

BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
EDUCATION POLICY AND PLANNING COMMITTEE
AGENDA

Tuesday, June 6, 2023

4:30 pm

School Board Office (In-person & virtual via Zoom Link)
811 Ontario Street, New Westminster

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

			Pages
1.	<u>Approval of Agenda</u>	4:30 PM	
<p>Recommendation: THAT the agenda for the June 6th, 2023, Education Policy and Planning Committee meeting be adopted as distributed.</p>			
2.	<u>Presentations</u>		
	a. Glenbrook Middle School Student Club (A. Jurgenson)	4:35 PM	3
3.	<u>Comment and Question Period</u>	4:45 PM	
4.	<u>Student Voice</u>		
	a. Year-in-Review (S. Brine)	4:55 PM	
5.	<u>Chair Comments</u>	5:05 PM	
6.	<u>Reports from Senior Management</u>		
	a. Programs of Choice (N. Brennan)	5:10 PM	34
	b. Childcare update (I. Neilson)	5:25 PM	46
	c. Climate action update report (M. McRae-Stanger & D. Pistor)	5:40 PM	68

7. General Announcements 5:50 PM

8. New Business

a. Inclusive Education (M.Andres) 5:55 PM 85

Recommendation:

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No.40 (New Westminster) to direct staff to present an action plan on the continuation of the Inclusive Education Plan, including a parent survey to assess District progress towards key themes and objectives at the January 2024 meeting of the Education Policy and Planning Committee.

b. Advocacy Assessment Wait Times (D.Connelly) 6:00 PM 86

Recommendation:

THAT the New Westminister School Board (SD40), advocate to the Ministry of Health, Ministry of Child and Family Development, and Ministry of Education and Childcare to reduce wait times for students who have been identified as requiring educational assessments.

9. Adjournment 6:05 PM



Climate Change

The Biggest Crisis of Our Time

- We have 6 years to half emissions, yet they are still rising – so they haven't even begun the decline
- Canada is not committing to **decrease oil and gas production – in fact, the opposite is happening!**
- While the UN and scientists agree that we have the solutions NOW, disinformation and doom and gloom have paralyzed most people, making them just go along with what their government says – so let's **lead the way!**

A public square with people sitting on benches and skateboarding. The background shows a cityscape with a tall tower and buildings. The text is overlaid on the image.

MAKE NEW WESTMINSTER A 15-MINUTE CITY

A proposal by the Monkey Rebel Club

What is a *15-Minute City?*

A *15 MINUTE CITY* is a place where everything you need is 15 minutes away! It's also a city that is encouraged to be more car-free.

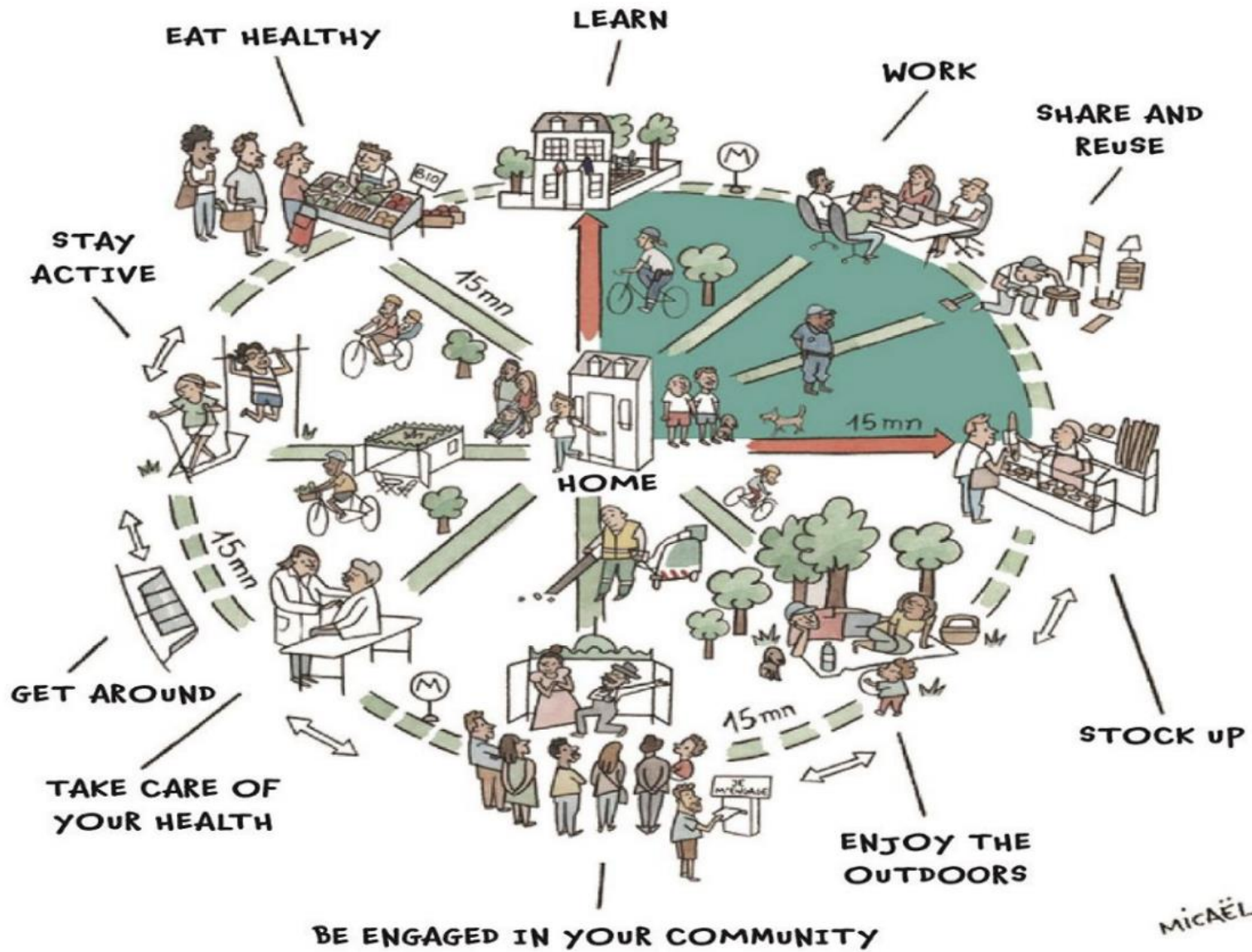
With the help of a 15-minute city, we can establish a stronger community in our city and connect with nature and each other more.





Why do we need a *15-Minute City*?

- A 15-minute model would help decrease traffic in our City and decrease the impact on our roads.
- Our City is already dedicated to planting more trees and adding bike lanes, the transition to a 15-minute mindset is easily achievable.
- Because it is a way to send a message that everyone can help in climate action. Once a 15-minute city is implemented, our city's carbon emissions could decrease tenfold.



Health Benefits

- A 15-minute city brings a better quality of life to citizens!
- Walking and biking stimulate and improve health. A gorgeous landscape and crisp air is perfect for citizens.
- Mental health plays a factor in a 15-minute city as well. Instead of being cooped up in a car, citizens can experience and appreciate their city.
- For life threatening situations a 15-minute city would be much safer because there would be less vehicles on the road slowing down emergency vehicles.



A black pencil with a yellow eraser and a sharpened lead tip is positioned diagonally across the top right of a sheet of white lined paper. The paper has horizontal blue lines and a vertical red margin line on the right side. The background is a wooden surface.

Things we would need
to encourage
a 15-minute city!



More trees and plants

If we added more trees and foliage along the roads, people feel more comfortable with biking in the sun and rising temperatures.

It also will give people a sense of security and comfort.

Nature is **scientifically proven** to make people happier, and so if we added more plants and trees, it would help our community get along better and make more people happy.

More Benches

Adding more benches away from the City centre could be helpful to a 15-minute city because when people are biking, they like to stop and rest.

People also think that walking or biking will make them tired, so if we put more benches, they know they will have a chance to take a break and be more likely to try.





More Water Fountains

With our **ever-increasing heat waves** due to climate change, it is important to keep citizens hydrated as they are out and about.

Most will probably not have a big, nourishing water bottle with them 100% of the time, which is why it's crucial for **many more water fountains** to be installed, close, convenient, and clean!

They should be installed on busy roads as well as less-busy tracks, to encourage usage.



More Trashcans and Recycling Bins

Bins for disposal are vital for the 15-minute establishment in our own city.

Naturally, citizens do not have places to put their waste and are usually discouraged by the lack of trashcans. They end up dropping it on the streets.

To keep our city clean, there should be more waste bins everywhere.

