



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

Tuesday, January 15, 2019 – 7:30 pm

School Board Office

Location: 811 Ontario Street, New Westminister

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.

Item	Action	Info	Presenter	Attachment
1. Approval of the Agenda	X		D. Connelly	
2. Correspondence				
a. Letter from Dana Cupples, PAC Treasurer, Richard McBride Elementary School re BC Area Standards – December 5, 2018		X	M. Gifford	P. 1
3. Reports from Senior Management				
a. Capital Projects Update				
i. New Westminister Secondary School		X	D. Crowe G. Lachmuth	P. 23
ii. Lord Tweedsmuir Elementary School		X	D. Stiglich	
b. November 30, 2018 Financial Update		X	K. Morris	P. 29
c. Operations Update		X	K. Morris	P. 31
i. Statement of Financial Information Report	X		K. Morris	P. 33
<i>Recommendation: THAT the Operations Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) to acknowledge receipt of the Statement of Financial Information Report for information.</i>				
d. Trustee Remuneration		X	K. Morris	P. 52
4. General Announcements				

Item	Action	Info	Presenter	Attachment
5. Old Business				
a. 2019-2020 Budget				
o Ministry & Board Goals		X	K. Morris	
o Broad Category Review		X	K. Morris	
b. Business Case: Live-Streaming Public Board Meetings		X	K. Morris	
c. Queensborough Traffic Safety		X	K. Morris / D. Stiglich	P. 65
<i>Recommendation: THAT the Operations Policy & Planning Committee recommend to the Board of Education of School District No.40 (New Westminster) that staff be directed to pursue a rental agreement with Roma Hall as a short-term pickup and drop-off solution for Queen Elizabeth Elementary School;</i> <i>AND FURTHER</i> <i>That Staff be directed to pursue Option 1 or 2, as presented, as a long-term pick-up and drop-off solution, to be funded by the Ministry's School Enhancement Program by way of the 2020-2021 5-Year Capital Plan submission, or the 2019-2020 Annual Facilities Grant.</i>				
d. Expanding Childcare Proposal		X	K. Morris	
6. New Business				
a. Audit Committee	X		K. Morris	P. 74
<i>Recommendation: THAT the Operations Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to direct staff to send an expression of interest for Audit Committee representation as presented.</i>				
7. Adjournment				

From: [Maya Russell](#)
To: [Mark Gifford](#)
Cc: [Dana Cupples](#); [Anita Ansari](#); [Mary Lalji](#); [Danielle Connelly](#); [Board of Education](#); [Karim Hachlaf](#)
Subject: Re: BC Area Standards Review for new schools
Date: Monday, December 10, 2018 12:09:06 PM
Attachments: [OutlookEmoji-1515002993657_PastedImage.png](#)

Thanks Dana! This is very helpful. It's a strong argument. Let us know what response you get!
Thanks,
Maya

Sent from my iPhone

On Dec 5, 2018, at 4:25 PM, Mark Gifford wrote:

Thanks, Dana!

Mark

Mark Gifford

Chair, New Westminster Board of Education

811 Ontario Street

New Westminster, BC V3M 0J7

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c. 604.838.0444

www.newwestschools.ca

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New Westminster Schools recognize and acknowledge the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

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From: Dana Cupples

Sent: Wednesday, December 5, 2018 12:39 PM

To: Anita Ansari; Mary Lalji; Mark Gifford; Maya Russell; Danielle Connelly

Subject: BC Area Standards Review for new schools

Hello Trustees!

I'm hoping that this email reaches all of you. I had a hard time finding email addresses that would reach you all. I'm sending this information to the four of you as you are all parents of kids in the Richard McBride catchment and to Mark Gifford our new trustee liaison.

The attached document is an email that was sent in October by the Parent Advocacy Network to Rob Fleming and a host of others that were cc'd on this email.

You may be familiar with this already and if you are that delights me! If not, please do take the time to read through this well researched and well written summary that has been compiled by the Parent Advocacy Network that addresses the need for a review of the BC Area Standards for new schools. My apologies for sending it to you this late when we have an important meeting tonight.

Regards,

Dana Cupples

PAC Treasurer, Richard McBride Elementary School

October 15, 2018

The Honourable Rob Fleming, Minister of Education
Scott MacDonald, Deputy Minister
Reg Bawa, Assistant Deputy Minister, Resource Management
via email

Dear Sirs,

The Parent Advocacy Network (PAN) is pleased to present you with our brief calling for a review of the current BC Area Standards. PAN has conducted research on BC Area Standards over a number of years in response to concerns about the size and educational restrictions of new schools from parents, teachers and administrators. These include crowding due to lack of circulation space; loss of non-enrolling music rooms, art rooms and performance space; loss of spaces outside the classroom for reading assistance, project work and quiet areas for regulation; loss of space for programming flexibility; lack of storage; inability of new schools to accommodate all in-catchment students; and stress on new school facilities due to high density use.

As part of our research, PAN conducted a comparison of area standards policies across Canada. We discovered that BC is far below other provinces in both instructional and gross area per student. We also discovered that although BC is a world-leader in 21st century curriculum design, it is lagging behind other provinces and countries in aligning Area Standards with best practices for 21st century school design. This is concerning, given that Area Standards determine the physical limits of new school builds and set the boundaries for what is possible within that space.

BC's government is committing billions of taxpayer dollars over the next decade towards new school construction to address seismic safety, rapid population growth and aging infrastructure. It is imperative that government invest in buildings that support ministry mandates for student success and satisfaction and that are able to fully meet the teaching and learning needs of students in K-12 education both today and long into the future.

We believe that it is time for the BC government to show leadership and commitment to education transformation through an Area Standards review as per the education minister's announcement at the BCCPAC AGM and the BCSTA AGM this Spring. The following brief sets out the evidence and rationale for such a review.

We kindly request a meeting with Scott MacDonald to discuss the Ministry of Education's plans to update the BC Area Standards.

Sincerely,

PAN Steering Committee

cc:

Hon John Horgan, Premier, BC NDP

Hon Carole James, Minister of Finance and Deputy Premier

Hon Andrew Wilkinson, Leader of the Opposition, BC Liberal Leader

Hon Andrew Weaver, BC Green Leader

Hon Dan Davies, BC Liberal Spokesperson for Education

Hon Mary Polak, BC Liberal Spokesperson for Education

Hon Sonia Furstenau, BC Green Spokesperson for Education

Hon Bob D'Eith, Chair, Select Standing Committee on Finance & Government Services

Hon Dan Ashton, Deputy Chair, Select Standing Committee on Finance & Government Services

Andrea Sinclair, President, BCCPAC

Gordon Swan, President, BCSTA

Glen Hansman, President, BCTF

Tom Longridge, President, BCSSA

Kevin Reimer, President, BCPVP

Call For An AREA STANDARDS Review

Current Area Standards for new BC schools fall far below other provinces in per pupil space allowance and do not provide sufficient space to build schools that support 21st century teaching and learning and the goals of the redesigned BC curriculum.

EXECUTIVE SUMMARY

The Ministry of Education is mandated to make schools safer, to build and upgrade schools in every region of the province and to successfully implement BC's new curriculum.ⁱ These mandates are inter-related.

BC is a world leader in innovative curriculum design for 21st century learning. However, BC's Area Standards (2003), the official blueprint that sets out the physical parameters for learning environments in new school builds is based on an out-dated model of educational delivery.ⁱⁱ It is centred on the classroom as a self-contained unit for whole-group, teacher-driven content delivery.ⁱⁱⁱ In contrast, 21st century learning requires a range of flexible spaces in and beyond the classroom to support personalized learning, collaboration and experiential, hands-on learning.^{iv} Current Area Standards for new BC schools do not provide sufficient space allowances to build schools that support 21st century teaching and learning and the goals of the redesigned BC curriculum.

Research overwhelmingly shows that school size and design directly impact student learning outcomes.^v In comparison to other provinces across Canada that employ area standards for new school construction, BC has the lowest space allocation per pupil for both instructional space and gross floor area (Appendix A). Under the current standards, replacement schools are on average 30% smaller than existing schools for the same size population.^{vi} This has severely restricted non-enrolling spaces in elementary schools, eliminating spaces that support quality education in the arts.^{vii} It has also curtailed circulation space for movement and community gathering that are shown to significantly impact social wellbeing and sense of belonging for students within a school. Furthermore, BC Area Standards does not reflect increased space requirements arising from the restored contract language on class size and composition.

The Neighbourhood Learning Centre (NLC) policy (2008) grants schools an additional 15%

floor area if it can be shown to serve community needs.^{viii} Current government direction for NLC grants is for separate, self-contained areas within schools that are increasingly designed to support child-care and early childhood learning services. While the NLC creates cost effective space for the provision of much needed community services, it is the priority of the Minister of Education to ensure that schools have sufficient space to meet the educational needs of K-12 students first and foremost. The NLC creates the illusion of increased school space, without actually ameliorating the untenable space restrictions under BC Area Standards. NLC space intended primarily to serve community needs, should not be funded through the Ministry of Education's capital budget.

Government is committing billions in capital expenditure over the next decade to build new schools in areas of population growth and replace or update older schools across the province, including the 142 schools still awaiting seismic mitigation.^{ix} This is an opportunity to make wise investments in school infrastructure that align with ministry priorities on student outcomes, student satisfaction and are compatible with best practices in school design for 21st century learning.^x

Other provinces have led the way in updating area standards to align with 21st century school design principles. They have also adopted cost effective strategies to manage demographic fluctuations without compromising access to shared educational spaces.

If BC is to "modernize its education system"^{xi} and be a leader in 21st century teaching and learning, it is imperative that the Area Standards policy is updated to align with the redesigned BC curriculum. This will enable government to make smart and equitable investments in school facilities that optimize educational opportunities for all students both now and decades to come.

Call For An AREA STANDARDS Review

Background and Context

“More than other building types, school facilities have a profound impact on their occupants and the functions of the building, namely teaching and learning.”^{xii} Whole Building Design Guide, Institute for Building Sciences

Facilities are a key area of concern for the Ministry of Education.^{xiii} The BC government is committed to providing safe and effective learning environments as part of their Ministry Service Plan.^{xiv} New schools are needed in areas of the province experiencing rapid population growth.^{xv} There are 142 schools across BC still awaiting approval for replacement or upgrading within the next ten years.^{xvi} In addition, deferred maintenance on school infrastructure throughout the province currently totals \$5 billion, with many older school facilities posing health risks.^{xvii}

All new schools within the province must comply with the BC Area Standards that defines the maximum space allowance for school construction.^{xviii} This document replaced the BC Facilities Manual in 2003, just prior to government commitment to the Seismic Mitigation Program in 2005.^{xix}

Under BC Area Standards, replacement schools are on average 30% smaller than existing schools for the same student population.^{xx} (Figure 1)

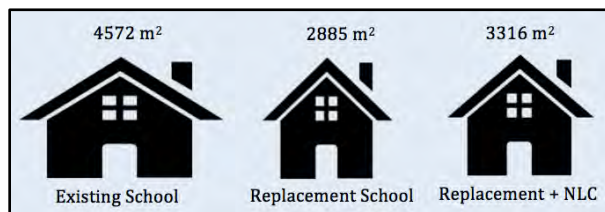


Figure 1. Bayview Elementary School, Vancouver: Relative size of existing and replacement schools under BC Area Standards

Even though individual classrooms remain of an equivalent size, non-enrolling educational spaces, operational and circulation spaces have all been severely reduced (Appendix B). BC Area Standards has limited or eliminated dedicated spaces for the arts, reduced the capacity to extend learning outside the classroom, and reduced

communal space. While the BC Area Standards may have created cost efficiencies in new school construction, it has done so at the expense of educational opportunity and student wellbeing.

QUICK FACTS: BC AREA STANDARDS

- has the lowest space allocation per student in both instructional and gross floor area when compared with other provinces
- does not allocate sufficient space for 21st century school design to support implementation of the redesigned BC curriculum.
- does not accommodate specialized hands-on learning spaces for art, science, music and/or performing arts in elementary schools.
- does not adjust space allocations for multipurpose and gym in schools to reflect increased school size and higher use needs.
- allocates only half the circulation space (hallways, walls, stairwells, community gathering spaces and entrance way) compared with Ontario and New Brunswick
- does not allocate space for a staff room or washrooms

Facts and statistics derived from a PAN comparative study of BC area standards in relation to educational specification guidelines in other provinces across Canada. (See table comparisons. Appendix A)

In 2008, the BC government introduced the Neighbourhood Learning Centre grant which increased gross area by an additional 15%, if that space would also serve a community function.^{xxi} This provision has enabled some schools in the past to augment non-enrolling spaces to better meet student needs. However, as of 2018, NLC space is increasingly dedicated to self-contained child care and early learning spaces. Additional NLC space provisions for community use does not

Call For An AREA STANDARDS Review

compensate for and should not obscure the inadequacy of space provisions within BC Area Standards for K-12 education, which is the primary responsibility of the Minister of Education.

Space Matters

“It has to be recognized that the built-environment limits, to a greater or lesser extent, the scope of educational programmes and has an effect on the physical, mental and social welfare of the students.” UNESCO^{xxii}

Research shows that the physical environment of a school, both the size and design, has significant impact on mental wellbeing at school as well as student academic outcomes.^{xxiii} The spatial environment is often called the “third teacher”.^{xxiv}

BC Area Standards allocates the least amount of gross floor area to each student at 7.9 meters squared while Alberta allocates 9.0 m², Ontario 11.0 m², New Brunswick, 11.9 m² and Saskatchewan 13.7 m² respectively. While BC Area Standards is similar to other provinces in terms of enrolling classroom size, it is markedly deficient in all other aspects of space allocation. See Figure 2 and Appendix A.

