

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

Tuesday, March 13, 2018

7:30pm – School Board Office

**811 Ontario Street, New Westminister
(corner of 8th Street and Royal Avenue)**

AGENDA

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

1. ADOPTION OF THE AGENDA

2. APPROVAL OF THE MINUTES

- a. Approval of Minutes from the February 27, 2018 Regular Meeting *Encl. P. 1*
- b. Business Arising from the Minutes

3. COMMENT & QUESTION PERIOD

4. CORRESPONDENCE

- a. Quarterly Report – Q4 2017 – Office of the Ombudsperson *Encl. P. 5*
- b. Glenbrook Entrepreneurial Fair – Feb.22/2018 *Encl. P. 15*
- c. 520 Carnarvon Street – Feb.26/2018 *Encl. P. 16*

5. BOARD COMMITTEE REPORTS

a. Combined Education and Operations Policy & Planning Committee, March 6, 2018

- i. Comments from the Committee Chairs, Trustees Ewen and Janzen
- ii. Approval of the March 6, 2018 Combined Education and Operations Policy and Planning Committee Minutes *Encl. P. 18*

Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes from the March 6, 2018 Combined Education and Operations Policy & Planning Committee meeting.

b. Board and Committee Meeting Calendar – September 2018 to June 2019 *Encl. P. 21*

Recommendation: THAT the Board of Education of School District No. 40 (New Westminister) approve the Board and Committee Meeting Calendar 2018-2019 as presented.

c. Student Engagement Report

Encl. P. 23

Recommendation: THAT the Board of Education for School District No. 40 (New Westminster) approve:

- **An inclusive and transparent process for the selection of student representatives for our own New Westminster School District student leadership group needs to be developed in partnership with our students.**
- **Staffing support to work with our District student leadership group on a regular basis.**
- **A process within the student leadership group to represent student voice at Board and committee meetings which may include a role for a student trustee.**
- **A new Administrative Procedure that reflects the process and selection of student representatives for Board participation.**
- **Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.**

Recommendation: AND THAT the Board of Education for School District No. 40 (New Westminster) appoint no more than two Student Trustees, and one Aboriginal Student Trustee to sit on the Board of Education.

TABLED**d. Childcare Facilities – District Feasibility Plan**

Encl. P. 38

Recommendation: THAT the Board of Education for School District No. 40 (New Westminster) request staff develop a preliminary feasibility report to assess site and cost consideration for the district to expand licensed childcare and out-of-school care on District Elementary and/or Middle School sites; AND THAT the report findings will be provided to the Board on or before the Operations Committee meeting of June 12, 2018; AND THAT the report will address the following:

- **What are current state of space made available for licensed childcare and/or licensed afterschool care across the District?**
- **What land availability could be made available for new licensed childcare facilities to be built or installed as portables?**
- **What would the approximate unit cost be to acquire suitable portables?**
- **By Fraser Health standards, what would be potential number of licensed spaces created, by infant-toddler, 3-5 year-old, or 5-12 year-old age groups?**
- **What parallel planning, if any, is underway or anticipated by City of New Westminster, Kids New West or other potential partners?**

6. REPORTS FROM SENIOR MANAGEMENT**a. Budget Update 2018-2019**

Encl. P. 39

Budget Feedback

b. Nutrition Report (B. Scott)

Encl. P. 49

c. District Calendar 2018-2019

Encl. P. 55

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the District Calendar 2018-2019 as presented.

7. TRUSTEE REPORTS**8. QUESTION PERIOD (15 minutes)**

Questions to the Chair on matters that arose during the meeting.

9. NOTICE OF MEETINGS

April 10, 2018: Education Policy & Planning Committee, 7:30pm – Hume Park Home Learners
April 17, 2018: Operations Policy & Planning Committee, 7:30pm – School Board Office
April 24, 2018: School Board Meeting, 7:30pm – School Board Office

10. REPORTING OUT FROM IN-CAMERA MEETING

11. ADJOURNMENT

MINUTES OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION
HELD TUESDAY, FEBRUARY 27, 2018 AT 7:30 PM
SCHOOL BOARD OFFICE
811 ONTARIO STREET, NEW WESTMINSTER

PRESENT	Jonina Campbell, Trustee	Bev Rundell, Interim Superintendent
	Casey Cook, Trustee	Karim Hachlaf, Associate Superintendent
	Michael Ewen, Trustee	Kevin Lorenz, Secretary-Treasurer
	Mark Gifford, Chair	James Pocher, Assistant Secretary-Treasurer
	James Janzen, Trustee	Belinda Scott, Director Programs & Planning
	Mary Lalji, Trustee	Caroline Manders, Recording Secretary
	Kelly Slade-Kerr, Vice Chair	

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.

1. ADOPTION OF THE AGENDA

Volunteer Appreciation was added as item 7b. Reports from Senior Management.

Moved and Seconded

2018-023

THAT the Board of Education of School District No. 40 (New Westminster) adopt the amended agenda for the February 27, 2018 Regular School Board meeting.

Carried Unanimously

Presentations:

- a. The Hyacks, NWSS Football Team, won their first varsity football championship in December 2017 and were recognized for their achievement.
- b. A select group of students who had the opportunity to attend the Vancouver Board of Trade "A Conversation with Former US First Lady, Michelle Obama" on February 15, presented to the Board.

2. APPROVAL OF THE MINUTES

- a. Approval of Minutes from the January 30, 2018 Regular Meeting

Moved and Seconded

2018-024

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the January 30, 2018 Regular School Board meeting.

Carried Unanimously

- b. Business Arising from the Minutes
None.

3. TRUSTEE APPOINTMENTS

- a. Election of BCPSEA Alternate was deferred from the December 12, 2017 Board meeting. Trustee Lalji requested that her name be removed from consideration due to conflict of interest concerns. There will be no BCPSEA Alternate.

4. COMMENT & QUESTION PERIOD

Members of the audience were invited to address the Board.

5. CORRESPONDENCE

Correspondence was reviewed and referred to staff for response.

6. BOARD COMMITTEE REPORTS

a. Education Policy & Planning Committee, February 6, 2018

- i. Comments from the Committee Chair, Trustee Ewen.
Education Policy & Planning Committee Chair Ewen provided a brief overview of the February 6, 2018 meeting.
- ii. Approval of the February 6, 2018 Education Policy and Planning Committee Minutes

Moved and Seconded

2018-025

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the February 6, 2018 Education Policy & Planning Committee meeting.

Carried Unanimously

b. 2018-2019 Draft District Calendar (K. Hachlaf)

Moved and Seconded

2018-026

THAT the Board of Education of School District No. 40 (New Westminster) approve the draft 2018/2019 District calendar, including the non-instructional days, as well as the 2019/2020 District calendar; AND THAT they be posted by February 28; AND a public consultation period commences February 19 until March 8, 2018; AND THAT the draft calendars be brought back to the Board at the March 13, 2018 meeting for a final recommendation based on any potential changes.

Carried Unanimously

c. Operations Policy and Planning Committee, February 13, 2018

- i. Comments from the Committee Chair, Trustee Slade-Kerr (who chaired on behalf of Trustee Janzen).
Operations Policy & Planning Committee Chair, Trustee Slade-Kerr provided a brief overview of the February 13, 2018 meeting.
- ii. Approval of the February 13, 2018 Operations Policy and Planning Committee Minutes

Moved and Seconded

2018-027

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the February 13, 2018 Operations Policy & Planning Committee meeting.

Carried Unanimously

d. Amended Annual Budget 2017-2018 (K. Lorenz)

The amended budget was reviewed.

Moved and Seconded

2018-028

THAT the Board of Education of School District No. 40 (New Westminster) accept three readings, reconsideration and final approval of Amended Budget Bylaw 2017-2018 at the February 27, 2018 Regular Board Meeting.

Carried Unanimously

Moved and Seconded

2018-029

THAT the Board of Education of School District No. 40 (New Westminster) approve Amended Budget Bylaw 2017-2018 as read a first and second time.

Carried Unanimously

Moved and Seconded

2018-030

THAT the Board of Education of School District No. 40 (New Westminster) approve Amended Budget Bylaw 2017-2018 as read a third time, reconsidered and finally adopted.

Carried Unanimously

7. REPORTS FROM SENIOR MANAGEMENT

a. Superintendent Update

Superintendent Bev Rundell, delivered her report.

b. Volunteer Appreciation

Moved and Seconded

2018-031

THAT the Board of Education of School District No. 40 (New Westminster) host a District volunteer appreciation event on April 18, 2018. Location to be determined.

Carried Unanimously

8. TRUSTEE REPORTS

Trustees shared their reports of the various meetings and events they attended over the past month.

9. QUESTION PERIOD (15 minutes)

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

10. NOTICE OF MEETINGS

March 6, 2018: Combined Education and Operations Policy & Planning Committee Meeting, 7:30 pm – School Board Office

March 13, 2018: School board Meeting, 7:30 pm – School Board Office

11. REPORTING OUT FROM IN-CAMERA MEETING

None to report.

12. ADJOURNMENT

The meeting adjourned at 8:47 pm.

Chair

Secretary-Treasurer

DRAFT

February 15, 2018

Chair
School District 40 (New Westminster)
811 Ontario Street
NEW WESTMINSTER BC V3M 0J7

RE: Quarterly Report: October 1 – December 31, 2017

I am pleased to provide you with the enclosed documents detailing the complaint files our Office closed for School District 40 (New Westminster) between October 1 and December 31, 2017. This is the third quarterly report sent out under our enhanced reporting process as part of our Office's Prevention Initiatives program. I hope you will find this additional information useful for ongoing service and program improvement within your organization.

Enclosed you will find a detailed report containing the following:

- The number of files our Office closed in the last quarter regarding your organization and the category under which these files were closed, including both investigated and non-investigated complaints. We have also included a description of our closing categories to assist you in interpreting the data provided.
- Copies of all closing summaries from investigated files that were closed during the last quarter, indexed with the file number, complainant name, and the contact person within your organization for the matter we investigated.
- If applicable, a summary of the issue types identified in all complaints that were closed in the last quarter for your organization; this includes both authority-specific issues and general administrative fairness issues. This issues tracking data is only available for authorities or groups of authorities with sufficient complaint volume to implement issues tracking. This information provides these public agencies with a breakdown of specific categories of issues that are being reported to our Office. This data is provided for both investigated and non-investigated complaints.
- We continue to refine the issue categories we are tracking for each organization. For more information about the specific issues and trends we are tracking in our complaints for School District 40 (New Westminster), or to provide feedback on the categories, please contact us.

