

**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)**

Education Policy and Planning Committee

Tuesday, January 9, 2018 – 7:30 pm

Richard McBride Elementary School

Location: 331 Richmond street, New Westminister

AGENDA

Item	Action Info	Presenter	Attachment
<p><i>The New Westminister School District recognizes and acknowledges 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.</i></p>			
1. Approval of the Agenda	X	M. Ewen	
2. Presentations			
a. Richard McBride School-Wide Charter & Student Performance			
3. McBride Updates & Discussion	X	M. Gifford	<i>Encl. P.1</i>
4. Reports from Senior Management			
a. Confirm Value Statements	X	K. Hachlaf	<i>Encl. P.3</i>
b. Accountability Report – Student Achievement	X	M. Naser	<i>Encl. P 6</i>
5. General Announcements			
6. New Business			
a. Response to the Canadian Parents for French to District Staff Letter			<i>Encl. P.43</i>
7. Adjournment			



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

Date: January 9, 2018

Submitted by: Mark Gifford, Chair Board of Education

Item: **Requiring Action** Yes X No **For Information**

Subject: Letter to Minister Fleming regarding Richard McBride School Replacement

Background:

The Board of Education has a responsibility to continue its advocacy to address seismic safety concerns at Richard McBride Elementary. Given this point-in-time in the Provincial budget cycle and the need for critical capital investment to ensure children, families and staff at Richard McBride Elementary School are able to learn in as safe a school environment as possible, it is recommended that the Board submit the attached letter (**Appendix "A"**) to the Minister of Education.

Recommendation:

THAT the Education Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminster) that the Board support submission of January 9, 2018 advocacy letter addressed to the Minister of Education, calling for Province of BC to approve and allocate capital funds necessary to replace Richard McBride Elementary School.



January 9, 2018

The Honourable Rob Fleming
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Appendix "A"
Education Policy & Planning Committee
January 9, 2018

Re: School District 40 - Richard McBride Elementary School Replacement

Dear Minister Fleming,

Happy New Year!

This evening, as New Westminster Board of Education's first order of business in 2018, we spent time meeting with students, parents and staff of Richard McBride Elementary School. It is a remarkable school community, where neighbourhood children have found opportunities to learn, grow and thrive for 87 years.

It is also a school community increasingly concerned about the condition of its building, and the safety of its children and staff. And rightly so. Richard McBride was identified as an H-1 school in 2013, and with each passing day, we worsen odds of seismic safety for more than 400 children, staff and their families.

Yes, your government inherited a significant public safety deficit achieved through a remarkable lack of urgency to address seismic risks facing children in more than 150 schools across British Columbia. For too long it put children and educators at undue risk, undermining the credibility of government, and our public education system to provide safe learning environments. To date, we have been spared the full disgrace of this slow pace of action.

When you know better, do better.

As you know, replacement of Richard McBride is the number one priority in New Westminster Board of Education's capital plan. We appreciate your willingness to spend time to listen and learn alongside MLA Judy Darcy, who has been a tremendous advocate for replacement of Richard McBride. We also know you share our concerns, and are entering the 2018 budget with fresh eyes and renewed commitment to children and families in this Province. We urge you to work with your colleagues and move as quickly as possible to allocate the resources necessary to address the safety of children and staff at Richard McBride, and H-1 schools across this Province.

The work of this government and your Ministry to build trust and strong working relationships with local School Boards and communities they serve over the past 8 months has been impressive. We look forward to building on the success of these early days, to ensure that all children have an opportunity to learn in welcoming, inclusive and safe environments.

In service,

Mark Gifford
Chair, New Westminster Board of Education

cc: New Westminster Board of Education
Hon. Judy Darcy, MLA



New
Westminster
Schools

Confirming Our
District Foundational Statements

Value Statements

January 9, 2018

Mission Statement

A Mission statement is intended to answer the question:

"Why do we exist as an organization?"

The New Westminster School District Mission Statement was designed to answer the question:

"What is the fundamental purpose of school?"

New Westminster Schools' Mission Statement reads as follows:

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

Vision Statement

A vision statement answers the question:

*"What must we become in order to accomplish our
fundamental purpose?"*

New Westminster Schools' Vision Statement reads as follows:

A place where students love to learn.

Values

Values clarify collective commitments - "How must we behave to create the school that will achieve our purpose?" Clarity on this topic guides the individual work of each member of our School District and outlines how each person can contribute to the culture of our District.

Values are the attitudes, behaviors and commitments we demonstrate to advance our mission and vision. For every value we identify, it should be possible to point to many examples from all corners of the School District of that value in action. It is fundamentally important that our articulated value statements are aligned with our Mission and our Vision.

Draft Value Statements

Collaboration- We value purposeful relationships where we choose to cooperate in order to achieve shared goals and consider each other in our decisions and actions.

Engagement - We value meaningful, purposeful, and relevant learning.

Equity - We value fair treatment and the removal of barriers to learning, achievement, and the pursuit of excellence for all.

Inclusion - We value learning where all people are welcomed, respected, and supported.

Innovation - We value curiosity, inquiry and creativity.

Integrity - We value being ethical, principled and honest in our words and actions.

STUDENT ACHIEVEMENT 2016/2017



New
Westminster
Schools

Student Achievement Data

- Early Development Instrument (EDI)
- Graduation Rates
- Foundation Skills Assessment (FSA)
- Aboriginal Education
- Special Education

Student Statistics

Factor	New Westminster	All Public Schools
Non Residents	4.8%	2.8%
English Language Learners	13.8%	11.3%
Aboriginal	4.9%	11.5%
French Immersion	13%	9.5%
Top 3 languages	English (64%) Mandarin (5.1%) Tagalog (4%)	English (74.7%) Punjabi (5.1%) Mandarin (3.6%)



EARLY CHILDHOOD DEVELOPMENT INSTRUMENT
HELP Provide
ECD Program of Research 2014-15



HUMAN
EARLY LEARNING
PARTNERSHIP

A young child with curly brown hair, wearing a blue patterned dress, is shown in profile, looking towards the right. Her hands are held out in front of her, palms up. The background is a dark, textured surface, possibly sand or a wall, with a soft light source from the left creating a gentle glow on her face and hair.

**Why is
early child development
important??**

The Early Development Instrument



Physical Health & Well-Being

Sample EDI questions: Can the child hold a pencil, pen or crayons? Is the child on time for school each day?



Language & Cognitive Development

Sample EDI questions: Is the child interested in reading and writing? Can the child count and recognize numbers?



Social Competence

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join in a game?



Emotional Maturity

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking)?



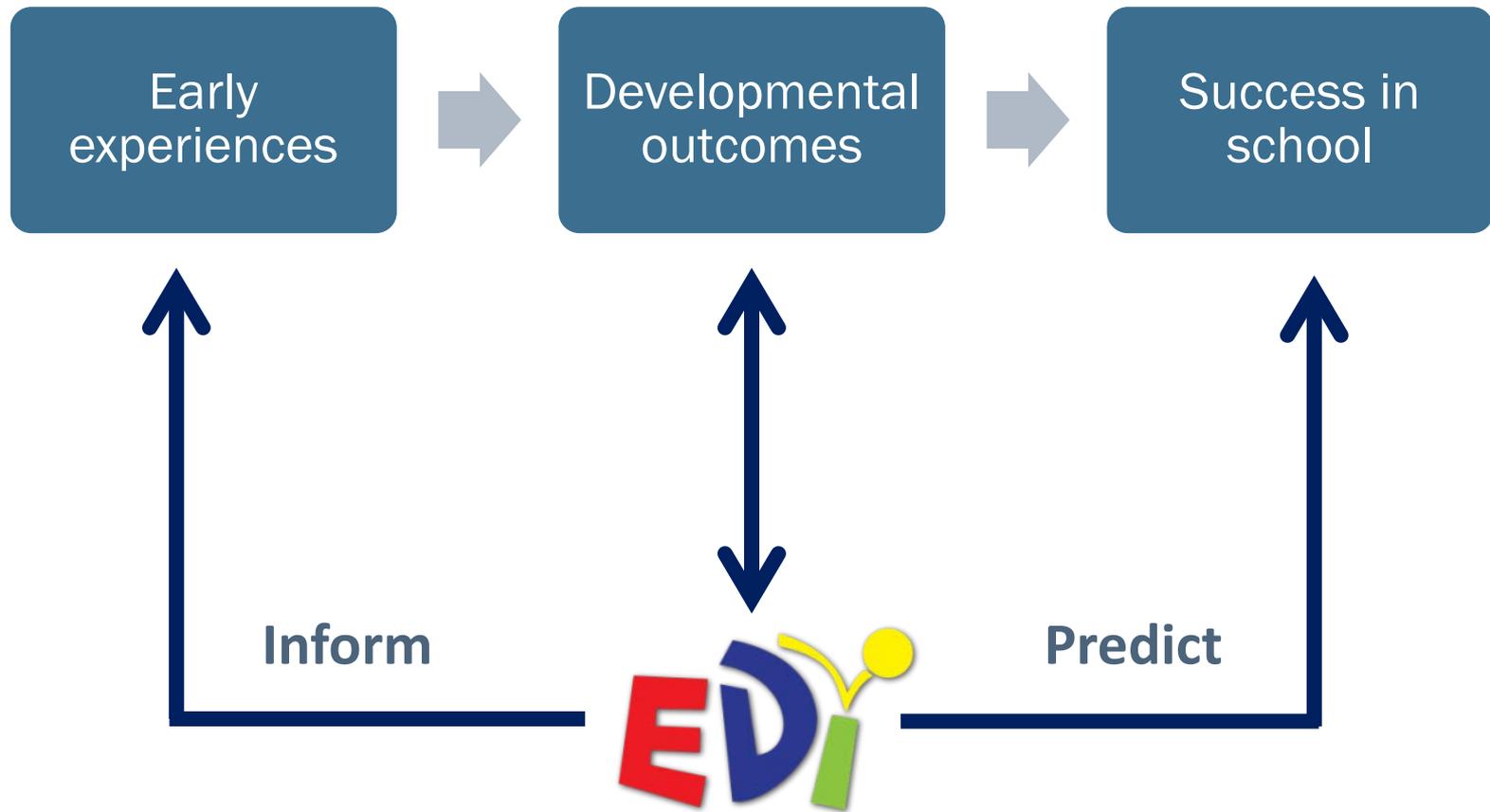
Communication Skills & General Knowledge

Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?