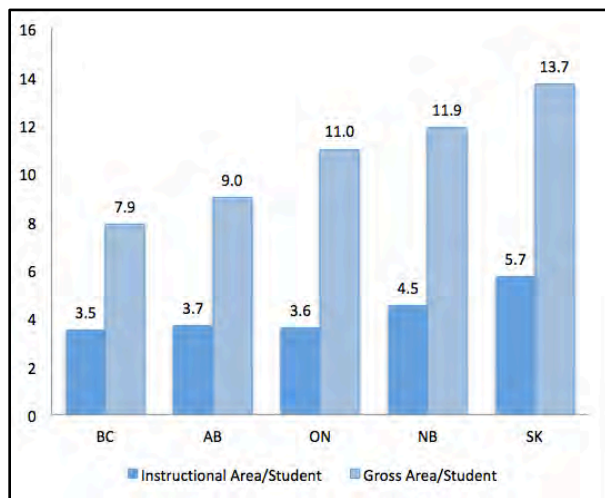


Figure 2. Comparison of total instructional space per student in meters squared across Canadian provinces.

Of further concern, is the lack of space allocated to circulation in BC schools.^{xxv} Circulation includes walls, hallways, stairwells, entrance areas and

non-enclosed gathering spaces.^{xxvi} BC Area Standards allocates only 530m² of circulation space for an elementary school of approximately 350 students, half the space allocated in Ontario or New Brunswick for the same number of students (Figure 3). More problematically, the space allocated to circulation in BC (or “design space” as it is euphemistically called in the BC Area Standards) must also absorb key operational spaces not accounted for such as a staff room and student washrooms.

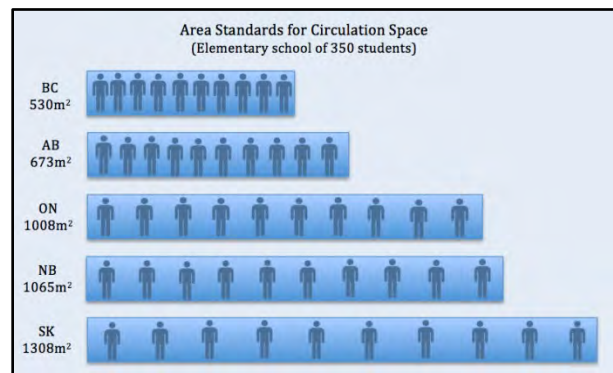


Figure 3. Cross Province comparison of Area Standards for circulation space for an elementary school of 350 students.

Studies link overcrowding and high-density school environments to increased aggression and psychological stress in students.^{xxvii} Conversely, schools with more spacious and flexible environments report increased teacher and student satisfaction, a greater sense of belonging and improved academic performance.^{xxviii} Studies identify ease of movement between spaces and access to both quiet and communal gathering spaces as key factors.^{xxix} The need for adequate circulation is particularly acute for children with special needs including access to quiet, safe, recovery spaces outside the classroom.^{xxx} The lack of space allocated to circulation in BC Area Standards therefore has serious implications for student satisfaction and mental health, two of the primary areas of concern for the current Ministry of Education.^{xxxi}

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World Leading Curriculum Design, Outdated Area Standards

“There is a growing belief amongst policymakers, architects, educators, parents, and students that traditional models of school design are not conducive to teaching and learning the skills necessary for success in the 21st century.” Hanover Research^{xxxii}

BC has designed a world-leading curriculum to transform education in BC for 21st century learning.^{xxxiii} However, current BC Area Standards are based on an outdated, industrialized model of education delivery that is centred on the enclosed classroom as a container for teacher-directed content delivery to a uniform group of learners.^{xxxiv} In contrast, 21st century learning design requires flexible use of space both inside and outside the classroom that allows for personalized learning, student and teacher collaboration as well as opportunities for a range of specialized and experiential learning modalities.^{xxxv} There is evidence to show that access to a variety of learning spaces outside the classroom contributes to increased student engagement.^{xxxvi}

Current BC Area Standards does not allocate space to support learning outside the enrolling classroom to accommodate the kind of personalized, collaborative and hands-on learning envisioned in the revised BC curriculum.^{xxxvii} Although Alberta (2007, updated 2015) and Ontario (2010), also conform to a traditional classroom-based model of space allocation, their Area Standards have significantly more space flexibility for creating learning spaces outside enrolling classrooms. (Appendix A)

New Brunswick (2016) and Saskatchewan (2017 draft) stand apart in updating space allocation within area standards to explicitly reflect 21st century learning and design principles.^{xxxviii} This has meant an increase in per pupil instructional space to accommodate break out spaces, project work areas, learning commons and specialized non-enrolling instructional space.^{xxxix} Whereas BC Area Standards allocates only 3.5 square meters of

instructional space per student for an elementary school of 350 students, New Brunswick has 22% more instructional space with 4.53 m² per pupil and Saskatchewan has 39% more at 5.7 m² per pupil (Figure 2).

Principles for 21st century learning and the redesigned BC curriculum emphasize the need for more experiential, hands-on learning to “engage students in authentic tasks.” The BC curriculum states “Deeper learning is better achieved through ‘doing’ than through passive listening or reading.”^{xl} This requires dedicated specialized spaces in elementary schools for science and art such as a wet area, da Vinci studio or maker space, and a soundproofed room for learning in music and/or performance.^{xli} Hands-on learning experiences in science and the arts are crucial for developing the creative, critical and communicative competencies needed to meet the demands of the 21st century and are central to BC’s redesigned curriculum^{xlii} (Appendix C).

BC is the only province that does not recognize the importance of providing unique learning environments for the arts.^{xliii} If BC Area Standards are not amended, the ability of BC elementary schools to offer quality education in the arts will be severely impacted for all future generations. This has serious implications for equitable access to an education that will “prepare all children for success in whatever life path they choose.”^{xliv}

Other high OECD performing countries are adjusting area standards to reflect best practices in school architectural design for 21st Century learning. For example, New Zealand government has done extensive research on the relationship between curriculum implementation and design environment.^{xlv} New Zealand has not only adjusted school design guidelines to reflect 21st century teaching and learning practices, they have also incorporated indigenous understanding and practices of space into school design to increase the sense of belonging and success for Indigenous students.^{xlvi}

The current BC Area Standards is at cross purposes to the principles of 21st century learning and the successful implementation of the redesigned BC curriculum. It is also deficient in

Call For An AREA STANDARDS Review

enabling school districts to build learning environments that promote equitable access to educational opportunities for students across BC.

Community Use and Neighbourhood Learning Centre Grants

Like many provinces across Canada, BC is taking advantage of new school construction to incorporate much needed child care and preschool spaces into elementary school buildings and opening schools up for community access after-hours. However, in all provinces (except BC) the guidelines around space for community use are very clear; that community use should not compromise the primary mandate of schools, the effective delivery of K-12 education.^{xlvii}

The Neighbourhood Learning Centre grant, instituted in BC in 2008, enabled new and replacement schools to increase their gross space area by 15% if that space was shown to also serve community needs. In Vancouver, for example, it has enabled schools to share a multiuse space for before/after school care and a lunch room. In a few cases it has enabled a school to have a music room that can be opened up for community groups.^{xlviii}

It must be understood, that while some schools receive a peripheral benefit from shared access, NLC space is determined by community needs first. A multipurpose room for example is a tear down space to accommodate childcare, and is not appropriate for quality programming in art/science or music. In many districts, NLC spaces are separate, locked community use spaces annexed to a school with no school access during the day. This is increasingly the case, with governments' commitment to expanding available childcare spaces.

Every school should be granted the same access to a quality education with the full range of educational opportunities they are entitled to within the redesigned BC Curriculum. Every elementary school should have a dedicated music room, wet area for art and science as well as a multipurpose space for lunch and/or performing arts as a minimum standard within a redesigned BC Area Standards.

If NLC space does not primarily serve the Ministry of Education's mandate for supporting K-12 education, it should not be funded through the Ministry of Education's capital budget. This is diverting money needed to replace high risk schools and provide new schools in areas of rapid population growth.^{xlix}

Cost efficiencies

Government is responsible for ensuring that the education system provides students with infrastructure that supports a quality education in a cost-effective manner. Facilities and finance are a top area of concern.ⁱ The current Ministry service plan allocates \$483 million, \$621 million and \$651 million, respectively, over the next three years to capital spending in K-12 education.ⁱⁱ While the current BC Area Standards appears to offer cost efficiencies through extreme space constraints, it is neither a smart nor equitable investment.

Space restrictions in the BC Area Standards are such that schools cannot create the flexibility of space required for successful 21st century building design compatible with the implementation of the revised curriculum, nor equitable access to the full educational opportunities BC students are entitled to. Furthermore, high density usage not only creates psychological stress on students, it creates stress on infrastructure, increasing maintenance costs over the long run. According to the Minnesota Department of Children, Families and Learning, the key to cost effective school facilities is adequate square footage that allows for flexible and adaptable spaces including spaces for program expansion.ⁱⁱⁱ

Small Capacity Schools

Population decline in some urban areas and sharp increases in others have led to a push for closure and amalgamation of neighbouring schools or the expansion of existing structures to create mega schools for efficiencies of scale.^{liii} Research on school size consistently show that larger capacity schools do not reflect best practices for student success or graduation rates. Smaller capacity schools are shown to increase a sense of belonging, community and participation that leads

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to better student outcomes. This is particularly true for disadvantaged student populations.

Research shows that optimal school sizes for socio-economically disadvantaged neighbourhoods should be limited to 300 students for elementary school and 600 students for high schools. For more advantaged or socioeconomically mixed communities, schools should be limited to 500 students for elementary and 1000 students for high schools.^{liv}

Relocatable Classrooms: Options for Flexibility

Modular classrooms offer a solution for managing changing dynamics in student populations of urban and resource-based areas whilst still ensuring all students have access to safe and effective learning environments. In Alberta, Saskatchewan and New Brunswick, new schools consist of a core school with a modular component of individual or cluster of classrooms that can be removed and/or relocated.^{lv}

This solution allows schools to respond to changing demographics without negatively impacting neighbourhoods through school closure or reducing the effectiveness of a school by impacting core shared educational functions.

It also creates cost effective and equitable method to replace dilapidated infrastructure even in areas of population decline.

CONCLUSION

BC Area Standards is an outdated and restrictive document for school construction that limits educational opportunity for students and the kind of teaching and learning practices that are embedded in the new revised BC curriculum. The government is committing billions of dollars to replace and upgrade schools across the province. In order to make smart and equitable investments that make best use of taxpayers' dollars, it is imperative that the government invest money in school buildings that are consistent with current teaching and learning needs. Updating the Area Standards to reflect best practices in 21st century school building design would contribute to the Ministry of Education's goals for increasing student success and student satisfaction. The government has a unique opportunity and responsibility to direct capital investment towards furthering these goals and leaving a lasting foundation for a strong K-12 educational system that will prepare students for citizenship and economic participation in BC for generations to come.

It is recommended that government:

1. Conduct a comprehensive review of the area standards in consultation with the Ministry of Education Programs Division and key public education stakeholders, to align Area Standards with evidence-based school design to maximize student success and reflect the principles of 21st century learning outlined in the redesigned curriculum.
2. Immediately increase space allocations in BC Area Standards for new K-12 public school facilities by at least 10% as a minimal first step towards ensuring schools currently in project definition or design phases are able to create inclusive learning environments that align with universal design and the goals of the redesigned curriculum to give equitable access to the full range of educational opportunities for all students. This should include non-enrolling space for music and art/science within elementary schools.
3. Ensure that NLC space for community use is not funded through the Ministry of Education capital budget unless it is designed primarily to serve K-12 student educational needs

Call For An AREA STANDARDS Review

APPENDIX A

TABLE COMPARISON OF AREA STANDARDS ACROSS 5 PROVINCES

The following findings are based on provincial area specifications for a public elementary school of approximately 350 students in BC, Alberta, Ontario, New Brunswick and Saskatchewan. All numbers are in meters squared.

Table 1. Comparison of Area Standards in meters squared across 5 provinces.

	Enrolling Instructional	Total Instructional	Instructional area / student	Operational	Circulation	Gross area	Gross area / student
BC Area Standards	1220	1220	3.5	1125	530*	2875	7.9
Bayview (BC Area Standards plus NLC)	1220	1220	3.5	1135 (1566)	530	2885 (3316**)	7.9 (9.1)
Alberta	1205	1289	3.7	1271	673	3158	9.0
Ontario	1184.4	1254.1	3.6	1593.9	1008.5	3856.4	11.0
New Brunswick	1260	1585	4.5	1497.2	1065	4169.8	11.9
Saskatchewan	1330	1985	5.7	2266.6	1308	4802	13.7

Explanation of Terms

- **Enrolling Instructional:** enrolling classroom space plus attached breakout spaces
- **Total Instructional:** enrolling classrooms and non-enrolling instructional and learning spaces such as music room, wet area for art/science, break out spaces, project work rooms, learning commons etc.
- **Operational:** Other areas of school where space is allocated including gym, library, special education, resource and lunch room
- **Circulation space:** circulation includes walls, hallways, entryways, student commons and stairwells.

