BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
Education Policy and Planning Committee

Tuesday, January 8, 2019 – 7:30 pm

Fraser River Middle School

Location: 800 Queens Avenue, New Westminster

AGENDA

The New Westminster 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.

Item	Action	Info	Presenter(s)	Attachment
1. Approval of the Agenda	X		G. Dhaliwal	
2. Presentations				
a. Fraser River Middle School Growth Plan Presentation		X	Students & Teachers	
b. Delegation Presentation – School District No. 40 (New Westminster) Menstrual Initiative		X	S. Tribe	*P. 1*
3. Reports from Senior Management				
a. School Growth Plans		X	M. Naser	*P. 18*
b. Aboriginal Enhancement Agreement	X		B. Lansdowne	*P. 40*

Recommendation: THAT the Education Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) that the Aboriginal Enhancement Agreement, be endorsed.

4. General Announcements

5. New Business

a. Implementation of the Truth and Reconciliation Commission's Calls to Action	X		M. Gifford / G. Dhaliwal	*P. 56*

Recommendation: THAT the Education Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to receive the Truth and Reconciliation Commission's Report, "Honouring the Truth, Reconciling for the Future" and that, along with the New Westminster Aboriginal Enhancement Agreement, commit the District to evaluating and reporting on our progress toward implementing its Calls to Action annually.

Item	Action	Info	Presenter(s)	Attachment
5. New Business				
b. Special Education Review	X		M. Russell	*P. 72*

THAT the Education Policy & Planning Committee recommend that the Board of Education of School District No. 40 (New Westminster) direct the Superintendent to begin a comprehensive review of special education services and programs;

AND THAT this Special Education Review include but not be limited to:

- *examination of the District's Tiered Service Delivery model, Learning Services Handbook, Policies and Administrative Procedures,*
- *gathering and analysis of available data from a wide range of District sources,*
- *research on promising practices and the evidence base from other jurisdictions,*
- *a District-wide consultation plan to learn from parents and caregivers, students, teachers, staff and interested community organizations,*
- *review in-service opportunities to support staff development*
- *formation of a review advisory group to include representation from:*
  - *Parents/caregivers of students with special needs*
  - *CUPE Local 409 members*
  - *NWTU*
  - *NWPVPA*
  - *Board of Education*
- *plan for ongoing consultation and engagement, and*
- *alignment with the District's mission to enable each student to learn in a safe, engaging and inclusive environment;*

AND THAT a Special Education Review Implementation Plan be presented to the Board of Education by May 2019, with monthly updates to the Education Policy & Planning Committee.

Reminder: Trustee Strategic Plan Orientation – Tuesday, February 19, 2019 at 5:00pm, School Board Office

6. Adjournment

SD 40 Menstrual Initiative: Making Restrooms Equal

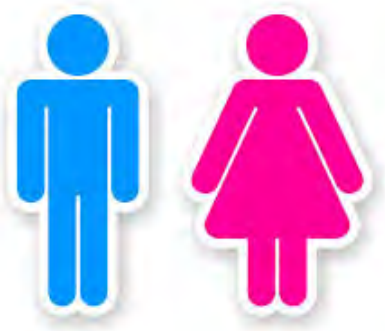
Presenter: **Selina Tribe, PhD, PGeo**

Instructor, Douglas College

Chair, Sir John Franklin Elementary PAC (SD 39)

Chair, Women in Engineering and Geoscience Division,
Engineers & Geoscientists British Columbia

Let’s Compare



Boys restrooms contain all the single-use paper products needed for boys to conveniently manage their normal bodily functions.

Girls restrooms are not so equipped:

- No dispensers for tampons and pads;
- No signs telling what to do if you get your period, and where to access menstrual products;
- Some bathrooms lack disposal bins, counters, coat hooks;

Tampons and pads are essential items to be readily available and accessible, just like toilet paper.

Image credits: CC-BY-SA-3.0

The Problem

Girls may under-perform, miss school, and avoid athletic, social, & other activities if they cannot manage their period.

- Girls expected to provide their own period products;
- Or seek the nurse, administrator, counsellor to ask for supplies;
- Male custodians recoil; boys make fun;
- Leads to a culture of concealment, in sleeves, waistbands;
- High cost of products is a financial barrier for low-income families;
- Institutional silence and lack of support breeds shame, and perpetuates menstrual stigma.

The Solution

Install coin-free tampon & pad dispensers

New, modern designs from Hospeco:

- Push-button or hands-free dispensing;
- Coin-free with indicator light, timer;
- CAD $200-300 per unit* ;
- Stocks single-use wrapped products, 500 for $50;
- Eliminate padlocks, coin collection, vandalism;
- Education needed for usage and disposal;
- Existing dispensers can be modified to vend for free.

* Distributed in Canada by Veritiv, Global Industrial, and others. Lucite courtesy dispenser costs $17, and is more suitable for a staff restroom.

Photo credits: Hospeco, Washington University

Disposal Issues & Solutions

Toilet clogs mean costly down-time, and maintenance issues:

- Girls asked to dispose into receptacles that are improperly lined, or unsanitized, posing a health risk* to users and custodial staff;

New modern designs** are cheap and easy to use:

- Single-use, bio-degradable bags and bin liners ($8);
- Protects plumbing because waste goes in the trash;
- Protects health of users, custodians, cleaning staff.

** Hepatitis B, Hepatitis C, AIDS, sexually transmitted diseases (STD), and other blood-borne viruses

* www.scensiblesource.com, also available through Hospeco and Canadian suppliers.

Photo credits: Scensiblesource.com

Cost By School

Cost of Funding Menstrual Product Dispensers by School

School	District	Student Population	No. of Girls & Universal Restrooms	No. of Staff Restrooms	Equipment Cost*	Supplies Cost**	Cost per Student Year 1	Cost per Student Year 2
Sir John Franklin Elementary	39	200	2	3	$700	$200	$4.50	$1.00
Fraser River Middle	40	500	6	4	$1900	$400	$4.60	$0.80
Templeton Secondary	39	1000	10	8	$3200	$800	$4.00	$0.80
New Westminster Secondary	40	2000	16	10	$5000	$1600	$3.30	$0.80

* One-time cost of CAD$300 each for coin-free EVOGEN dispenser per girls restroom. Staff restrooms:$17 lucite courtesy dispenser. Estimate.
** Annual cost of stocking tampons and pads, at $50 per box of 500 individually-wrapped units. Estimate.

Funding

- Seek funds from various sources, accounts, grants;
- Initial capital funds may come from PAC, or direct drive request;
- Temporarily economize on sports, shop, technology equipment expenditures to fund purchase of dispensers;
- Conduct a student vote to approve funding;
- New and renovated schools to be so equipped.

Photo credit: Hospeco

A Growing Movement

- In June 2016, New York City Council signed laws to put coin-free dispensers in all schools, shelters, jails;
- In 2017, so too Illinois, California, Portland, Fort Worth;
- In Aug 2018, Scotland becomes the first country to provide accessible period products in all schools, colleges, universities;
- In Canada: Humber College, McGill University, Centennial College (cost $7,000/yr);
- Toronto City Council (2018) approved $2 million to supply Toronto shelters with period products;
- **What about British Columbia?**

Image credits: Hospeco

Be the First Mover

SD40 can be the first school board in Canada:

- To provide tampons, pads in restrooms;
- Acknowledge and support menstruation;
- Reduce financial barriers;
- Educate people, and create empathy;
- Reduce anxiety, accidents, shame;
- Increase participation, engagement, performance of menstruating students.