To be vulnerable means that
a child is
at increased risk of encountering
difficulties in the school years
and beyond.

Use of EDI results



New Westminster

WAVE 7

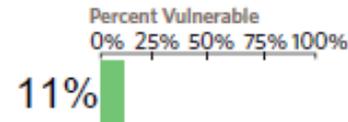
Demographic Summary

# OF VALID EDI	STUDENT PARTICIPATION RATE	# OF PARTICIPATING TEACHERS	STUDENT MEAN AGE	# GIRLS	# BOYS	# ESL	# SPECIAL NEEDS
484	86%	25	5.63	250	234	171	22

EDI Results

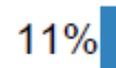
PHYSICAL HEALTH AND WELL-BEING

Motor control, energy level, daily preparedness for school and washroom independence.



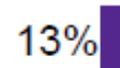
SOCIAL COMPETENCE

Cooperation, respect for others, socially appropriate behaviour, self-control and self-confidence.



EMOTIONAL MATURITY

Tolerance, a focus on helping and the ability to demonstrate empathy for others.



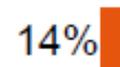
LANGUAGE & COGNITIVE

Interest in books, reading, language skills, literacy and math-related activities.



COMMUNICATION SKILLS

Ability to clearly communicate one's own needs, participate in story-telling and general interest in the world.



VULNERABLE ON ONE OR MORE SCALES

Reports on the percentage of children who are vulnerable on one or more of the 5 scales of the EDI.



EDI Results

	BC Wave 6	New West Wave 6	New West Wave 7
Physical Health and Well-Being	14.8	10	11
Social Competence	15.7	12	11
Emotional Maturity	16.1	13	13
Language & Cognitive Development	9.4	7	7
Communication Skills & General Knowledge	14.2	15	14
Vulnerable on 1+ Scales	32.2	30	28

Changes in Vulnerability Over Time*

	CH	Uptown	Queens	Sapperton	DT	QB
1+ vulnerable	-3	+1	+4	+6	+15	-28
Physical	+8	-4	-1	+4	+4	-5
Social	-6	-1	+2	-1	-1	-13
Emotional	-6	+6	-3	-1	+9	-10
Language	-4	-2	+5	-1	-6	-17
Communication	-2	-2	+5	+7	-1	-22

* Wave 2 (2004 - 2007) compared to Wave 6 (2013-2016)

Green = Critical Decrease in Vulnerability

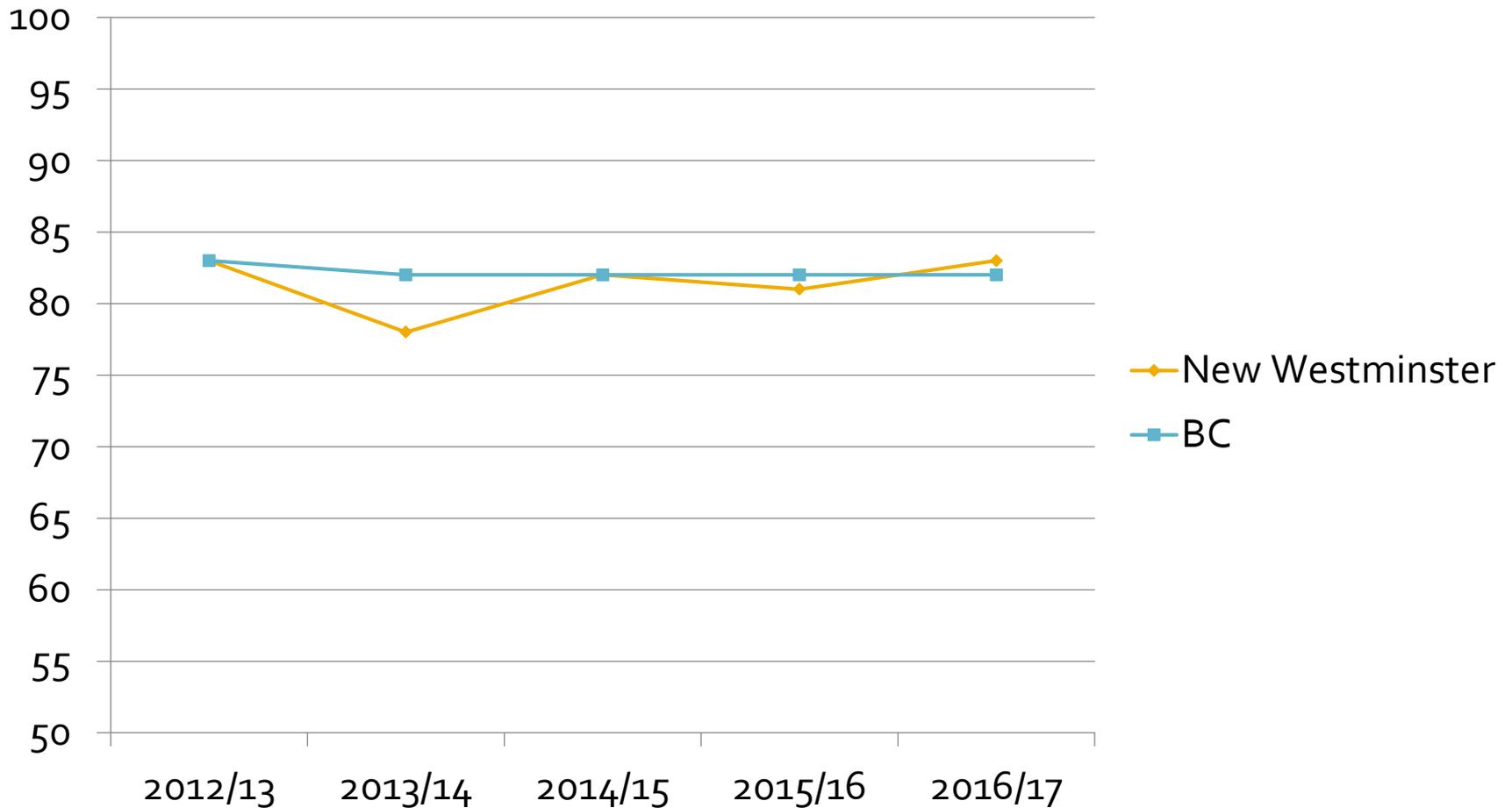
Red = Critical Increase in Vulnerability