And for separating waste from recycling, there should be an insertion of recycling bins next to the garbage bins.





Wider Sidewalks, as Well as Adding More Sidewalks on Neighborhoods Away from City Centre

It is important to focus on the whole city, **including side roads**, so that it is possible for people to walk easily and safely if they choose to.

This would be very important in terms of **accessibility and helping people with wheelchairs.**



More Streetlights

- This would make the City safer and more comfortable for pedestrians and bikers.
- Streetlights should not only be installed in areas that are close to the centre, but connecting our City's neighborhoods through pathways that are cyclist and pedestrian-safe.

Bike Lanes

It would be best to make more bike paths to central places in the cities, like malls and work buildings so that people can ride their bike regularly.

Also make the existing bike lanes safe all over the city – by adding a physical separation between the bike lane and the car lane.





SAFER!!!

Bike Lane Maps

It is very important to have maps because people complain that the bike paths are too confusing, so if we put up big easy to understand maps, it will help people feel more confident in biking in the city, and if they feel more confident, they will feel more encouraged to bike and this will help create a car free city.

Located in crucial intersections, these would make it easier for a person riding a bike on a bike lane to find out where the bike lane continues.

They would look like this but with bike lanes instead.





More Bike Racks

More bike racks around the City – so that people who are biking can take breaks and so that you can park your bike if you want to go somewhere where you can't take your bike inside (like a store or work).

We need to add more secure bike rack area for big places like malls so that people don't have the fear of their bikes being stolen.

Permanent bike locks would be a good idea.



Bike Check-outs

We need a few strategic spots where people could either check out a bike or rent one.

A system with bike cards and tapping or a pole-less, smartphone-based system might be a good way to do this. Vancouver already has one powered by Mobi.

If we do these rentals, then people will be encouraged to bike more often. Perhaps they may even discover that they like biking and buy their own.

Better Bus Service

While the City is not to blame for our spotty service, it is necessary to advocate for the expansion of service for our bus system, increasing **frequency and service area** which is a known concern for the City.

We have increased our population, but the bus system **has not changed.**

The City also should pressure the system to provide free transit for students up to the **age of 18**. On field trips, often half the class has to pay while the other half doesn't.

This is arbitrary and wrong.





More Public Washrooms

To quote the Tye, real cities give their people places to pee.

We can't expect people to walk in our city if there is nowhere to go when they need to use the washroom!

Residents and visitors to our City should be able to stay out and about for longer periods of time.

We also need more frequent cleaning to existent bathrooms, as it is often impossible to use them due to their state.

A photograph of a community garden. In the foreground, there are several raised garden beds with various plants, including tall green stalks and leafy greens. A path made of grey plastic mulch leads through the garden. In the background, there is a large white greenhouse and a brick building. The sky is overcast.

More Community Garden Spaces

They help people connect with nature by growing their own vegetables, as well as connecting with each other in the community. This may require free educational programs so people can learn how to garden



Playgrounds

Upgrade playgrounds around town to bigger, more active playgrounds, so kids of all ages can feel like being outside and playing, as well as adding **even more outdoor fitness** equipment in parks and other public spaces to encourage healthy living.

Free City-Wide Wi-Fi

Citizens should be able to walk around and feel confident that they are still connected.

Let's make it easier for everyone to work or study remotely!

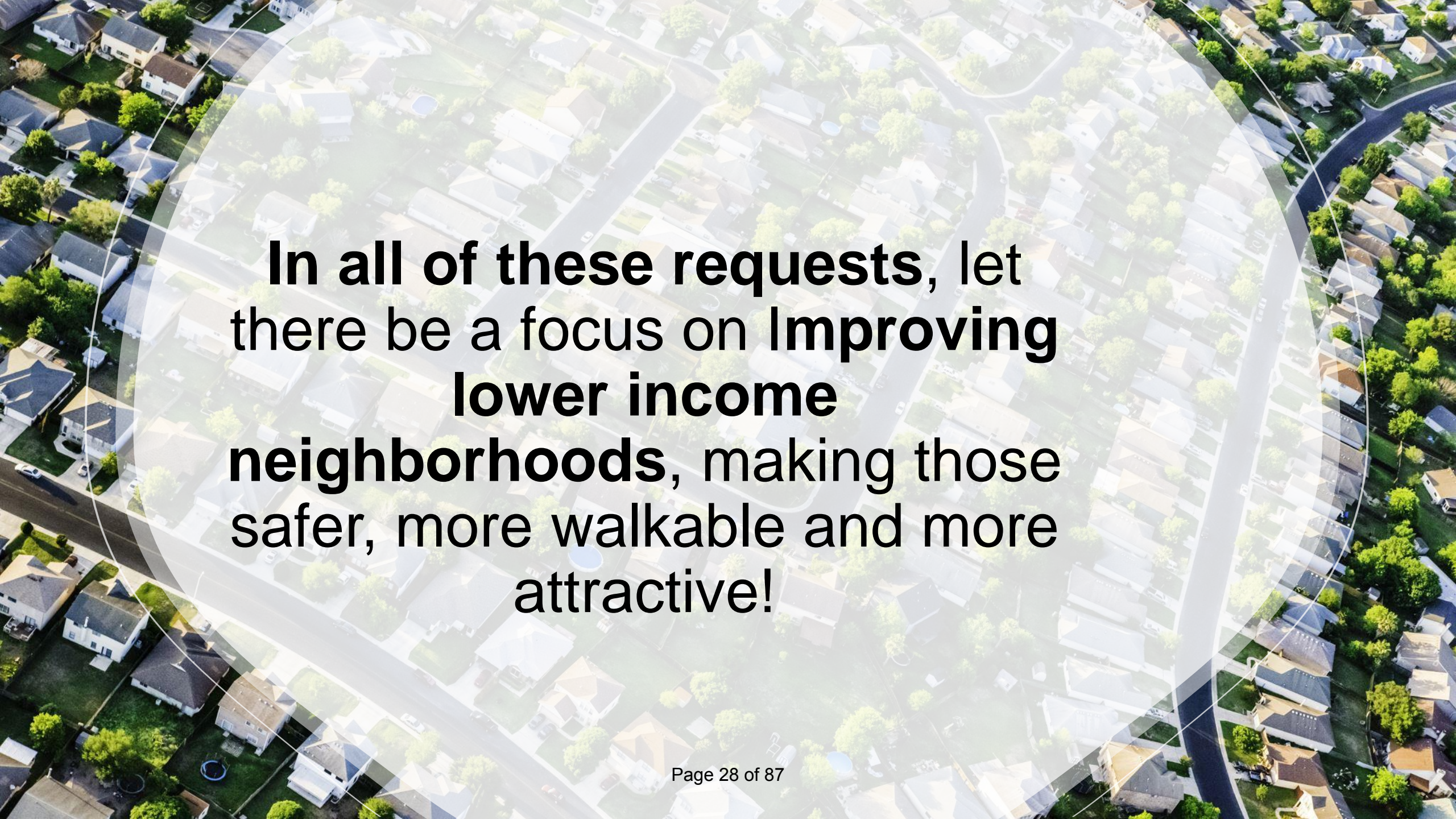




More Public Art

Public Art adds character to a city; by placing installations throughout the city, you can encourage residents to explore their neighborhoods.

We would need more contests for public art and more options for this to happen.

An aerial photograph of a suburban neighborhood with numerous houses, trees, and streets. A large, semi-transparent white circle is overlaid on the center of the image, containing the main text.

**In all of these requests, let
there be a focus on Improving
lower income
neighborhoods, making those
safer, more walkable and more
attractive!**

How to avoid pricing people out of their homes



Start work on areas that are not already expensive, so these areas become more attractive



Put benches and nice trees and plants and lights on areas that are far away from downtown



Focus on making a "walking web" where there are benches, extra lights and a nice vibe in core streets, so all the developed areas of the city would be connected



People do what they have always done!

The majority of Vancouver citizens live in the walking range of grocery stores already, yet still choose to drive because walking is "harder" than driving.

Many people say most of our traffic comes from other cities, but if New Westminster leads the way, we can have other cities join too!

To enforce the format of a successful 15-minute city, we need our City to show people the way. EDUCATION will be key in this process!



The MAIN Thing... Education!

The City would have to educate the people of New Westminster regarding 15-minute Cities and the changes required to make it happen.

It is an easy way to shake people up and make them reevaluate all their choices...

...because our choices become our behaviours, and our behaviours are destroying the Earth.