The Ombudsperson's Prevention Initiatives Team, established at the end of July 2017 as a three-year pilot program, offers proactive engagement and consultation with public authorities. Under this program, our Prevention Initiatives Team is available to work with your organization informally to address program and service issues with the goal of improving public administration and preventing and addressing problems before or as they arise. The team is available to deliver presentations to public agency staff, consult on program design and complaints handling, and assist with individual issues that may be contributing to systemic problems or unfairness in service delivery within your organization. You can visit us online at

www.bcombudsperson.ca/resources/prevention to learn more.

As part of this program, we are also pleased to offer quarterly webinars on administrative fairness issues and effective complaints handling. Our two previous webinars can be viewed online through our Prevention Initiatives web page at the link above. Our next webinar, "*Fairness in Practice – Why Relationships Matter in Public Service Delivery*", is scheduled for March 13, 2018 at 10:00 a.m. This webinar will explain the concept of relational fairness in administrative decision making and provide public servants with some essential communication and conflict resolution skills to support fair service delivery. To sign up for this webinar, or to receive notifications about future webinars and other opportunities being offered by the Prevention Initiatives Team, please contact us. We ask that you extend this invitation to anyone in your organization who may be interested in attending these webinars.

If you would like to schedule a presentation for your staff, sign up for our next webinar, provide feedback on the issues we are tracking for your organization, or request a consultation with the Prevention Initiatives Team, please contact us at 250-508-2950 or consult@bcombudsperson.ca.

I sincerely hope that our enhanced quarterly reporting process and proactive engagement will be useful to your organization. I look forward to receiving your feedback.

Yours sincerely,



Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures

1. Enquiries	0
2. Complaints with No Investigation	1
<i>a. Statute barred (FIPPA, Police Act, etc.)</i>	0
<i>b. Not a matter of administration</i>	0
<i>c. Voluntary Referral</i>	0
<i>d. Pre-empted by existing statutory right of appeal, objection or review</i>	0
<i>e. Refused (discretion)</i>	
• More than one year between event and complaint	0
• Insufficient personal interest	0
• Available remedy	0
• Frivolous/vexatious/trivial matter	0
• Can consider without further investigation	0
• No benefit to complainant or person aggrieved	1
• Complaint abandoned	0
• Complaint withdrawn	0
3. Early Resolution Investigations	0
<i>a. Pre-empted by existing statutory right of appeal, objection or review</i>	0
<i>b. Investigation ceased (discretion) - No findings</i>	
• Insufficient personal interest	0
• Available remedy	0
• No benefit to complainant or person aggrieved	0
• Complaint settled	0
4. Complaint Investigations	0
<i>a. Not a matter of administration</i>	0
<i>b. Pre-empted by existing statutory right of appeal, objection or review</i>	0
<i>c. Investigation ceased (discretion) - No findings</i>	
• More than one year between event and complaint	0
• Insufficient personal interest	0
• Available remedy	0
• Frivolous/vexatious/trivial matter	0
• Can consider without further investigation	0
• No benefit to complainant or person aggrieved	0
• Complaint abandoned	0
• Complaint withdrawn	0
• Complaint settled	0

d. Investigation completed - Findings - Substantiated

- Remedied in whole 0
- Remedied in part 0
- Not remedied 0
- Recommendations made - remedy to be implemented over time 0

e. Investigation completed - Findings - Not substantiated 0

5. Ombudsperson Initiated Investigations 0

a. Investigation ceased (discretion) - No findings 0

b. Investigation completed - Findings - Substantiated

- Remedied in whole 0
- Remedied in part 0
- Not remedied 0
- Recommendations made - remedy to be implemented over time 0

c. Investigation completed - Findings - Not substantiated 0

2018/01/08

Available remedy

We may decline or discontinue investigation of a complaint where the law or an existing administrative procedure sets out an available process that may provide an adequate remedy for the complaint. This may include review or complaint processes that are established in policy or legislated review or appeal processes with limited grounds that are not considered to be "on the merits" (see "Pre-empted" category above). Before we decline a complaint based on a referral to an available process, we first consider the applicability of that process to the specific issues raised in the complaint as well as whether the complainant has any reasonable basis for not pursuing the referral. Considerations in this regard may include the urgency of the matter or the complainant's capacity to pursue the referral in the circumstances.

Can consider without further investigation

This section is used to discontinue an investigation when, upon consideration of the circumstances and the available evidence, we reach a conclusion that further investigation is not necessary.

Complaint abandoned

We may decline or discontinue investigation of a complaint when the complainant will not respond to our attempts to contact them or where the person refuses to provide appropriate contact information.

Complaint investigations

When we investigate a complaint, we notify the authority being investigated.

This notice includes the essential details of the complaint and the identity of the complainant. Investigations may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the *Ombudsperson Act*.

Complaint settled

We may cease investigating a complaint when we have achieved a settlement of the complaint. The *Ombudsperson Act* provides specific authority for the Ombudsperson to consult with authorities to attempt settlement of complaints once an investigation is commenced. When an investigation leads us to conclude that action on the part of the authority is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.

Complaint withdrawn

We may decline or discontinue investigation of a complaint when the complainant indicates that they do not wish us to proceed with in an investigation. This may be used to close a complaint file when the complainant has achieved a resolution of the matter through their own efforts after filing a complaint with our office.

Complaints with no investigation

Our office does not investigate every complaint it receives. First, we have to determine whether we have authority to investigate the complaint under the *Ombudsperson Act* and whether other legislation may limit our authority. We also have discretion to decline to investigate for reasons specified in the *Ombudsperson Act*. We share the details of a complaint and the identity of complainants with an authority only when we investigate the complaint. The details of complaints closed without investigation are kept confidential and we report only statistical summary information on non-investigated files to authorities and the public through our quarterly and annual reports.

Early Resolution investigations

Early Resolution investigations provide an expedited process (generally within two weeks) to deal with complaints when an opportunity appears to exist for the authority to take immediate action to resolve less complex issues, before we enter into a full, formal investigation. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.

Enquiry

Many people who contact us indicate that they are not calling to make a complaint, but are seeking information or advice. They may be gathering information about our process or available review options in anticipation of a future complaint, seeking advice about how to approach a dispute, or simply looking for information about a government program. These contacts are classified as Enquiries to distinguish them

from Complaints which are requests that our office investigate.

Frivolous/vexatious/trivial matter

We may decline or discontinue investigation of a complaint where we conclude it is frivolous or vexatious, not made in good faith, or concerns a trivial matter. In practice this provision is used extremely rarely.

Insufficient personal interest

We may decline or discontinue investigation of a complaint when the person who makes the complaint is not the person primarily affected by it, and does not have sufficient personal interest in the matter. Sometimes friends or relatives make a complaint on behalf of the person directly concerned without the person's knowledge or consent. In these cases we ask the person making the complaint to get consent from the person directly affected before we will accept their complaint. This category is also used when individuals make complaints about matters discussed in the media that they believe indicate government wrongdoing but do not have a direct personal interest in the matter. An investigation on the Ombudsperson's own initiative may be considered in these circumstances if an investigation appears to be in the public interest.

More than one year between event and complaint

We may decline or discontinue investigation of a complaint arising from a matter that occurred more than one year before we receive the complaint. However, we carefully review such cases to determine whether an investigation should still be carried out, and typically only decline an investigation under this

provision where there are evident difficulties in investigation arising from the delay in the complaint being made to our office.

No benefit to complainant or person aggrieved

We may decline or discontinue investigation of a complaint when we are able to conclude that commencing or continuing an investigation would not benefit the complainant or person aggrieved. This may include circumstances where we are able to conclude based on evidence available before commencing an investigation that the complaint will not be substantiated. It may also include complaints where no corrective action beyond what has already occurred is merited even if investigation may confirm a technical error or other flaw in the administrative process. We may also conclude that there is no benefit to continuing an investigation when all available evidence has been reviewed but is insufficient to support either a determination of fault or error on the part of the public authority that would justify corrective action, or a conclusion that the complaint is not substantiated.

Not a matter of administration

The Ombudsperson has jurisdiction to investigate decisions or recommendations made, acts done or omitted, or procedures used by public authorities. These are referred to as "matters of administration" to distinguish them from the functions of the legislature or the courts. While most complaints about a public authority relate to one of these matters, a small number of complaints are closed on the basis that they do not relate to an identifiable matter of administration.

Not substantiated

When the evidence obtained in a complaint investigation leads us to a clear conclusion that an authority has not acted unfairly with respect to the matter under investigation, we make a finding that the complaint is not substantiated.

Ombudsperson Initiated investigations

The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.

Pre-empted by existing statutory right of appeal, objection or review

Our jurisdiction to investigate is limited where there is a right of appeal, objection or review on the merits of the case available in respect of the matter complained about. The right itself, as well as the court or tribunal that hears the appeal or objection or conducts the review, must both be established under a statute or regulation. The appeal, objection or review must also be "on the merits" of the case, meaning that processes where the review is limited to errors of law or procedural fairness do not trigger this limitation. As a result the availability of judicial review or internal complaint mechanisms created by policy do not limit our jurisdiction.

Refused/Investigation ceased (discretion)

The Ombudsperson Act sets out a number of circumstances in which we may exercise discretion to either decline to investigate a complaint or discontinue an investigation after it has started.

Statute barred

There are a small number of statutes that specifically limit the jurisdiction of the Ombudsperson to investigate. While most of these limitations are specific to particular authorities, the *Freedom of Information and Protection of Privacy* (FIPPA) specifically limits the Ombudsperson's authority to investigate matters relating to the administration of that act. Complaints about authorities that relate to FIPPA are closed under this category and referred to the Office of the Information and Privacy Commissioner.