ALL STUDENTS

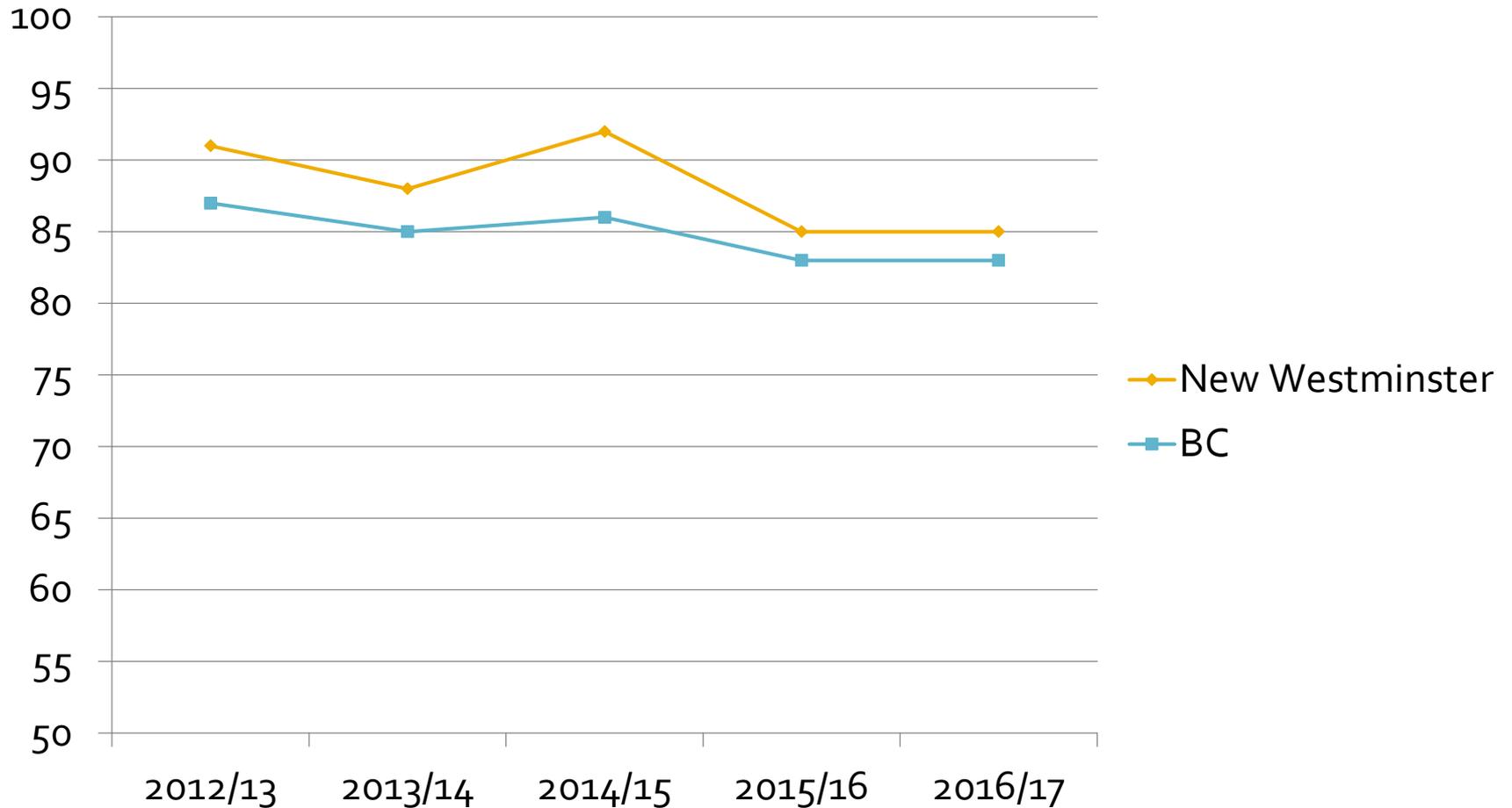
Foundation Skills Assessment



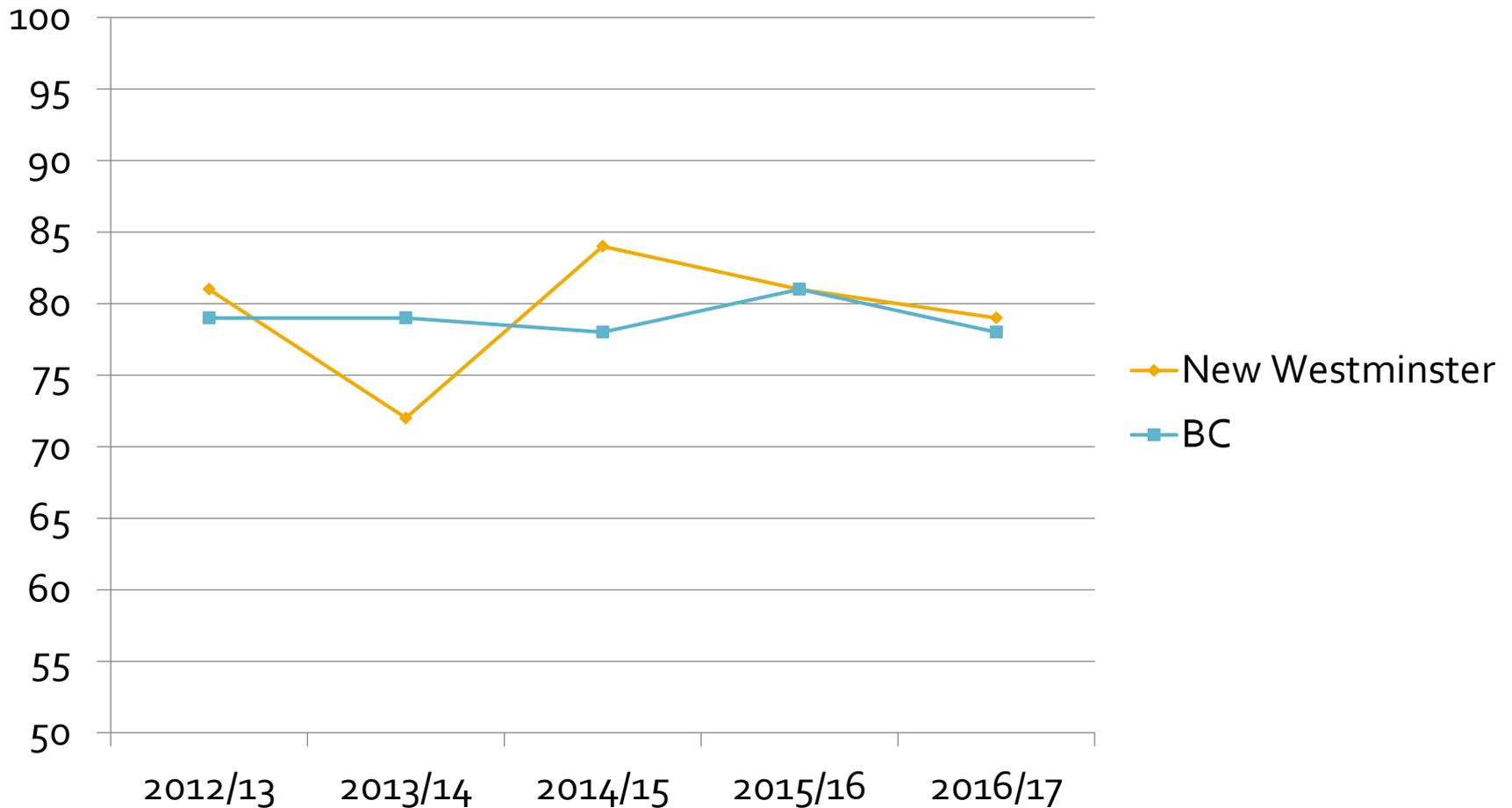
Grade 4 Reading (All Students)



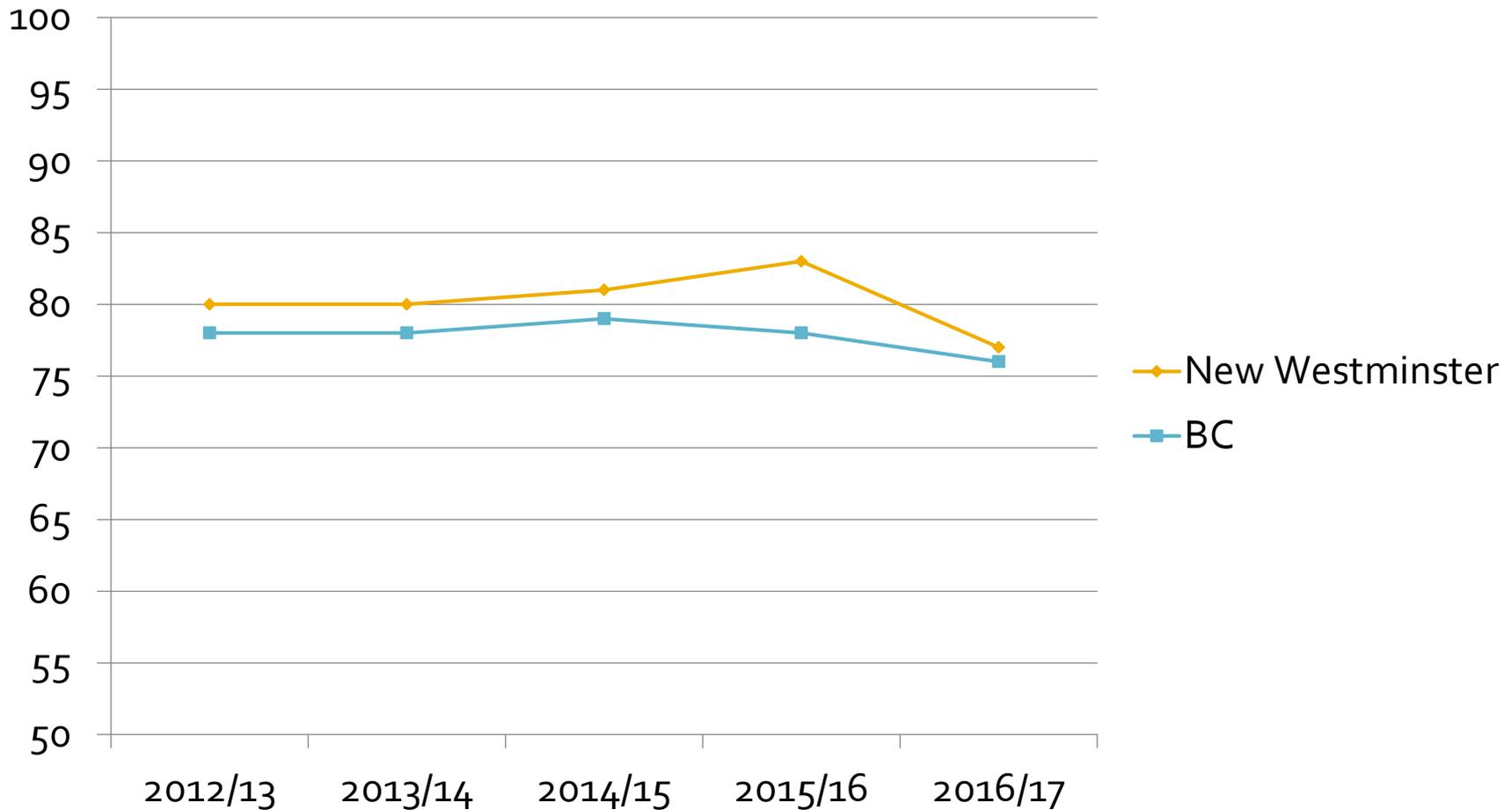
Grade 4 Writing (All students)