We're Asking SD40 to STEP INTO THE FUTURE WITH US

- SD40 can **lead the way** for other districts – the board supported the climate emergency motion and climate literacy in 2019 **FOUR YEARS** ago and have still to address the complex issues around this issue.
- SD40 would be **supporting a province wide group of students** pushing for climate literacy across the curriculum – the groundwork has already been done, we just need support from districts to put pressure on the Ministry.
- SD40 is well positioned with a climate knowledgeable community, supportive board and municipal governments.
- **Education can change the tide!** Kids will talk to parents and help spread a message of hope and action.
- Finally, **support us in this motion** – it only brings more options to people, and makes other kid's lives better!

THANK YOU!!!!





Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: June 6, 2023

Submitted by: Nancy Brennan, External Consultant

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

Subject: District Programs of Choice Review – Monthly Update

Background:

The New Westminster School District’s Review of the K-12 Programs of Choice (French Immersion, Montessori, Home Learners Program) is nearing completion. The Review began in January of this year and a final report will be presented to the Education Committee in October of 2023.

The primary objectives of the Review were to:

- identify both the strengths of and challenges to the existing programs of choice
- ascertain whether these programs continue to meet the diverse needs and interests of New Westminster students,
- provide a comparison of program of choice offerings in neighbouring school districts, and
- contemplate possible future opportunities for SD 40’s Programs of Choice.

As was outlined in the April report to the Education Committee, previous components of the Review have included a variety of public engagement opportunities such as:

- visits to all schools hosting Programs of Choice and interviews with the administrators supervising these programs,
- individual and small group interviews with representative staff and associated partner groups, and
- program-specific surveys to all interested partner groups

Work to Date:

In the time since the last report was presented in April, work has focused on two important aspects of the review:



1. Completion of student surveys
2. Focus group meetings

Student Surveys:

Secondary French Immersion students, Grade 5-8 Home Learners, Grade 5-8 French Immersion (EFI and LFI) students and Grade 5 Montessori students completed program-specific surveys during the month of April. Questions were similar to those posed to parents and staff earlier in the process, including whether students enjoyed being in the program, whether they felt that they were improving their skills and knowledge, whether they enjoyed the curriculum, whether they would recommend the program to others, and finally, whether they felt that the program would help them in high school.

Because the survey process was done for the most part in the school setting and during school time, the overall response was very strong. The notable exception was for Grade 9-12 students who received their surveys through email and were asked to respond independently. Completed surveys were received from:

- 22 of a district total of 25 Grade 5 Montessori students (88% response)
- 21 of a district total of 55 Grade 5-8 Home Learners students (38% response)
- 259 of a district total of 366 Grade 5-8 French immersion students (71% response)
- 58 of a district total of 319 Secondary French immersion students (18% response)

Focus Groups:

Through communication from the Associate Superintendent’s Office, employee partner groups were offered multiple dates in the month of May and were asked their preference as to whether they wanted to meet in-person or virtually. In the case of the parent partner groups, both in-person and virtual meeting dates and times were put forward in order to ensure that the ability to participate was made as easy as possible. Virtual meetings for parents took place in the evening and in person meetings happened after school. All employee meetings whether virtual or in person, took place after school. The following table outlines the groups that participated, the type and date of meeting and the number of people registered to attend, as well as those who actually participated.

Partner Group	Focus Group Type and Location	Date	Participants Registered to Attend	Number in Attendance
NWTU Executive	Virtual	April 11	n/a	16
CUPE 409	In-person at SBO	May 16	n/a	2

NWPVPA	Virtual	May 29	n/a	7
French Immersion teachers	Virtual	May 8	5	5
Montessori teachers	In-person at Connaught Heights	May 15	3	8
Home Learners Program teachers	In-person at Hume Park	April 27	4	4
Montessori parents	Virtual	May 2	4	4
	In-person at Skwo;wech	May 3	3	2
French Immersion parents	Virtual	May 9	15	9
	In-person at Glenbrook	May 11	5	3
Home Learners Program parents	Virtual	May 1	4	0
	In person at Hume Park	May 9	2	2
NWSS Student Voice Representatives	Virtual	May 18	13	6
EGMS EFI and LFI students May 24	In-person at Glenbrook	May 24	22	22

Each of the focus group meetings was between 45 and 90 minutes in duration and while the number of participants at each meeting was not very large, the conversations which centered around the three guiding questions (What is working well? What challenges and obstacles are being faced? What opportunities are there for improvement?) were fulsome and very helpful to the review. The thoughts, suggestions and concerns which were shared were much appreciated by the reviewer and will definitely inform the material and considerations that will make up the final report.

In regard to the sometimes low number of participants, it can perhaps be assumed that because all partner groups had already been offered the opportunity to share their opinions



and thoughts through program-specific surveys, that conceivably many did not feel the need to also participate in a focus group. As a reminder, the following table outlines the number of survey responses for each category.

Partner Group	Number of Survey Responses
Staff (Teaching, Support and Administrative)	154
French Immersion parents	317
Montessori parents	80
Home Learners Program parents	48
General parent/community	364
Total	963

It should also be noted that when someone expressed an interest in participating in a focus group but was unable to attend due to a scheduling conflict, they were invited to respond to the same three guiding questions by email. Several staff members and parents took advantage of this option and that information will also be reviewed and considered.

Emerging Themes:

Information gathered from interviews, focus groups and surveys reveal common themes that will be discussed in further detail in the final report, but some are worth noting here:

Students:

- The majority of students agreed or strongly agreed that they were happy to be enrolled in their Program of Choice (96% Gr. 5 Montessori, 69% Gr. 5-8 French Immersion, 81% Gr.9-12 French Immersion, 71% of Gr. 5-8 Home Learners)
- The majority of students agreed or strongly agreed that their Program of Choice allowed them to grow and improve in their abilities and knowledge (77% Gr. 5 Montessori, 77% Gr. 5-8 French Immersion, 88% Gr.9-12 French Immersion, 67% of Gr. 5-8 Home Learners)

Staff:

- 80% of staff who work in Programs of Choice agreed or strongly agreed that their program meets the needs of the students enrolled



- 84% of staff who work in Programs of Choice agreed or strongly agreed that their program promotes and supports diversity and inclusion

Parents:

- Most parents of students in Programs of Choice agreed or strongly agreed that the application process was clear, fair and consistent (55% K-8 French Immersion, 74% Montessori, 77% Home Learners)
- The majority of parents of students in Programs of Choice agreed or strongly agreed that they would recommend the program to other families (84% K-8 French Immersion, 82% Gr. 9-12 French Immersion, 84% Montessori, 90% Home Learners)

General Community:

- 65% of respondents agreed or strongly agreed that where a particular Program of Choice is located was/would be an important factor in their decision to apply for a Program of Choice within the district
- 72% of respondents agreed or strongly agreed that having a Program of Choice in a neighbourhood school is of benefit to all students, regardless of whether they are in the program are not

Upcoming Work/ Conclusion:

With the completion of multiple opportunities for community, staff, student and partner groups to provide input into the process, work will begin this summer on collating all of that information and including it in the draft report document. The report will include an analysis of district enrolment data specific to the 3 Programs of Choice, staff recruitment and retention issues, any relevant administrative procedures, as well as an examination of programs and options in neighbouring school districts. Also included will be suggestions or considerations for each of the Choice Programs. The Board may wish to take these recommendations into account when planning for both current and possible future Program of Choice options. The final report will be shared with Senior Staff in late August /early September and then presented to the Board at an Education Committee meeting in October, 2023.