It should be noted that numbers in BC represent a 325 plus 40 school capacity because BC separates kindergarten from Grade 1-7 enrollment. All other provinces show space calculations for a school population of 350 inclusive of kindergarten and elementary grades.

*BC Area Standards calls this ‘**design space**’. The circulation space for BC is to accommodate all circulation spaces plus spaces such as a staff room and student washrooms that are not given space allocations elsewhere.

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**Recent example of BC Area Standards application is Bayview Elementary School in Vancouver that serves a nominal population of 365 students. Bayview was granted a NLC grant, which brings the total gross area up to 3323m², commensurate with Alberta. However, it should be noted that additional square footage at Bayview is being used to increase the multipurpose room to tender a double capacity before and after school care and a licensed pre-school rather than primarily serve an educational function within the school.

Blue highlight denotes the comparable difference between areas standards derived from 21st century learning principles and specifications drawn from traditional school design concepts.

Sources:

- BC Ministry of Education, *Area Standards*, (2003) 2015.
<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/areastandards.pdf>
- Alberta Education, *School Capital Manual*, (2007) 2015.
<https://education.alberta.ca/media/1477148/school-capital-manual-march-2015.pdf>
- Ontario: A Report from the Expert Panel on Capital Standards, *Building Our Schools, Building Our Future*, 2010. This document is now used as an area standard for new schools.
https://efis.fma.csc.gov.on.ca/faab/Capital%20Programs%20Branch/Report%20of%20Expert%20Panel%20-%20Building%20Our%20Schools_Building%20Our%20Future%20-%20ENG.pdf
- New Brunswick Ministry of Early Childhood and Education, *Planning Guidelines for Educational Facilities* (2009) 2015.
<http://web1.nbed.nb.ca/sites/ASD-E/Salisbury2017/Documents/EECD%20Planning%20Guidelines%20.pdf>
- Saskatchewan Ministry of Education, *Space Measurement Standards*, 2016 draft.
[http://publications.gov.sk.ca/documents/11/87250-Space%20Measurement%20Standards%20-%20Edited%20January%202016%20\(2\).pdf](http://publications.gov.sk.ca/documents/11/87250-Space%20Measurement%20Standards%20-%20Edited%20January%202016%20(2).pdf) and for space measurements see
[http://saskbuilds.ca/projects/Schools%20Project/Project%201/4.0%20SJUSP1%20SCHEDULE%203%20DESIGN%20AND%20CONSTRUCTION%20SPECIFICATIONS%20\(includes%20Appendices%203C,%203D%20and%203E\).PDF](http://saskbuilds.ca/projects/Schools%20Project/Project%201/4.0%20SJUSP1%20SCHEDULE%203%20DESIGN%20AND%20CONSTRUCTION%20SPECIFICATIONS%20(includes%20Appendices%203C,%203D%20and%203E).PDF)

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APPENDIX B:

BAYVIEW ELEMENTARY SCHOOL: COMPARISON OF SPACE ALLOCATIONS FOR EXISTING SCHOOL AND REPLACEMENT SCHOOL.

Retrieved from Ministry of Education Space Standards, prepared for VSB Advocacy Committee, 2018.
https://www.vsb.bc.ca/District/Board-of-Education/Meeting_Minutes/Documents/agendas-files/18_10Oct03_Open%20Policy%20and%20Governance%20Agenda.pdf

- o Existing School Area 4,577 m²
 - Area Standard for new school 2,885 m²
 - (table 2.5.1 Elementary Core Areas)
- o Replacement School 63% of existing school area
 - Eligible for up to 15% NLC space
 - Additional 431 m² for total of 3,316 m²
- o Replacement School 73% of existing school area

Table 2. Comparison of existing school space allocations and Area Standards space allocations for Bayview Elementary

	Existing School areas (m ²)	Area Standards (m ²)
Admin/Health	194	100
Instruction	1217	1220
Storage	119	70
Gym	303	380
Gym Ancillary	143	65
Media Library	213	180
Multipurpose	237	100
Special Ed	151	160
Mech	242	80
Design Space	1656	530
Other	102	(431 NLC)
Total	4577	2885 (3316)

It should be noted that Bayview is currently overcapacity, so music and art rooms have already been eliminated as non-enrolling instructional spaces to accommodate additional classroom needs. As spaces in the existing schools are now defined according to Area Standards space allocations that do not recognize non-enrolling spaces, the loss of arts-based spaces is overlooked.

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APPENDIX C

SUPPORTING EVIDENCE FOR THE VALUE OF ARTS EDUCATION

Source: *Letter to MoE* signed by Arts educators, organizations, practitioners and professionals across BC.
<http://www.panvancouver.ca/news>

Arts Education is essential for building a healthy, pluralistic and democratic society:

Arts Education develops aesthetic and imaginative capacities for human fulfillment

- The right to engage in cultural production and to enjoy the arts is a fundamental human right. *Universal Declaration of Human Rights*, Article 27, 1949.
<http://www.un.org/en/universal-declaration-human-rights/>
- The arts are an intrinsic part of our human social and emotional experience. Dewey, John. *Art as Experience*. Perigree Books, (1934) 1980; Dessanyake, Ellen. *Homo Aestheticus: Where Art Comes from and Why*. University of Washington Press, 1992.
- The Capability Approach identifies “imagination, thought and senses” as well as “play” as one of the 10 capabilities that are the conditions for and indicators for human flourishing in terms of justice and freedom in societies. Kleist, Chad. “Global Ethics: Capabilities Approach.” *Internet Encyclopedia of Philosophy*. <http://www.iep.utm.edu/ge-capab/>

Arts education supports democratic citizenship and promotes intercultural understanding

- Cultivating imagination opens up the empathic, aesthetic, and generative capacity for social transformation. Greene, Maxine. *Releasing the Imagination: Essays on Education, the Arts and Social Change*. Jossey-Bass, 2000.

- Arts education fosters “Imaginative Understanding”, one of the 3 capabilities alongside critical thinking and world citizenship identified by Nussbaum as central to the “cultivation of humanity in today’s interlocking world.” [Maguire](#), Cindy. “The Capabilities Approach and Citizenship Education: What the Arts Have to Offer.” *Prospero: A Journal of New Thinking in the Philosophy of Education* Vol 14, 2008.
- UNESCO has highlighted the important role of arts education in promoting intercultural understanding in a rapidly changing world. *Seoul Agenda: Goals for the Development of Art Education from the Second World Conference on Art Education*, UNESCO, 2010)
- Freedom and opportunity to practice art and culture is a right of Indigenous People. *United Nations Declaration on the Rights of Indigenous People*, Article 11.
http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
- Art and cultural practices are integral to indigenous ways of knowing; they constitute a foundational literacy through which history, community, spirituality and cultural regeneration is expressed. Access to culturally appropriate curriculum is an educational mandate of the Canadian Truth and Reconciliation Commission. *Truth and Reconciliation Commission Calls to Action*, Item 10.3, 2016.
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

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- Neuroscientists link arts engagement and the attention to other perspectives as key to developing the capacity for empathy in the brain. Bazalgette, Peter. *The Empathy Instinct: How to Create a More Civil Society*. John Murray Publishers, 2017; Bazalgette, [Arts, Culture and Empathy lecture](#), January 2017; James Catteral, “A Neuroscience of Art and Human Empathy”, (draft) 2011. www.croc-lab.org/uploads/7/9/9/8/7998314/neuroscience-art-empathy.docx
 - Evidence-based research demonstrates a relationship between the arts, increased self-confidence, self-worth and resilience or grit. Uptis, Rena *Arts Education for the Development of the Whole Child*. Kinston: Queens University, 2011; Hetland, Winner, Veenema and Sheridan, *Studio Thinking 2: The Real Benefits of Visual Arts Education*. Harvard University Press, 2013; Varghese, Sheena. "Guidelines for Teaching Art to Students from Urban High-Poverty Backgrounds." *Thesis*, Georgia State University, 2015. http://scholarworks.gsu.edu/art_design_theses/177
 - High arts engagement has a strong correlation with improved life outcomes for disadvantaged youth in academic achievement, employment opportunity and civic engagement. *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, National Endowment for the Arts, 2012. <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>
- Arts education promotes mental health and well-being**
- Mental health issues in young people are on the rise and are a growing concern amongst educators and policy makers. Chai, Carmen. “[Why more Canadians than ever are at risk of mental health issues.](#)”, *Global News*, May 2017) <https://globalnews.ca/news/3417600/why-more-canadian-millennials-than-ever-are-at-high-risk-of-mental-health-issues/>
 - Engagement in the arts are shown to promote mental well-being. Rogers, Natalie. *The Creative Connection: Expressive Arts as Healing*. Palo Alto, Calif: Science & Behaviour Books, 2000; “Everything we know about how and whether the arts Improve our lives”, *Create Equity*, 2011 <http://createequity.com/2016/12/everything-we-know-about-whether-and-how-the-arts-improve-lives/>; “Part of your World: Art and Wellbeing”, *Create Equity*, 2015 <http://createequity.com/2015/08/part-of-your-world-on-the-arts-and-wellbeing/>
 - Quality arts education increases the expressive capacities and emotional regulation of children who have experienced trauma. *Heart: Healing and education through the arts*. Save the Children.org <http://www.savethechildren.org/atf/cf/%7B9de-f2ebe-10ae-432c-9bd0-df91d2eba74a%7D/HEART.PDF>
 - Arts education reaches students that are hard to reach. Kreger Silverman, Linda. “At-risk Youth and the Creative Process,” *Gifted Development Centre* <http://www.gifteddevelopment.com/visual-spatial/risk-youth-and-creative-process>; Fiske Edward B., Ed. *Champions of Change: The Impact of the Arts on Learning*, Arts Education Partnership, 1999. <http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf>
- Arts education respects multiple intelligences and allows for inclusive learning**
- Education in the arts honours and supports the development of multiple intelligences. Gardner, Howard. “The Happy Meeting of Multiple Intelligences and the Arts.” *Harvard Education Letter* Vol. 5.6, 1999. http://hepg.org/hel-home/issues/15_6/helarticle/the-happy-meeting-of-multiple-intelligences-and-th

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- The arts are shown to increase academic engagement and achievement for children with learning disabilities and for ELL students. Menzer, Melisa. *The Arts in Early Childhood: Social and Emotional Benefits of arts*, National Endowment for the Arts, 2015. <https://www.arts.gov/sites/default/files/arts-in-early-childhood-dec2015-rev.pdf>
- Education in the arts enhances the underlying brain processes that support learning; sensory, attentional, cognitive emotional, motor. Jensen, Eric. *Arts with the Brain in Mind*, Association for Supervision and Curriculum Development, 2001.
- Learning through the arts improves academic achievement for all children. Fowler. "Strong Arts Strong schools: The promising potential and short-sighted disregard of the arts in American schooling", *Educational Leadership: Strategies for Success* 52.3. Oxford University Press, 1996; Uptis, 2002.
- The Torrance Test of Creative Thinking has shown a steady decline in creativity across all metrics since 1990 Kim, KyumgHee. "The Creativity Crisis: The Decrease in Creative Thinking Scores on the Torrance Test of Creative Thinking." *Creativity Research Journal* Nov. 2011 https://www.nesacenter.org/uploaded/conferences/SEC/2013/handouts/Kim_Creativity-Crisis_CRJ2011.pdf
- Canada's global competitiveness is compromised by declining innovation capacity according to recent World Economic Forum results. "Poor Innovation Ranking Dims the Light on Canada's Competitiveness and Prosperity," *Conference Board of Canada*, 2012 http://www.conferenceboard.ca/press/newsrelease/12-09-27/Poor_Innovation_Ranking_Dims_the_Lights_on_Canada's_Competitiveness_and_Prosp erity.aspx?AspxAutoDetectCookieSupport=1

Arts Education is essential for building a prosperous and sustainable economy:

Creativity is a key skill for the 21st century economy

- Creativity is widely recognized by business and educational leaders as the primary skillset needed for the 21st century economy. *Creativity Unleashed: Taking Creativity out of the Laboratory and into the Labour Force*, 2011-2012 Action Canada Task Force Report, 2012 <http://www.actioncanada.ca/wp-content/uploads/2014/04/AC-TF3-Creativity-Report-EN-web.pdf> ; *Ready to Innovate*, Conference Board, 2008 <https://www.americansforthearts.org/sites/default/files/ReadytoInnovateFull.pdf>; *Policy Research Group, The Creative economy: Concepts and Literature Review Highlights*, May 2013 https://cch.novascotia.ca/sites/default/files/inlin e/documents/creative-economy-synthesis_201305.pdf
- Canada ranks 24 out of 28 countries and well behind the OECD average for compulsory arts as a percentage of instructional time for 9-11 year-olds. Winner and Vincent-Pancrin, *Art for Arts Sake? The Impact of Arts Education*, OECD, 2013 <http://www.oecd.org/education/ceri/arts.htm>
- PISA is redesigning its international test to reflect the need for assessing creativity, Romer, Christy. "Creativity in Schools to be Compared across the World." *Arts Professional* Jan. 2018) <https://www.artsprofessional.co.uk/news/creativity-schools-be-compared-across-world>

Arts education is key for developing the skillset for creativity and innovation

- Fine Arts and Communications graduates are most likely to possess the divergent thinking skills needed for creativity and innovation. Conference Board, 2008; Policy Research Group, 2013.