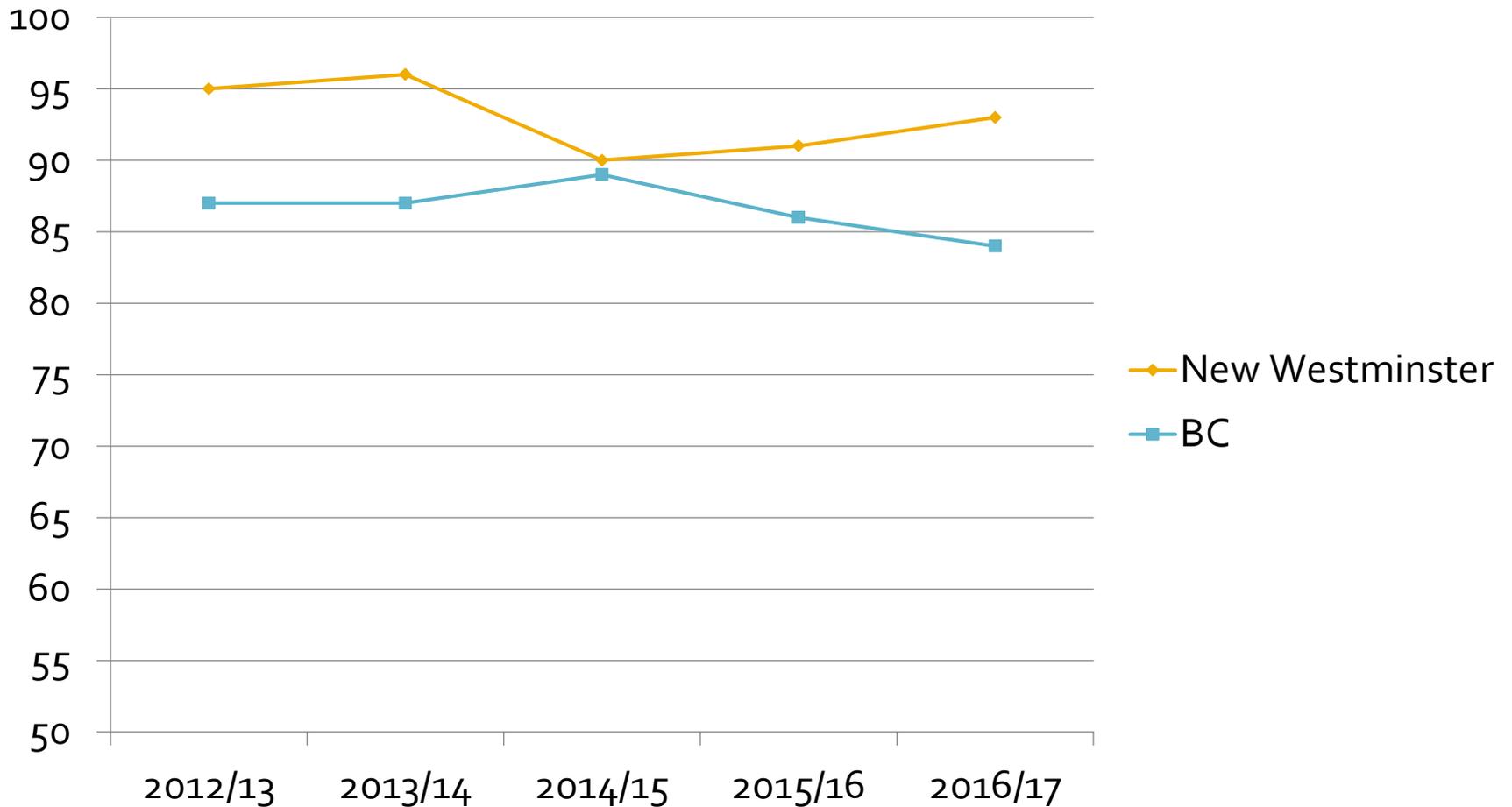
Grade 4 Numeracy (All Students)



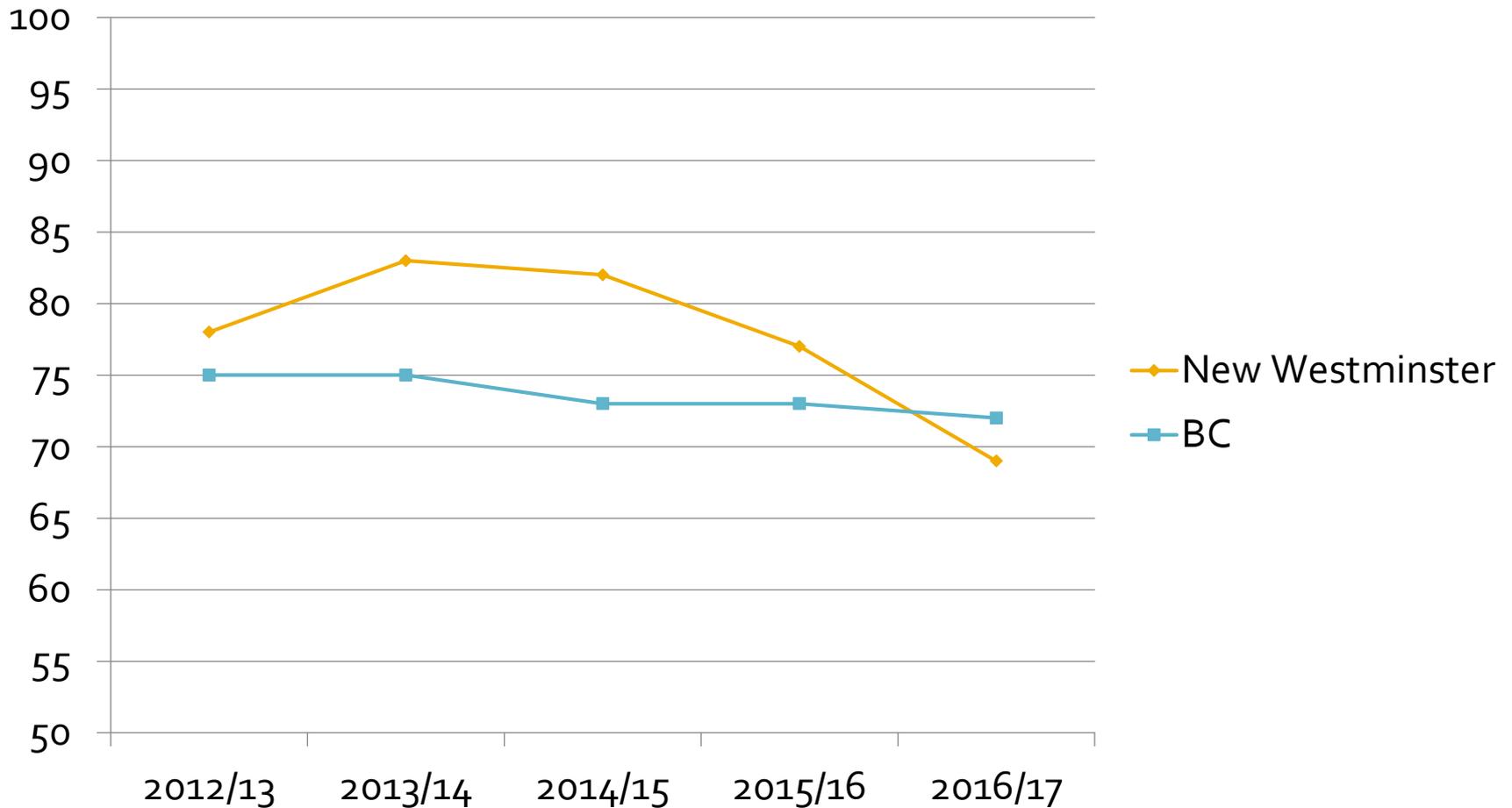
Grade 7 Reading (All Students)



Grade 7 Writing (All Students)



Grade 7 Numeracy (All Students)