District Programs of Choice Review – Monthly Update

June 6, 2023

Nancy Brennan, External Consultant

Background

- Programs of Choice (POC) Review nearing completion
- Primary objectives:
 - What are the strengths and challenges of each of the programs?
 - Do the programs continue to meet the needs and interests of students?
 - What are the possible future opportunities for SD 40's Programs of Choice?
- Previous engagement opportunities have included:
 - Visits to all schools hosting Programs of Choice and interviews with administrators supervising these programs
 - Individual and small group interviews with representative staff and associated partner groups
 - Program-specific surveys to all interested partner groups
- April – May:
 - Student surveys
 - Focus groups

Surveys

➤ During the month of April, surveys were completed by:

- 22 of 25 Grade 5 Montessori students (88% response)
- 21 of 55 Grade 5-8 Home Learners students (38% response)
- 259 of 366 Grade 5-8 French immersion students (71% response)
- 58 of 319 Secondary French immersion students (18% response)** *surveys emailed to students rather than administered at school*

➤ Questions such as:

- I am happy to be enrolled in the ____ program
- I feel comfortable and supported in the ____ program
- I believe that the ____ programs challenges me to grow and improve on my abilities and knowledge
- I enjoy the curriculum that is taught in the ____ program
- I would recommend the _____ program to other students
- I believe that the skills that I learn in the ____ program will be helpful to me in high school/my chosen career

Focus Groups

Partner Group	Focus Group Type and Location	Date	Participants Registered to Attend	Number in Attendance
NWTU Executive	Virtual	April 11	n/a	16
CUPE 409	In-person at SBO	May 16	n/a	2
NWPVPA	Virtual	May 29	n/a	7
French Immersion teachers	Virtual	May 8	5	5
Montessori teachers	In-person at Connaught Heights	May 15	3	8
Home Learners Program teachers	In-person at Hume Park	April 27	4	4
Montessori parents	Virtual	May 2	4	4
	In-person at Skwo:wech	May 3	3	2
French Immersion parents	Virtual	May 9	15	9
	In-person at Glenbrook	May 11	5	3
Home Learners Program parents	Virtual	May 1	4	0
	In person at Hume Park	May 9	2	2
NWSS Student Voice Representatives	Virtual	May 18	13	6
EGMS EFI and LFI students May 24	In-person at Glenbrook	May 24	22	22

Focus Groups

- Lower numbers of focus group participants could be attributed to people having previously completed the electronic surveys

Staff	154
FI parents	317
Montessori parents	80
Home Learner parents	48
General parent community	364
	963

- Those interested in participating in a focus group but unable to attend were invited to respond to 3 guiding questions by email

Emerging Themes

- Majority of students happy to be enrolled in their POC
- Majority of students believe that POC allows them to grow and improve on their abilities and knowledge
- Majority of POC staff believe that program meets the needs of the students enrolled
- Majority of POC staff believe that program promotes and supports diversity and inclusion
- Most POC parents believe that application process is clear, fair and consistent
- Majority of POC parents would recommend program to other families
- Majority of general parent community believes that where a POC is located is an important factor
- Majority of general parent community believes that having a POC in a neighbourhood school is of benefit to all students

Upcoming Work

- ▶ Draft Report including :
 - Analysis of district enrolment and educational outcomes data
 - Review of staff recruitment and retention
 - Review of relevant administrative procedures
 - Comparison of programs and options in neighbouring school districts
 - Recommendations or considerations for each POC

- ▶ Final draft report shared with Senior Staff in late August/early September
- ▶ Presentation to Board at Education Committee October 2023.

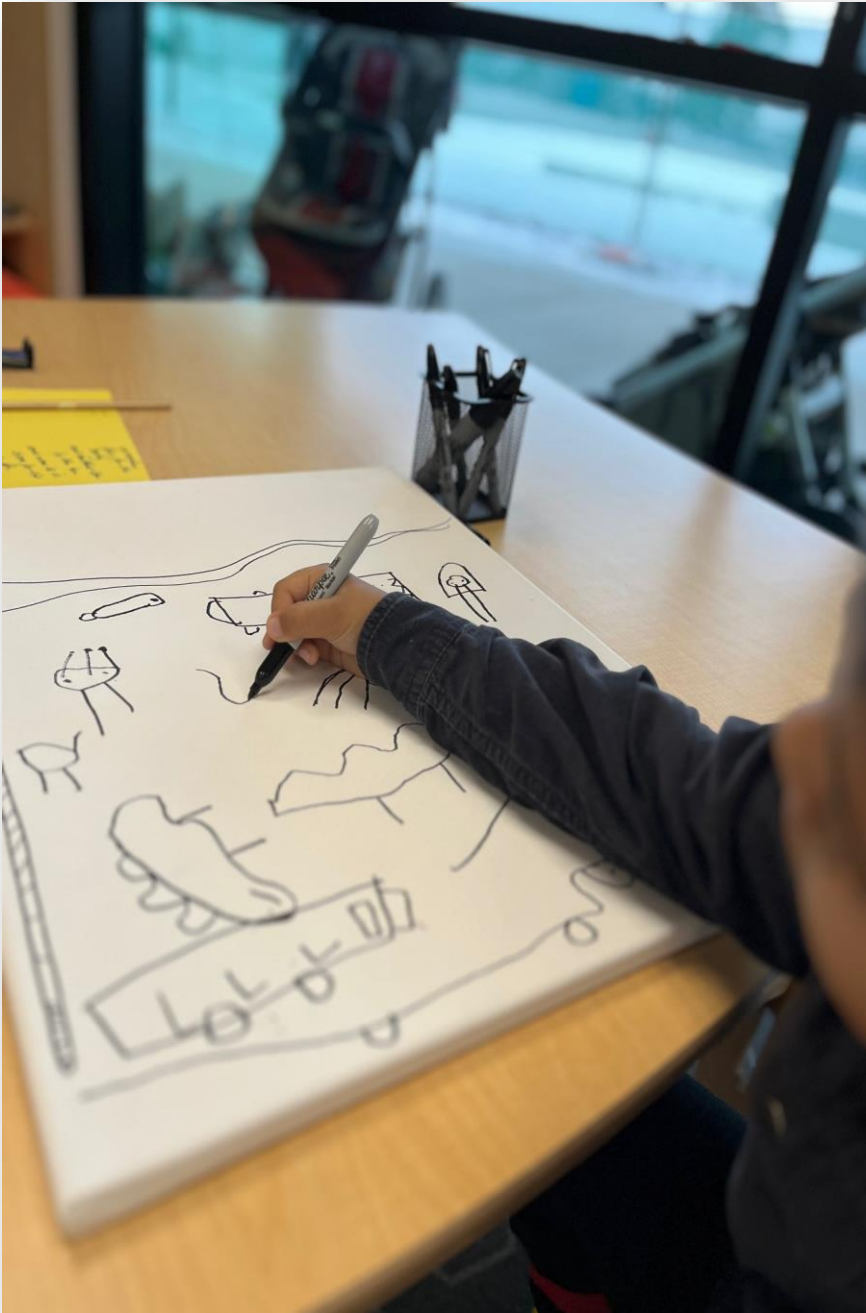
- ▶ Questions?

Child Care Update

June 6, 2023
Ileana Neilson

Agenda

1. AP 225
2. Environmental Scan
3. Funding and Subsidies
4. Child Care 2022-2023



AP 225



ADMIN PROCEDURES MANUAL
Administrative Procedure 225

CHILD CARE SERVICES IN DISTRICT FACILITIES

Background

Quality accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement.

While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District along with the community stakeholders can play an important role in planning, developing and coordinating childcare for children in New Westminster.

Although the District does not directly provide licensed child care at this time, it does support non-profit societies and/or associations to deliver quality, accessible and affordable child care within District facilities and grounds in keeping with Policy the Board of Education reviews, on an on-going basis, community need for child care programs and whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

The District is supportive of non-profit Child Care Services in District schools and Neighbourhood Learning Centres. Therefore, schools shall release and/or share available space for that purpose, and where possible Neighbourhood Learning Centres will incorporate designated and/or shared space for Child Care Services.

Amended to:

Although the Board of Education is providing child care programs on board property, as a Licensee, it actively supports non-profit societies and/ or associations to deliver quality, accessible and affordable child care within District facilities and grounds in keeping with Policy the Board of Education reviews, on an ongoing basis, community need for child care programs and whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.