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- Preliminary results from STEM education initiatives in North America have not demonstrated improvement in creativity or divergent thinking. Integrating the arts stimulates innovation and creativity. Sousa, David and Tom Pilecki. *From STEM to STEAM: Using Brain-Compatible Strategies to Integrate the Arts*. Corwin 2013.
- Companies that integrate arts with sciences outperform companies that do not, in both innovation and growth. Cultural Learning Alliance. *STEAM: Why STEM can take us only so far*. Briefing Paper, 2013. <https://culturallearningalliance.org.uk/wp-content/uploads/2017/10/CD405-CLA-STEAM-Briefing-Teachers-Notes-08.pdf>
- Participation in the arts develops creative habits of mind. Hetland, Winner, Veenema and Sheridan, *Studio Thinking 2: The Real Benefits of Visual Arts Education*, Harvard U P, 2013; Winner and Vincent Pancrin, *Art for arts sake? The Impact of Arts Education*, OECD, 2013; *Neuroeducation: Learning, Arts and the Brain: Findings and Challenges for Educators and Researchers from the 2009 John Hopkins University Summit*, Dana Foundation, 2009. https://www.giarts.org/sites/default/files/Neuroeducation_Learning-Arts-and-the-Brain.pdf
- The arts act as a catalyst for innovative thinking across all economic sectors.
- Neuroscientists are linking increased emphasis on technology to the decrease in right brain capacities that include creativity, empathy and big picture thinking. McGilchrist, Iain. *The Master and his Emissary: The Divided Brain and the Making of the Western World*. Yale University Press, 2009.
- *The Select Standing Committee Report on the Budget 2018 Consultations* recommends that government make an investment in K-12 education in the arts to support BC's creative economy. https://www.leg.bc.ca/content/CommitteeDocuments/41st-parliament/2nd-session/FGS/Budget2018Consultation/FGS_2017-11-15_Budget2018Consultation_Report.pdf

Arts education is relevant for critical engagement in today's public communication sphere

- Multimedia technologies have transformed the sphere of public communications and engagement in today's world. Scott McMaster, *Visual Literacy and Art Education: A Review of the Literature*, 2015 https://www.researchgate.net/publication/280319601_Visual_Literacy_and_Art_Education_Review_of_the_Literature
- As early as 1987, an estimated 85% of the information absorbed on a daily basis is visual rather than textual. McMaster, 2015.
- Students must develop visual literacy and a critical understanding of how imagery shapes and informs our values and beliefs. Bamford, Ann. *The Visual Literacy White Paper*. Adobe Systems Inc., 2003 <https://www.aperture.org/wp-content/uploads/2013/05/visual-literacy-wp.pdf>;
- Oring, Stuart. "A Call for Visual Literacy," *The Free Library*. Davis Publications, Inc. 2000 <https://www.thefreelibrary.com/A+CALL+FOR+VISUAL+LITERACY.-a061524607>

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The arts and culture sector is an important and growing part of BC's economy

- The United Nations has identified the creative economy as one of the world's fastest growing sectors for income generation, job creation and export earnings. Government of British Columbia, *Factsheet: Arts, Culture and the Creative Economy* 2018.
<https://news.gov.bc.ca/factsheets/arts-culture-and-the-creative-economy>
- Arts and culture are an important indicator of economic competitiveness and growth in leading economies. *Otis Report on the Creative Economy*. Los Angeles Economic Development Corporation, 2017.
<https://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/facts-and-stats>
- Investment in the arts yields positive returns of up to ten times when accounting for direct, indirect and induced benefits. *A Strategic and economic business case for investment in the arts*, Business for the Arts, 2009
<http://www.businessforthearts.org/wp-content/uploads/2012/02/BftA-business-case-for-funding-the-arts.pdf>.
- BC's total culture GDP in 2014 was 3% of BC's GDP or about \$6.7 billion, a \$1 billion increase since 2010. Government of British Columbia, *Arts and Culture Facts and Stats*, 2018.
<https://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/facts-and-stats>
- More British Columbians participate in art and culture related activities than citizens of other province Hill, Kelly. *Findings of background research in the state of British Columbia Arts and Culture*, Feb 2016.
https://static1.squarespace.com/static/5266d49be4b0bc5cd29ee8e0/t/56c49cf2e321405712151c85/1455725812351/Alliance1_background.pdf
- BC has the highest concentration of artists and cultural workers in Canada. Hill, 2016

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ENDNOTES

ⁱ BC Government, *Ministerial Mandate letter to Rob Fleming*, July 18, 2017

ⁱⁱ BC Government, *Area Standards* (2003) 2015. <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/areastandards.pdf>

ⁱⁱⁱ Geoff Johnson, “20th Century School Design Doesn’t Complement 21st Century Education”, *Times Colonist*, July 8, 2018. <https://www.timescolonist.com/opinion/columnists/geoff-johnson-20th-century-school-design-doesn-t-complement-21st-century-education-1.23359427>

^{iv} Vancouver School Board, *21st Century Learning and School Design*. No longer available on line. Information taken from **Prakash Nair**, Randall Fielding, Jeffery Lackney, *The Language of School Design: Design Patterns for 21st Century Learning*, Minneapolis, DesignShare.Com Publishing, 2009.

C21 Canada, *Shifting Minds 3.0: Redefining the Learning Landscape in Canada*, May 2015.

<http://www.c21canada.org/wp-content/uploads/2015/05/C21-ShiftingMinds-3.pdf>
^v C. Kenneth Tanner, *Explaining Relationships Among Student Outcomes and the School’s Physical Environment*, *Journal of Advanced Academics*, Vol 19.3 (2008) 444-471. New Zealand of Education, *The Impact of Design on Student Outcomes*, July 2017. <file:///Users/margaret/Desktop/The%20Importance%20of%20School%20Facilities%20in%20Improving%20Student%20Outcomes%20%7C%20Evaluation%20and%20Education%20Policy%20.webarchive>

Centre for Evaluation and Education Policy, *The Importance of School Facilities on Improving Outcomes*, Penn. State, June 7, 2015. <file:///Users/margaret/Desktop/The%20Importance%20of%20School%20Facilities%20in%20Improving%20Student%20Outcomes%20%7C%20Evaluation%20and%20Education%20Policy%20.webarchive>
<https://www.education.govt.nz/school/property/state-schools/design-standards/flexible-learning-spaces/design-student-outcomes/>

^{vi} Noel Herron, *Is Your Old School About to be Demolished? Lessons to be learned from Charles Dickens Elementary in Vancouver*, BCTF, April 2009. <https://bctf.ca/publications/NewsmagArticle.aspx?id=18250>. For a current example see project design for Bayview Elementary. Replacement school under Area Standards is 37% smaller at 2,885 m² compared to the existing school gross area of 4577 m². With the NLC

space addition, the replacement school will still be 28% smaller. Comparison of Bayview new school construction area specifications to existing school areas. Report of Advocacy Committee to Policy and Governance Committee, Oct. 3, 2018.

https://www.vsb.bc.ca/District/Board-of-Education/Meeting_Minutes/Documents/agendas-files/18_10Oct03_Open%20Policy%20and%20Governance%20Agenda.pdf See Appendix B.

^{vii} There are no provisions for music, art or performing space under Area Standard guidelines. Because the Area Standards is also used to calculate the capacity of existing schools, dedicated art or music rooms are seen as ‘surplus space’.

^{viii} BC Government, *Neighbourhood Learning Centres*, 2018. Agreement on shared use is currently under review. <https://www2.gov.bc.ca/gov/content/education-training/administration/community-partnerships/neighbourhood-learning-centres>

^{ix} BC Government, *Service Plan*, p. 13

^x *Service Plan*, Goal 1-3, p.7-9

^{xi} BC Government, *New Curriculum*.

<https://curriculum.gov.bc.ca/curriculum-updates>

^{xii} National Institute for Building Sciences, *Whole Building Design Guide*, March 29, 2017.

<https://www.wbdg.org/building-types/education-facilities/elementary-school>

^{xiii} *Statement of Education Policy Order*

^{xiv} *Service Plan*, p. 6

^{xv} <https://globalnews.ca/news/3703683/public-school-enrollment-rising-in-british-columbia/>

^{xvi} Under the Seismic Mitigation Program, of the 347 schools identified as high risk for structural collapse, 173 are completed, 14 are under construction, 18 are proceeding to construction, 38 have yet to be approved and 104 have not even been considered.

https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/seismic-mitigation/progress_report.pdf

Government commits to completing all upgrades in BC by 2025 and by 2030 in Vancouver. Katie Hyslop, “Ministry Announces Largest Vancouver School Upgrade Yet”, *The Tyee*, June 20,

2018. <https://thetyee.ca/News/2018/06/20/Ministry-Announces-Largest-Vancouver-School-Seismic-Upgrade/> Changes to National building codes may extend seismic mitigation and require more upgrades. <https://www.timescolonist.com/news/local/more-seismic-work-in-store-for-schools-as-standards-raised-1.23352911>

^{xvii} Katie Hyslop, “A \$5 Billion dollar mess: BC’s School maintenance bills pile up,” July 18, 2017. <https://thetyee.ca/News/2017/07/18/BC-School-Maintenance-Bills/> For example, Vancouver district

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score of 0.41 is considered poor or extremely poor on the Facilities condition Index. Vancouver Board of Education School District Facilities Plan, Sept. 18, 2013, p. 11.

https://www.vsb.bc.ca/_layouts/vsbwww/arch/default/files/13Sept18_op_commII_item2%20-%20revised.pdf
^{xviii} BC Government, *Area Standards* (2003) 2015. The BC Area Standards is also used to determine capacity in existing school. As a result, non-enrolling spaces used for educational programming such as art and music are declared “surplus space”.

^{xix} News Release, “Province announces \$1.5 billion dollar seismic mitigation program”, March 7, 2005. <https://arsohive.news.gov.bc.ca/releases/archive/2001-2005/2005BCED0028-000245.htm> Auditor general’s report https://www.bcauditor.com/sites/default/files/publications/files/2008_Report-Planning_for_School_Seismic_Safety.pdf

^{xx} Herron, *BCTF* <https://bctf.ca/publications/NewsMagArticle.aspx?id=18250>

^{xxi} BC Government, *Neighbourhood Learning Centres for Administrators* <https://www2.gov.bc.ca/gov/content/education-training/administration/community-partnerships/neighbourhood-learning-centres>

^{xxii} UNESCO, *Norms and Standards of Educational Facilities*, 1985. <http://unesdoc.unesco.org/images/0007/000701/070131EO.pdf>

^{xxiii} Natural light, good air quality and acoustic control are also shown to positively impact student mental health and wellbeing. One study in the UK links improved physical environment to a 16% increase in overall student performance. Peter Barret, Fay Davies, Yufan Zhang and Lucinda Barrett, “The Impact of Classroom Design on pupils’ learning: Final results of a holistic, multilevel analysis”, *Building and Environment* 89, July 2015 (118-133) <https://www.sciencedirect.com/science/article/pii/S0360132315000700>

^{xxiv} BC Government, *New Curriculum*

^{xxv} Circulation is used here to indicate the primary function of this space even though it includes walls. In other provincial standards, this is called gross up – of which circulation is a part – and in BC it is called Design space, which includes circulation, walls as well as other operational space. BC *Area Standards*

^{xxvi} While each province defines the scope of circulation space differently, we are using the broad understanding of circulation to include walls as well as the stairwells, entrance ways and non-enclosed gathering spaces

within a school to accurately compare space allocations across provinces. It should be noted, that in BC, because washrooms and staffrooms are not given space allocations within the operational space, they must come out of circulation space allocation or “design space” as it is referred to in the Area Standards. If we take an average space allocation of 150 m² in other provinces for washrooms and staff space, we are left with only 380 m² for circulation.

^{xxvii} POE (Post Occupancy Evaluation) study in the UK conducted to show evidence for the need to review Area Standards in the UK links narrow circulation spaces and too few and too small toilets to increased misbehaviour. Noise also becomes a factor when circulation space is inadequate. Royal Institute of British Architects, *Better Spaces for Learning*, May 2016, p. 45. Lorraine E. Maxwell, “Home and School Density Effects on Elementary School Children”, *Sage Journals*, Vol 35.4 (2003) <http://journals.sagepub.com/doi/abs/10.1177/0013916503035004007> Gary W. Evans, “Child Development and the Physical Environment”, *Annual Reviews*, 2006.

<https://www.architecture.com/-/media/gathercontent/better-spaces-for-learning/additional-documents/ribabetterspacesforlearningpdf.pdf>

^{xxviii} Mark Garibaldi and Liza Joias, “Designing Schools to Support Socialization Process of Children”, *Procedia Manufacturing* 3 (2015) 1587-1594. <https://www.sciencedirect.com/science/article/pii/S2351978915004473>

^{xxix} For a detailed summary of the positive impacts of sufficient circulation space and the negative impacts of too little see New Zealand Ministry of Education, *The impact of Physical Design on Student Outcomes*, 2016. <https://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Flexible-learning-spaces/FLS-The-impact-of-physical-design-on-student-outcomes.pdf> Ellen Rose, “What is Effective School Design,” *EdCan Network*, 2015.