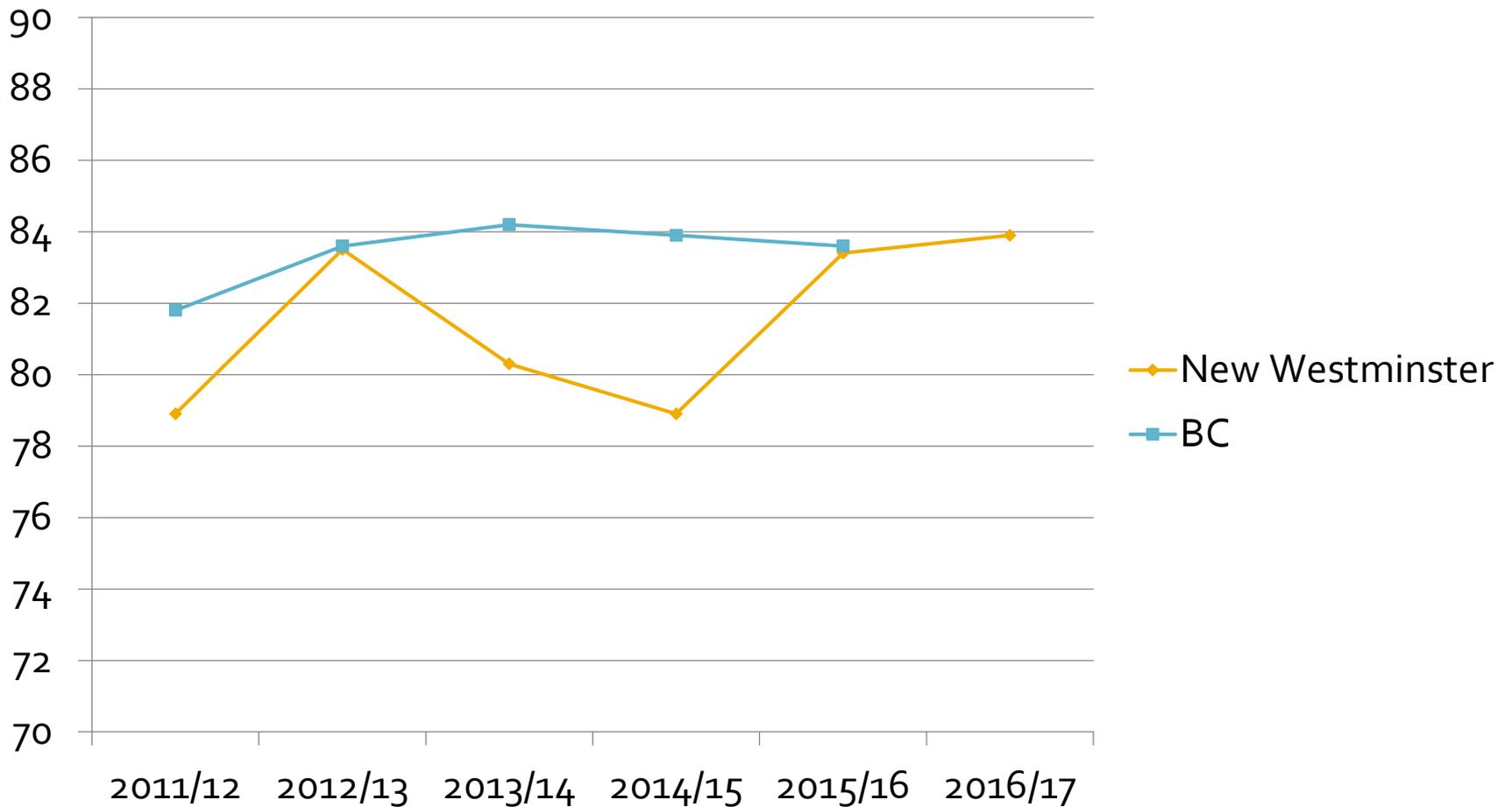
Graduation Rates



6 Year Completion Rate – All Students

	Cohort Size	6 Year Completion Rate	Provincial Average
2012/13	632	83.5	83.6
2013/14	634	80.3	84.2
2014/15	625	78.9	83.9
2015/16	620	83.4	83.6
2016/17	576	82.9	

6 Year Completion Rate – All Students



Special Education Completion Rate

Year	District Cohort Size	District Completion Rate	Provincial Completion Rate
2012/13	88	45.1	58.7
2113/14	85	61.8	62.2
2014/15	85	44.9	65.9
2015/16	90	60.9	67
2016/17	93	68.7	

Special Education Completion

Year	Sensory	Learning	Behaviour
2012/13	67	53.4	37.9
2013/14	100	80.6	46.1
2014/15	74.7	64.6	30.2
2015/16	53.6	77.7	41.4
2016/17	100	92.1	45.2



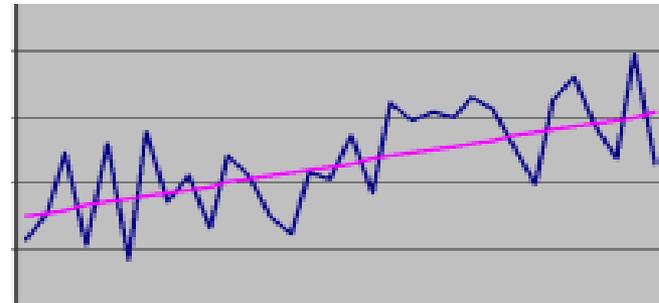
Student Statistics

- 4.9 % self identify as Aboriginal (Provincial: 11%)
- 20% of our students with special needs are of Aboriginal descent
- Behaviour categories comprise the highest number of students of Aboriginal descent
- 63% of our students in care are of Aboriginal descent
- 30% of the students in our alternate programs are of Aboriginal descent

Please consider...