Mayor Bill de Blasio signing legislation increasing access to menstrual products for New York City's shelters, students, inmates, July 13 2016. Courtesy Sarah Ruiz-Grossman, Huffington Post

Photo credit: Centennial College School of Advancement, News, www.centennialcollege.ca

Resources

- Hospeco Period Partner has great resources, news, products, support: https://hospeco.com/PeriodPartner
- Hospeco Menstrual Care System Video (3:55): https://www.youtube.com/watch?time_continue=3&v=qDrESlNrWEg
- Disposal Solutions: Hospeco Sanitary Disposal
- Disposal Issues Video (9:30): https://www.youtube.com/watch?v=gtBS-gKDvys

HOSPECO
CLEAN • PROTECT

Photo Credits: Hospeco, Period Partner

Questions?

- Contact Selina Tribe, PhD, PGeo
- Tel: 604-294-1033
- Email: tribes@douglascollege.ca

Financial Information

Published Cost of Funding Menstrual Equity Programs

City, Institution	Operating Budget (2018)	Cost of Menstrual Equity Program	People Served	Cost Metrics
Toronto	$11 billion	$1.9 million/year	22,000	Less than 0.018% of annual budget; $7.50 per person/yr
New York City	US$82 billion	$2.5 million/year	N/A	Less than 0.004% of annual budget
Centennial College, Ontario (8 schools)				Cost estimated at $7,000 annually for 8 schools

Source: Julien Gignac, The Star, May 28, 2018, It would cost $1.9 million to cover menstrual products for vulnerable women and girls in Toronto, new research shows.

Period Facts

- Periods last for 5-7 days of blood flow, 24 hr/day;
- 28-day cycle equates to bleeding 20-25% of the time;
- Average age of first period 12 yrs old, as early as age 8;
- Period blood flow is difficult to predict;
- Variable flow rates are hard to control without leaks;
- Unpredictable onset, risk of Toxic Shock Syndrome;
- You can’t hold it in, like pee or poo;

Image from My Period Calendar App by Sonya Marcarelli

How To Manage Periods

Soak up and collect the blood with:

- External products - pads & panty liners;
- Internal products - tampons & menstrual cups;
- Purchase from drug store at significant cost;
- Or from a vending machine, if available, stocked, and operational.

In BC schools, there are no vending machines.

Douglas College, double-padlocked, tampon and pad dispenser, 25-cents each, with a sign directing women to go to Security Office if unit is empty or out of order.

Schools by District

District Facilities Across Lower Mainland

District	SD	No. of Elementary Schools	No. of Middle Schools	No. of Secondary Schools	No. of Education Centres
Vancouver	39	92	1	18	2
New Westminster	40	8	3	1	2
Burnaby	41	41	0	8	0
North Vancouver	44	25	0	7	2
West Vancouver	45	14	0	3	0
Coquitlam	43	45	14	11	1
Richmond	38	38	0	10	0

New Westminster Schools

School District No. 40 (New Westminster)

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

Date: Tuesday, January 8, 2019

Submitted by: Dr. Selina Tribe, P.Geo., Instructor, Douglas College

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

Subject: School District No. 40 (New Westminster) Menstrual Initiative

Background:

Boys are well-supported in school restrooms, where they have everything needed to conveniently manage their normal bodily functions. Girls require the same level of support to ensure equal access to dignity, education, and social and emotional development.

The current School District No. 40 Board Policy is to direct menstruating girls to the office or nurse to request a tampon or pad, then return to the bathroom to use it. Tacitly, the school board expects girls to purchase their own tampons and pads, and to manage monthly blood flow on their own. However, studies show that girls may underperform, withdraw from physical, academic or extra-curricular activities, or miss school, if they cannot manage their period.

The high cost of period products is a financial barrier to some low-income families. The unpredictable start and duration of menstruation is difficult to manage without anxiety and leaks. Some girls are uncomfortable requesting period products from males, or from people in the office. The lack of support for, and acknowledgement of, menstruation in schools contributes to shame, and perpetuates menstrual stigma among girls, boys, and adults.

The solution is for schools to install coin-free dispensers of tampons and pads in the girls restrooms, thereby making these essential products freely and easily available, just like toilet paper. Modern dispenser designs cost $200 to $300 each, bolt to the wall, and dispense individually wrapped products costing $50 per box of 500. Only one dispenser is required per restroom, and has a useful life exceeding 10 years. Universal bathrooms should also be equipped with a dispenser to support menstruating individuals who are accessibility-challenged, trans- or gender non-conforming.

For any one school, the funds required to purchase dispensers are not large. At Sir John Franklin Elementary School (205 students, School District No. 39), Parents Advisory Council (PAC) purchased and stocked the dispenser for the first year at a total cost of $275. Thereafter, the annual cost is expected to be about $75. Funding can be sought from various budgets, grants, and PAC. It may be necessary to temporarily reallocate funds from technology, athletic, or shop purchases to cover the initial expense of installing the wall units.

The movement to provide freely-available period products in school restrooms, just like toilet paper, has gained momentum over the past 2-3 years. Scotland, California, Illinois, New York City, and other jurisdictions now provide menstrual products in all schools and post-secondary restrooms. Canadian college and university campuses are doing the same.

School boards across British Columbia and Canada are facing this issue as administrators and parents reckon with the unequal support given to girls and boys to manage their normal bodily functions. One elementary school in SD39 has installed a dispenser, led by parent action, and other schools will soon follow.

New Westminster Board of Education has an opportunity to be a leader on this issue and demonstrate to families, and to other school districts, its commitment to creating a caring and inclusive learning community supporting all learners. The simple action of putting coin-free dispensers in the restroom will enhance girls' performance and participation in school activities, and contribute to greater empathy, knowledge, and acceptance of menstruation among the school population.

Recommendation:

To enhance the ability of students to manage menstruation without undue delay, embarrassment, financial burden, or shame, be it therefore resolved THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster), the installation of coin-free tampon and pad dispensers in all girls and universal restrooms in elementary and secondary schools.

School Improvement

Curriculum Redesign

PERSONALIZING LEARNING – TAPPING INTO STUDENT INTERESTS TO HELP THEM LEARN

CORE COMPETENCIES BALANCED WITH A SOLID FOUNDATION OF SKILLS (READING, WRITING AND MATH)