<file:///Users/margaret/Desktop/What%20is%20Effective%20School%20Design%3F%20%7C%20EdCan%20Network.webarchive> Non-statutory guidelines for school design accommodations for special needs identifies ample circulation space as crucial for inclusive environments. Department for Children, schools and families, Designing for disabled children and children with special educational needs: Guidance for mainstream and special schools, *Building Bulletin* 102.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/276698/Build

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[ing Bulletin 102 designing for disabled children and children with SEN.pdf](#)

^{xxx} Discussion on the pioneering work of Magda Mostafa on school design and autism. Alex Bozиков, “‘Design empathy’ builds inclusive spaces for people with autism,” *Globe and Mail*, April 15, 2015.

<https://www.theglobeandmail.com/life/home-and-garden/design/design-empathy-builds-inclusive-spaces-for-people-with-autism/article23966012/>

^{xxxi} BC Government, *Service Plan*, p.6 and 8.

^{xxxii} Schools that support 21st century learning Design

^{xxxiii} BC Government, *Curriculum overview: Education for the 21st Century*, 2018 <https://curriculum.gov.bc.ca>

^{xxxiv} Geoff Johnson, “Geoff Johnson: 20th century school design doesn’t compliment 21st century learning”, *Times Colonist*, July 8, 2018. <https://www.timescolonist.com/opinion/columnists/geoff-johnson-20th-century-school-design-doesn-t-complement-21st-century-education-1.23359427>

^{xxxv} Hanover Research, *School Structures that Support 21st Century Learning*, March 2011. Bob Pearlman, “Designing new Learning Environments to support 21st Century Skills”, *How People Learn: Brain, Mind, Experience and School*, National Academy of Sciences, 2000

^{xxxvi} Royal Institute of British Architects, *Better Spaces for Learning*, May 2016. <https://www.architecture.com/-/media/gathercontent/better-spaces-for-learning/additional-documents/ribabetterspacesforlearningpdf.pdf>

^{xxxvii} Although many new facilities try to incorporate some elements of 21st century learning design into schools, such as break out spaces or learning commons, it requires ‘stealing’ space from other areas or crowding spaces together, resulting in unintended negative consequences such as noise disruption.

^{xxxviii} New Brunswick and Saskatchewan explicitly reference 21st century learning design in their updated area standards. New Brunswick states that area standards should reflect learning spaces outside the traditional classroom, inclusion policies, multi-use and flex spaces, safety, feeling of community within school and connections to community. New Brunswick Ministry of Early Childhood and Education, *Planning Guidelines for Educational Facilities*, (2009) 2016. Saskatchewan espouses the following 21st century design principles; “Flexible learning environments for versatile instruction and size, inter-disciplinary, project based and inquiry-based teaching and learning; A technology-rich environment that anticipates changes in educational delivery; Teacher collaboration and support spaces integrated into learning communities; and School commons space that allows students of all ages to gather and connect.” SaskBuilds, *Design and*

Construction Specifications, Joint Use Schools Project, 2017.

[http://saskbuilds.ca/projects/Schools%20Project/Project%201/4.0%20SJUSP1%20SCHEDULE%203%20DESIGN%20AND%20CONSTRUCTION%20SPECIFICATIONS%20\(includes%20Appendices%203C,%203D%20and%203E\).PDF](http://saskbuilds.ca/projects/Schools%20Project/Project%201/4.0%20SJUSP1%20SCHEDULE%203%20DESIGN%20AND%20CONSTRUCTION%20SPECIFICATIONS%20(includes%20Appendices%203C,%203D%20and%203E).PDF)

^{xxxix} For example, EE and K architects review on the educational impact of space allocation recommends that “elementary schools look towards less density or between 4.18 and 4.65 square meters per student for instructional space.” Sean O’Donnell, *The Design of Elementary Schools*, EE&K Community Website, 2018. <http://www.eekarchitects.com/community/4-in-the-news/123-the-design-of-elementary-schools>

^{xl} BC Government, *Curriculum Overview*

^{xli} Both New Brunswick and Saskatchewan allocate dedicated space for specialized in art and science (a da Vinci studio) and dedicated rooms for music and performing arts. New Brunswick Ministry of Early Childhood and Education, *Planning Guidelines* and Saskatchewan Ministry of Education, *Space Measurement Standards*.

^{xlii} BC Government, *Core Competencies*.

<https://curriculum.gov.bc.ca/competencies> For extensive research on the importance of the arts for developing both the creative and critical competencies and empathic capacities needed for our current context see Appendix C.

^{xliii} Alberta allocates additional space for two classrooms to cater to the visual arts and science for intermediate students. These spaces are enrolling spaces, but accessible to other classes through team teaching/platooning. In Ontario, science and art are also accommodated through larger enrolling classrooms for specialist platooning and music is taught in a separate non-enrolling teaching space. In BC, the loss of recognition of specialist teacher subject area for elementary schools in those subjects would not make this an effective model in BC.

^{xliv} Stated objective within the redesigned BC Curriculum.

^{xlv} “The Education Infrastructure Design Guidance Document forms the critical link between National curriculum and the design environments that support the learning outcomes to which the National Curriculum aspires.” Ministry of Education, *Designing Schools in New Zealand: Requirements and Guidelines*, October 2015.

<https://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Design-guidance/DSNZ-version-1-0-20151014.pdf>

^{xlvi} Dr. Gabrielle Wall, “Māui whakakau, kura whakakau: The Impact of Physical Design on Maori

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and Pasifica Student Outcomes.” New Zealand Ministry of Education, November 2016

<http://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Flexible-learning-spaces/FLS-Maui-whakakau-kura-whakakau.pdf>

^{xlvii} For example, New Brunswick *Planning Guidelines for Educational Facilities* states “[Community use] is a secondary function of the facility. The facility should be planned to accommodate the community without compromising its effectiveness to deliver education to the student.”

^{xlviii} VSB, *21st Century Learning Design*, derived from Prakash Nair, Randall Fielding and Jeffery Lackney, *Design Patterns for 21st Century Schools*, 2009.

^{xlix} In other provinces, where child care and early childhood provisions are incorporated into school plans they are either jointly funded partnerships (Saskatchewan, Ontario and Alberta) or services consistent with Ministry mandate (Such as Ministry of Early Childhood and Education, New Brunswick). For an example of joint use schools that do not compromise educational space see Nataschia Lypny, “Saskatchewan Government unveils joint-use school designs,” Feb. 23, 2016. <https://leaderpost.com/news/local-news/province-unveils-joint-use-school-designs>

ⁱ *Statement of Education Policy*, 1989

ⁱⁱ BC Government, *Ministry of Education Service Plan 2018/9 -2020/21*, February 2018, p.13. <https://www.bcbudget.gov.bc.ca/2018/sp/pdf/ministry/educ.pdf>

ⁱⁱⁱ Minnesota Department of Children, Families and Learning, *Guide for Planning School Construction Projects in Minnesota*, January 2003, p. 66.

^{liii} Andrea Wood, “Vancouver board names 12 schools up for possible closure”, June 20, 2016.

<https://www.theglobeandmail.com/news/british-columbia/vancouver-board-names-12-schools-up-for-potential-closure/article30532264/> Maggie Milne Martens, “Who Really Benefits from School Closures?”, August 31, 2016. <https://vancouver.sun.com/opinion/opinion-who-really-benefits-from-school-closures>

^{liv} Kenneth Leithwood and Doris Jantzen, *Review of Empirical Evidence about School Size Effects: A Policy Perspective*, for the Board of Education for the Regina School Board, 2009.

<https://www.google.com/search?client=safari&rls=en&q=review+of+Empirical+Evidence+about+School+Size&ie=UTF-8&oe=UTF-8>

^{lv} For information on Alberta’s Modular Classroom Program see Government of Alberta, About Infrastructure accessed October 9, 2018.

<http://www.infrastructure.alberta.ca/636.htm> For

Saskatchewan Relocatable Classroom Program see Government of Saskatchewan, Relocatable Classroom Program Guidelines.

<http://www.publications.gov.sk.ca/details.cfm?p=83026> and Re-locatable classroom wings in New Brunswick for replacement schools in areas with declining enrolment. New Brunswick Department of Education and Early Childhood, *Planning Guide for Educational Facilities*, February 2016.

<http://web1.nbed.nb.ca/sites/ASD-E/Salisbury2017/Documents/EECD%20Planning%20Guidelines%20.pdf>

1. Project Summary

The existing school facility is approximately 69 years old and it has reached the end of its useful life as well as being classified as H1 high seismic risk. The existing school facility is built on an area that has history of burial usage.

The project consists of design and construction of a 19,837m² replacement facility on the existing SD owned property, decommissioning of the existing school, and restoration of the site with appropriate memorialization.

2. Project Structure

The Project Team are identified in Appendix 1.

3. Scope

The new school will accommodate more than 1,900 students with 76 teaching units and an allowable school area of 16,390m², plus Neighbourhood Learning Centre (NLC) space of 2,802m², and a SD Maintenance/IT facility of 645m², for a total gross area of 19,837m² per the CPFA.

There may be sufficient site area to accommodate two playfields and the Maintenance/IT facility is proposed as a stand-alone facility separate from the new school building.

4. Schedule

The following Table 1 sets out target milestone dates.

Table 1 – Tentative Timetable for Key Milestones

Milestone/Deliverable	Target Dates	Revised
RFQ issued	November 24, 2016	-/-
RFP issued	Early March 2017	Late March 2017
Technical submissions	July 2017	September 25, 2017
Financial submissions	August 2017	November 1, 2017
Contract award	September 2017	December 2017
Occupancy	September 2019	September 2020
Demo + Memorialization	September 2020	-/-

5. Budget

Contract expenditures to date total to an aggregate value of \$23,000,000 – On Budget

6. Communications

a) General

- Teachers and Department Heads have been consulted on classroom requirements
- Community consultation – Phase 2 Community Consultation – Complete.
- Ongoing communications with adjacent stakeholders (one-on-one) and surrounding community by door-to-door flyers (as required) and web updates, as and when required.

7. Procurement

- Completed

8. Work Completed or Underway

Over the course of December,

- **Civil works:**
 - New service lines (electrical, water, sewer) installed in the foundation of the East wing nearest to Sixth Street.
 - New water line (upsizing from 150 – 200 mm) installed with new fire hydrant – transition to new water line (including to existing school) was completed.
 - No archeological/environmental issues.
- **Foundation/Seismic Readiness** work has continued with the drilling and installation of the last 4 Soil Anchors – a total of 248 were installed and completed.
- **Footings** - Graham Design-Builders, has been making steady progress with concrete footings throughout the North and East wings. East wing is completed.
- **Above Ground** - Moving above ground, the elevator shaft and Shear Walls are completed. (Shear Wall is a structural member used to resist lateral forces. Shear walls provide large strength and stiffness to buildings, which significantly reduces lateral sway of the building).
- **Structural Steel Construction** – underway on East Wing of school.
- **Structural Back-fill** (sands and gravel) in progress.
- Project Team reviewing **100% Design Submission** from Graham Design-Builders

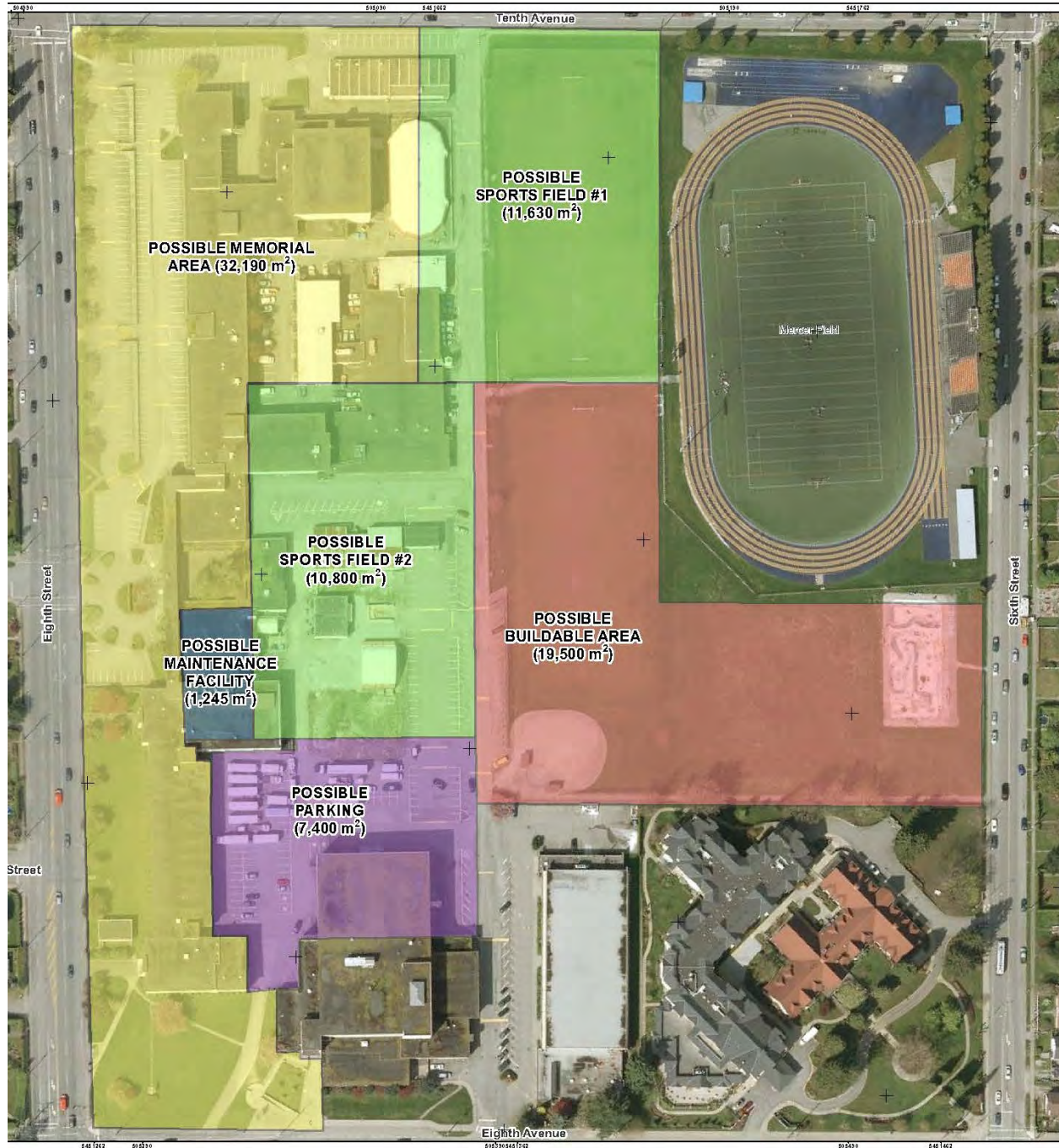
Looking into January/February:

- Complete the **footings**
- Running/installing the under-slab **service mains** – ongoing.
- Installing temporary **access roads**
- Erecting the **structural steel** - ongoing. Building taking shape! (**Pictures attached – pages 5/6**)
- **100% Design submission** – due to the Project Team by November 23rd – do not anticipate any significant changes/revisions at this stage.