Number of Students

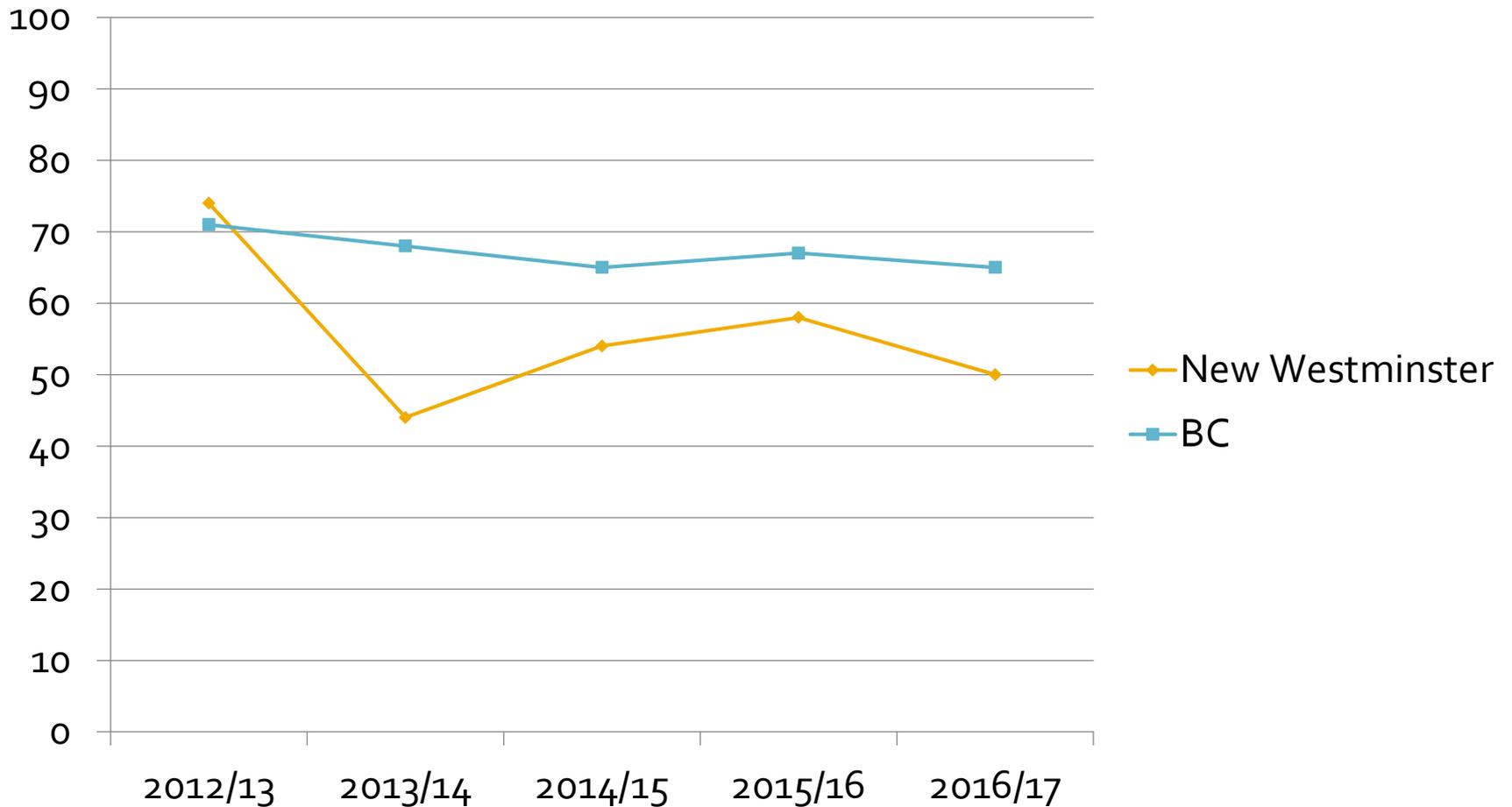


Fluctuations

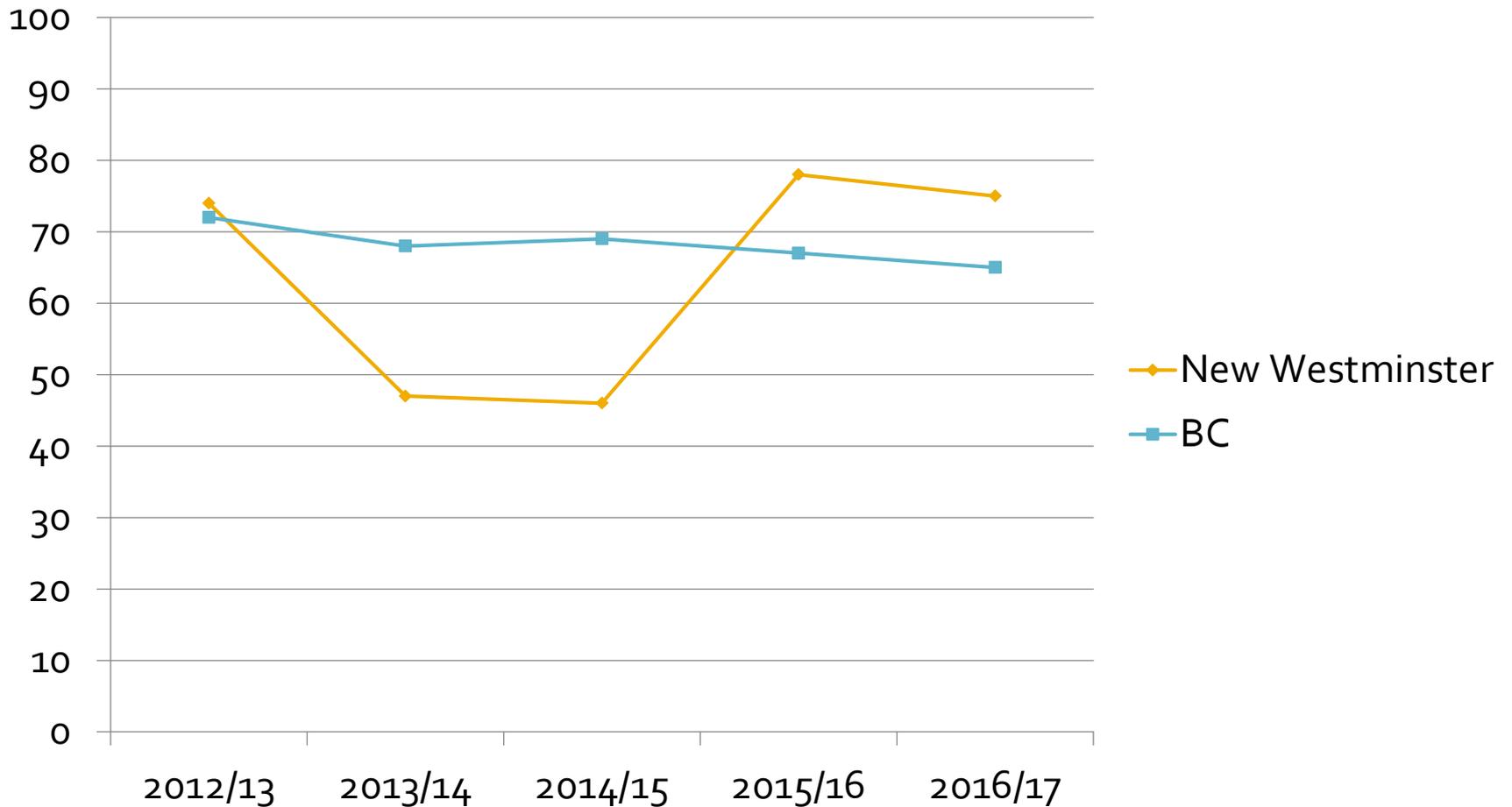


Exclusion Rate

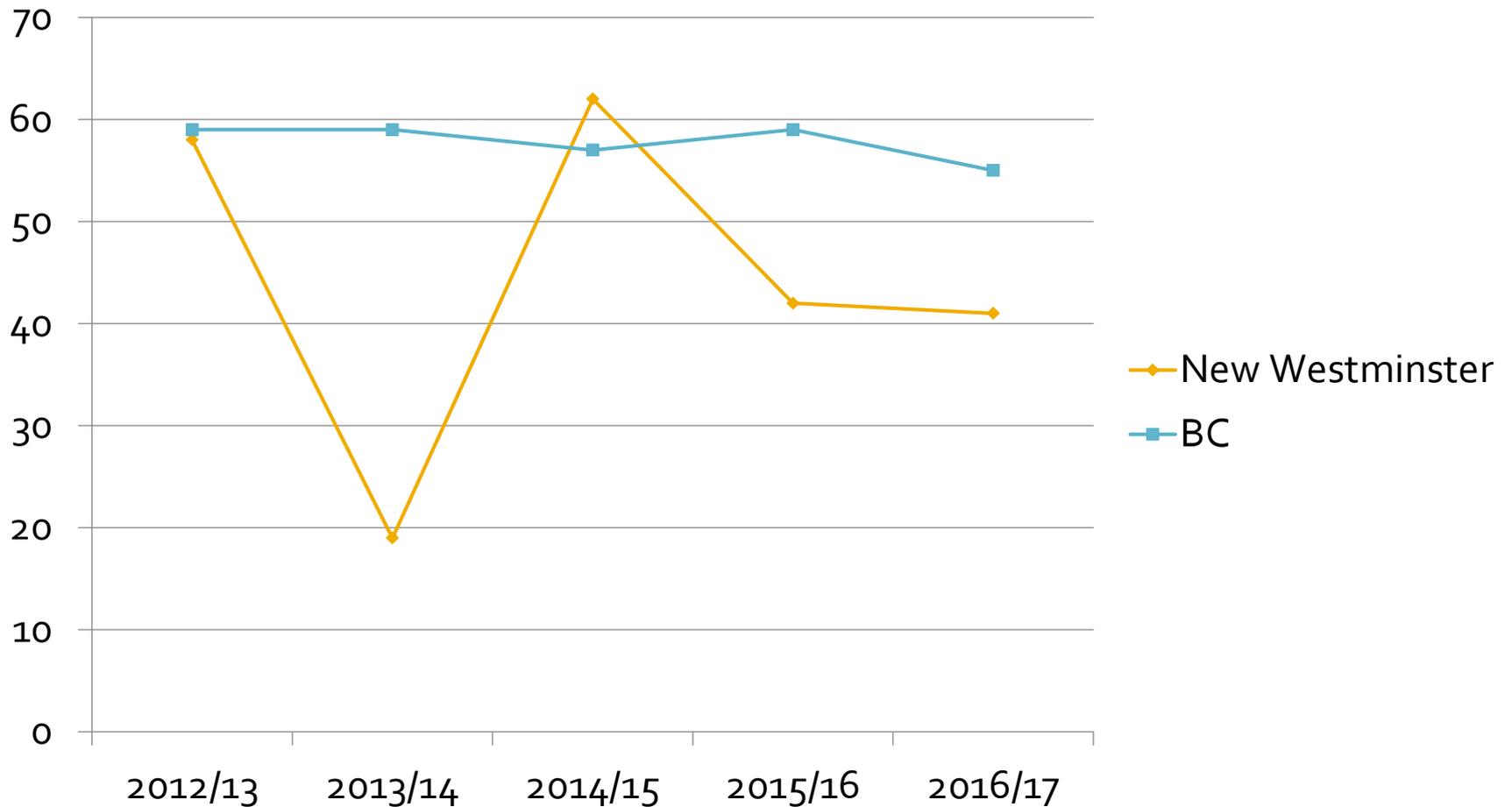
Grade 4 Reading – Aboriginal Students



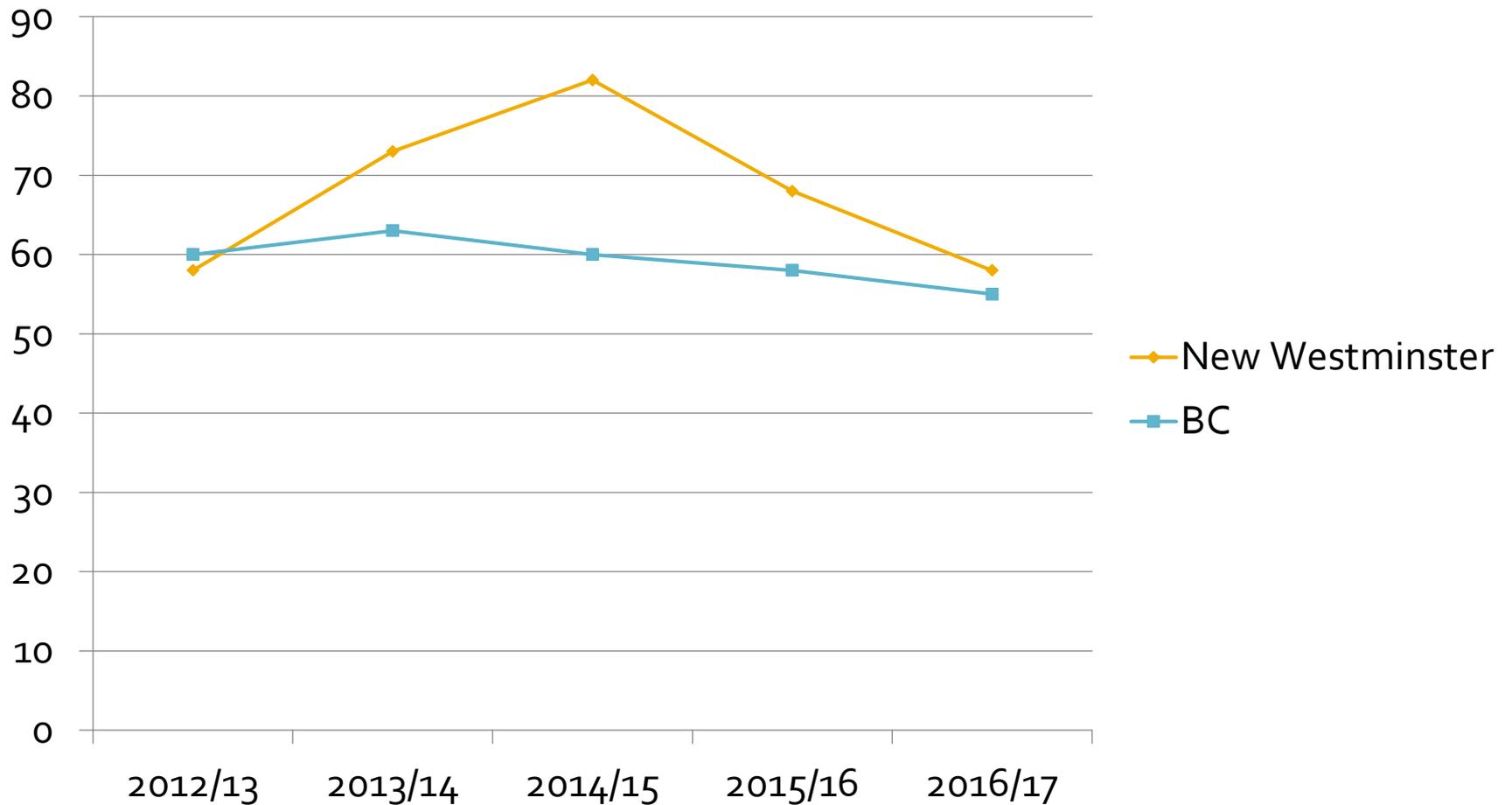
Grade 4 Writing – Aboriginal Students



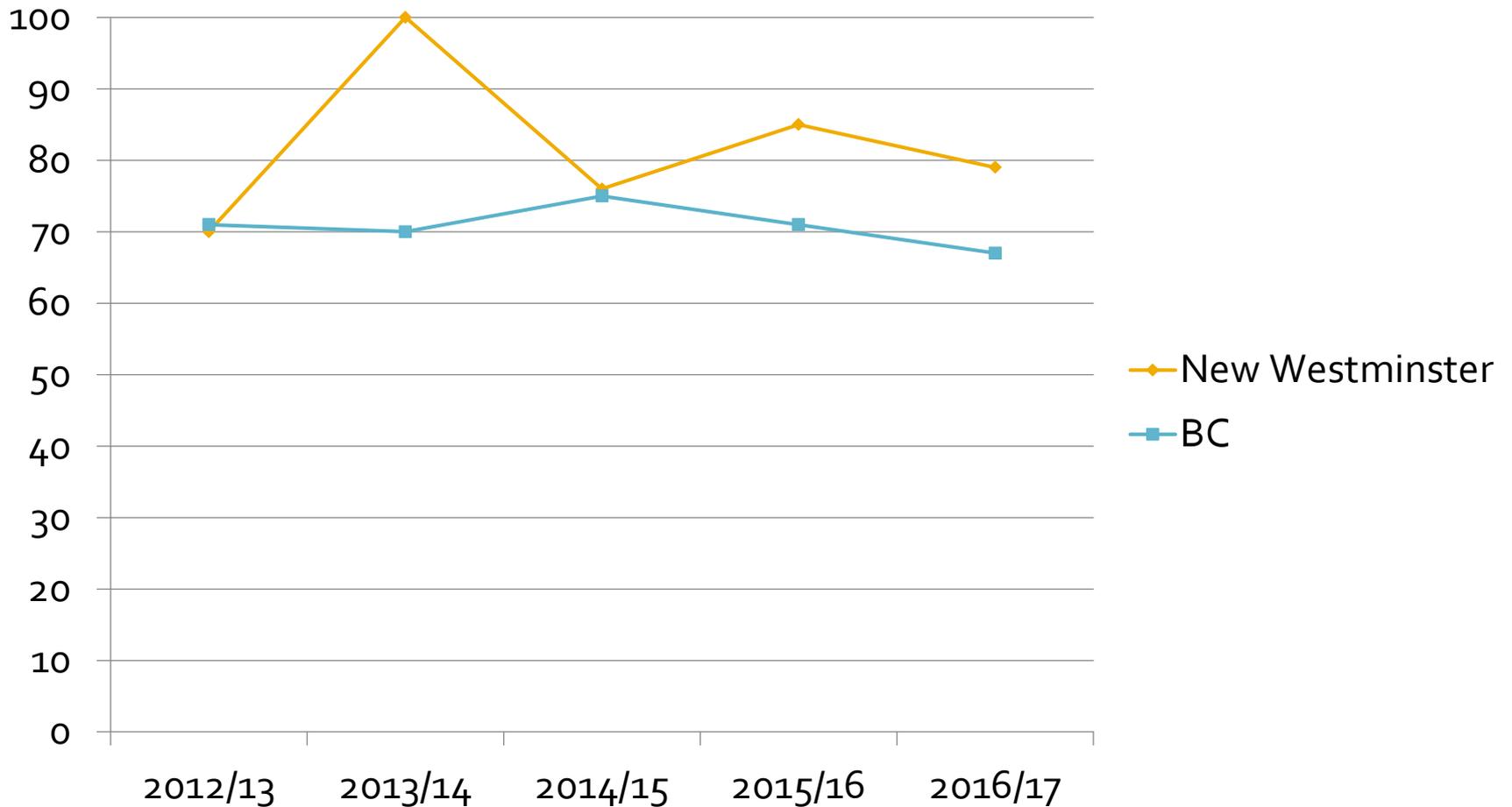
Grade 4 Numeracy – Aboriginal Students



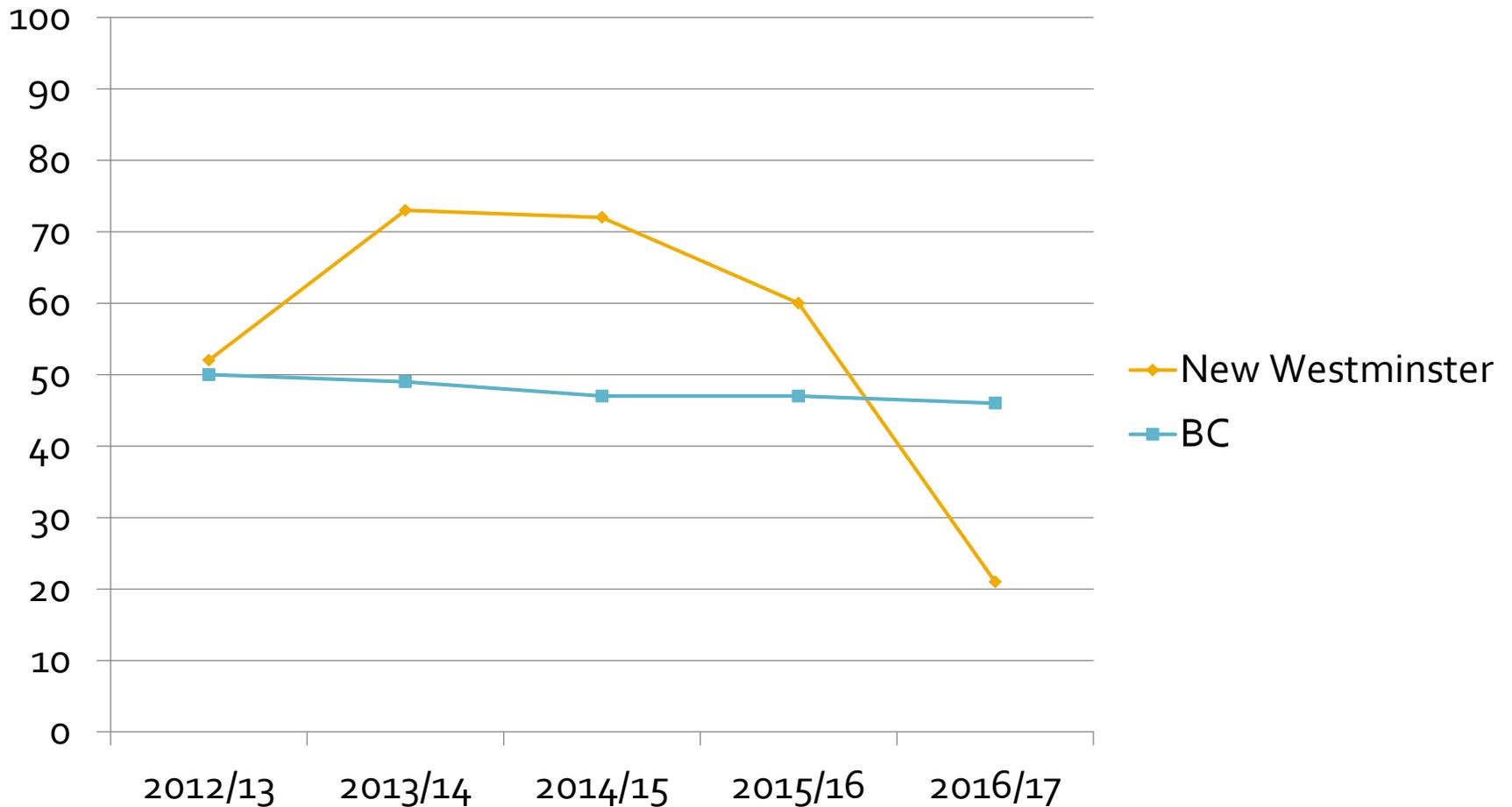
Grade 7 Reading – Aboriginal Students



Grade 7 Writing – Aboriginal Students



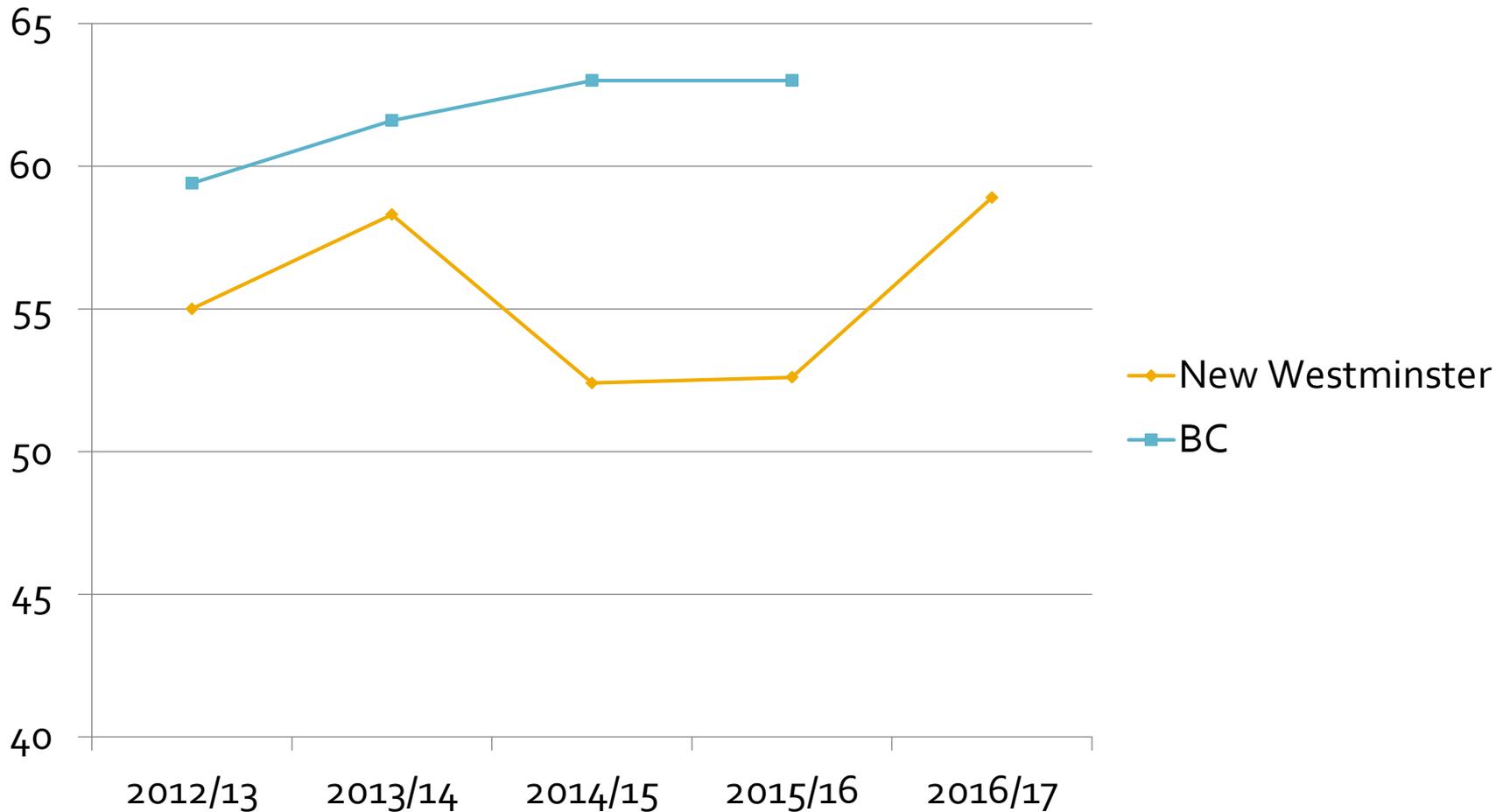
Grade 7 Numeracy – Aboriginal Students



6 Year Completion Rate – Aboriginal Students

	Cohort Size	New Westminster	Provincial Average
2012/13	55	55	59.4
2013/14	48	58.3	61.6
2014/15	49	52.4	63
2015/16	52	52.6	63.8
2016/17	34	58.9	

6 Year Completion Rate – Aboriginal Students



Factors that matter

Factor	Completion Rate	Completion rate without factor
Aboriginal	58.9	84.4
Special Ed	68.7	96.4
Reading FSA 7 (meeting or exceeding)	96.8	67
ELL	88.3	80.4

November 25th, 2017

Dear SD40 Senior Administrators and Board of Trustees,

Canadian Parents for French - New Westminster is grateful for the opportunity to have Early and Late French Immersion education in our district. It has been a very popular Program of Choice that has benefitted many students and citizens in this district.

As with all programs, there are challenges and successes. One of the successes has been the successful inclusion of students with different learning needs in the elementary and middle school French Immersion programs. These children have met or surpassed their learning objectives and have succeeded in learning both of our country's Official Languages. These students have been well supported in their early years by bilingual Teachers, bilingual Resource Teachers and bilingual Education Assistants. These wonderful educators have successfully adapted or modified the curriculum and teaching methods to accommodate individual learning needs and achieve goals within Individual Education Plans in the elementary and middle school French Immersion programs.

Curiously, this inclusion and support is not available for French Immersion students in the New Westminster Secondary School program. It is of grave concern to us that those vulnerable children with learning differences, who have previously been accommodated and supported, are not being served at the secondary school level. These children, who require ongoing support to achieve their highest level of function within the public school system, are not having their needs met as the inclusion, modifications and supports mandated by the School Act are not provided in French at NWSS.

The BC Special Education Services Manual (2016) notes that *'British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners'* and that *'all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education'*. It is the responsibility of the school district to provide *'the necessary accommodations determined on an individual basis, to enable [special needs students] to be successful'*. Furthermore, it states *'School boards are responsible for ensuring that special education services and programs are delivered to any of their students who require them. Such programs and services are an integral part of the total school system, and should be organized to ensure that services generally available to all students and their parents are also available to children with special needs, and that access will be as seamless as possible.'* These documents recognize that some children *'will require extensive modifications to parts of their programs so that some of their learning outcomes will be substantially different from the regular curriculum. In these cases, evaluation will be based on the degree to which the individualized outcomes are achieved.'*