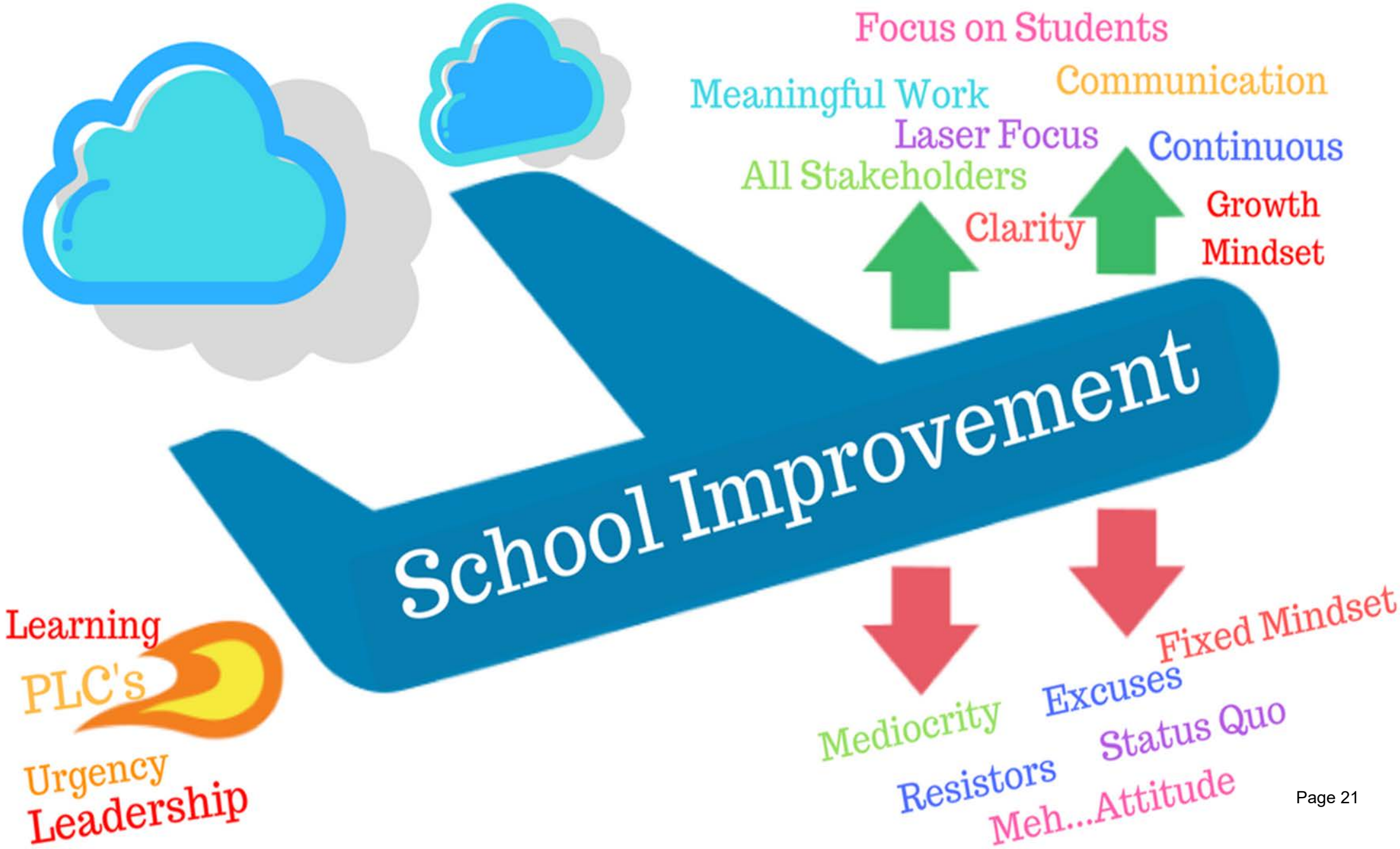
APPLYING WHAT STUDENTS HAVE LEARNED TO REAL-LIFE SITUATIONS

GAINING THE SKILLS TO ENTER POST-SECONDARY AND THE WORKFORCE

STRENGTHENING THE ABILITY TO COMPETE IN A GLOBAL ECONOMY

Educated Citizens

- Think critically
- Communicate
- Creative, flexible, and self motivated
- Positive self image
- Independent decision makers
- Skilled, productive
- Adapt to change
- Respectful of others regardless of differences


Focus on Students
Communication
Meaningful Work
Laser Focus
Continuous
All Stakeholders
Clarity
Growth Mindset
School Improvement
Learning
PLC's
Urgency
Leadership
Fixed Mindset
Excuses
Mediocrity
Status Quo
Resistors
Meh...Attitude

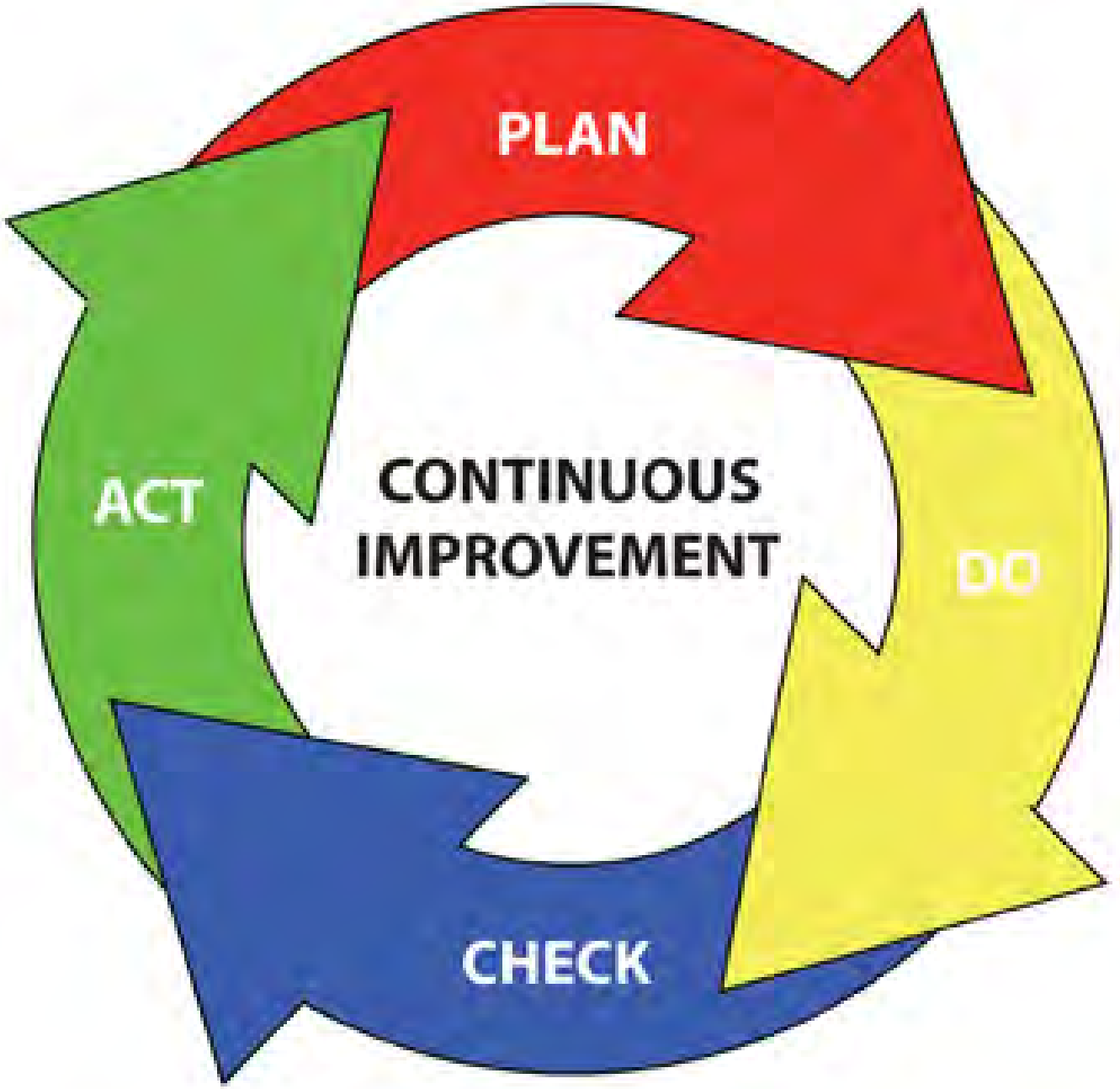
Reflection

WHY IS THE MOST IMPORTANT THING TO FOCUS ON?

WHAT WILL BE DIFFERENT FOR STUDENTS?

HOW WILL YOU MEASURE OUTCOMES?

HOW WILL YOU COMMUNICATE AND CELEBRATE PROGRESS WITH YOUR COMMUNITY?


PLAN
DO
CHECK
ACT
CONTINUOUS
IMPROVEMENT

Queensborough Elementary School

Welcome to Queen Elizabeth Elementary School!