Notes:

- **On-time...On budget.**
- **No changes to “Risk Summary”** – all items are “Low Risk”.
- **Work hours for Graham Design-Builders - Monday to Friday from 7:00 a.m. to 5 p.m.**
- **Traffic/Pedestrian/Cycling movements through and around worksite on Municipal streets are operating effectively and safely.**

Figure 1 – Anticipated Location of Major Site Uses (January 2017)



Appendix 1 – Project Team

- **School District #40**
 - o Karim Hachlaf, Superintendent
 - o Kim Morris, Secretary-Treasurer
 - o John Tyler, NWSS Principal
 - o Dave Crowe, Director, Capital Projects
 - o Grant Lachmuth (Black Wolf Consulting Inc.), Project Officer



First Structural Steel Arrives on site



East Wing – near Sixth Street



East Wing – Career Technical Education area



Structural Steel progress as of January 7, 2019

Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201905 End Date: NOVEMBER 30, 2018

	Description	Revenues	Original Budget	Revised Budget	Bud Remain \$	Bud Remain %	2018 Ytd Exp	2018 Annual Budget	Bud Remain \$	2018 % Remaining
619	OTHER FEDERAL GRANTS	-1,735	0	0	1,735	0.00	0	0	0	0.00
621	OPERATING GRANT MINISTRY OF EDUCAT	-19,122,431	-61,585,932	-61,585,932	-42,463,501	68.95	-18,823,328	-60,471,507	-41,648,179	68.87
629	OTHER MINISTRY OF EDUCATION GRANTS	-101,992	-616,113	-616,113	-514,121	83.45	-209,701	-960,567	-750,866	78.17
641	PROVINCIAL GRANTS OTHER	-49,500	0	0	49,500	0.00	-64,100	-100,000	-35,900	35.90
643	SUMMER SCHOOL FEES	-90,694	-120,000	-120,000	-29,306	24.42	-140,561	-140,562	-1	0.00
644	CONTINUING EDUCATION	-51,523	-200,000	-200,000	-148,477	74.24	-101,520	-240,000	-138,480	57.70
645	INSTRUCTIONAL CAFETERIA REVENUE	-37,974	-130,000	-130,000	-92,026	70.79	-38,572	-130,000	-91,428	70.33
647	OFFSHORE TUITION FEES	-1,450,850	-3,584,000	-3,584,000	-2,133,150	59.52	-4,847,373	-4,880,000	-32,627	0.67
649	MISCELLANEOUS REVENUE	-58,186	-230,000	-230,000	-171,814	74.70	-49,592	-230,000	-180,408	78.66
651	COMMUNITY USE OF FACILITIES	-114,478	-200,000	-200,000	-85,522	42.76	-130,071	-250,000	-119,929	47.97
661	INTEREST ON SHORT TERM INVESTMENT	-200,439	-100,000	-100,000	100,439	-100.44	-136,603	-200,000	-63,397	31.70
		-----	-----	-----	-----	-----	-----	-----	-----	-----
	Grand Total	-21,279,802	-66,766,045	-66,766,045	-45,486,243	68.13	-24,541,421	-67,602,636	-43,061,215	63.70

Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201905 End Date: NOVEMBER 30, 2018

	Description	YTD Exp	YTD Com	YTD Exp + Com	Budget	Bud Remain \$	Bud Remain %	2018 YTD Exp	2018 Ytd Comm	2018 Total Exp.	2018 Final Budget	2018 Bud Remaining	2018 Bud %
105	PRINCIPALS & VP SALARIES	1,500,969	0	1,500,969	3,404,592	1,903,623	55.91	1,381,326	0	1,381,326	3,477,995	2,096,669	60.28
110	TEACHERS SALARIES	8,807,742	0	8,807,742	30,092,833	21,285,091	70.73	8,576,397	0	8,576,397	30,799,642	22,223,245	72.15
120	SUPPORT STAFF SALARIES	2,202,115	0	2,202,115	5,639,086	3,436,971	60.95	2,095,139	0	2,095,139	5,561,961	3,466,822	62.33
123	EDUCATIONAL ASSISTANTS SALARIES	1,529,035	0	1,529,035	4,722,864	3,193,829	67.62	1,368,694	0	1,368,694	4,636,047	3,267,353	70.48
130	OTHER PROFESSIONAL SALARIES	992,170	0	992,170	2,589,109	1,596,939	61.68	1,022,183	0	1,022,183	2,344,201	1,322,018	56.40
140	SUBSTITUTE SALARIES	566,384	0	566,384	1,438,967	872,583	60.64	513,304	0	513,304	1,372,706	859,402	62.61
200	EMPLOYEE BENEFITS	3,627,208	0	3,627,208	12,400,181	8,772,973	70.75	3,724,124	0	3,724,124	12,079,069	8,354,945	69.17
310	SERVICES	853,525	170,589	1,024,114	2,057,825	1,033,711	50.23	798,850	218,818	1,017,668	1,660,930	643,262	38.73
312	LEGAL COSTS	18,720	0	18,720	30,000	11,280	37.60	3,473	0	3,473	30,000	26,527	88.42
330	STUDENT TRANSPORTATION	47,613	118,872	166,485	165,880	-605	-0.36	34,455	21,720	56,175	157,800	101,625	64.40
340	PROFESSIONAL DEVELOPMENT & TRAVEL	412,856	0	412,856	559,000	146,144	26.14	397,207	4,659	401,866	498,300	96,434	19.35
360	RENTALS & LEASES	134,789	37,381	172,170	280,500	108,330	38.62	124,840	35,094	159,934	260,000	100,066	38.49
370	DUES & FEES	104,053	0	104,053	135,800	31,747	23.38	86,053	13	86,066	130,800	44,734	34.20
390	INSURANCE	21,541	0	21,541	131,000	109,459	83.56	83,738	0	83,738	131,000	47,262	36.08
510	SUPPLIES	706,820	560,913	1,267,733	2,528,309	1,260,576	49.86	708,043	724,671	1,432,714	2,549,135	1,116,421	43.80
540	UTILITIES	138,010	7,921	145,931	443,800	297,869	67.12	159,265	5,506	164,771	443,800	279,029	62.87
551	GAS - HEAT	30,054	0	30,054	278,500	248,446	89.21	45,437	0	45,437	278,500	233,063	83.69
555	CARBON TAX EXP	0	0	0	50,000	50,000	100.00	0	0	0	50,000	50,000	100.00
560	WATER & SEWAGE	75,149	0	75,149	270,900	195,751	72.26	85,783	0	85,783	270,900	185,117	68.33
570	GARBAGE & RECYCLE	21,512	14,059	35,571	73,000	37,429	51.27	21,185	10,086	31,271	73,000	41,729	57.16
580	FURNITURE & EQUIPMENT REPLACEMENT	38,422	17,727	56,149	93,900	37,751	40.20	32,071	22,577	54,648	286,150	231,502	80.90
590	COMPUTER & EQUIPMENT REPLACEMENT	234,295	186,959	421,254	1,105,922	684,668	61.91	545,253	127,075	672,328	1,005,550	333,222	33.14
591	TANGIBLE CAPITAL ASSETS PURCHASED	0	0	0	0	0	0.00	51,496	24,167	75,663	0	-75,663	0.00
		-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	Grand Total	22,062,982	1,114,421	23,177,403	68,491,968	45,314,565	66.16	21,858,316	1,194,386	23,052,702	68,097,486	45,044,784	66.15

Capital Projects, Operations and Planning

Lord Tweedsmuir Elementary

The Lord Tweedsmuir Seismic is going well and on schedule. Four lower level classrooms have been completed and returned, as well as a new HVAC system and controls. Unitech has also completed the day care and it will be moving in over the next two weeks. Over the Christmas break, SD40 staff refinished the staff bathrooms with new paint, flooring, counter tops, sinks and toilets.

Over Christmas break, Unitech finished the demolition of rooms 106, 105, 201 and 202, and are now ready to start all the connections and shear walls. The new Garaventa Lift has been installed for access to the four lower level classrooms.

Richard McBride Elementary

A flood was caused by a unit ventilator in classroom 24, and we had to replace a valve. The water leaked downstairs into classroom 4. SD40 staff cleaned everything and put humidifiers in for a week to get all the moisture out of the rooms. VanDriel OHS Consulting was contracted to complete air quality testing and everything was clear (no mold spores).

All Other Projects

- New Westminster Secondary School

See meeting agenda item.

- Herbert Spencer Elementary

On January 6, 2019, a water leak in room 210 occurred from the air pressure valve. Water seeped down into the electrical room and fried the fire panel. Fire watch provision was in place until Monday when the fire panel was replaced. To date, everything is back to normal and repaired.

- Ecole Qayqayt Elementary School



The playground was completed in December. Habitat Systems had a problem when installing the new playground. When drilling, they hit one of the District's conduit pipe electrical and power to the portable was lost for two days. The District worked with Habitat to repair the problem by running new cable and conduit pipe. Habitat has agreed to pay \$8,000 in repairs.

Staff continues to work on planning for future projects. We are ready to proceed with the top priority items in our capital plan. However, we do not expect significant new funding announcements from the ministry until a new provincial budget is tabled in the spring.

Ministry & Other Submissions: November 2018 – January 2019

Submitted to:	Description	Date
Ministry of Education	Classroom Enhancement Fund Remedies	November 19, 2018
Ministry of Education	Mercer Actuarial – Appendix B – Employee Data	November 19, 2018
BCSTA	Trustee Remuneration Survey	November 21, 2018
Ministry of Education	VFA Data Maintenance Initiative	November 30, 2018
Ministry of Education	Quarterly Consolidated Financial Statement (GRE)	December 12, 2018
Ministry of Education	Statement of Freedom of Information (SOFI)	January 9, 2019

Other

Audit Services

KPMG, LLP was awarded the external financial statement audit services for 2018-2019, 2019-2020 and 2020-2021.

Business Re-Engineering

- District Allocations to Schools Review

Seven members of the NWPVPA participated in meeting 1 of 3 to review the way SD40 allocates services and supplies monies to schools. During the meeting, the working group agenda included:

1. Principles/Values discussion;
2. Review of current allocation method; and
3. Review other SD's allocation methods



Ministry
of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER 40	NAME OF SCHOOL DISTRICT New Westminster	YEAR 2017/2018
OFFICE LOCATION(S) 811 Ontario Street		TELEPHONE NUMBER 604-517-6240
MAILING ADDRESS 811 Ontario Street		
CITY New Westminster	PROVINCE BC	POSTAL CODE V3M 0J7
NAME OF SUPERINTENDENT Karim Hachlaf		TELEPHONE NUMBER 604-517-6240
NAME OF SECRETARY TREASURER Kim Morris		TELEPHONE NUMBER 604-517-6240

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2018

for School District No. **40** as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION 	DATE SIGNED Jan 8/19.
SIGNATURE OF SUPERINTENDENT 	DATE SIGNED Jan. 8/19
SIGNATURE OF SECRETARY TREASURER 	DATE SIGNED Jan 8/2019.