Environmental Scan

Funding and Subsidies

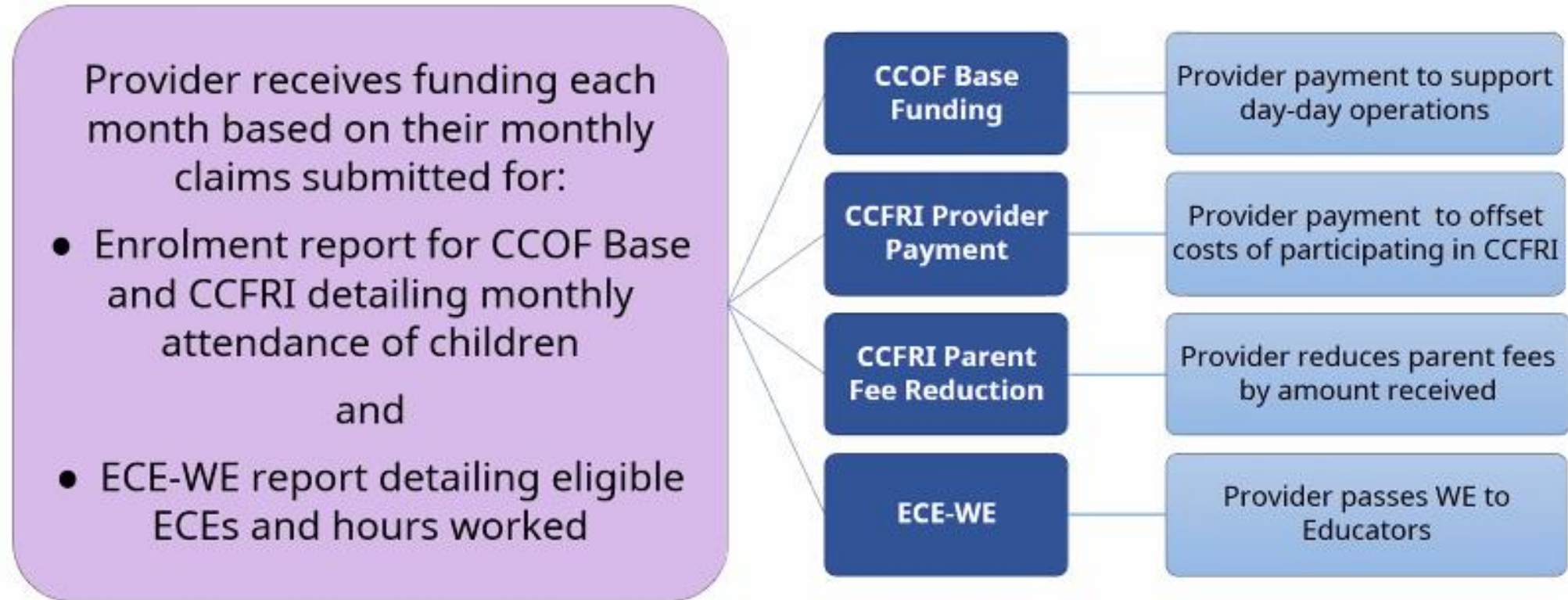
How funding works

Ministry of
Education and
Child Care

Program Fees

Provincial Grants
ACCB
CCOF and CCFRI
ECEWE

How the Funding Works



Initiatives in our district

StrongStart

Just B4 preschool

Changing possibilities for young children

Ready Set Learn

Seamless day Kindergarten

BC Early Learning Framework



StrongStart BC



Explore Outdoors

**Coming up this May
Every Thursday 9:30 to 11:30 am**

Skwo:wech StrongStart invites you outdoors at Queen's Park

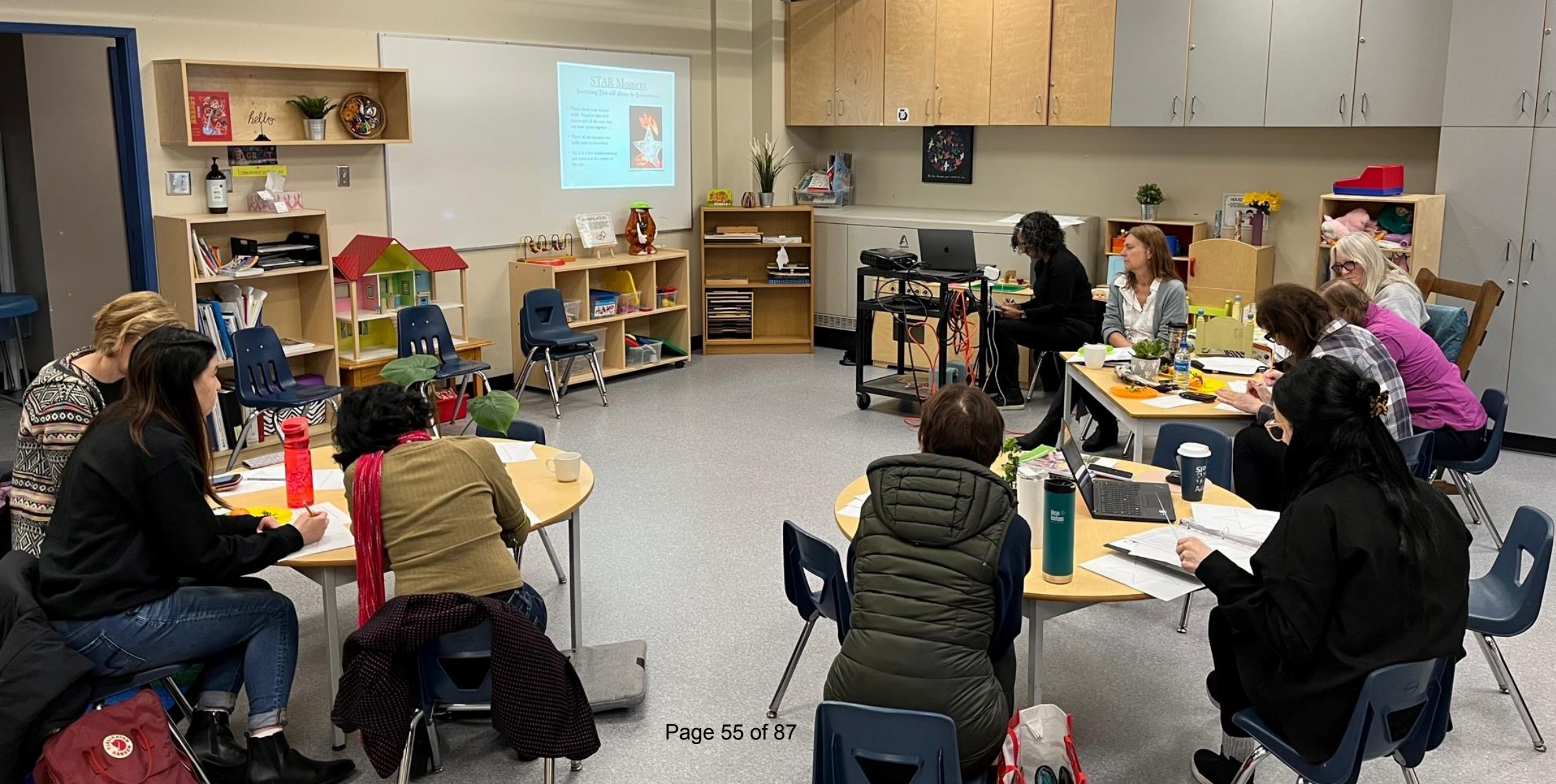
Enter the park near 1st street and 5th avenue and join us here

Made with PosterMyWall.com

Just B4 preschool



Changing Possibilities for Young Children



Ready Set Learn

Exploring Playful numeracy

**Nurturing our Children's Social
and Emotional Competencies**

Outdoor session at Queen`s Park



Seamless day



Joy is....

Joy is being happy, laughing and having fun with friends
Joy is celebrating and eating cakes
Joy is Santa giving presents
Joy is being kind
Joy is hugging and kissing loved ones
Joy is playing baseball, hiking in the mountains and swimming in the ocean
Joy is like my favorite dinosaur playing with a dragon
Joy is beautiful like spring, like bird singing a dong and eagle soaring
Joy is having poetry and laughing a lot
Joy is playing with a friend hide and seek
Joy is having money
Joy is loving moms
Joy is flower blooming

A poem
written by:
Lahav,
Elisabeth,
Amelia,
Alex,
Neo,
Makoto,
Calvin,
Brandon,
Mavhan,
Vincent and
Vivian

Qayqayt
Seamless Day





“I made something that connects me and nature and love. I wanna help the nature so the Earth will be green.”