Queen Elizabeth Elementary School is a Kindergarten to Grade 4 school situated in the Queensborough area of New Westminster. The Queen Elizabeth Elementary School staff believe that every child has unique capabilities and characteristics.

Our responsibility is to provide the kind of education appropriate for the individual child and to help each student assume responsibility for his or her own learning and behaviour. We will encourage the

Lord Kelvin Elementary School

Welcome to Lord Kelvin Elementary School

Lord Kelvin Elementary School is a diverse K-5 school located in the heart of New Westminster. Our school offers its students an outstanding educational experience. Our classroom teachers, resource specialists, support staff, administrators, custodians, parents & the community support staff ensure students' and their families' needs are met.

Our present school enrolment is 433 students in 20 divisions. We have a diverse population which comprises half of our school consisting of

Herbert Spencer Elementary School

Welcome/Bienvenue to École Herbert Spencer School

École Herbert Spencer School is located in the historic Queens Park neighbourhood of New Westminster. We are a K-5 dual track English and Early French Immersion School.

The school focus is on student achievement and supporting all learners in a caring learning environment.

Our school goal is to intentionally infuse the core values of Respect, Responsibility and Relationships into school culture.

F.W. Howay Elementary School

Welcome to F.W. Howay

F.W. Howay Community School (K–5) in SD No. 40 (New Westminster) is a small school of approximately 140 students that is the heart of the community. The staff is dedicated to best practice in reading, writing and numeracy development and to a deep empathic response to all students. Students and parents are excited by the learning, the thinking, and the community spirit.

Address:
91 Courtney Crescent
New Westminster, BC V3L 4M1

Ecole Qayqayt Elementary School

Welcome to École Qayqayt Elementary School!

École Qayqayt Elementary school is a K-5 dual track, English and French Immersion school located in New Westminster's vibrant Downtown neighbourhood. Qayqayt officially opened its doors in the Fall of 2014 and has a school population approaching 500 students aged 5 – 10. Qayqayt draws its name from the Qayqayt First Nation meaning, "Resting Place", on whose land the school sits, and was also home to St. Mary's Hospital from 1887 – 2003.

Connaught Heights Elementary School

School Overview

Welcome to Connaught Heights Elementary School!

Connaught Heights Community School is a small, unique and culturally diverse community-oriented school, located in a park like setting in the West End of New Westminster.

Opened in 1964, our school was officially designated a Community School in 1995 by School District No. 40 (New Westminster) and the Ministry of Children and Families. The mandate of this program is to provide a wide range of recreational, social and educational programs and to partner with other agencies and organizations, some of which use our school facilities. Serving students in Montessori and mainstream from Kindergarten to Grade 5, our focus is on student achievement and supporting all learners.

Ecole Lord Tweedsmuir Elementary School

Welcome to École Lord Tweedsmuir!

École Lord Tweedsmuir Elementary, with its proud history of over 70 years, is pleased to offer Early French Immersion in addition to the regular program, Kindergarten to grade five.

The 2018-2019 school year opens with several exciting and impressive initiatives underway. With phase one (our new vegetable garden) of our Outdoor Green Space complete, phase two and three will unfold this Fall and next Spring. Our Zones of Regulation Program and two "Zones" room spaces help to facilitate self-regulation and promote classroom success for students. Our designated "Maker-Space" allows whole classes a dynamic and materials-rich venue to imagine, design, and build!

Richard McBride Elementary School

Welcome to Richard McBride Elementary School!

Richard McBride Elementary School is a K-5 public school located in the historic Sapperton neighbourhood of New Westminster, British Columbia. It is a medium-sized school which currently serves approximately 415 students with a staff of over 50 educators and support personnel. Our school goals focus on the development of social-emotional learning, numeracy, and literacy.

Our School Goal

At Richard McBride we will work together as a school community to develop the knowledge, skills and attitudes that will foster a positive school community of socially and emotionally connected learners. We will develop common language to support our students' growth and self-awareness in relation to their emotions and also support them in the development of skills to manage their emotions constructively.

Ecole Glenbrook Middle School

School Overview

École Glenbrook Middle School, located in New Westminster, a historic and growing community of approximately 55, 000 in the geographic center of British Columbia's Lower Mainland, opened in September of 2000. A middle school comprised of grades six, seven and eight, École Glenbrook is a triple track English and French Immersion school with over 650 students and approximately 60 staff.

School History

École Glenbrook Middle School was named after the area of New Westminster in which it was built, an area that was once home to a brook that fed into the Fraser River near the former British Columbia Penitentiary. Glenbrook Ravine Park located across McBride Boulevard to the south

Queensborough Middle School

School Overview

School Learning Plan

School Learning Plan

At Queensborough Middle School we aim to optimize student engagement and achievement by fostering a growth mindset at the school where all members of the learning community believe they can develop their efficacy through effort, strategy development and use, and perseverance.

Read all about our 18.19.QMS.School Learning Plan (One page)

2017.2018 Queensborough Learning Focus

16.17.Learning Focus newsletter submissions

Fraser River Middle School

Welcome Fraser River Middle School!

Fraser River Middle School is New Westminster's third middle school and opened in September 2016 to welcome 460 students. This new school is located on the corner of Queens Avenue and 8th Street, the site of the former John Robson Elementary School. Fraser River Middle School houses students in grades 6 – 8, arriving from four feeder schools: Lord Kelvin Elementary, Lord Tweedsmuir Elementary, Connaught Elementary, and Qayqayt Elementary.

A new **School Map for Active and Safer Walking Routes** is now available, the creation of a three-way partnership of New Westminster Schools, TransLink, and the City of New Westminster.

New Westminster Secondary School

NWSS School Learning Plan

Our 2018-2019 school learning plan, **Improving Student Ownership of Learning**, builds upon the 2017-2018 plan, **Improving Engagement**, and the 2016-2017 plan, **Improving the Individual User Experience, Each Learner at a Time.**

The Canadian Education Association (CEA) describes engagement as the extent to which students:

POWER Alternate Secondary School

POWER School Learning Plan 2018-2019

At Power Secondary School, our goal is for students to improve their ability to set personal goals, reflect and assess their progress toward them and be better able to share their personal growth and development with evidence.

Find out what makes us unique and how we can meet your needs.

We invite you to view our **School Learning Plan 2018-2019** and find out how you can:

- dream big
- set goals
- take action!

Royal City Alternate Secondary School

Royal City Alternate Program

New Westminster Schools offers the ROYAL CITY ALTERNATE PROGRAM (RCAP) to students 13 to 16 years of age. This academic program offers coursework up to Grade 10 completion and provides a transition to regular or alternate high school programs with social and emotional support in and outside of the classroom.

A Sense of Community

A sense of community is important at RCAP and is fostered

New West Adult and Online Learning

New West Adult and Online Learning

In addition to the standard Kindergarten to Grade 12 classes, New Westminster Schools is proud to offer a variety of Adult and Online Learning programs that also use the provincially prescribed curriculum. These meet the diverse needs for learners of all age levels and inspire success for every student. In today's global conditions these programs provide new options to ensure students are able to live successfully in an ever-changing environment.