Substantiated

When a complaint investigation leads us to conclude that action on the part of the authority is required to resolve the complaint, and we are unable to reach a voluntary agreement to settle the complaint with the authority, the Ombudsperson may exercise the authority under the *Ombudsperson Act* to make formal findings of administrative unfairness and make formal recommendations on the basis of those findings. The Ombudsperson may also report those findings and recommendations and the basis for them in a public report to the legislature. The specific authority for the findings and recommendations that may be made by the Ombudsperson is set out in section 23 of the *Ombudsperson Act* and explained in more detail in our *Code of Administrative Justice* which is available on our website.

Voluntary referral

Some complaints are brought to us when the matter at issue is at an early stage and there may be opportunities for the complainant to resolve their concerns by raising them directly with the staff of the authority. When there is no specific

formal process available to the complainant to do so, we may suggest other avenues such as contacting a supervisor about service complaints, or writing a letter to a senior official. If a complainant agrees to postpone their complaint to pursue such an opportunity, we close the complaint as a voluntary referral.

The tables below summarize the complaint issues we are tracking for all school districts in British Columbia, and the number of times each issue was reported in relation to all issues reported. In addition to tracking the complaint issues that are specific to school districts, as of October 1, we also began tracking what we have termed, "Administrative Fairness Issues", which are provided in the second table below.

Part 1: Sector Issues Tracking Information
School Districts

Issue	Number of Times Issue Reported	% Out of All Issues Reported
Special Education – Individual Education Plan	4	22%
Appeal to Board of Education	2	11%
Student Exclusion	2	11%
Board of Education	1	6%
Employment	1	6%
Enrolment/Registration	1	6%
School District Complaints Process	1	6%
Section 177 bans	1	6%
Student Suspension	1	6%
School Closures	0	0%
Special Education – Funding	0	0%
Other	4	22%
Total Number of Issues	18	

Part 2: Administrative Fairness Issue Tracking Information
School Districts

Issue	Number of Times Issue Reported	% Out of All Issues Reported
Decision/Outcome – Disagreement with	9	23%
Adequacy of complaint/review/investigation process	4	10%
Communication	4	10%
Compliance with Policy	4	10%
Right to be heard/Opportunity for input	3	8%
Treatment by staff	3	8%
Accessibility of service or program	2	5%
Compliance with Legislation	2	5%
Delay	2	5%
Access Restrictions - facility or service bans	1	3%
Availability of information about program or complaints process	1	3%
Bias/Conflict of Interest	1	3%
Legislation	1	3%
Public Policy/Funding	1	3%
Reasons – Adequacy/Availability	1	3%
Administrative error/records keeping error	0	0%
Notice – Adequacy of notice or lack of notice	0	0%
Other	0	0%
Total Number of Issues	39	

Additional Information:

- Issues listed above were identified through complaint files closed by our Office between October 1 and December 31, 2017.
- We have provided aggregate issue information for all school districts in BC, rather than a breakdown of the issues identified for each school district. This is to protect the confidentiality of persons making complaints to our Office, given the low volume of closed complaints for many school districts. We have tracked all issues raised by each complaint file. This includes all investigated issues, both substantiated and not substantiated. It also includes issues we did not investigate.
- This information is provided on a confidential basis for quality assurance purposes. It is not intended to be used to identify persons who have reported a complaint to the Office of the Ombudsperson. Section 16 of the *Ombudsperson Act* protects persons making a complaint under the Act.
- Issue categories are being developed by our Office on an ongoing basis. We welcome your input on how we might improve our issues tracking categories and framework and invite any other feedback, suggestions or questions you have.

Caroline Manders

From: Glenbrook PAC <egmspac@gmail.com>
Sent: Tuesday, February 20, 2018 8:27 PM
To: Board of Education; Mark Gifford; Mary Lalji; James Janzen; Casey Cook; Jonina Campbell; Kelly Slade-Kerr; Michael Ewen; brundell@sd40.ca; khachlaf@sd40.ca.
Subject: Glenbrook Entrepreneurial Fair THURSDAY!
Attachments: Entrepreneurial Fair 2018 flyer.pdf

You are cordially invited to visit the Ecole Glenbrook Middle School Entrepreneurial Fair on Thursday evening. Please feel free to share with your networks. We are hoping to have a good turnout! Thanks!

Ecole Glenbrook Middle School is hosting their 2nd annual Entrepreneurial Fair on **THURSDAY Feb 22** from **630-830pm**.

Our middle school students have been working very hard to get ready for this event. There will be a **huge variety of items available for sale including food items, baked goods, handicrafts, pet supplies and much more!** Ten percent of the profits from each vendor will be donated to the charity of their choice. Please come and support our budding young businesspeople. Cash only!

Hope to see you there!

Glenbrook PAC
egmspac@gmail.com

February 26, 2018

File: HER00583

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

To the Board:

Re: 520 Carnarvon Street, New Westminster, BC

An application for a Heritage Revitalization Agreement has been received to allow an addition to the rear of the existing 1899 Davison House at 520 Carnarvon Street (*shown hatched on the sketch plan attached*). The applicant is requesting relaxations to Zoning Bylaw requirements for maximum floor space ratio, building height, site coverage and parking requirements. In exchange, the applicant would retain and restore the existing home and would place it under long term legal heritage protection.

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

How to submit your views:

In Person: At the Advisory Planning Commission meeting on Tuesday, March 20, 2018 at 6:30 p.m., in City Hall Council Chambers.

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

Email: plnpost@newwestcity.ca

Or

Mail: Advisory Planning Commission
c/o Development Services – Planning Division
511 Royal Avenue, New Westminster BC, V3L 1H9

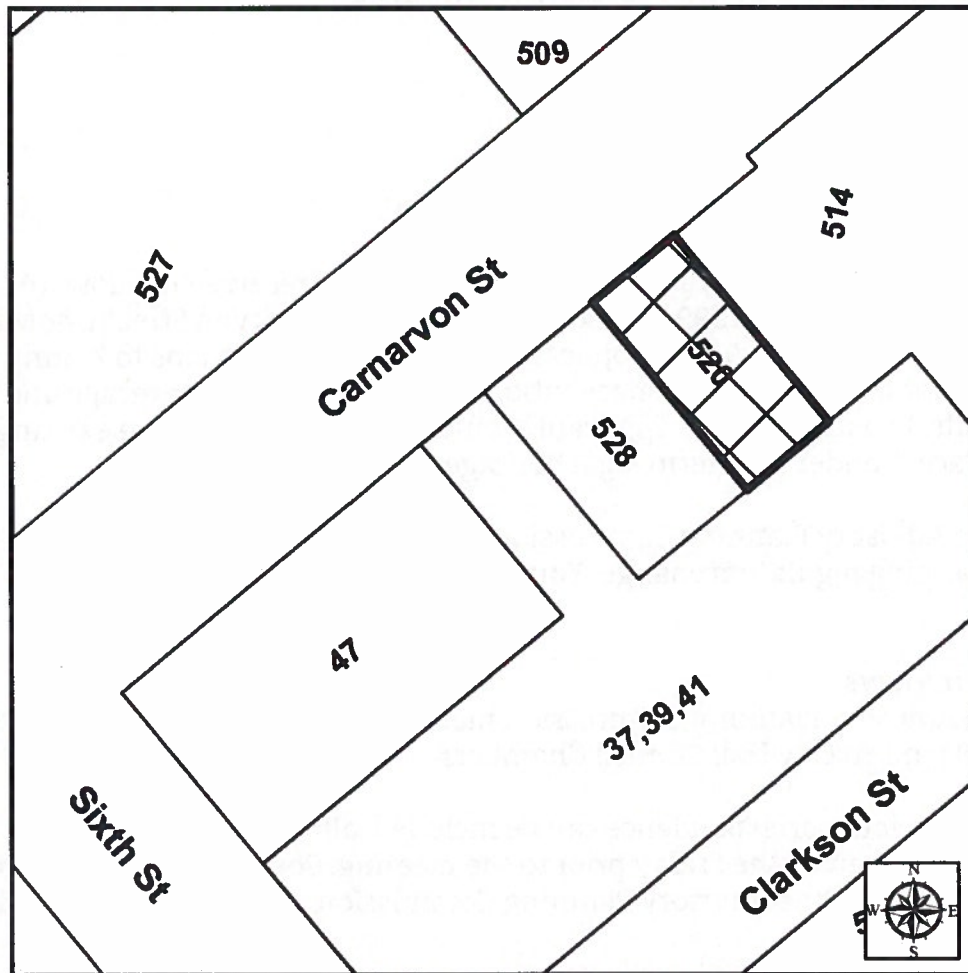
Questions:

If you would like further information on this proposal, please consider attending the upcoming meeting or contacting the Planning Division (plnpost@newwestcity.ca or 604-527-4532).

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

February 26, 2018

File: HER00583



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

HELD TUESDAY, MARCH 6, 2018 AT 7:30 PM
SCHOOL BOARD OFFICE
811 ONTARIO STREET, NEW WESTMINSTER

PRESENT	Jonina Campbell, Trustee	Bev Rundell, Interim Superintendent
	Casey Cook, Trustee	Karim Hachlaf, Associate Superintendent
	Michael Ewen, Trustee	Kevin Lorenz, Secretary-Treasurer
	Mark Gifford, Chair	Maryam Naser, Director of Instruction, Learning & Innovations
	James Janzen, Trustee	James Pocher, Assistant Secretary-Treasurer
	Mary Lalji, Trustee	Belinda Scott, Director, Programs & Planning
	Kelly Slade-Kerr, Vice Chair	Caroline Manders, Recording Secretary

Chair Janzen recognized and acknowledged the Qayqayt First Nations, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. ADOPTION OF THE AGENDA

Moved and Seconded

THAT the agenda for the March 6, 2018 Open Combined Education & Operations Policy and Planning Committee meeting be adopted.

Carried Unanimously

2. CORRESPONDENCE

None.

3. REPORTS FROM SENIOR MANAGEMENT

a. Financial Update

Assistant Secretary-Treasurer, James Pocher presented the financial update as at January 31, 2018.

b. Operations Update

Secretary-Treasurer, Kevin Lorenz presented the Operations Update. The draft 2018-2019 Board Meeting Schedule was reviewed.

c. School to School Transitions

Superintendent Bev Rundell reviewed the 2018-2019 Course Selection/Articulation Timeline regarding the transition from Elementary School to Middle School to High School.