EDUC. 6049 (REV. 2008/09)

**School District
Statement of Financial Information (SOFI)**

School District No. 40

(New Westminster)

Fiscal Year Ended June 30, 2018

TABLE OF CONTENTS

Documents are arranged in the following order:

1. Approval of Statement of Financial Information
2. Financial Information Act Submission Checklist
3. Management Report
4. Audited Financial Statements
5. Schedule of Debt
6. Schedule of Guarantee and Indemnity Agreements
7. Schedule of Remuneration and Expenses including:
 - Statement of Severance Agreements
 - Reconciliation or explanation of differences to Audited Financial Statements
8. Schedule of Payments for the Provision of Goods and Services including:
 - Reconciliation or explanation of differences to Audited Financial Statements

Statement of Financial Information for Year Ended June 30, 2018

Financial Information Act-Submission Checklist

		<i>Due Date</i>
a)	☐ A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b)	☐ An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c)	☐ A schedule of debts (audited financial statements).	<i>September 30</i>
d)	☐ A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e)	A schedule of remuneration and expenses, including:	<i>December 31</i>
	☐ i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required.	
	☐ ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member	
	☐ iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	
f)	☐ An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g)	☐ Approval of Statement of Financial Information.	<i>December 31</i>
h)	☐ A management report approved by the Chief Financial Officer	<i>December 31</i>

School District Number No.40 (New Westminster)

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2018

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of School District


Karim Hachlaf, Superintendent

Date: Jan 8/19


Kim Morris, Secretary Treasurer

Date: Jan 8/2019.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2018

SCHEDULE OF DEBT

Information on all long term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2018

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No. 40 (New Westminster) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

Page 4

A. LIST OF ELECTED OFFICIALS

NAME	POSITION	REMUNERATION	EXPENSES
=====	=====	=====	=====
CAMPBELL, JONINA L.D.	TRUSTEES	\$22,187.46	\$539.16
COOK, CASEY	TRUSTEES	\$22,187.46	\$0.00
EWEN, MICHAEL	TRUSTEES	\$22,187.46	\$0.00
FELDHAUS, MARY ELIZABETH	TRUSTEES	\$22,187.46	\$620.00
GIFFORD, MARK	CHAIRPERSON	\$24,512.64	\$1,020.00
JANZEN, JAMES	TRUSTEES	\$22,187.46	\$14.16
SLADE-KERR, KELLY	VICE CHAIRPERSON	\$24,507.72	\$1,020.00
		-----	-----
TOTAL FOR ELECTED OFFICIALS		\$159,957.66	\$3,213.32
		=====	=====

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

Page 5

A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
ALEXANDER, NANCY E.	\$88,784.66	\$0.00
ALVARO, FRANK	\$81,108.97	\$0.00
ANGIOLA, JOSHUA	\$91,955.04	\$737.19
ARNOLD, ALLISA MICHELLE	\$89,436.30	\$0.00
BALLANTYNE, VALERIE	\$81,965.61	\$0.00
BALLARIN, GORDANA	\$81,515.60	\$744.28
BANNISTER, ERIN	\$88,380.37	\$0.00
BANZIGER, ANJALA	\$90,994.13	\$0.00
BARNES, ASHLEY	\$76,471.26	\$0.00
BARZAN, ALEXANDRA	\$76,613.72	\$1,298.86
BATTISTIN, PETER	\$87,060.90	\$0.00
BAYLIS, LORRAINE M.	\$81,967.07	\$0.00
BEERWALD, ANDREAS J.	\$88,936.67	\$0.00
BINPAL, NINA	\$82,488.10	\$0.00
BIRSAN, MONICA	\$89,324.76	\$0.00
BLACKBURN, KAREN E.	\$95,518.67	\$121.96
BLAJBERG, NEESHA	\$89,418.46	\$521.32
BLATHERWICK, DAVID A.	\$92,385.83	\$0.00
BOSAK, RODNEY S.	\$82,491.29	\$0.00
BOTHWELL, AMY	\$89,408.61	\$0.00
BOURNE, JENNIFER	\$101,536.29	\$867.06
BOUTILIER, ALEXANDRA J	\$80,435.61	\$705.46
BOWMAN, KENNETH	\$87,428.52	\$0.00
BRITO, MATTHEW	\$87,148.61	\$592.50
BROWNING, SANDRA	\$88,501.10	\$0.00
BULJAN, ANA	\$90,489.69	\$0.00
BULLARD, GLENN	\$90,421.89	\$0.00
CAMERON, SUZANNE	\$123,689.76	\$359.11
CAMILLO, MARTHA	\$88,286.68	\$0.00
CANTAFIO, LORI	\$88,879.57	\$0.00
CARRINGTON, COLLEEN	\$91,310.52	\$0.00
CARTER, BARRIE	\$89,366.66	\$0.00
CATHERWOOD, KAREN	\$124,229.76	\$805.91
CAVE, TRACI M.	\$81,026.19	\$0.00
CELIS, ROSA	\$80,963.93	\$0.00
CHAD, KATHLEEN	\$123,689.77	\$209.81
CHADWICK, STELLA MARIE	\$89,426.76	\$0.00
CHAN, WINNIE WING KEI	\$88,868.64	\$89.54
CHANG, TRUDI	\$92,133.39	\$0.00
CHEEMA, NAVJYOT K	\$77,587.91	\$0.00
CLEMENTS, STEVE	\$81,026.32	\$0.00
CODESMITH, DEVON	\$81,966.18	\$0.00
CONNOLLY, JODY L	\$89,288.61	\$76.90
COPLEY, KATHERINE	\$80,471.18	\$0.00
COTTINGHAM, SANDRA	\$113,210.30	\$322.77
CRAIG, BRENT	\$91,559.05	\$0.00
CRANSTOUN, HELEN	\$90,506.80	\$0.00
CROSBY, KAREN A.M.	\$86,512.71	\$785.66
CROSBY, SUSAN	\$89,966.78	\$449.39

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
CROWE, DAVE	\$111,716.57	\$1,135.98
DANG, TIM	\$82,044.25	\$0.00
DECAMP, SABINE	\$75,603.27	\$1,267.91
DEHGHAN, MEGHAN	\$84,446.77	\$0.00
DEITCHER, JESSICA	\$80,175.91	\$0.00
DESROCHERS, ROSE	\$89,882.49	\$0.00
DEVI, ARTI	\$77,899.53	\$0.00
DEVI, SUNITA	\$90,111.85	\$0.00
DHALIWAL, ANGIE	\$89,460.36	\$0.00
DHALIWAL, RAJINDER	\$88,826.71	\$0.00
DODDS, TIMOTHY JAMES	\$81,062.44	\$0.00
DOMINGUEZ, RODRIGO	\$75,379.70	\$0.00
DUNCAN, PATRICK	\$251,078.99	\$11,387.79
DURAN, LORENA	\$96,185.80	\$0.00
DYER, PATRICK J.S.	\$81,967.10	\$0.00
ECKERT, ANDREW C.	\$90,893.28	\$0.00
ELVES, DARREN	\$109,591.48	\$185.95
EVANS, CHRISTOPHER G.	\$128,272.48	\$284.41
EVANS, DANA	\$90,463.88	\$0.00
EWEN, LEANNE	\$91,850.98	\$801.39
FILIPPONE, JOE	\$88,244.65	\$0.00
FOSTER, BRENT	\$91,243.61	\$0.00
GALLIE, LOUISE	\$78,605.14	\$0.00
GASKELL, MICHAEL	\$88,972.76	\$0.00
GAYLE, CATHY	\$90,199.17	\$0.00
GIBSON, LENA	\$82,005.38	\$0.00
GILHESPY, MAUREEN T.	\$87,454.06	\$0.00
GILL, SHALLENE PREET KAUR	\$84,556.08	\$0.00
GOERTZ, DEBORAH	\$89,881.91	\$50.00
GRUBB, SHEILA	\$81,970.01	\$0.00
GUNDERSON, GILLIAN	\$83,028.10	\$0.00
GURBA, CARRIE	\$93,992.69	\$0.00
HA, PETER	\$90,731.02	\$0.00
HA, STEVEN	\$80,721.97	\$0.00
HACHLAF, KARIM	\$143,527.12	\$10,840.25
HAFFNER, MELISSA L	\$86,540.86	\$0.00
HAMERTON, ROGER WILLIAM	\$82,107.25	\$0.00
HARTMANN, ERIC	\$91,894.00	\$51.37
HO, CASPAR KA TSUN	\$86,658.02	\$0.00
HODSON, SCOTT A	\$90,513.26	\$0.00
HUNT, MARY-JOANNE	\$91,036.93	\$149.08
INNISS, STEPHEN	\$115,729.98	\$608.59
JAGGERNATHSINGH, RANDY D	\$115,730.00	\$1,613.77
JAMES, CAITLYN	\$95,473.83	\$26.68
JANZ, ALLISON	\$88,868.63	\$0.00
JANZ, JAMES R	\$95,463.19	\$36.01
JAWANDA, SHELDON	\$82,830.70	\$0.00
JEW, PHYLLIS	\$81,465.23	\$0.00
JOBIN, CHANTAL-LIETTE	\$86,292.51	\$0.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME =====	REMUNERATION =====	EXPENSES =====
JOHNSON, PAM	\$84,534.90	\$0.00
JOHNSTON, BRENDA	\$89,488.31	\$0.00
JOHNSTON, SHIRLEY	\$81,318.69	\$10.00
JONES, DEBBIE	\$127,732.49	\$205.68
JOVANOVIC, DANICA	\$81,152.19	\$0.00
KAMAGIANIS, DIANE	\$90,421.93	\$0.00
KANEGAE, MAS	\$89,366.72	\$0.00
KASELJ, TANYA	\$90,469.80	\$0.00
KEARNEY, PATRICIA ANNE	\$83,516.15	\$0.00
KELLY, CHERYL	\$82,414.71	\$0.00
KEMP, JAMES	\$94,816.97	\$0.00
KENNEDY, ANNA	\$82,027.89	\$0.00
KLEIN, KAREN	\$113,199.29	\$3,214.91
KLEISINGER, MEGAN	\$88,154.70	\$511.26
KOBABE, BAERBEL	\$81,427.09	\$0.00
KONJIN, ANAHITA ABBAS NEJA	\$89,966.78	\$0.00
KOZAK, ANDRE	\$89,366.68	\$0.00
KREISER, KATHRYN	\$77,264.93	\$1,257.17
KUNGEL, STEVEN	\$82,002.42	\$1,517.38
KWOK, BRENDA Y	\$95,023.74	\$0.00
LAFOREST, J.S. YVES	\$81,602.55	\$0.00
LAFOREST, SARA	\$88,784.66	\$0.00
LANGE, SHANNON G	\$89,881.87	\$0.00
LANGENHAUN, CHRISTINA	\$89,216.83	\$0.00
LANSLOWNE, BERTHA	\$91,146.44	\$761.60
LARKMAN, EMILY	\$89,966.76	\$525.00
LAVRENCIC, ROMEO A.	\$86,516.51	\$66.89
LAYZELL, MARK	\$86,608.59	\$1,270.03
LEE, ANNE H	\$79,991.62	\$0.00
LEE, DANIEL	\$89,366.74	\$252.99
LEE, SHERYL	\$75,332.39	\$0.00
LEIGH, MARTHA	\$88,244.65	\$0.00
LEKAKIS, JOHN	\$101,476.91	\$784.08
LEUNG, KEN	\$89,366.70	\$0.00
LEWIS, HELENI	\$92,408.14	\$0.00
LIEM, WINFRED J.	\$90,421.86	\$0.00
LIOCE, MIRELLA	\$85,249.72	\$100.00
LIU, JASPER J	\$82,044.17	\$0.00
LORENZ, KEVIN	\$202,267.10	\$4,836.08
LOUIS-CHARLES, DEBBIE	\$89,417.79	\$0.00
MACDONALD, CHERYL	\$77,657.10	\$23.08
MACDONALD, KATHLEEN	\$90,463.88	\$0.00
MACLEAY, SCOTT	\$89,923.96	\$277.67
MACLEOD, EMILY	\$89,230.23	\$0.00
MACMASTER, BRYAN	\$77,558.26	\$0.00
MAGLIO, SONIA	\$91,968.58	\$325.45
MAJCHER, JO-ANN	\$109,955.59	\$397.27
MANNIX, LINDA	\$89,341.89	\$0.00
MANVILLE, PAUL	\$121,302.50	\$180.56