There is nothing in these guidelines that states that only programs offered in English should be modified. In fact, the Official Languages Act states that *'The Government of Canada is committed to cooperating with provincial governments and their institutions to... enhance opportunities for all to learn both English and French.'* The Diversity in B.C. Schools policy states *'The school system is expected to create and maintain conditions that foster success for all students and promote fair and equitable treatment for all... The conditions that foster success for all students include the following: equitable access to and equitable participation in quality education for all students'*. And a 2012 Supreme Court of Canada decision (Moore vs BC) states that *'students with disabilities are entitled to receive the accommodation measures they need to access and benefit from the service of public education'* and that *'adequate special education is not "a dispensable luxury"'*. Canadian Human Rights Law requires education providers to make their services accessible to persons with disabilities. Therefore, when a barrier is identified, accommodations must be provided to overcome that barrier. Each of these documents reinforces the fact that our vulnerable students are entitled to the individualized services they require in an organized, efficient and timely manner. This includes appropriate modification of the curriculum in both French AND in English, and the necessary instructional assistance to support that learning in the classroom.

The NWSS website states *'At NWSS, we are proud of our diversity and that is reflected in an array of educational programs and services as we strive to meet the needs of all our learners'*. However, there is the semblance of a lack of willingness at NWSS to modify the French Immersion curriculum and the evaluation process for vulnerable children. It is our understanding that the French Immersion curriculum has not previously been modified for special learners at NWSS. It was suggested that children with special educational needs should either be moved to the English program, or encouraged to seek a transfer to another district. Canadian Parents for French – New Westminster feels that this is a shameful proposition which does not meet the intent of the public education system in our province. Often children with special needs are excluded and socially isolated, and have significant difficulty with transitions. It is particularly important for these children to be supported and assisted to reach their learning goals. It is not in the best interests of a child to be removed from their peer group who have supported them through the elementary and middle years and be placed in a different program or a completely different district. By

keeping children with learning differences within our community, the district could gain valuable insights that could be applied to all students.

The lack of a French speaking Education Assistant at the high school level is another significant concern. Some functions of an Education Assistant such as behavioural support or physical assistance may be adequately provided in either English or French. However, learning support and assistance with teaching concepts and reading for students with learning disabilities is best provided by someone who is proficient in the language of instruction. Therefore, it is of paramount importance that students who require educational support have access to an Education Assistant who can understand and communicate the information contained in the curriculum in the language of instruction.