Members of the audience were invited to address the Board.

d. Student Engagement Report

Associate Superintendent Karim Hachlaf presented the Student Engagement Report.

Moved and Seconded:

THAT the Education Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminster) to approve:

- An inclusive and transparent process for the selection of student representatives for our own New Westminster School District student leadership group needs to be developed in partnership with our students.***
- Staffing support to work with our District student leadership group on a regular basis.***
- A process within the student leadership group to represent student voice at Board and committee meetings***

- ***A new Administrative Procedure that reflects the process and selection of student representatives for Board participation.***
- ***Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.***

AND THAT the Education Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminster) that they appoint no more than two Student Trustees, and one Aboriginal Student Trustee to sit on the Board of Education.

Trustee Slade-Kerr called for a separate vote on the two resolutions.

Resolution #1:

- ***An inclusive and transparent process for the selection of student representatives for our own New Westminster School District student leadership group needs to be developed in partnership with our students.***
- ***Staffing support to work with our District student leadership group on a regular basis.***
- ***A process within the student leadership group to represent student voice at Board and committee meetings.***
- ***A new Administrative Procedure that reflects the process and selection of student representatives for Board participation.***
- ***Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.***

First Amendment to Resolution #1:

- ***An inclusive and transparent process for the selection of student representatives for our own New Westminster School District student leadership group needs to be developed in partnership with our students.***
- ***Staffing support to work with our District student leadership group on a regular basis.***
- ***A process within the student leadership group to represent student voice at Board and committee meetings which may include a role for a student trustee.***
- ***A new Administrative Procedure that reflects the process and selection of student representatives for Board participation.***
- ***Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.***

AMENDMENT CARRIED

Second Amendment to Resolution #1:

- ***An inclusive and transparent process for the selection of student representatives for our own New Westminster School District student leadership group needs to be developed in partnership with our students.***
- ***Staffing support to work with our District student leadership group on a regular basis.***
- ***A process within the student leadership group to represent student voice at Board and committee meetings which will include no more than two Student Trustees, and one Aboriginal Student Trustee to have a role at the Board of Education***
- ***A new Administrative Procedure that reflects the process and selection of student representatives for Board participation.***
- ***Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.***

AMENDMENT DEFEATED

RESOLUTION #1 AS AMENDED BY THE FIRST AMENDMENT CARRIED

RESOLUTION #2

Moved and Seconded:

AND THAT the Education Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminster) that they appoint no more than two Student Trustees, and one Aboriginal Student Trustee to sit on the Board of Education.

TABLED

e. Budget / Education Priorities

The Superintendent Bev Rundell and Associate Superintendent Karim Hachlaf presented the 2018-2019 annual budget priorities.

Trustee Slade-Kerr left the meeting at 10:20pm

4. GENERAL ANNOUNCEMENTS

None.

5. NEW BUSINESS

a. Childcare Facilities – District Feasibility Plan

Moved and Seconded:

THAT the Board of Education for School District No. 40 (New Westminster) request staff develop a preliminary feasibility report to assess site and cost consideration for the district to expand licensed childcare and out-of-school care on District Elementary and/or Middle School sites; AND THAT the report findings will be provided to the Board on or before the Operations Committee meeting of June 12, 2018; AND THAT the report will address the following:

- What are current state of space made available for licensed childcare and/or licensed afterschool care across the District?***
- What land availability could be made available for new licensed childcare facilities to be built or installed as portables?***
- What would the approximate unit cost be to acquire suitable portables?***
- By Fraser Health standards, what would be potential number of licensed spaces created, by infant-toddler, 3-5 year-old, or 5-12 year-old age groups?***
- What parallel planning, if any, is underway or anticipated by City of New Westminster, Kids New West or other potential partners?***

Carried Unanimously

6. ADJOURNMENT

The meeting adjourned at 10:45pm.

BOARD MEETING SCHEDULE "DRAFT - SUBJECT TO CHANGE"

September 2018 to June 2019

Tues.	Aug 28	- sometimes an In-Camera meeting only before school opens	
Tues.	Sept 04	- no meeting 1st day of school	
Tues.	Sept 11	Education Policy/Planning Committee	7:30 PM
Tues.	Sept 18	Operations Committee (In-Camera & Open)	6:30 PM
Tues.	Sept 25	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	Oct 02	Education Policy/Planning Committee	7:30 PM
Tues.	Oct 09	Operations Committee (In-Camera & Open)	6:30 PM
Tues.	Oct 16	- as required/at call of the Chair	tbd
Tues.	Oct 23	- as required/at call of the Chair	tbd
Tues.	Oct 30	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	Nov 06	Tentative - Oath of Office for Newly Elected Trustees - City Hall	tbd
Tues.	Nov 13	In-Camera Ops & Open Combined Ed & Ops	6:30 PM
Tues.	Nov 20	Governance Orientation - Part 1	5:00 to 8:00 PM
Tues.	Nov 27	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	Dec 04	In-Camera Ops & Open Combined Ed & Ops	6:30 PM
Tues.	Dec 11	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	Dec 18	Governance Orientation - Part 2	5:00 to 8:00 PM
Tues.	Dec 25	- winter break	
Tues.	Jan 01	New Year's Day	
Tues.	Jan 08	Education Policy/Planning Committee	7:30 PM
Tues.	Jan 15	Operations Committee (In-Camera & Open)	6:30 PM
Tues.	Jan 22	Finance Orientation	5:00 to 8:00 PM
Tues.	Jan 29	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	Feb 05	Education Policy/Planning Committee	7:30 PM
Tues.	Feb 12	Operations Committee (In-Camera & Open)	6:30 PM
Tues.	Feb 19	Strategic Plan Orientation	5:00 to 8:00 PM
Tues.	Feb 26	Board Meetings (In-Camera & Open)	6:30 PM

BOARD MEETING SCHEDULE *"DRAFT - SUBJECT TO CHANGE"*

September 2018 to June 2019

Tues.	March 05	<i>In-Camera Ops & Open Combined Ed & Ops</i>	6:30 PM
Tues.	March 12	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	March 19	- <i>spring break</i>	
Tues.	March 26	- <i>spring break</i>	
Tues.	April 02	Education Policy/Planning Committee	7:30 PM
Tues.	April 09	Operations Committee (In-Camera & Open)	6:30 PM
Tues.	April 16	<i>Strategic Plan Session</i>	5:00 to 8:00 PM
Tues.	April 23	<i>Strategic Plan Session</i>	5:00 to 8:00 PM
Tues.	April 30	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	May 07	Education Policy/Planning Committee	7:30 PM
Tues.	May 14	Operations Committee (In-Camera & Open)	6:30 PM
Tues.	May 21	<i>Strategic Plan Finalizations</i>	5:00 to 8:00 PM
Tues.	May 28	Board Meetings (In-Camera & Open)	6:30 PM
Tues.	June 04	Education Policy/Planning Committee	7:30 PM
Tues.	June 11	Operations Committee (In-Camera & Open)	6:30 PM
Tues.	June 18	<i>Retirement Dinner</i>	tbd
Tues.	June 25	Board Meetings (In-Camera & Open)	6:30 PM

March 13, 2018

Report to the Board – Student Engagement and Leadership

Background

At the November 28, 2017 Board meeting, Trustee Lalji submitted a motion “THAT the Education Policy and Planning committee recommend to the Board of Education for School District No. 40 (New Westminster) that they appoint no more than two Student Trustees, and one Aboriginal Student Trustee to sit on the Board of Education.” After a discussion period on the motion, the Board requested staff to investigate this process further and provide recommendations which consider potential next steps prior to an approval of motion.

Rationale

The following rationale, regarding above motion, was shared by Trustee Lalji:

The student voice is a resonant force in establishing a thriving learning environment giving students the ability to influence learning is integral to everyone’s success. Appointing a student trustee would empower students by giving them a voice and keeping the student body informed of discussions and decisions that affect them.

We want our schools to be places where students take ownership of their learning and their school environment. In order to accurately represent the New Westminster School District, the student body needs to be heard, sharing their views, ideas and concerns with us so that decisions can be made with their best interests in mind.

Report

The following report has been prepared by Associate Superintendent Karim Hachlaf for review by the Board of Education. In considering the motion to appoint student trustees, the report examines existing student governance structures within the New Westminster School District and includes recommendations, based on best practice, to consider.

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Research

Within my research, I examined three other school districts which have implemented a formal process to ensure the student voice is heard and considered at the Board level. While each school district employs a slightly different process, they all share a common commitment to encourage open communication with the Board and increase student engagement in School District governance.

Greater Victoria School District No. 61

Deb Whitten, Associate Superintendent of Schools, shared their process for creating a Representative Student Advisory Council (see Appendix A). The Representative Student Advisory Council consists of Grade 11 and 12 students from each secondary school and alternate program. All schools individually handle the selection process, which includes an interview with the school principal and a current student representative. This process is completed in May to allow a meeting with the current council and newly appointed representatives. The council will meet once a month, with the Superintendent, to discuss particular agenda items they would like to bring forward to the Board of Education. At these monthly meetings, the council decides which representatives will attend the upcoming Board and committee meetings. The Representative Student Advisory Council is a standing agenda item to allow for comments and questions to the Board.

Vancouver School Board – School District No. 39

In speaking with the former interim Superintendent, John Lewis, the Vancouver School Board has implemented a school regulation for a student trustee (see Appendix B). Essential to this process is the Vancouver District Student Council (VDSC). The VDSC has representatives from each of the 18 secondary schools and alternate programs. Through the Superintendent's office, staff support is provided to the VDSC with an Educational Coordinator who provides guidance and assistance to the student council and to the individual student trustee. "The staff liaison, in addition to support from the Superintendent, has been integral to the success of the student trustee."

The election of the student trustee is by secret ballot, after each student trustee candidate has had an opportunity to make a short presentation. The successful candidate will serve a one-year term. The student trustee does receive an honorarium and additional funds are available for conference attendance.