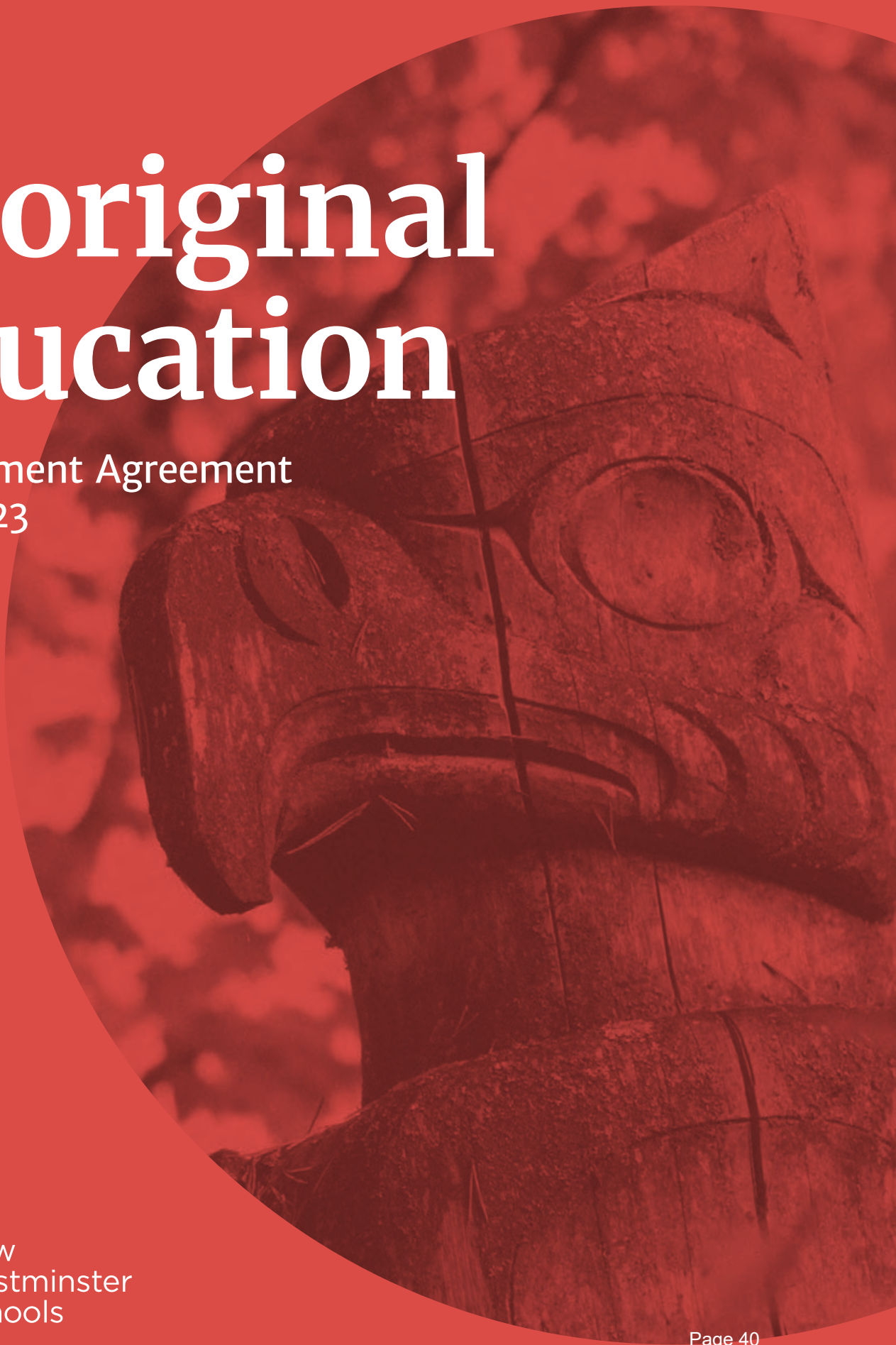
Hume Park Home Learners

Home Learners

The Home Learners Program (HLP) is a teacher-led distributed learning program that provides options for families who prefer to have their students educated in the home. This program provides choice and flexibility for children and parents to partner with the public education system in designing learning experiences that are unique to each family.

Aboriginal Education

Enhancement Agreement 2018–2023



New Westminster Schools

New Westminster Schools 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.

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Introduction: sharing responsibility

This document, the third Aboriginal Education Enhancement Agreement, charts a five-year course to 2023 in support of the academic, social and cultural achievement of a diverse Aboriginal student population.

It was developed with the guidance of our Aboriginal Advisory committee following a process of collaboration, consultation and consensus. It is our hope this document will meaningfully support the success of students while representing a step in the journey of answering the Calls to Action of the Truth and Reconciliation Commission of Canada.

We are proud of the four goals we have set for the success of Aboriginal students. These goals were developed through the lens of education for Reconciliation. They include a renewed focus and concrete steps in support of academic student success in numeracy, reading and writing. They also ensure all learners – students, staff and community – will continue to increase their understanding and knowledge of Aboriginal history, culture and perspectives.

This document will be shared among students, parents/guardians, district staff and community partners. It represents a shared responsibility. As stated by the chair of the Truth of Reconciliation Commission, Justice Murray Sinclair, education is key to reconciliation. "We owe it to each other to build a Canada based on our shared future, a future of healing and trust."

ACKNOWLEDGING TRADITIONAL TERRITORY: A SIGN OF RESPECT

The Board of Education of New Westminster Schools believes that acknowledging Traditional Territory is a way to honour and show respect to the original inhabitants of this land.

This practice enables the wider school and district community to share in Aboriginal cultures, and leads to better relationships and understandings.

Observing this practice connects participants with the traditional territory, and provides a welcoming atmosphere to the land where people are gathering.

About the Qayqayt First Nation

In the 19th century, a village alongside of what is now Front Street in New Westminster was called Qayqayt (pronounced Ka-kite).

In 1859, New Westminster City Council sought to remove the First Peoples from the city core, creating three reserves in the surrounding area, including 27 acres of Poplar Island and 105 acres across the Fraser River at Bridgeview.