BC Early learning Framework

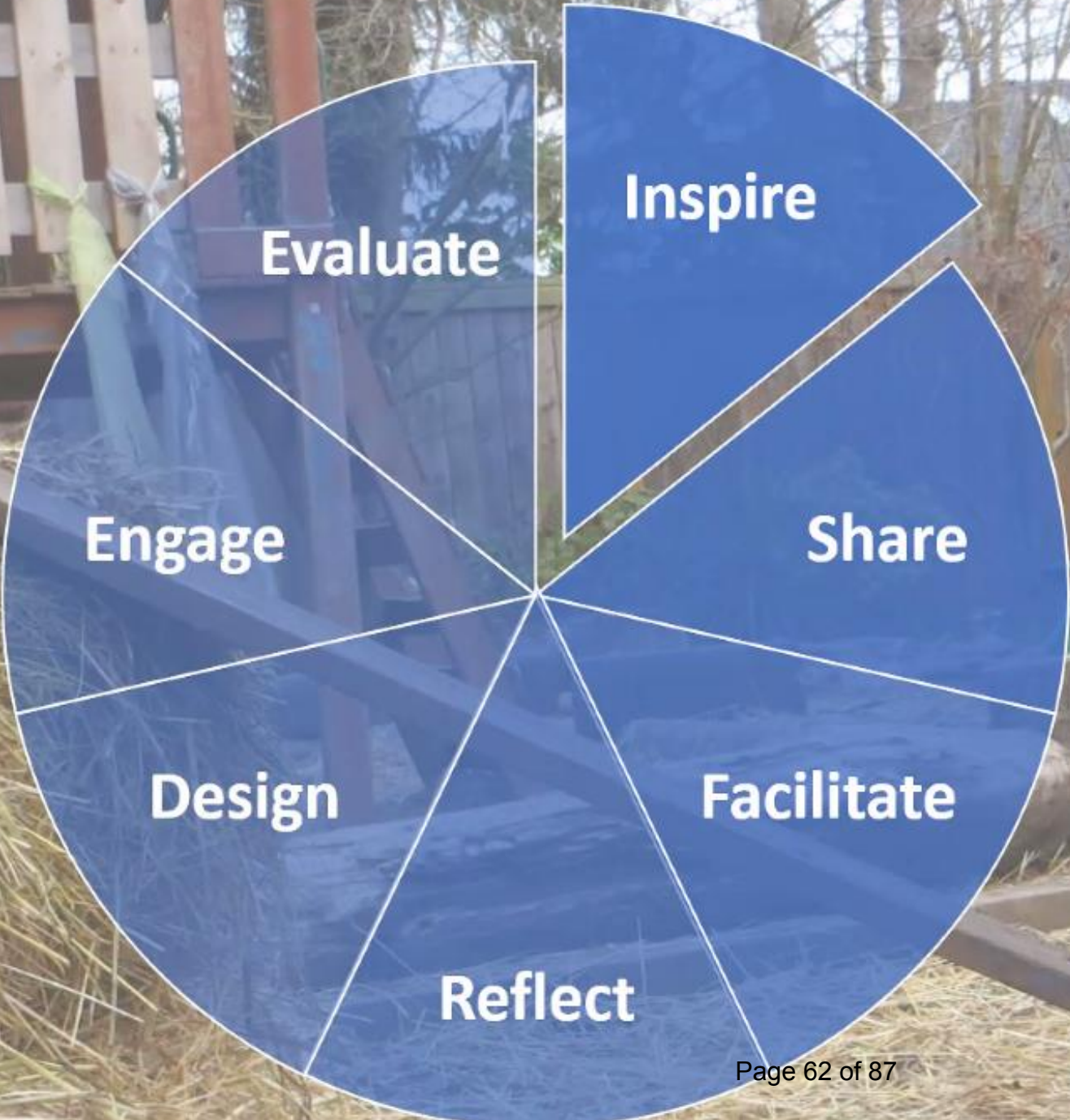
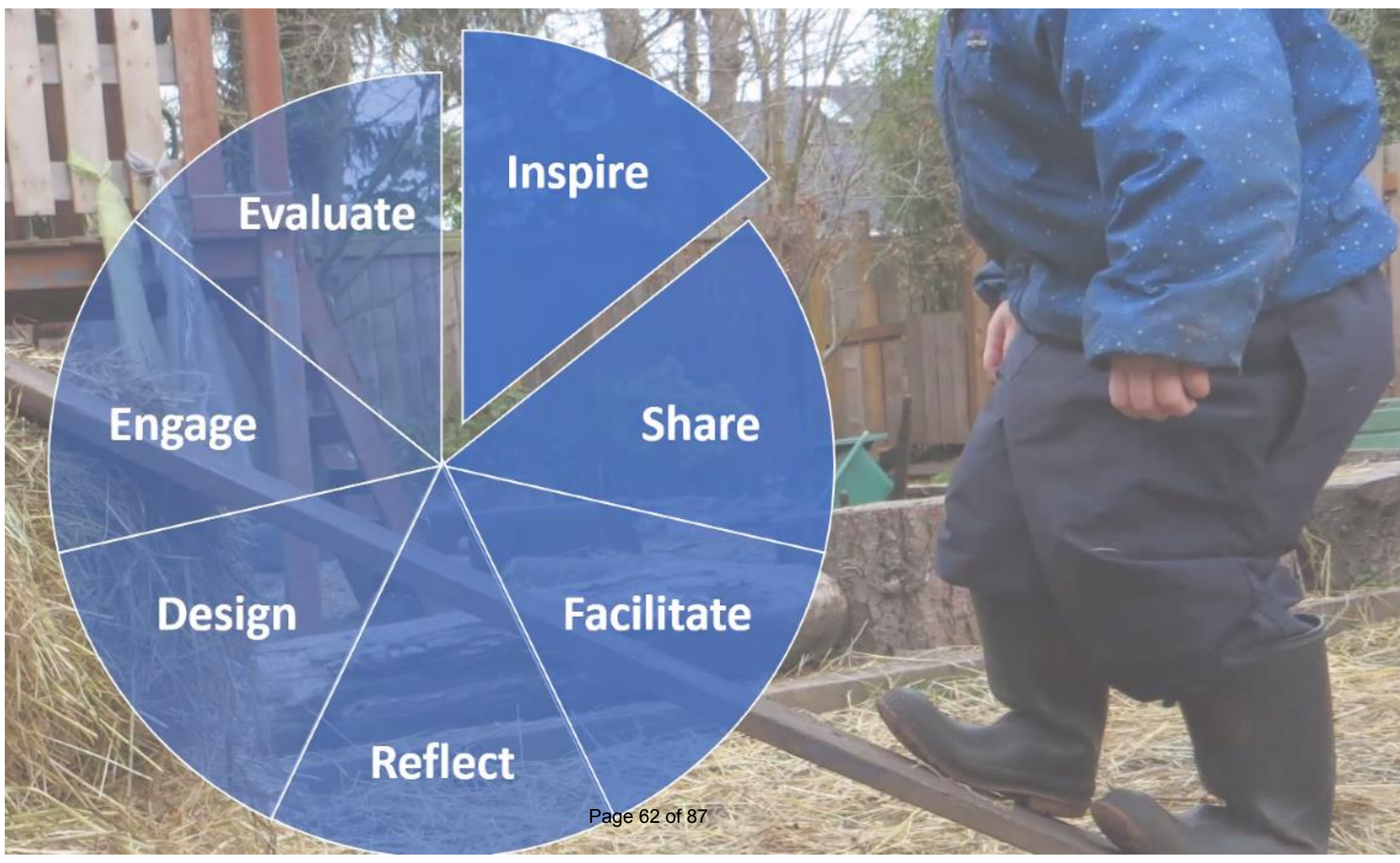
BC Early Learning Framework. 209.

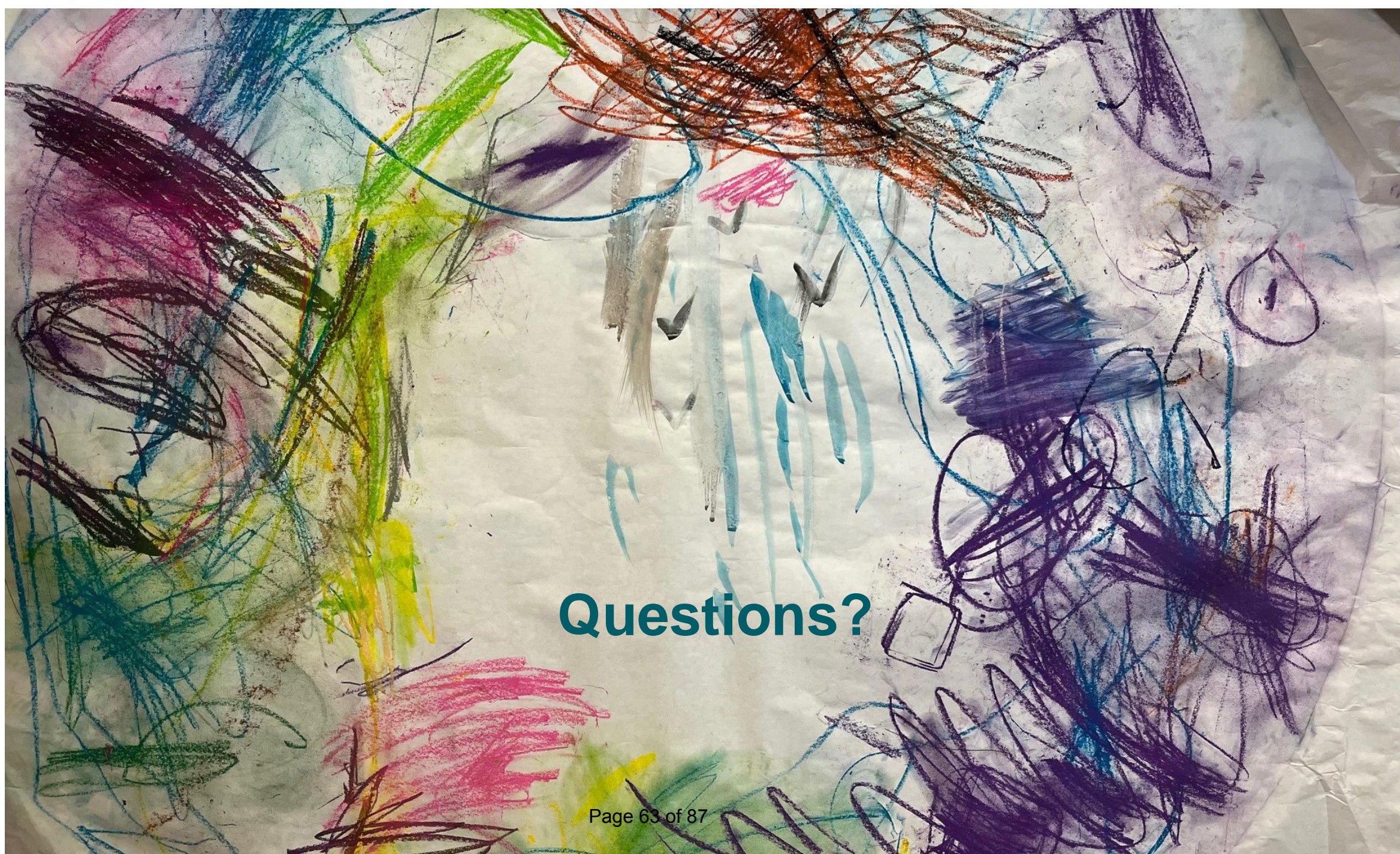
<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