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Sunshine Coast – School District No. 46

In 2015, the school district adopted a new Administrative Regulation (see Appendix C) on Student Leadership. The rationale included the need for the Board to have a direct link to student voice on an ongoing basis. Similar to Vancouver and Victoria school districts, the Sunshine Coast school district created a District Student Leadership Team (DSLTL). The DSLTL includes two students from each secondary school and the Sunshine Coast Alternative program and meets with the Superintendent every two months. Further, the DSLTL would select a representative to fulfill the role of student trustee for a one-year term. As Superintendent Patrick Bocking noted to me, “there is absolutely no downside to having a student trustee and everything good about it!”

With all three school districts, the student trustee or representative student council, would have the opportunity to participate in the public/open committee and Board meetings. However, the student trustee did not attend closed meetings nor was entitled to vote. In summary, the student trustee is not a member of the Board and does not have the statutory powers or duties of a School Trustee under the *School Act* and our New Westminister School District Board Policy #3 (see Appendix D).

Recommendations Moving Forward for the New Westminister School District

Inherent in the above student leadership models, are two key elements: student voice and choice. Moreover, in all three school district examples, a district student council provided a more informed and representative structure that can be sustained over time. While we have student leadership opportunities and initiatives supported by teachers at our secondary school, there is currently no student council. Furthermore, there is no question that our school district, can and should, benefit from providing a structure for student voice at our Board and Committee meetings.

Moving forward, the following implementation steps need to be considered:

- An inclusive and transparent process for the selection of student representatives for our own New Westminister School District student leadership group needs to be developed in partnership with our students.
- Staffing support to work with our District student leadership group on a regular basis.
- Determine a process within the student leadership group to represent student voice at Board and committee meetings.
- Develop a new Administrative Procedure that reflects the process and selection of student representatives for Board participation.
- Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.

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I look forward to further dialogue and providing ongoing leadership support to successfully empower our students to pursue their passions, interests and future.

Respectfully submitted,

Karim Hachlaf

Associate Superintendent



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APPENDIX A - Greater Victoria School District No. 61

Process for Student Representative Selection

The Representative Advisory Council of Students recommends the following process to select student representatives:

- All schools have a similar process
- All schools make students aware of the opportunity
- The student can be in grade 11 or grade 12 in the following year
- Representatives can serve for more than one year but need to reapply after the first year
- Selection can be either an application process or teacher's recommendation to the principal with an interview that includes the current student representative (during or after selection process)
- Selection will be in May
- Representatives from both groups meet in May or June (current and new representatives)

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APPENDIX B - *Vancouver School Board – School District No. 39*

BK: Student Trustee

Classification:

B: Board Governance and Operations

Code:

BK

The position of Student Trustee has been established by the Vancouver Board of Education (VBE) for the purpose of encouraging open communication between the student body and the Board, increasing student engagement in School District governance matters, and increasing student participation in district planning and policy and program development.

The Student Trustee position on the VBE is guided by the following Regulations.

SMT Responsibility: SUP

Cross References:

BD: School Board Meetings (general policy) BDDA: Notification of Board Meetings

Adopted Date:

Monday June 17, 2013

Revision Date:

Jun 2015

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BK-R: Student Trustee on Vancouver Board of Education

Classification:

B: Board Governance and Operations

Code: BK-R**REGULATION: STUDENT TRUSTEE****1.0 ROLE DESCRIPTION AND EXPECTATIONS**

The Student Trustee:

1.1 is not a member of the Board, is not entitled to vote on any matter before the Board or any of its committees, and does not have the statutory powers or duties of a school trustee under the *School Act*.

1.2 will attend all regular public meetings of the Board but is not entitled to be present at any meetings that are private and/or closed to the public.

1.3 may attend all meetings of the Board, including standing committee meetings, except private/closed meetings or at which persons other than trustees are excluded.

1.4 will participate with other trustees in discussions, and provide a student perspective on matters before the Board.

1.5 will comply with the *Student Trustee Conflict of Interest Guidelines* in Appendix 1.

1.6 is not entitled to move a motion, but may suggest a motion on any matter at a meeting of the Board or a committee on which he/she sits.

1.7 shall have access to all information and resources provided to Board members (e.g.: reports, training sessions, etc.) with the exception of information related to matters which are being considered at a private/closed meeting or from which persons other than trustees are excluded.

1.8 will present a Student Trustee report at the first regular Board meeting of each month.

1.9 will report regularly to the students of the VBE, through the Vancouver District Student Council (VDSC), the activities of the Board pertaining to public meetings of the Board and its committees.

1.10 is encouraged to visit and meet with secondary school students in schools within the Vancouver School District.

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2.0 ELIGIBILITY AND QUALIFICATIONS

To qualify to be nominated and hold the position of Student Trustee, the person must meet the following qualifications:

- 2.1 be a student in regular attendance at a VBE secondary school.
- 2.2 be 16 years of age or older by December 31 of the school year in which he/she holds office.
- 2.3 have parental consent (if under 19 years of age).
- 2.4 be a member of the Vancouver District Student Council (VDSC).

3. ELECTION OF A STUDENT TRUSTEE

In order to elect a Student Trustee, the VDSC must follow the process outlined below.

- 3.1 Each member of the VDSC is eligible to be nominated as a candidate for the position of Student Trustee, subject to section 2 of this Regulation.
- 3.2 Candidates interested in election as a Student Trustee will provide members of the VDSC with a personal resume and/or a letter of intent at least forty-eight hours prior to the meeting of the VDSC to select the Student Trustee.
- 3.3 Student Trustee candidates will be provided the opportunity to make a five minute presentation to the meeting of the appropriate VDSC meeting.
- 3.4 Where there is more than one candidate, the VDSC will select, by secret ballot, the Student Trustee representative from among the candidates. Balloting will continue, dropping off the candidate with the fewest votes, until one candidate achieves a simple majority.
- 3.5 VDSC will notify the Secretary-Treasurer of the person elected as Student Trustee.
- 3.6 In the event that the Student Trustee leaves office before the completion of his or her term, the vacancy will be filled by a by-election.

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4. TERM OF OFFICE

4.1 The Student Trustee will be elected in May/June for the following school year. The term of office of the Student Trustee shall be from September 1st of the year in which he/she is elected and ends June 30 of the following school year.

4.2 The term of office for the Student Trustee will be one school year. A Student Trustee may be re-elected by the VDSC and may serve a maximum of two years. The Student Trustee will be expected to serve during the school year only.

5. DISQUALIFICATION OF STUDENT TRUSTEES

5.1 A student trustee will be disqualified from service if he or she:

- a) ceases to be a student in School District 39 (Vancouver).
- b) is absent from three consecutive regular meetings of the Board without permission of the Board.
- c) is convicted of an offence under the Criminal Code of Canada or under the Youth Criminal Justice Act.

5.2 A student trustee may be disqualified from service if he or she:

- a) breaches the confidentiality of the Board.
- b) is suspended from school for a serious violation of the Code of Conduct or other Board policies or school rules.

6.0 HONORARIUM AND SUPPORT FOR THE STUDENT TRUSTEE

6.1 The Student Trustee will receive an honorarium as determined by the Board from year to year. This honorarium will be pro-rated if a Student Trustee does not serve for the full term.

6.2 The Student Trustee will be reimbursed for any appropriate receipted expenses incurred as a function of the role, including transportation costs in accordance with Board policies. Further, the Student Trustee will be supported in attending conference opportunities that relate to the role, with a budget for conference expenses to be approved by the Board.

6.3 The Student Trustee will be supported in attending one out of district conference opportunity per school year that relates to the role, if they so choose to attend, with a maximum budget of \$3000 and in alignment with Board conference expense guidelines. A request for an out of district conference must be received by the Board for review prior to registration via a proposal that includes proposed expenses.

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7. RESPONSIBILITIES OF THE BOARD CHAIR AND SUPERINTENDENT OF SCHOOLS (OR DESIGNATES)

7.1 To appoint one elected trustee to act as a mentor for the Student Trustee.

7.2 To meet with the Student Trustee at the beginning of the school year to discuss their responsibilities and participation.

7.3 To meet with the VDSC at the beginning of the school year to orient them to the role and expectations of Student Trustee to the Board and to encourage VDSC student representatives to attend VBE Standing and Advisory Committee meetings, and to support the Student Trustee at Board meetings throughout the school year.

7.4 To acknowledge the service of the Student Trustee to the Board during the second Board meeting in June of each school year.

7.5 To organize an annual liaison meeting between the Board and VDSC.

8. OTHER

The Student Trustee will not participate in BCSTA events in any formal manner. The Student Trustee may accompany elected trustees to appropriate BCSTA events or orientation and training purposes provided BCSTA does not object.

Student Trustee Conflict of Interest Guidelines

1. A Student Trustee must not participate in any Board discussion where the Student Trustee may have a conflict of interest or an apparent conflict of interest.
2. For the purposes of this policy and regulation, the Student Trustee has a conflict of interest when a Student Trustee or their parent(s), spouse, sibling or child has a direct or indirect financial interest in the matter being discussed at the Board or Committee meeting.
3. For the purposes of this policy and regulation, the Student Trustee has an apparent conflict of interest where a reasonable member of the public may believe that the Student Trustee's participation in a discussion at a Board or Committee meeting may have been affected by their private interest.
4. A Student Trustee who believes that he or she has a conflict of interest must declare the conflict to the Board or the Committee and withdraw from any further participation in the discussion of the matter that gave rise to the conflict.

Adopted Date:

Monday June 17, 2013

Revision Date:

Jun 2015

Oct 2016

Sep 2017

.../11

APPENDIX C - Sunshine Coast – School District No. 46



School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION

2820

STUDENT LEADERSHIP

Background

Student Voice allows a direct link between the current educational experience of students and the Board on matters immediately before the Board on an ongoing basis.

District Student Leadership Team (DSLTT)

- Two students (normally one in grade 11 and one in grade 12) from Pender Harbour, Chatelech, Sunshine Coast Alternative and Elphinstone Secondary Schools will meet with the Superintendent or designate at least every two months to discuss matters of interest to students.
- A process will be developed by the DSLTT to nominate a member of the DSLTT to be Student Trustee for the academic year.
- Should the nominee be unable to complete his/her term, the DSLTT will nominate another student to fulfill the role of the Student Trustee for the balance of that school year.

