QE, GMS, and QMS)

Phase One Recommendation	Action
adaptations for all learners across K-12.	October 2020: Boardmaker in-Service for Educational Assistants October 2020: Creation of a District Bank for Assistive Technology was completed November: District Pro-D Day with Jennifer Katz focused on Universal Design for Learning. January: POPARD SD 40 workshop – Focused on key universal strategies for supporting all learners in a classroom environment February Pro-D sessions April Pro-D with Jennifer Katz
Recommendation 2.1 Strengthen the capacity of school-based teams (SBT) through mandatory training for all regular members	Action: June/September: full revision of SBT roles & responsibilities. #5 School Based Team Training Sessions were held. October 26: In-Service for all Principals and Vice Principals October 27: Three separate in-services for all learning support teachers November 30: Clerical in-service
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.	Action: October Pro-D day Sessions for Educational Assistants: - FASD workshop - Provincial Outreach Team - Function of Behaviour - Dr. Richard Stock - Supporting Learners through Literacy - Tanis Anderson Learning Assistance Teachers' Association of BC Conference Sessions: - Right Brain Reading: Using Neuroscience to Help Struggling Readers Be Successful - Supporting Communication and Social Interaction for Students with Autism Spectrum Disorder in school - Supporting Student Success with Social Emotional Learning November Jennifer Katz Pro-D February Pro-D events February: Richard Stock IEP workshop April Jennifer Katz Pro-D Next Committee meeting: April 8
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	Action: Parent working group to revise Inclusive Education Parent Resource: Three working sessions: February 26, March 31, April 21 Publish revised parent resource May 24 December: Revision of the Parent Transition to Kindergarten Workbook

Phase One Recommendation	Action
the information contained in the handbook. 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.	January 21, 2021: Supported Child Development Parent information night January 2021: Welcome Centre & Central Registration Opening January: updated roles and responsibilities of staff in handbook
Recommendation 5.2 New Westminister 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. Recommendation 5.3 Develop Alternate Education procedures and program descriptions.	September 2021 - February 2022 Comprehensive revision of all sections in the staff Handbook. • Revised IEP templates and planning • Assessment • Tiered framework for service delivery • Updated School-Based Team Process • Staff roles • District procedures - case management, records management • Programs and services - Alternative Education, Aboriginal Education, ELL • Ministry and Provincial Resource Program information • Live links to all document on the new SharePoint site Three In-services to launch the new resources: Staff in-service to review new resources March 9,10,11. (Elementary, Middle, Secondary/ALT)

Additional Information:

Appendix 1: Presentation Slides

Appendix 2: Inclusive Education Report for publication

A Review of Inclusive Practices in New Westminster Schools 2019-2020

Completed by: Susan Powell, PhD.

Kathy Guild, M.Arts

Laurie Meston, M.Ed.



New
Westminster
Schools

INTRODUCTION

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.

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 staff. The New Westminster School district has 12 schools: 8 elementary, 3 middle, and one secondary school. In addition to our 12 schools in the District, we are proud to have three Youth Alternate Programs: Sigma, offering flexible academic programming for students age 16-18; Power Alternate Secondary School with innovative and unique learning opportunities; and Royal City Alternate Program, supporting transition to both regular and alternate high school programs for students aged 13 to 15.

In January 2019, The New Westminster Board of Education voted to direct the Superintendent to begin a comprehensive review of Inclusive Education services and programs, 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 Inclusive Education Advisory Group, co-chaired by Director of Instruction Bruce Cummings 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 Cummings (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, school based learning services teachers, Alternate education 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 thirteen 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
- Ecole 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 Westminister 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.

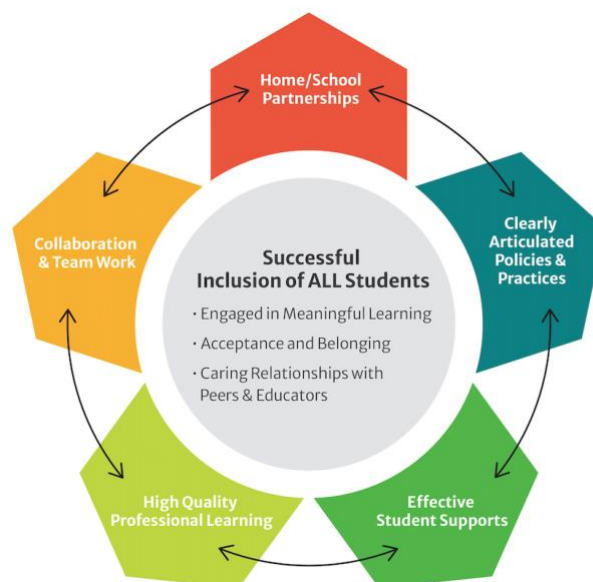
A brief review of education for gifted students was also a component of the district review of Inclusive Practices. The process for gathering input for this section included a discussion with district administration, a review of current school district practices and a review of Ministry policy and procedures.

FINDINGS

New Westminister 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 Westminister School District to work on in order to strengthen their effectiveness in successfully including ALL students.





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.



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.



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.



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



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.



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 a desire for increased academic and social/emotional support for Indigenous students.

Recommendation 1.1 New Westminster School District 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 1.2 New Westminster School District expand the capacity of our existing District Behaviour Team to assist schools 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 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 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.

Recommendation 1.8 Ensure academic supports and interventions are in place to support students who are struggling in the areas of literacy and numeracy.



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 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.



THEME 2: COLLABORATION AND TEAMWORK

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 Ensure all support staff are present for IEP and relevant School Based Team meetings.



THEME 3: HOME/SCHOOL PARTNERSHIPS

This feature of quality inclusive practices entails parent participation in a child's educational 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. Parents noted that clear, timely, consistent and collaborative communication between families and school staff is critical to the family's relationship with the school and 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 Inclusive Education Parent handbook.

- Component (a) The district create 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 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 administrative procedure 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 provide in-Service for staff 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 create 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 administrative procedures; as well as district 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 also reported the need to more fully understand how the education system and district functions. 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 repository or portal for staff to access current administrative procedures, referral procedures, documents related to Indigenous Education and inclusive practices, etc.

Recommendation 5.2 New Westminster School District complete 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 Principal responsible 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 administrative procedures.
- Component (b) The Director of Learning Services and the District Principal responsible for Indigenous Education will provide regular and timely updates to all administrators and staff on changes to district administrative procedures.

Recommendation 5.3 New Westminster School District develop an Alternate Education outline which includes a program description, procedures outlining the referral and intake process, and expectations regarding student learning plans, transition plans and documentation of supports and services provided.

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.

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. The Recommendations will be implemented over the next three years.

Consultative Review: 2019-20

Phase 1 Recommendations: 2020-21

Phase 2 Recommendations: 2021-22

Phase 3 Recommendations: 2022-23



ADOPTION OF AGENDA – 6:04 pm.

MINUTES FOR APPROVAL – January 26, 2021

BUSINESS ARISING FROM THE MINUTES – Nil

REPORTS FROM SENIOR MANAGEMENT – Facilities; Personnel; Administration

OTHER BUSINESS – Nil

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

ADJOURNMENT – 6:59 pm.