Healthy, adequately nourished and emotionally secure young children, **if they have the opportunity**, will spend most of their waking hours actively involved in **play**, and this is an essential component of their development.

The way children play and what they play with are **determined quite directly by the environment**

Bartlett et al, 1999





Questions?

CHILD CARE SERVICES IN DISTRICT FACILITIES

Background

Quality accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement.

While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District along with the community stakeholders can play an important role in planning, developing and coordinating childcare for children in New Westminster.

Although the Board of Education is providing child care programs on board property, as a Licensee, it actively supports ~~Although the District does not directly provide licensed child care at this time, it does support~~ non-profit societies and/or associations to deliver quality, accessible and affordable child care within District facilities and grounds in keeping with Policy the Board of Education reviews, on an on-going basis, community need for child care programs and whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

The District is supportive of non-profit Child Care Services in District schools and Neighbourhood Learning Centres. Therefore, schools shall release and/or share available space for that purpose, and where possible Neighbourhood Learning Centres will incorporate designated and/or shared space for Child Care Services.

Procedures

1. The District will provide space for non-profit child care services for an agreed upon fee based on the fee schedule outlined in Administrative Procedure 550 – Access to and Use of District Buildings and Facilities and with the understanding that any extra costs must be borne by the Child Care Service Provider.
2. Community need for child care programs will be reviewed annually, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives Indigenous rightsholders, indigenous service providers, and existing child care operators. All waitlists for child care will be updated and reviewed as part of this process.
3. When space for Child Care Services is available in a District facility, a Request for Proposal (RFP) will be released. -The RFP will include a preference for an operator who will deliver a program consistent with the requirements outlined in Board of Education Policy 24.

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

4. Responses to the RFP must be submitted to the Secretary Treasurer and will be reviewed by a panel comprised of the Secretary Treasurer or designate and other District staff as appropriate as per Administrative Procedure 515 – Purchasing and Tendering. Child Care Providers will be interviewed to determine suitability. Successful proponent(s) will then be presented to the Board for approval.
5. Child Care providers must meet Ministry of Health standards and licensing guidelines before final approval is granted and a District License Agreement must be signed.
6. The School Principal and school staff must be consulted as to how the child care service provider operates in shared school space, or in a Neighbourhood Learning Centre attached to the school.
7. The following Communication Protocol shall be adhered to:
 - 7.1 Throughout the year, District representatives will meet with representatives from the Child Care Services and the Principal to share information and address any concerns related to school- based child care services.
 - 7.2 Child Care Service providers will ensure that Child Care Licenses are posted in a visible location at each school site and that the District Office has a copy. The specific locations and number of children that meet the licensing agreement will also be posted with the license.
 - 7.3 To provide families requiring child care with access to information, the District will post on the District website links to:
 - The Child Care Referral and Resource (CCRR) website;
 - Fraser Health website;
 - New Westminster Child Care Needs Assessment;
 - New Westminster Child Care Strategy.
 - Results of community engagement regarding child care needs in the community
 - 7.4 As soon as it is known, Child Care Service Providers will advise the Director of Facilities and Operations and the Principal in writing when the service will be off-site during the summer months to allow for summer maintenance.
8. The following Child Care Services in District Facilities procedures will be reviewed with principals annually:
 - 8.1 Protocol with respect to the Relocation of a Child Care Service in Schools: In the event that a child care service needs to be relocated as a result of educational needs, the Principal will contact the Superintendent and advise of this need. The Superintendent will notify the Board prior to a decision being made.
 - 8.2 Protocol with respect to Maintenance Issues that affect Licensing Regulations: In the event that maintenance issues arise that will affect the Child Care Service Provider's license, work orders are to be submitted by the Principal indicating that this work is

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

required for licensing purposes so it may be expedited by the Maintenance Department. In the event that there is a delay, the Principal and/or Child Care Service Provider may contact the Associate Superintendent, who may follow up on the work order to ensure that the work is done in a timely manner.

8.3 Protocol with respect to Resolving Concerns that Arise: In the event that issues arise that cannot be resolved by the Child Care Service Provider and the Principal, the Associate Superintendent will meet with the Child Care Service Provider and the Principal to resolve the issue. In the event that individual parent(s) have concerns regarding wait-lists, they will be referred to the Director of the Child Care Service Provider.

8.3.1 A meeting to explore possible solutions with respect to licensing and space requirements may be convened by the Director of Facilities and Operations with the Child Care Service Director, Principal and Associate Superintendent. The Board shall be notified prior to a final decision by the Superintendent.

8.4 Protocol with respect to Earthquake, Fire, Inclement Weather and Lockdown Procedures: Each fall, Principals or Vice-Principals will meet with Child Care Service Providers at their sites to review earthquake, fire, inclement weather and lockdown procedures.

*Reference: Sections 20, 22, 23, 65, 85 School Act
Bill 8 Education Statutes Amendment Act – Sections 85.1, 85.2, 85.3, 85.4;
Order M326 – Child Care Order Board of Education Policy 24*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

Revised: February 23, 2021

Revised: May 19, 2023

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

Climate Action Update

Education Policy and Planning Committee

June 6, 2023

Dominic Pistor: Climate Action Facilitator

Maureen McRae-Stanger: Director of Instruction



Climate Action Education Initiatives

Climate Action Leads

Purpose of climate action leads:

- Share resources, events information, pro-d opportunities
- Liaise with site staff, Climate Action Facilitator and Climate Action Grant project leaders
- Create opportunities to discuss climate action education
- Attend District Climate Action Committee meetings and share curricular connections





Climate Action Grants

Grants of up to \$1,000 awarded (\$10,000 in total)

- Eleven successful grants that were centred on regular student action and involvement – at 10 schools and 1 District position
- Connections to School Learning Plans – Howay and Connaught

Howay Climate Action Initiatives





New
Westminster
Schools

Connaught Climate Action Initiatives



QMS Climate Action Initiatives



Professional Development

- November 14th, 2022 – Jennifer Nathan and Karen Crosby – "Climate Solutions 101: How to Work with Students to Build Hope for Their Future" – teachers and EAs present
- February 21st, 2023 – Dominic Pistor, Jennifer Nathan and Karen Crosby – "Teaching the Environmental Crisis and Its Solutions" – teachers and EAs present
- After school sessions by Jennifer Nathan and Karen Crosby – retired NWSS teachers with Regenerate BC volunteering their time and experience. █



Climate Education in Schools

School visits – Jennifer Nathan & Karen Crosby

School clubs – existing clubs but also new ones at both Middle and Elementary. Teachers facilitating and sponsoring student engagement.