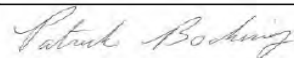
Student Trustee

- The Student Trustee shall be recommended to the Board each school year by the DSLTT, where possible at the October board meeting.
- The Chair of the Board or designate will mentor the student trustee.
- The Student Trustee shall have the same opportunities for participation in meetings of the Board and its committees as an elected Trustee. However, the Student Trustee is not a member of the elected Board, and, therefore, cannot attend closed meetings. Further, the Student Trustee cannot vote on matters before the Board.
- The Student Trustee must try to attend all regular meetings of the Board, normally in Gibsons.
- The Student Trustee shall report to the DSLTT the activities and priorities of the Board.
- The Student Trustee shall act in accordance with the Bylaws and Policies of the Board.
- The Student Trustee shall prepare a written report for the June Board meeting to describe his/her experiences as a Student Trustee for his/her term of office.

Date adopted: January 13, 2015
Revised:

Reference:
Board Policy 2.8

Supt. Signature:



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2 ROLE OF THE BOARD

On behalf of the students and citizens of the Sunshine Coast, the Board shall:

- 2.1 Ensure the school district operates with a clear set of Values, a Vision and a Mission Statement that are reflective of our community, and our students' needs.
- 2.2 Develop, carry forward and regularly evaluate a Strategic Plan that sets direction for School District No. 46 (Sunshine Coast).
- 2.3 Adopt and review policies that establish a clear assignment of roles, responsibilities, accountability and evaluation among the Board and senior administration.
- 2.4 Protect the integrity of the community, students and public education by fostering an atmosphere of trust, respect and confidence free of discrimination, harassment, and any financial or ethical impropriety.
- 2.5 Make decisions and communicate publicly as a corporate body, with individual trustees having no authority to direct staff, or act or speak for the Board or school district, unless otherwise delegated to do so in Board policy.
- 2.6 Adopt and amend an annual budget.
- 2.7 Select and evaluate the Superintendent of Schools.
- 2.8 Support the annual selection and participation of a student trustee and District Student Leadership Team (DSLTT).
- 2.9 Comply with other statutory responsibilities such as the appointment of an auditor, and submission of Achievement Contract, School Plans, Superintendent's Report on Student Achievement, School Calendar and Capital Plan.
- 2.10 Emphasize strong and balanced communications in support of the Board's Vision, Mission, Values and Strategic Plan by facilitating community involvement in district and school planning, and informing the community about (a) education issues; (b) services, programs and processes; and (c) local and provincial goals, plans and policies; and facilitating community involvement in district and school planning.
- 2.11 Create appropriate partnerships with other agencies to coordinate effective and efficient delivery of education and other services to the citizens of the Sunshine Coast.
- 2.12 Promote the continuity of governance capability by training and developing its trustees, including prompt orientation of new members.

APPENDIX D – New Westminster Schools – School District No. 40

Policy #3 – Role of The Trustee

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Government Act.

The role of the trustee is to contribute to the Board as it carries out its legislated mandate. The oath of office taken by each trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of public education. A trustee must first and foremost be concerned with the interests of the school board.

The Board of Education is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. The School Act gives no individual authority to trustees. As members of the corporate Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate Board. School board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the school board in good faith and with reasonable diligence. Trustees have one overarching responsibility – a shared public duty to advance the work of the school board. A trustee's fiduciary duties are owed to the school board (not to themselves, their family or friends) which is, in turn, accountable to the electorate.

A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

- The Board shall indemnify a trustee in accordance with Policy 20 Indemnification By-Law

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Become familiar with District policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Support a majority vote of the Board to advance the work of the board and monitor progress to ensure decisions are implemented.
3. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent.
5. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal, or District Office personnel and will inform the Superintendent or designate of this action.
6. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the District.

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7. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
8. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the District.
9. Attend committee meetings or meetings as a Board representative, as assigned, and report to the Board in a timely manner.
10. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
11. Participate in Board/trustee development sessions so that the quality of leadership and service in the District can be enhanced.
12. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
13. Stay current with respect to provincial, national and international educational issues and trends.
14. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
15. Attend District or school functions when invited and when possible.
16. Continue to carry out duties with integrity and responsibility during an election period.
17. Become familiar with, and adhere to, the Trustee Code of Conduct.

Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate a smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and approved plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The District will offer an orientation program for all trustees following an election that provides information on:
 - 1.1 Role of the trustee and the Board;
 - 1.2 Organizational structures and procedures of the District;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 District programs and services;
 - 1.6 Board's function as an appeal body;
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest; and
 - 1.8 Trustee remuneration and expenses.

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2. The District will provide financial support for trustees to attend British Columbia School Trustees Association sponsored orientation seminars.
3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for trustees. The Superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
4. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies and procedures.

*Legal Reference: Sections 49, 50, 52, 65, 85 School Act
Local Government Act*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Supplement to: **March 13, 2018 Board of Education Meeting**

Date:

February 28, 2018

Submitted by:

Mark Gifford

Item:

Requiring Action ☒

For Information ☐

SUBJECT:

Childcare Facilities – District Feasibility Plan

Background:

Given Provincial budget announcements in February 2018, the anticipation of new public funding for childcare infrastructure in British Columbia, and growing needs of children and families to access high-quality, licensed childcare, it is wise to assess the physical and financial capacity of the School District to create and host new spaces, and partner with licensed childcare providers.

At this time, the District does not have dedicated funding to create new spaces, whether purpose built, portables or classroom enhancements. The recommendation below is intended to better position the Board of Education to make decisions and engage with the Province and stakeholders, including the City of New Westminster, licensed childcare providers, community partners and families, should new streams of public funding become available.

Recommendation:

THAT the Board of Education for School District No. 40 (New Westminster) request staff, with support from consultants as needed, develop a preliminary feasibility report to assess site and cost consideration for the district to expand licensed childcare and out-of-school care on District Elementary and/or Middle School sites; AND THAT the report findings will be provided to the Board on or before the Operations Committee meeting of June 12, 2018; AND THAT the report will address the following:

- ***What are current state of space made available for licensed childcare and/or licensed afterschool care across the District?***
- ***What land availability could be made available for new licensed childcare facilities to be built or installed as portables?***
- ***What would the approximate unit cost be to acquire suitable portables?***
- ***By Fraser Health standards, what would be potential number of licensed spaces created, by infant-toddler, 3-5 year-old, or 5-12 year-old age groups?***
- ***What parallel planning, if any, is underway or anticipated by City of New Westminster, Kids New West or other potential partners?***

Attached for the Board's consideration is a copy of the feedback received in response to the budget survey that was published on the district's website. I have also attached the letters inviting feedback that were sent out to DPAC, NWTU, and CUPE. For reference, the full text of the survey preamble is included below.

2018-2019 Budget Survey

At New Westminster Schools, we are preparing our Annual Budget for the 2018/19 fiscal year. The Board of Education invites all community members to share their views on what they would like to see as the school district's educational priorities for the coming year.

We hope you will take the time to fill out the survey and share your thoughts with us.

New Westminster Schools is primarily funded by the Ministry of Education and is obligated to ensure the educational needs of students are met within a balanced budget as required by the *School Act*. Our budget funds regular instruction, student services, maintenance, administration and other priorities. We offer a range of educational programs and services, from Programs of Choice - such as French Immersion and Montessori - to the Performing Arts and Career Technical Education.

You will find information about our district's educational priorities, goals and actions in our document: *Teaching and Learning in Diverse Classrooms: A District Blueprint for Learner Success* (March 2017), available here: <http://bit.ly/2FvCZ0V>. This document forms the basis for planning activities for the coming year that will inform the budget process. The four primary themes of our District Blueprint for Learner Success are:

- Engagement and personalized learning
- Social and emotional well-being and healthy lifestyles
- Communicating student learning
- Use of technology as a transformational educational tool for teaching and learning

This survey will be available for the month of February. Feedback will be compiled and shared with the Board in April.

We value your input as we seek to ensure wise, efficient, effective and equitable use of resources.

Question #1. Please share your thoughts on the goals and priorities outlined in "Teaching and Learning in Diverse Classrooms: A District Blueprint for Learner Success" available here: <http://bit.ly/2FvCZ0V>.

Responses:

I would like to see emphasis conflict resolution demonstrations. Desescalation (sic) and escalation exercises, and teachers stepping in the role of mentor if necessary since the parents are not present during school time. Of course inside the scope of the children's age and ability. I would like teachers being supported by management for fulfilling these roles.

The goals and priorities outlined in this document are lofty. What a district it would be if activities and actions were put in place to achieve these goals! Unfortunately, I don't know a single parent who would say that their child receives the type of attention and level of engagement that this document outlines. I would love for my children to have more flexibility in their learning methods and out of the box approaches to engage them. More emphasis needs to be put into the social emotional piece at every elementary school in the District - this needs to be the 1st priority. If kids are not feeling at peace with themselves, their classmates and the teachers in their school, their brains are not ready to learn.

Very comprehensive and detailed. As parent, (and a business person) it is not easy to devote the time to review and fully absorb all the information in any 50+ page 'blueprint'. It was made easy to review. While I see one student participated, I am curious to get a larger survey of what students think.

Very supportive of what has been laid out.

Question #2. Are there any specific programs, areas, or activities where you would like to see the district make additional resources available?

Responses:

I would like to see a before and after school program made available for Herbert Spencer. Currently there is only one option for before and after school care in New West that serves Herbert Spencer. This is not adequate and the parents of Herbert Spencer children would like to see an on-site care offered at fair rates.

ASD children. Without proper support and tools they won't be able to succeed and their failure and frustration only takes time and energy away from "typical" children. Plus most "typical" children can and will benefit from many of the same tools.

The schools need additional clerical support hours. Most clerical staff members are consistently working additional time almost daily and are not putting these minutes into payroll as overtime. Clerical support positions should be 8 hours per day at NWSS and the secretary positions in the elementary schools should be 7 hours not the current 5 or 6.

farming, agriculture on site, soil chemistry etc.