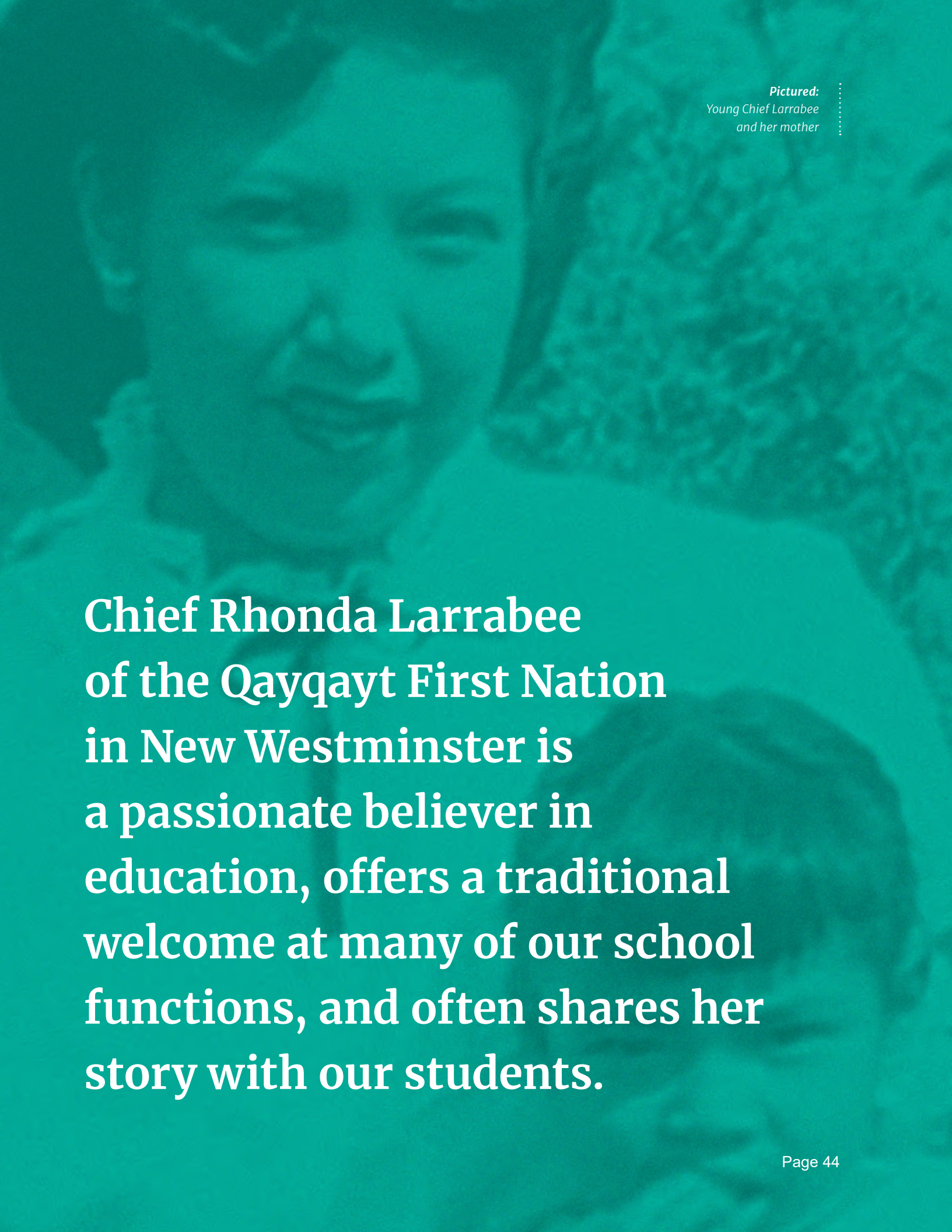
A smallpox epidemic killed many First Peoples in 1904. In 1916, the McKenna McBride Commission closed the New Westminster Indian Reserve and told the residents to move. Many reserves in British Columbia were being closed at this time, most without compensation or alternative lands to help them move. Qayqayt from New Westminster were married into or adopted into other Nations, relocating to Musqueam, Squamish, and Washington State. The story of the Qayqayt was almost forgotten.

Chief Larrabee's mother, aunt and uncle were the last few living members of the Qayqayt First Nation, which once numbered 400 people before their lands were sold and their remaining reserve was deemed inactive in 1951.

Chief Larrabee's journey of self-discovery led her to apply for Indian Status in 1994, resurrect the Qayqayt Band, become chief, and work to keep the legacy of her ancestors alive through education. Her story is captured in the award winning National Film Board of Canada documentary, "A Tribe of One."

Sharing her story with the school children of New Westminster continues to have a major impact. The New Westminster School District is proud to have a partnership with Chief Larrabee and her band. Chief Larrabee is a member of the New Westminster Aboriginal Education Advisory Committee.

Adapted from "A History of the New Westminster Indian Band," 2004



Pictured:
Young Chief Larrabee and her mother

Chief Rhonda Larrabee of the Qayqayt First Nation in New Westminster is a passionate believer in education, offers a traditional welcome at many of our school functions, and often shares her story with our students.

Our committee

We thank all students, families, district staff and partner groups for their work in developing the third Enhancement Agreement.

Chief Rhonda Larrabee
Qayqayt First Nation

Elder Keely George
Douglas First Nation

Bertha Lansdowne
District Coordinator for Aboriginal Programs

Parent representatives
New Westminster

Student representatives
New Westminster

Mark Gifford
Chair, New Westminster Schools Board of Education

Karim Hachlaf
Superintendent of Schools

Maryam Naser
Associate Superintendent

Betina Wheeler
Community Program Development Officer SD #40

John Tyler
Principal, NWSS

Jamie Sadler
Vice-Principal, NWSS

Randy Jaggernathsingh,
Vice-Principal, NWSS

Mary-Joanne Hunt
New Westminster Teachers Union

Marcel Marsolais
President, CUPE 409

Jamey Dye,
Aboriginal Child and Youth Mental Health

Laura Baracaldo
Aboriginal Child and Youth Mental Health

Dave Seaweed
Aboriginal Coordinator, Douglas College

Gary George
Community Engagement, Simon Fraser University

Aboriginal Education Staff

Above: *Annual Qayqayt Honouring and Rite of Passage Ceremony, Lord Kelvin elementary school, 2018*

PROCESS

The Aboriginal Education Advisory Committee was formed in 2001, when the district began consulting for its first Enhancement Agreement in 2004 – the first urban agreement in the province. The committee is representative of the urban Aboriginal population, district staff and other partner groups. It met several times in 2017/2018 to collaborate on setting goals for Aboriginal student achievement for 2018–2023. Aboriginal students and their parents provided input through focus groups and informal conversations at district schools. A writing committee was created so that we could formulate goals and outline commitment statements, and identify indicators of student success. Following a process of collaboration, consultation and consensus, we are proud of the four goals we have set for Aboriginal student success.

This five-year agreement extends to June 2023, and recognizes our shared responsibility to meet the educational needs of the diverse Aboriginal student population of New Westminster Schools.

We are committed to ensuring that Aboriginal students and their families are connected to our schools and feel welcome and safe. We are committed to working closely with the Aboriginal community, to shared decision-making and to meaningful and achievable strategies to ensure Aboriginal student success.

Guiding Principles

These principles reflect the district's commitment to ensuring that each student is able to learn in a safe, engaging and inclusive environment. These six values will guide us in ensuring our achievement goals for Aboriginal learners are met.

1. collaboration

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

2. engagement

Meaningful, purposeful, and relevant learning

3. equity

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

4. inclusion

Learning where all people are welcomed, respected, and supported

5. innovation

Curiosity, inquiry and creativity

6. integrity

Ethical, principled and honest in our words and actions

DOUBLE-HEADED SERPENT

The double-headed serpent reminds us to always work on choosing a balance of forces in our lives. It was created by Xwa'lack tun, a Salish artist, and his son James Harry, a graduate of New Westminster Secondary School. A supernatural symbol, the logo was approved by Chief Rhonda Larrabee of the Qayqayt First Nation for use by Aboriginal Education programs in New Westminster Schools.

Goal 1: Belonging and culture

Aboriginal students will develop pride, confidence and self-esteem through the affirmation of their ancestral identity.

COMMITMENTS

- Encourage Aboriginal student participation in the annual Qayqayt Honouring and Rite of Passage Ceremony
- Encourage Aboriginal student participation in cultural events in the community
- Provide ongoing social and cultural gatherings at school to provide Aboriginal students opportunities to strengthen peer relationships and a sense of belonging
- Provide opportunities for Aboriginal students to engage in reconciliation activities in their schools and communities
- Continue to build student capacity amongst non-Aboriginal students for intercultural understanding, empathy and mutual respect

INDICATORS

Attendance records

Satisfaction survey results

Student surveys locally developed

Participation in cultural activities such as Qayqayt Honouring and Rite of Passage Ceremony

Participation in district, community, and school-based Reconciliation activities

Goal 2: Academics

Aboriginal learners will improve performance in grades 4 through 7 in numeracy, reading and writing.