Canadian Parents for French – New Westminster is also concerned that the transition process from Middle School to Secondary School has been poorly handled. In Appendix H17 of the BC Special Education Services Manual, there is a documented process for Transition Planning for children with special educational needs and states that *'the transition process for a student with special educational needs requires especially careful planning to ensure that the elements of the Individual Education Plan and the support services required to carry it out are not disrupted or lost in the process'*. This process calls for a *'carefully developed and coordinated transition plan'* that will *'specify the supports and services necessary to enable the student to be successful at school and in the community'*. Furthermore, it states that *'IEP transition planning should begin at least one year before the transition to another school'*. Nevertheless, despite multiple attempts by parents and middle school staff to communicate early and coordinate transition planning to the high school, the experience has been disorganized and unsupported.

A specific and disturbing example of the above concerns a child who recently transitioned into NWSS. This student had special needs that had been identified through both elementary and middle school in New Westminster and had been accommodated by an IEP throughout. The student's parents had contacted the NWSS Principal, Vice-Principal, Counselling and Resource staff, as well as the District Directors of Learning Services and Programs & Planning many months prior to the start of the new school year to request information and assistance with the transition to secondary school. Despite these extensive and repeated attempts, this student was not identified by NWSS as having special needs that warranted acknowledgement or consideration. Although a resource team meeting was scheduled, only the Resource Teacher and a counsellor attended. Over two and a half months into the school year, there has been no IEP meeting or meaningful discussion about appropriate learning objectives and evaluation strategies. Instead, the student is being given marks of '0/10' and the family has been asked to consider private tutoring. The treatment of this child and family is demoralizing, disrespectful and unacceptable. We know that there are other children who have significant special education needs who will be transitioning to NWSS in the next year and will need significant support. It is our fervent hope that a similar experience can be avoided.

Canadian Parents for French – New Westminster is asking the Senior Administration and Board of Trustees for SD40 to immediately review the services provided for students in French programs and to assist the New Westminster Secondary School in meeting the mandate of the BC School Act. Canadian Parents for French – New Westminster calls upon SD40 to provide appropriate and meaningful adaptations, modifications, support and evaluation for students with special educational needs in the NWSS French Immersion program and in the Core French classes. This will require the services of a French speaking Resource Teacher. Furthermore, we ask that a concerted effort be made to hire a French speaking Education Assistant who can provide the educational support required for students in the New Westminster Secondary School French Immersion and Core French programs. One potential strategy for this would be working with Éducacentre to provide practicum opportunities for French speaking Education Assistants and advertising job postings on their site.

Canadian Parents for French - New Westminster appreciates the opportunity to participate in the French Immersion programs in SD40, and we sincerely hope that the District will assist NWSS in meeting its responsibilities to the vulnerable students in both the French Immersion and Core French programs. We would appreciate an opportunity to speak to the Education Policy and Planning committee early in the New Year. We hope that SD40 and NWSS will be able to provide insight as to how these concerns are being addressed. We look forward to hearing from you at your earliest convenience.

Sincerely,



Sloane Drennan, Chair



Ronda Field, Vice-Chair

Canadian Parents for French – New Westminster

cc: SD40 Senior Administration Staff
SD40 Board of Trustees
NWSS Administration Staff

Canadian Parents for French BC-Yukon
Judy Darcy, MLA New Westminster
Peter Julian, MP Burnaby – New Westminster