More physical fitness. Daily 60min. Farming, being self-sufficient agriculture on site, soil chemistry etc.

before and after school programs, less split classrooms.

Extra support is needed for children with special needs. There is not nearly enough attention given to this area. Children who qualify for support should receive at the very least their fair share of assistance.

Please add more Early French Immersion classes per school.

AP in NWSS

While there is implicit, a lot of work around job readiness (e.g. the number of pictures of students in the pre-apprenticeship program); I trust that programming continues to focus primarily on education and socialization.

Community Schools and Child and Youth Workers

I would like to see enough availability in French Immersion for all those who want it. Alternately, a different model where all children are exposed to a second language from an early age instead of offering a separate stream.

Yes, please plan for and support the tradition and implementation (sic) of May Day as an entire school district event.

Music & Arts. Trades training.

Music & Arts. Trades training. French immersion. A focus on the outdoors (hiking/snowshoeing local mountains) for a part of PE classes.

Question #3. Is there anything else you would like to share with the New Westminster School district as it develops its budget priorities for the coming year?

Responses:

I desire that it be made plain to all parents and guardians that the school is attached to a fundraising organization. And any and all money collected through school should be validated by an official school receipt. I would like to see where all the money goes. And when asked for donations, I would like to see notices that tell parents clearly that it is in fact a donation that is requested, not the cost of public/community school.

With class size issues coming up this last school year, it seems that French immersion numbers (as a percentage) were significantly reduced. Could long term goals be made to balance that out again.

I would like to see more healthy options instead of the Munch a Lunch program, which offers unhealthy alternatives to children such as tacos, pizza, pancakes, with even healthier snack options like del monte fruit cups, cookies etc. I think we need and can do better in offering hot lunch options.

Clerical support workers are the hub of each school. They are the liaison with parents and community members. They are responsible for ordering and receiving goods and monitoring the budget expenditures at the same time as learning new programs while on the job. Currently, there are not enough hours provided to clerical support in the schools. There are many positions in the board office but the lack of hours in the schools where service to staff, students and parents is vital need to be increased.

Ask teachers directly what they need! They know what our kids need best in order to provide the best learning experience possible. I think that teachers fear telling District level staff what their needs are for fear of being singled out. I hope that teachers have been asked to fill out this survey too.

Smaller class-size is the priority.

I am struck by the lack of emphasis on the teacher and teachers aides. They play such a critical role in facilitating or impeding any changes to programming. There are teachers in the system who have been brought up with a very different mind set than may be demanded of them today. Look at the remarkably low %s who use or feel comfortable using technology. I would like to see more systemic approaches to teacher training (not simply the Pro D) and accountability (addressing performance reviews in the collective agreement) to ensure teachers are leading the changes. Second, more systemic ways that learning can continue at home by having parents help in the execution and continued support of learning outcomes.

No

I would like to see seismically safe schools for all children in the district as well as clear, well understood by staff and parents, emergency plans.

Caroline Manders

From: Caroline Manders
Sent: Wednesday, February 14, 2018 11:42 AM
To: Marcel Marsolais
Cc: Kevin Lorenz
Subject: Annual Budget 2018/2019 Preparation - Feedback Requested
Attachments: Budget Submission CUPE Local 409-180214.pdf

Hello Marcel,

On behalf of Kevin Lorenz, Secretary-Treasurer, please see the attached letter for your consideration.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



Phone: 604-517-1823
Email: cmanders@sd40.bc.ca
Website: <http://newwestschools.ca/>

February 14, 2018

Marcel Marsolais
President, CUPE Local 409
c/o School District No. 40 (New Westminster)
811 Ontario Street
New Westminster, BC V3M 0J7

Dear Marcel:

As the district begins preparing its Annual Budget for the 2018/19 fiscal year, I would like to invite CUPE Local 409 as a valued stakeholder to share its views on what should be the district's priorities moving forward.

I hope you will consider making a written submission around the educational priorities that CUPE Local 409 would like to see reflected in the budget for the coming year. You can direct any submissions and/or supporting information to my attention. Please ensure we receive all documents no later than March 5th, 2018. All submissions received will be presented to the Board on March 13th. If you would like to make a presentation to accompany your submission, I would be happy to make arrangements for you to do so.

After the district receives its initial funding allocation from the Ministry of Education on March 15th, a draft budget that incorporates stakeholder feedback will be prepared for the Board's Operations Committee Meeting on April 17th. The public is encouraged to participate at committee meetings and I hope you will consider attending.

If you have any questions please feel free to contact me at klorenz@sd40.bc.ca at your convenience.

Yours truly,



Kevin Lorenz, CPA CGA
Secretary Treasurer

Caroline Manders

From: Caroline Manders
Sent: Wednesday, February 14, 2018 11:37 AM
To: Karon Trenaman
Cc: Kevin Lorenz
Subject: Annual Budget 2018/2019 Preparatin - Feedback Requested
Attachments: Budget Submission DPAC-180214.pdf

Hello Karon,

On behalf of Kevin Lorenz, Secretary-Treasurer, please see the attached letter for your consideration.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



New
Westminster
Schools

Phone: 604-517-1823
Email: cmanders@sd40.bc.ca
Website: <http://newwestschools.ca/>

February 14, 2018

Karon Trenaman
New Westminster District Parent Advisory Council
c/o School District No. 40 (New Westminster)
811 Ontario Street
New Westminster, BC V3M 0J7

Dear Karon:

As the district begins preparing its Annual Budget for the 2018/19 fiscal year, I would like to invite the New Westminster District Parent Advisory Council as a valued stakeholder to share its views on what should be the district's priorities moving forward.

I hope you will consider making a written submission around the educational priorities that DPAC would like to see reflected in the budget for the coming year. You can direct any submissions and/or supporting information to my attention. Please ensure we receive all documents no later than March 5th, 2018. All submissions received will be presented to the Board on March 13th. If you would like to make a presentation to accompany your submission, I would be happy to make arrangements for you to do so.

After the district receives its initial funding allocation from the Ministry of Education on March 15th, a draft budget that incorporates stakeholder feedback will be prepared for the Board's Operations Committee Meeting on April 17th. The public is encouraged to participate at committee meetings and I hope you will consider attending.

If you have any questions please feel free to contact me at klorenz@sd40.bc.ca at your convenience.

Yours truly,



Kevin Lorenz, CPA CGA
Secretary Treasurer

Caroline Manders

From: Caroline Manders
Sent: Wednesday, February 14, 2018 11:46 AM
To: Grant Osborne
Cc: Kevin Lorenz
Subject: Annual Budget 2018/2019 Preparation - Feedback Requested
Attachments: Budget Submission NWTU-180214.pdf

Hello Grant,

On behalf of Kevin Lorenz, Secretary-Treasurer, please see the attached letter for your consideration.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



Phone: 604-517-1823
Email: cmanders@sd40.bc.ca
Website: <http://newwestschools.ca/>

February 14, 2018

Grant Osborne
President, NWTU
c/o School District No. 40 (New Westminister)
811 Ontario Street
New Westminister, BC V3M 0J7

Dear Grant:

As the district begins preparing its Annual Budget for the 2018/19 fiscal year, I would like to invite the New Westminister Teachers' Union (NWTU) as a valued stakeholder to share its views on what should be the district's priorities moving forward.

I hope you will consider making a written submission around the educational priorities that the NWTU would like to see reflected in the budget for the coming year. You can direct any submissions and/or supporting information to my attention. Please ensure we receive all documents no later than March 5th, 2018. All submissions received will be presented to the Board on March 13th. If you would like to make a presentation to accompany your submission, I would be happy to make arrangements for you to do so.

After the district receives its initial funding allocation from the Ministry of Education on March 15th, a draft budget that incorporates stakeholder feedback will be prepared for the Board's Operations Committee Meeting on April 17th. The public is encouraged to participate at committee meetings and I hope you will consider attending.

If you have any questions please feel free to contact me at klorenz@sd40.bc.ca at your convenience.

Yours truly,



Kevin Lorenz, CPA CGA
Secretary Treasurer



Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: March 13, 2018

Submitted by: Belinda Scott, Director of Programs and Planning

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

Subject: School Nourishment Report

Background:

Revised Motion: January 30, 2018

THAT the Operations Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminister) that it send the School Nutrition Report to the DPAC, all PACs, CUPE, NWTU, Administrative Group for feedback by the end of March 2018. An Executive Summary will be included which will indicate that the Board prefers Model 3.

Steps taken:

1. Google Survey link and Executive Summary shared with the following via email:
 - a. PAC and DPAC
 - b. CUPE president and NWTU president to share with members
 - c. Principals
2. Google Survey available from February 14 to March 6th, 2018
3. Human Resources and Belinda Scott met with CUPE president and a CUPE member to discuss the School Nourishment Report.
4. Belinda Scott met with Lunch Program Workers (LPW) at all three school sites
5. Belinda Scott met with Lord Kelvin PAC.

Feedback Form Results

- Majority of the responses were PAC
1. What aspects of the proposed School Nourishment Program are important to you?
 - Nutritious and culturally diverse choices
 - Affordable
 - Access for everyone
 - Nutrition education and information about subsidies
 2. What aspects of the program would you like to see modified?
 - More information on subsidies and how to qualify for subsidies
 - Flexible payment plans (monthly versus daily pay)
 - Consideration of supporting local restaurants and businesses

3. Please provide any further comments you may wish to make.
 - Need for adequate time for students to eat lunch
 - Importance of breakfast club
 - Administrators no longer be involved in the day to day delivery of a food program

Kelvin PAC Consultation Results

The current in-house lunch program, while popular, may not be meeting all the needs of the Kelvin community. The Kelvin PAC did not express any concerns about the proposed model 3.