COMMITMENTS

- Apply early screening for Kindergarten students to identify at-risk readers
- Work with school-based teams to identify Aboriginal students in need of numeracy, reading and writing supports in K-4
- Provide research-based literacy interventions to struggling readers and writers in K-4. E.g. Leveled Literacy Intervention
- Consistently use current internal screeners to provide necessary academic supports in both literacy and numeracy
- Continue the partnership between Aboriginal education and Curriculum Facilitators to co-create numeracy units which embed Aboriginal perspectives
- Continue to work with educators on the integration of First Peoples perspectives and world views across the curriculum, the inclusion of Indigenous pedagogies, and the selection and appropriate use of Authentic First Peoples resources
- Continue to provide professional development opportunities or teachers around literacy and numeracy supports for struggling learners
- Indigenize the K-9 curriculum by infusing classroom and school libraries with authentic First Peoples literature and levelled readers

INDICATORS

Baseline data from District Early Learning Screeners and other baseline assessments

Grade 4 and 7 FSA results in numeracy, reading and writing

Increase in the number of numeracy units that embed First Peoples perspectives

Increase in the number of literacy resources that embed First Peoples perspectives

Report card reviews: individual students

Goal 3: Transitions

Aboriginal students will successfully transition from Kindergarten to Grade 12 and beyond.

COMMITMENTS

- Weave in Aboriginal perspectives in Welcome to Kindergarten events throughout the district
- Work with school staff, parents and community partners to assist Aboriginal students in making smooth transitions from one school to the next
- Implement transitional activities for Aboriginal students from elementary to middle school and middle to secondary school
- Survey students to identify which extracurricular activities are of interest to strengthen school engagement
- Investigate holistic summer camps for Aboriginal students that integrate academics and land-based cultural experiences
- Provide leadership training opportunities for secondary students (Youth Leadership Conference, Big Brothers Mentorship Program, Volunteering, etc.)
- Coordinate mentorship programs for older Aboriginal students to mentor younger students
- Develop an Aboriginal Peer-tutoring credit course
- Continue to offer individualized or small-group tours for Aboriginal students entering secondary school trades and apprenticeship programs
- Support students in developing a post-secondary plan and in accessing funding for post-secondary studies

INDICATORS

Baseline data
Grade to grade transitions, 6 Year Completion and post-secondary enrollment

Participation rates
in extracurricular activities

Student survey feedback

Pictured: *Aboriginal Education staff share a traditional song at the Qayqayt Honouring and Rite of Passage Ceremony, 2018*

Our vision is that Aboriginal learrners leave our district with the confidence to reach their full potential and with pride in their Aboriginal heritage

Goal 4: Reconciliation

All learners in New Westminster schools (students, staff and community) will continue to increase their understanding and knowledge of Aboriginal history, culture and perspectives.

COMMITMENTS

- Offer professional development opportunities for educators to deepen their understanding of Canada's colonial history and its effects on Aboriginal peoples
- Support educators as they work towards embedding Aboriginal perspectives across the curriculum, including Residential Schools in Grades 5 and 10
- Create awareness for staff, students, parents and community members of the importance of meaningful acknowledgement of traditional and unceded territories of the Qayqayt First Nation and all Coast Salish Peoples.
- Ensure authenticity when selecting resources and experiential activities for students and staff
- Recognize the diversity of Indigenous communities across Canada to avoid perpetuating stereotypes. i.e., diversity in Indigenous world views, cultural practices, languages, and g ender identity (two-spirited.)

INDICATORS

Increase in educators using District Aboriginal resources Media Center Aboriginal Resource Collection and District History and Culture Presentations

Educator participation in reconciliation-focused professional development

K-12 classrooms resourced with First Peoples content

School libraries resourced with First Peoples content

Evidence of Indigenous pedagogies being introduced in classrooms

Evidence that schools are having **on-going reconciliation-focused dialogue**

Above: *Powwow dancing at Lord Kelvin elementary school during Multicultural Week 2018*

Implementation

Our vision is that Aboriginal learners leave our district with the confidence to reach their full potential and with pride in their Aboriginal heritage.

The Aboriginal Education Advisory Committee is committed to ensuring that this third Enhancement Agreement is shared among students, parents/guardians, district staff and community partners. By reviewing our commitment statements for each goal area annually, we will have opportunities to assess and revise our commitments in order to better reach our five-year targets.

Pictured: *Courtyard mural at Connaught Heights elementary school celebrating Coast Salish peoples*

"Achieving reconciliation is like climbing a mountain — we must proceed a step at a time. It will not always be easy...but we cannot allow ourselves to be daunted by the task, because it is just and also necessary. We owe it to each other to build a Canada based on our shared future, a future of healing and trust."

– Justice Murray Sinclair
Chair, Truth and Reconciliation Commission

New Westminster Schools

Where students love to learn

New Westminster Schools 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.

New Westminster School District
School Board Office School District No 40
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New Westminster Schools

School District No. 40 (New Westminster)

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

Date: January 8, 2019

Submitted by: Mark Gifford, Chair

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

Subject: Implementation of the Truth and Reconciliation Commission's Calls to Action

Background:

The Board, staff, students and families of New Westminster Schools seek to deepen our commitment to working in the spirit of reconciliation: to value Indigenous knowledge, experience and ways of knowing; to understand the impacts of colonialism on historical and present-day relationships between Indigenous and non-Indigenous peoples; and to improve opportunities and outcomes experienced by Indigenous students, families, and staff within our District.

Over the past few years, New Westminster Schools have taken steps to embrace learning and ceremony that helps us along this path. Though early in our journey, it is important to recognize that these efforts have had positive impacts for students, staff and community members of all ages and backgrounds, and are creating a culture and foundation for deeper learning and engagement.

In New Westminster, as in other communities across Canada, renewed energy for this work was helped by the work of the Truth and Reconciliation Commission (TRC). After six years of hearing testimony and documenting the impact of residential school experience on Indigenous people, in 2015 the Truth and Reconciliation Commission released its report "Honouring the Truth, Reconciling for the Future". Its findings, and 94 Calls to Action, recognized that the removal of children from the influence of their own culture with the intent of assimilating them into the dominant Canadian culture amounted to cultural genocide.

There is a critical role for education systems to respond to recommendations of the TRC. Hon. Justice Murray Sinclair, Chair of the Commission, has stated "education is what got us here, and education is what will get us out". Within the 94 calls to action are specific recommendations for educators and education systems, including Articles 62 and 63, which identify actions of particular relevance to expectations for School Districts. Other articles also can be seen to invite action from School Districts.

These calls to action are gifts from truth, wisdom, and experience, shared in service to healing, and improvement of systems and relationships that impact all Canadians. There is urgency to fully receive these gifts. In the words of Chief Dr. Robert Joseph, founder of Reconciliation Canada, "Our future, and the well-being of all our children rests with the kind of relationships we build today."

While the TRC's 94 Calls to Action continue to inspire learning and dialogue within our education systems, are reflected in our Aboriginal Enhancement Agreement, and provide critical content for Indigenous and non-Indigenous peoples to absorb, New Westminster Schools have yet to make a formal endorsement of the Report, or commitment to measure our progress to implement its Calls to Action.

Therefore, as one step in our journey of reconciliation, I submit the following as an opportunity for New Westminster Schools to further express our public commitment to implementing the Truth and Reconciliation Commission's Calls to Action. We have included the Calls to Action document as part of this Backgrounder. The Summary of the Final Report of the Truth and Reconciliation Commission of Canada document is available online.

Recommendation:

THAT the Education Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to receive the Truth and Reconciliation Commission's Report, "Honouring the Truth, Reconciling for the Future" and that, along with the New Westminster Aboriginal Enhancement Agreement, commit the District to evaluating and reporting on our progress toward implementing its Calls to Action annually.

Truth and Reconciliation Commission of Canada: Calls to Action

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2015

Truth and Reconciliation Commission of Canada, 2012
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Calls to Action

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action.

Legacy

Child welfare

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
    i. Monitoring and assessing neglect investigations.
    ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
    iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
    iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
    v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.
3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
    i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
    ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.
    iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

Education

6. We call upon the Government of Canada to repeal Section 43 of the *Criminal Code of Canada*.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate

educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.