Climate Action curriculum units

- Ecological Feedback Loops
- 11 Myths of Natural Gas
- Water Protection
- Climate Change Inquiry



Climate Action Challenge

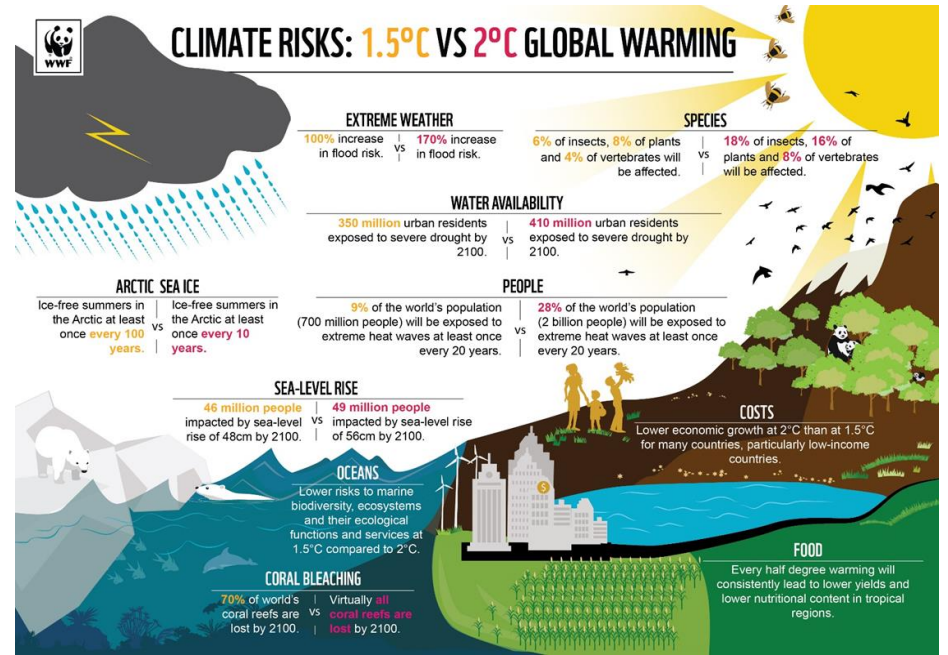
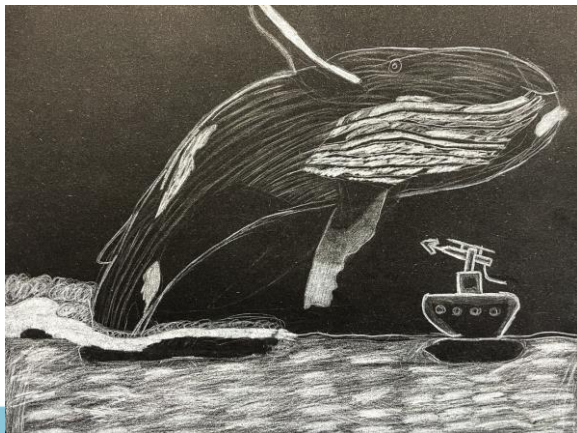
Structure – educators self-select to take the challenge

Challenge – add a climate dimension to your existing pedagogical practice

Diversity of Disciplines – climate in all curricula

- Science
- Social Studies
- Language Arts
- CLE
- Visual Arts





保护环境

BY: Meme Nanthakarn

我们要保护我们的世界! 🌍

最近我们的世界有很多污染, 例如空气污染, 开发森林, 全球暖化等等。
所以我们要做活动保护环境

- 收集垃圾** 🗑️
我们可以捡起垃圾并将其放入垃圾箱。
- 种一片森林** 🌳🌳🌳
我们的世界要很多树! 所以我们可以呼吸新鲜空气。
- 减少塑料袋的使用** 🛍️
我们可以用布袋代替。也可以减少浪费问题!
- 我们可以节约能源!** 💡
去上班用公共汽车!





(Name) _____ has joined
Maya's Plastic Pollution Campaign
to ban plastic PLU stickers in Canada!

Member of Parliament: Peter Julian
Start Date: March 9
End Date: April 6
Total PLUs Collected:

Staff Portal Climate Education Resources

- Curriculum connections across all grades K-12
- Links to digital and print resources
- Films
- Pedagogical Partnerships – NWPL, OceanWise, Regenerate BC, etc.
- Under Construction – First Nation Perspectives, French connections, Key Environmental Concepts & Climate Careers



**Curricular
Framework**



Resources and Links



**Short Films and
Documentaries**



**Pedagogical
Partnerships**

NWSS CLIMATE ACTION CONFERENCE

Climate Action Conference

- May 16 and 17 – 2nd annual
- NWSS Environment Club - student organized and hosted with District Facilitator Support
- Speakers – 8 diverse speakers including: Ethan Joseph & Jen Kostuchuk
- Structure – Morning plenary sessions (1000 students) & afternoon workshops (500 students)



Moving into Next Year...

- Climate Action Facilitator position continuing
- Climate Action leads at all sites
- Climate Challenges/Grants in the fall to kick start the year
- Bring back “Turn down the Heat”
- Involve Grade 8s in 3rd Annual Climate Action Conference
- Full implementation of the Climate Action Staff Portal Site
- Climate Action Pro-D: links to equity, Indigenous education
- Environmental Science 12 course at NWSS
- New IB Environmental Systems and Societies Course





Questions?



Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: June 6, 2023

Submitted by: Marc Andres, Chair

Item: Requiring Action Yes No For Information

Subject: Inclusive Education

Background:

With the Inclusive Education (three year) Plan expiring, School District 40 would like to renew its commitment to inclusive education, in order to meet the continued complexity and diversity of student need. This work is integral to meet our district goals and objectives:

- 1. Students Will Thrive Emotionally, Socially and Academically
 - a. Ensure that instruction, assessment, and reporting practices align with the curriculum and meet the diverse needs of students.
 - b. Staff will feel supported in their roles and will have the necessary resources and strategies for student success.
- 2. Ensuring Inclusive Practices
 - a. Ensure continued improvement to the delivery of educational services to students with disabilities and diverse abilities.

A big part of this work will be a data-driven review and assessment of the outcomes of the previous plan in consultation with stakeholders to identify which elements should be retired, which elements should be renewed and what freshly identified elements need to be incorporated in a new plan.

Recommendation:

THAT the Education Policy and Planning recommend to the Board of Education of School District No. 40 (New Westminster) to direct staff to present an action plan on the continuation of the Inclusive Education Plan, including a parent survey to assess District progress towards key themes and objectives at the January 2024 meeting of the Education Policy and Planning Committee.



Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: June 6, 2023

Submitted by: Danielle Connelly, Trustee

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

Subject: Assessment Wait Times Advocacy

Background:

As per a recent motion to the BCSTA (British Columbia Schools Trustees' Association) AGM - The current funding model for students with diverse needs is partly based on completed assessments. School districts that have been unable to hire trained specialists to do psycho educational assessments have long internal wait lists for Tier 2 assessments. An example is when in house assessments are not available for students' transition to adulthood services such as Community Living, families are again looking for private assessment services. Assessment wait times are a multifaceted equity issue. Children who have been identified with neurodiversity such as Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Sensory Processing Disorder need support plans. Information from assessments is needed to design appropriate educational programs and interventions for students. In BC as of Dec. 23, 2022, the overall wait time for an ASD (autism spectrum disorder) assessment is approximately 80.6 weeks from time of referral. It was also noted that wait times may vary across the province. Some health regions report current wait times of at least two years or 104 weeks. (Feb. 9, 2021, average ASD Assessment wait time was 77.7 weeks).

Wait times for assessments have increased even with the support of organizations such as the Variety Club that are helping families' access private assessments. Access to private assessments varies between regions. If a family cannot access support for private assessments and must travel to have an assessment done the costs are high.

There continue to be capacity challenges in the availability of professionals to assess children with diverse needs in a timely fashion. For these children to have the best outcomes, early assessment, diagnosis, and intervention is vital. These assessments are necessary to address inequity. Some students also need assessments for transitioning to adult support services.



Reference(s):

BCSTA Strategic Plan

Strategic Plan - British Columbia School Trustees Association (bcsta.org)

Education Minister Singh Mandate Letter

ecc_-_singh-r.pdf (gov.bc.ca)

Provincial Health Services Authority BC Autism Assessment Network

BC Autism Assessment Network (phsa.ca)

Select Standing Committee on Finance and Government Services Report on the 2023

Consultation pg. 77-84 <https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2023-Consultation-Report.pdf>

Select Standing Committee on Finance and Government Service Report on the 2022 Consultation
Nov. 2021 pg. 70-76

BCSTA 2020 AGM Motion 18: Wait Times for Assessment

BCSTA 2018 AGM Motion 19: Funding for Assessment and Intervention

Recommendation:

THAT the New Westminister School Board (SD40), advocate to the Ministry of Health, Ministry of Child and Family Development, and Ministry of Education and Childcare to reduce wait times for students who have been identified as requiring educational assessments.