CUPE

- Concerns were raised around change in staffing. Overall, CUPE hours with model 3 would increase but certain roles would change.
- In-house lunch program is limited by infrastructure and resources which results in not meeting the needs
- Inadequate time for students to eat lunch
- Flexible programming needed
- Ongoing evaluation of the program and what the program would like at NWSS
- Quality of catered lunch needs to be ensured
- Curriculum and food literacy in schools needs to be provided
- LPW shared a concern about the importance of relationships

Proposed Next Steps

- Develop a tentative phased-in rollout with timeline
- Form Food and Nutrition Steering Committee
 - Evaluation plan developed
- Hire a food services coordinator position entitled “Food Services and Food Literacy Dietitian”
 - Request for Proposals for external caterer
 - Communication and marketing plan

New Westminister Schools - School Nourishment Program Feedback Form 2018 (Google Survey results)

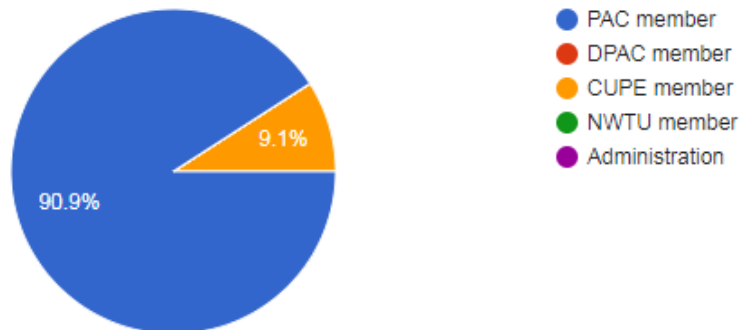
New Westminister Schools is exploring strategies in developing a district-wide plan to address food security and healthy eating. This plan would make food programs available to all of our schools so that no child is hungry and every child eats healthy.

The School District and Fraser Health worked together to conduct a food review and prepared a comprehensive report, submitted to the Board of Education in January 2018.

Please read the attached summary (<http://bit.ly/2BssNHO>) of the School Nourishment Report. This summary includes Frequently Asked Questions and a link to the full report.

We invite you to submit your feedback by March 6, 2018. Findings will be presented to the Board of Education in March 2018.

Responses:



1. What aspects of the proposed School Nourishment Program are important to you? 13 responses

Convince
Nutrition and availability
Introduce different kinds of food to children
Availability of healthy food that is peanut and nut free
Healthy food and affordability
Healthy, non-processed and when possible, hot food
Lunch Programs, Breakfast Club
Healthy food at a reasonable price with access to all. Increased access of students from low-income families to a regular source of healthy food. Efficient delivery of the program.
Remove stigma. Access for everyone. Options: ability to purchase lunch some days without committing to the month; ability for student to pay (bring lunch money)
Choice, reasonable cost and fair access for all
Subsidy info, nutritional education
Healthy food for everyone
That any child can get lunch at school regardless of their economic background

2. What aspects of the program would you like to see modified? 11 responses

None (3)
Approved
More different kinds of food
More info. How can one qualify?
I would like the option to pay monthly vs a daily pay fee.
Lunch Programs
Consideration of using local restaurants as a source of meals (lunches or breakfasts).
Student participation in distribution and prep/clean up of meals
Nothing I agree with model 3

3. Please provide any further comments you may wish to make .9 responses

ASAP

Finally!

More multicultural

As a parent, I find the kids do not have enough time to eat their lunches, so nutritious food will be of little value if there is not enough time to eat it. I would like to see lunchtime addressed by the district so children can eat without being constantly rushed.

I believe that the best part of the day is Breakfast. If a student doesn't have breakfast their brains are not ready to learn. Those who do not come to breakfast club the Lunch program is there for those that cannot afford lunches. So basically no one goes hungry.

Removing the involvement of senior school administrators (principals and vice principals) in the day-to-day delivery of a food program is a very good idea.

Long overdue initiative

It would be interesting to see if part of the nutritional education could include veg and fruit grown in a school garden

This looks very ambitious! Good for you for trying to improve the quality of children's lives at school.

School Nourishment Report - Executive Summary and FAQ

New Westminster Schools is exploring strategies in developing a district-wide plan to address food security and healthy eating. This plan would make food programs available to all of our schools so that no child is hungry and every child eats healthy.

The School District and Fraser Health worked together to conduct a food review and prepared a comprehensive report submitted to the Board of Education in January 2018.

Why is a School Nourishment Program important?

Evidence shows when children have access to healthy food it helps improve individual student success, creates a safer school environment and is important for long-term health outcomes, including reduced risk of diabetes and obesity.

How was the food review done?

The following steps were taken: a scan of current SD40 breakfast, snack and lunch programs; surveys of staff, administration and parents; meetings with student focus groups, and a review of best practices in other school jurisdictions. 1,304 family surveys were completed, representing almost 1800 students. 165 staff surveys were completed.

What was the recommendation from the Board of Education?

Three models were presented to the Board of Education. The Board passed a motion indicating its preference for Model 3. This model would, over time, shift from in-house lunch programs to an external catering system, and shift responsibility for food purchasing and coordination to the District level. This model would offer a catered lunch program to all interested students. There will be subsidies offered to all students in need. This model would include evaluation and advocacy of the program and address food literacy, which includes nutrition education for students, staff, and parents.

The Three Models at a Glance

	Model 1	Model 2	Model 3
In-House Lunch Program	x		
Catered Lunch Program	x	x	x
Subsidies	x	x	x
Additional Food Supports	x	x	x
Food Coordination School Level	x	x	x
Food Coordination District Level		x	x
Centralized Purchasing		x	x
Formal Evaluation			x
Advocacy (Funding)			x
Nutrition Education			x

Does my child have to participate?

No, all programs will be optional.

What about PAC lunches?

PAC hot lunch days will continue to be offered.

How will lunches be subsidized for vulnerable students?

The District currently receives funding to provide nutrition to vulnerable students. In addition, a small surcharge will be added to all meal programs in order to further offer subsidies to students in need.

How will this affect current lunch programs?

Some schools have a lunch program while others do not. In order, to make lunch programs universal, current lunch programs may change.

Will there be staffing changes?

Model 3 will require staffing changes including an increase in staffing support.

What do you mean by “universal” access?

A universal meal program would mean students can buy lunch at school every day. A universal meal program does not differentiate between those who receive subsidies and those who do not, and as a result reduces stigma. This program will be optional; it does not mean that the school district will be feeding all students.

Why do we need to change current programs?

1. Not all schools have equal access to meal programs. As well, numerous inefficiencies and inconsistencies were identified between schools.
2. The majority of staff surveyed identified a need for a daily school nourishment program.
3. Most breakfast, snack and meal programs are dependent on the volunteer support of teachers, support staff and community members.
4. Findings indicated students were not accessing food supports due to stigma.
5. Students stated that there is a need to better advertise food supports and offer food in multiple locations to reduce stigma.
6. Flexible programming can better enable schools to meet their unique needs.

What are some other key findings?

1. Parents would like a daily pay lunch program that offers choice, is healthy and is reasonably priced.
2. The majority of parents surveyed would be willing to pay a small surcharge added to the price of a meal to help provide subsidies for vulnerable students.

The full report can be accessed at:

<https://newwestschools.ca/wp-content/uploads/2018/02/FINAL-SNP-Review-Report-NA.pdf>

Proposed 2018-2019 School Calendar

September 2018 ¹

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December 2018 ⁴

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March 2019 ⁷

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June 2019 ¹⁰

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October 2018 ²

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January 2019 ⁵

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April 2019 ⁸

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July 2019 ¹¹

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November 2018 ³

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February 2019 ⁶

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May 2019 ⁹

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August 2019 ¹²

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Proposed 2018-2019 School Calendar

KEY

- Statutory Holiday
- Opening Partial Day
- Curriculum Implementation Day (CI Day)
- Collaboration Day (Shortened Period)
- Non-Instructional Day (NI Day)
- Administration Day
- School Vacation
- Days of Instruction

2018

- Tuesday, September 4 - Opening Partial Day
- Friday, September 21 - CI Day
- Wednesday, October 3 - Collaboration Day
- Monday, October 8 - Thanksgiving Day
- Friday, October 19 - Provincial Pro-D Day
- Monday, November 12 - Remembrance Day
- Monday, November 26 - NI Day
- December 24, 2018 – January 4, 2019 - Winter Vacation

2019

- Monday, January 7 - Schools reopen
- Wednesday, February 6 - Collaboration Day
- Monday, February 18 - Family Day
- Friday, February 22 - NI Day
- March 18 – 29 - Spring Break
- Monday, April 1 - Schools reopen
- Friday, April 19 - Good Friday
- Monday, April 22 - Easter Monday
- Monday, April 29 - NI Day
- Friday, May 17 - NI Day
- Monday, May 20 - Victoria Day
- Thursday, June 27 - Last day - students
- Friday, June 28 - Administrative Day

New Westminster Schools: Proposed 2018-2019 School Year Calendar Public Consultation Form

Responses:

I would like to request the Graduation Ceremonies for Glenbrooke Middle School (and all middle schools) and McBride Elementary to be commemorated on different days. So families, like mine, who have graduating Grade 5 and Grade 8 students, would be able to witness both ceremonies.

May I request that the graduation ceremonies of the middle and elementary school not to be held at the same date and time. On June 2019, my daughter and son will be graduating from Glenbrooke and Richard McBride respectively. I want to attend and witness these special moments on my childrens's lives. Please make sure that they will not fall on the same day and time. My son has special needs and it will be reassuring for him if both his parents will be there for his graduation ceremony. I hope you will consider this request. Thank you

Why isn't the ProD day in February on the Friday before Family Day, making it a four day long weekend?

I completely understand how it doesn't look good when pro d days are coupled up with long weekends, but the proposed calendar is putting a pro d on the Friday following Family day. That makes it a 3 day week yet is splitting it up and just has 2 three day weekends instead of combining them. Could the pro d be on the Tuesday after the Family day weekend? Also the end of April pro d along with Easter and then the May pro d day coupled with may long weekend has multiple 4 day weeks instead of combining to at least make some more full weeks.

Can we please move the February NI day on the 22nd to the 15th? A four day weekend would be much better than a three day week.

Family Day holiday and the pro-d make the week a 3-day week, which is inconvenient.

The dates in February (18,22) are not beneficial, as a parent or as a teacher. Two Mondays in a row in April are also undesirable. I think a four day weekend is easier to plan for alternative daycare and in the classroom.