9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

    i. Providing sufficient funding to close identified educational achievement gaps within one generation.

    ii. Improving education attainment levels and success rates.

    iii. Developing culturally appropriate curricula.

    iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.

    v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.

    vi. Enabling parents to fully participate in the education of their children.

    vii. Respecting and honouring Treaty relationships.

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Language and culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

    i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.

    ii. Aboriginal language rights are reinforced by the Treaties.

    iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.

    iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

    v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

Health

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes

between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.

22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

23. We call upon all levels of government to:

    i. Increase the number of Aboriginal professionals working in the health-care field.

    ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.

    iii. Provide cultural competency training for all health-care professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Justice

25. We call upon the federal government to establish a written policy that reaffirms the independence of the Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.

26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.

27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.

30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.

31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.

32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.

33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.

34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:

    i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.

    ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.

    iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.

    iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.

35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.

36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.

37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.

38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.

39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.

40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.

41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:

    i. Investigation into missing and murdered Aboriginal women and girls.

    ii. Links to the intergenerational legacy of residential schools.

42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the *Constitution Act, 1982*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, endorsed by Canada in November 2012.

Reconciliation

Canadian Governments and the *United Nations Declaration on the Rights of Indigenous People*

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.

44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.

Royal Proclamation and Covenant of Reconciliation

45. We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:

i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.

ii. Adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.

iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.

iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.

46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:

i. Reaffirmation of the parties' commitment to reconciliation.

ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.

iii. Full adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.

iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.

v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.

vi. Enabling additional parties to sign onto the Covenant of Reconciliation.

47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and *terra nullius,* and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

Settlement Agreement Parties and the *United Nations Declaration on the Rights of Indigenous Peoples*

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the *United Nations Declaration on the Rights of Indigenous Peoples* as a framework for reconciliation. This would include, but not be limited to, the following commitments:

i. Ensuring that their institutions, policies, programs, and practices comply with the *United Nations Declaration on the Rights of Indigenous Peoples*.

ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the *United Nations Declaration on the Rights of Indigenous Peoples*.

iii. Engaging in ongoing public dialogue and actions to support the *United Nations Declaration on the Rights of Indigenous Peoples*.

iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the *United Nations Declaration on the Rights of Indigenous Peoples*.

49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*.

Equity for Aboriginal People in the Legal System

50. In keeping with the *United Nations Declaration on the Rights of Indigenous Peoples*, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and

understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.

51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.

52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:

    i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.

    ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

National Council for Reconciliation

53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:

    i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the Crown is maintained in the coming years.

    ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.

    iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.

    iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.

54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.

55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:

    i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.

    ii. Comparative funding for the education of First Nations children on and off reserves.

    iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.

    iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

    v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.

    vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.

    vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.

56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual "State of Aboriginal Peoples" report, which would outline the government's plans for advancing the cause of reconciliation.

Professional Development and Training for Public Servants

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Church Apologies and Reconciliation

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.

59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.

60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.

61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:

    i. Community-controlled healing and reconciliation projects.

    ii. Community-controlled culture- and language-revitalization projects.

    iii. Community-controlled education and relationship-building projects.

    iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

Education for reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

    i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

    ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

    iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.

    iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

    i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.

    ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

    iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

    iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on

Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

Youth Programs

66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.

Museums and Archives

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and to make recommendations.

68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.

69. We call upon Library and Archives Canada to:

    i. Fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joinet-Orentlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.

    ii. Ensure that its record holdings related to residential schools are accessible to the public.

    iii. Commit more resources to its public education materials and programming on residential schools.

70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

    i. Determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joinet-Orentlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.

    ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

Missing Children and Burial Information

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.

72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.

73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.

74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.

75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of

appropriate memorial ceremonies and commemorative markers to honour the deceased children.

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:

    i. The Aboriginal community most affected shall lead the development of such strategies.

    ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.

    iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

National Centre for Truth and Reconciliation

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.

78. We call upon the Government of Canada to commit to making a funding contribution of $10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.

Commemoration

79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:

    i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.

    ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.

    iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.

80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.

81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.

82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.

83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

Media and Reconciliation

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:

    i. Increasing Aboriginal programming, including Aboriginal-language speakers.

    ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.

    iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians,

including the history and legacy of residential schools and the reconciliation process.

85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:

    i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.

    ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.

86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Sports and Reconciliation

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:

    i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.

    ii. An elite athlete development program for Aboriginal athletes.

    iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.

    iv. Anti-racism awareness and training programs.

91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

Business and Reconciliation

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

    i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.

    ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.

    iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Newcomers to Canada

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including

information about the Treaties and the history of residential schools.

94. We call upon the Government of Canada to replace the Oath of Citizenship with the following:

> I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.

Truth and Reconciliation Commission of Canada

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New Westminster Schools

School District No. 40 (New Westminster)

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

Date: January 8, 2019

Submitted by: Maya Russell, Trustee

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

Subject: Special Education Review

Background:

School boards are responsible for ensuring that special education services and programs are delivered to all students who require them. Our programs and services are an integral part of the 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.

Inclusion, one of our District's core values, describes the principle that all students are entitled to "equitable access to learning, achievement and the pursuit of excellence in all aspects of their education". The practice of inclusion is not simply synonymous with integration; it goes beyond placement to include personalized learning, meaningful participation and the promotion of interaction with others.

- *Special Education Services: A Manual of Policies, Procedures and Guidelines (Ministry of Education, 2016)*

Our District's 7,570 K-12 students (Sept 2018) include 562 students with identified special needs who receive a range of learning services and adaptations or modifications which are outlined in an Individual Education Plan.

Like in many Districts across British Columbia, families of students with special needs have raised serious concerns about equitable access to education.

Some of these concerns include getting timely learning assessments without needing to pay privately for psycho-educational assessments, receiving appropriate individual educational supports, student behavioural interventions, the need for psychological support for student experiencing mental illness, and ensuring there is a strong evidence base for our programs and policies, as well as ongoing evaluation and improvement.

Communication and planning is another area of concern for many parents of students with special needs. An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided and measures for tracking achievement. An IEP involves an extensive planning process to ensure information is promptly shared; the resulting plan should include the following:

- a plan to facilitate transitions
- ensuring consistency in reporting
- promoting communication and collaborative decision-making between school and home;
- communicating planning decisions to parents, students and appropriate staff;
- resolving differences effectively.

Parents have raised concerns about many of these areas including IEP meetings, communication and collaboration, transitions from year to year and from school to school, involvement by outside expert resources, and problem-solving.

Recommendation:

THAT the Education Policy & Planning Committee recommend that the Board of Education of School District No. 40 (New Westminster) direct the Superintendent to begin a comprehensive review of special education services and programs;

AND THAT this Special Education Review include but not be limited to:

- examination of the District's Tiered Service Delivery model, Learning Services Handbook, Policies and Administrative Procedures,
- gathering and analysis of available data from a wide range of District sources,
- research on promising practices and the evidence base from other jurisdictions,
- a District-wide consultation plan to learn from parents and caregivers, students, teachers, staff and interested community organizations,
- review in-service opportunities to support staff development
- formation of a review advisory group to include representation from:
  - Parents/caregivers of students with special needs
  - CUPE local 409 members
  - NWTU
  - NWPVPA
  - Board of Education
- plan for ongoing consultation and engagement, and
- alignment with the District's mission to enable each student to learn in a safe, engaging and inclusive environment;

AND THAT a Special Education Review Implementation Plan be presented to the Board of Education by May 2019, with monthly updates to the Education Policy & Planning Committee.