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME	REMUNERATION	EXPENSES
=====	=====	=====
MARSH, D'ALICE	\$77,903.21	\$0.00
MARTINS, JENNIFER E.	\$89,460.41	\$20.95
MAST, LORENA	\$95,518.70	\$0.00
MAXIM, TAMARA	\$75,336.42	\$0.00
MCCLOY, BRUCE A.	\$90,415.05	\$0.00
MCGHEE, VERONICA	\$94,694.21	\$0.00
MCGOWAN, CHE-YIN	\$88,286.66	\$0.00
MCNULTY, CHRISTINE	\$88,665.79	\$0.00
MCWHIRTER, HELEN I	\$91,359.53	\$0.00
MEADOWS, WAYNE P.	\$99,522.86	\$343.79
MEVILLE, JEFFREY	\$89,538.07	\$47.00
MILLARD, KEN M.	\$124,769.76	\$198.89
MONTELEONE, FRANCES	\$82,044.19	\$0.00
MOORCROFT, ARDYTH	\$109,591.49	\$723.46
MOOSA, TAZIM	\$81,967.08	\$0.00
MUSGROVE, CORRINA J	\$93,920.55	\$0.00
MUSGROVE, STEPHANIE	\$90,463.88	\$81.88
NADEAU, YVAN	\$88,097.63	\$0.00
NASATO, LISA	\$128,272.48	\$224.81
NASER, MARYAM	\$133,395.13	\$8,934.69
NICHOLSON, CHRISTOPHER	\$119,991.95	\$4,106.54
NOLAN, JUANITA N.	\$89,359.98	\$0.00
NOMURA, CYBIL	\$75,182.36	\$0.00
NOSEK, AMY M	\$89,966.76	\$0.00
NOTTINGHAM, SARAH J	\$82,040.37	\$0.00
OATWAY, CHAD	\$90,284.55	\$80.00
OKE, NICOLE	\$81,680.49	\$1,040.00
ONSTAD, BRYAN	\$112,051.26	\$0.00
ORMEROD, SARAH	\$90,463.94	\$0.00
OSBORNE, GRANT	\$87,061.12	\$0.00
OSTANKOVA, VIKTORIYA	\$90,463.89	\$0.00
OUTHWAITE, WILLIAM IAN ADAM	\$76,321.85	\$0.00
OXLEY, KRISTIE	\$89,966.79	\$55.95
PALMER, JAN	\$90,421.90	\$567.06
PARKER, MICHAEL A	\$89,881.87	\$0.00
PATERSON, JAMES D.	\$90,463.89	\$0.00
PATTERN, GARY	\$94,693.73	\$0.00
PATTERSON, AMY	\$76,651.84	\$0.00
PATTON, GREG	\$111,581.80	\$164.16
PECELJ, JELENA	\$90,412.28	\$0.00
PHAM, NGHI	\$86,557.52	\$212.50
PHELAN, SARAH A.L.	\$108,511.48	\$118.07
POCHER, JAMES	\$114,188.00	\$3,723.61
POIRIER, JACQUES	\$89,977.44	\$0.00
PORTER, ELIZABETH ANN	\$88,512.06	\$0.00
PRINCIPE, JULIE	\$89,366.73	\$544.24
PROZNICK, KELLY J.	\$87,101.27	\$0.00
PRUNIER, EMILIE	\$76,544.21	\$0.00
RAFTER, RODNEY	\$84,029.43	\$0.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME	REMUNERATION	EXPENSES
=====	=====	=====
RAMEN, DEBBIE	\$109,591.56	\$568.50
REIMER-AIUMU, LORELEI	\$81,465.97	\$0.00
REXIN, KRISTEN	\$78,625.77	\$0.00
RHEAD, LARRY	\$81,858.69	\$0.00
RICHTER, CASSANDRA	\$75,252.54	\$0.00
RICHTER, JENNY L.	\$124,769.76	\$898.08
ROBERTS, LAURA M	\$115,310.00	\$175.58
ROBINSMITH, STACEY	\$89,366.71	\$0.00
ROIK, ANNA	\$81,305.06	\$0.00
RONDESTVEDT, SONJA L.	\$103,760.68	\$92.20
ROULEAU, MARC	\$81,050.68	\$0.00
ROWBOTTOM, DAVID	\$90,823.42	\$0.00
RUSSELL, JAMES	\$94,421.41	\$0.00
RUUS, MARC M	\$92,448.46	\$0.00
SABISTON, CHRIS	\$114,274.15	\$5,298.34
SACCO, DRAGANA	\$90,534.64	\$0.00
SADLER, JAMES	\$124,229.81	\$1,604.37
SADR, KHASHAYAR	\$81,465.40	\$0.00
SANDHU, JEEVAN	\$89,966.81	\$0.00
SANGRA, SATNAM S	\$95,608.52	\$0.00
SASGES, DAWN	\$87,155.47	\$430.02
SAUGSTAD, ALLAN	\$132,189.98	\$8,244.11
SAVILLE, STEPHANIE G.	\$82,487.99	\$93.69
SCHARF, HEATHER M	\$88,868.65	\$251.07
SCHELP, DARRYL	\$89,923.90	\$0.00
SCHIEMANN, ROSEMARIE B.	\$89,761.87	\$0.00
SCOTT, BELINDA J	\$128,345.09	\$7,945.83
SEKHON, APINDER	\$81,216.41	\$0.00
SETHI, RENUKA	\$84,024.84	\$0.00
SEWRUTTUN, KAVITA	\$89,923.89	\$0.00
SHARP, LUCIE	\$76,829.10	\$0.00
SHAW, WILLIAM	\$90,463.89	\$0.00
SIDHU, RAJWANT	\$89,760.43	\$0.00
SIHOTA, RUBY	\$109,051.63	\$29.82
SIMPSON, JOANNE T.	\$89,366.65	\$0.00
SKYE WEISNER, JENNIFER	\$83,806.67	\$0.00
SMIALEK, CARY	\$100,731.00	\$0.00
SMITH, JEFF BRUCE	\$80,927.51	\$0.00
SMITH, SIAN ELLEN	\$83,986.54	\$0.00
SMITH, TANYA M (KAI)	\$82,006.62	\$0.00
SOL, MATTHEW	\$90,506.76	\$0.00
SOMOGYI, GEORGE L.	\$90,463.92	\$0.00
SPECKMAN, BRIAN	\$89,324.73	\$0.00
SPEED, ROBIN E.F.	\$89,067.20	\$0.00
SPRING, STEVEN	\$82,005.37	\$0.00
STATES, NATALIE	\$82,005.40	\$0.00
STIGLICH, DINO	\$116,348.53	\$0.00
SURES, GARY	\$89,838.05	\$0.00
TAN, SHENTON	\$90,421.86	\$0.00
TEH, TERESA	\$89,978.30	\$178.79

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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A. LIST OF EMPLOYEES WHOSE REMUNERATION EXCEEDS \$75,000.00

NAME	REMUNERATION	EXPENSES
=====	=====	=====
TONG, CALVIN	\$89,408.59	\$0.00
TOOR, RAVINDER	\$89,408.59	\$0.00
TREMBLAY, NATHALIE	\$88,328.59	\$273.52
TROTT, CORINNE E.	\$83,592.50	\$0.00
TSONIS, ANASTASIA	\$82,415.56	\$0.00
TUCSOK, DIANE R.	\$89,366.65	\$0.00
TYLER, JOHN D	\$131,770.48	\$821.28
VENTOURAS, ATHANASIA	\$78,384.91	\$0.00
VILLENEUVE, RIEL	\$76,563.89	\$0.00
VIT, CYNTHIA A.	\$95,487.17	\$0.00
WALDNER, LINDSAY	\$89,408.61	\$0.00
WALKER, IAN	\$81,826.05	\$0.00
WATKINS, STEPHEN	\$91,444.81	\$0.00
WESTON, ROBERT	\$140,455.19	\$1,313.81
WETHERED, SARAH A.	\$90,463.90	\$25.96
WHITE, MEGAN M.	\$80,963.87	\$0.00
WHYTE, SARAH E	\$88,289.35	\$11,580.00
WIENS, CHARLOTTE R.	\$86,004.97	\$0.00
WINPENNY, DARYL J	\$89,366.69	\$0.00
WONG, BECKIE	\$79,450.21	\$0.00
WONG, DARYL	\$88,328.56	\$0.00
WOO, BOBBY	\$99,353.11	\$0.00
WOO, CALVIN KENNETH	\$89,100.31	\$221.50
WOO, CARMEN J	\$89,414.81	\$140.51
WRIGHT, KAREN E	\$89,988.72	\$0.00
WRIGHTMAN, DEIDRE	\$88,365.03	\$0.00
YASUI, KRISTI	\$89,366.72	\$0.00
YEO, CHENG L.	\$83,716.55	\$0.00
YOUNG, ERIC A	\$89,408.57	\$0.00
YOUNG, NADIA	\$98,525.96	\$1,123.99
ZAENKER, PETER	\$85,595.44	\$0.00
ZIVARTS, HILDA	\$88,784.68	\$0.00
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TOTAL FOR EMPLOYEES		
WHOSE REMUNERATION EXCEEDS \$75,000.00	\$25,615,408.66	\$116,142.53
	=====	=====

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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B. REMUNERATION TO EMPLOYEES PAID \$75,000.00 OR LESS

Total remuneration paid to employees where the amount
paid to each employee was \$75,000.00 or less:

\$28,521,657.62	\$136,587.02
=====	=====

C. REMUNERATION TO ELECTED OFFICIALS

\$159,957.66	\$3,213.32
=====	=====

D. EMPLOYER PORTION OF E.I. AND C.P.P.

The employer portion of Employment Insurance and
Canada Pension Plan paid to the Receiver General of Canada:

\$2,797,650.11
=====

**School District
Statement of Financial Information (SOFI)**

School District No. 40 (New Westminster)

Fiscal Year Ended June 30, 2018

STATEMENT OF SEVERANCE AGREEMENTS

There were no severance agreements made between School District No. 40 (New Westminster) and its non-unionized employees during fiscal year 2018.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

Page 1

A. LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00

SUPPLIER NAME =====	EXPENDITURE =====
3P LEARNING CANADA LIMITED	\$42,561.75
A.P. FLOORS	\$128,322.18
ACCURATE PLUMBING & HEATING	\$251,513.02
AMAZON.CA	\$55,051.69
APPLE CANADA INC.	\$137,769.14
AZ COPYWRITING LTD.	\$113,926.40
BC INSTITUTE OF TECHNOLOGY	\$27,570.00
BC SCHOOL TRUSTEES ASSOCIATION	\$41,044.25
BLACK WOLF CONSULTING INC	\$144,215.38
BOREAL SCIENCE	\$26,624.38
BOWEN ISLAND PROPERTIES LTD PA	\$46,419.96
CALIBER SPORT SYSTEMS INC.	\$51,513.00
CASCADE FACILITIES MANAGEMENT	\$25,578.00
CASCADE ROOFING & EXTERIORS IN	\$40,499.55
CASCADIA ENERGY LTD	\$115,982.69
CDW CANADA INC	\$158,024.01
CHAMPION, KATHLEEN	\$32,771.08
CLARK BUILDERS	\$75,000.00
COMMISSIONER MUNICIPAL PENSION	\$2,490,953.58
COMMISSIONER TEACHERS' PENSION	\$9,889,790.80
CORP OF THE CITY OF NEW WESTMI	\$786,292.11
DDP CIVIL WORKS LTD	\$58,849.53
DISCOVERY EDUCATION CANADA ULC	\$31,313.80
EMPIRE ASPHALT PAVING INC	\$75,658.85
ESC AUTOMATION INC	\$75,768.30
FASKEN MARTINEAU DUMOULIN LLP	\$92,503.19
FORT MODULAR INC	\$819,551.25
FORTIS BC - NATURAL GAS	\$151,761.79
FOUNTAIN TIRE	\$41,101.14
FRESH AIR LEARNING SOCIETY	\$26,928.75
GOLDER ASSOCIATES LTD	\$735,346.52
GORDON FOOD SERVICE CANADA LTD	\$78,679.18
GRAHAM DESIGN BUILDERS LP	\$7,594,042.20
GRC COLUMBIA ROOFING INC.	\$560,287.98
GREAT WEST LIFE ASSURANCE CO.	\$74,348.60
GREAT WEST LIFE ASSURANCE COMP	\$25,385.01
HEPPNER TRUCKING LTD	\$52,963.53
HOMWOOD HEALTH INC.	\$46,507.20
HYDRA-TEK FIRE SYSTEMS LTD	\$77,050.54
IBI GROUP	\$538,727.38
ICON DRYWALL LTD	\$35,914.20
IDESIGN SOLUTIONS INC.	\$49,095.67
JOHN A WALLACE ENGINEERING LTD	\$149,043.30
KEV SOFTWARE INC.	\$54,410.84
KINSIGHT COMMUNITY SOCIETY	\$57,000.00
KIRK & CO. CONSULTING LTD.	\$117,985.67
KMS TOOLS AND EQUIPMENT LTD.	\$65,841.87
KPMG LLP, T4348	\$44,100.00

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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A. LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00

SUPPLIER NAME =====	EXPENDITURE =====
LASERNETWORKS C/O T11197	\$30,398.63
LYNCH BUS LINES	\$95,876.05
M3 ARCHITECTURE INC.	\$100,680.16
MARSH CANADA LIMITED	\$70,194.00
MEDICAL SERVICES PLAN OF B.C.	\$761,472.00
MINISTER OF FINANCE	\$50,321.25
MISC BMO PCARD VENDOR	\$40,383.94
MORNEAU SHEPELL LTD.	\$60,177.46
NELSON EDUCATION LTD	\$44,363.28
NEW WESTMINSTER TEACHERS UNION	\$270,624.25
NORTH AMERICA INVESTMENT & CON	\$31,500.00
P.E.B.T. (IN TRUST)	\$736,689.22
PACIFIC BLUE CROSS	\$1,956,842.51
PARTNERSHIPS BRITISH COLUMBIA	\$507,152.59
PFM EXECUTIVE SEARCH	\$42,525.00
POINTBLANK INSTALLATIONS INC.	\$262,960.95
POWERSCHOOL CANADA ULC	\$219,438.26
PUBLIC BODIES REALLOCATION	\$78,067.88
RAM MECHANICAL LTD.	\$339,176.26
RESOURCECODE MEDIA INC.	\$37,851.47
RICHELIEU HARDWARE CANADA LTD	\$43,591.62
ROYAL BANK VISA	\$82,955.10
RUNDELL, BEVERLY	\$79,977.82
S.T.I. STEELTEC INDUSTRIES LTD	\$35,948.51
SAFE-GUARD FENCE LTD	\$36,295.35
SOFTCHOICE CORPORATION	\$59,205.51
SPICERS CANADA ULC	\$57,317.43
ST. JOHN AMBULANCE	\$44,954.36
STAPLES ADVANTAGE (VAN)	\$112,889.03
STEPHEN MCNICHOLLS CONSULTING	\$145,356.75
STONEMAN, TERESA	\$36,028.13
SUNCOR ENERGY PRODUCTS PARTNER	\$49,047.70
SWISH MAINTENANCE LIMITED	\$65,098.05
SYSCO FOOD SERVICES OF CANADA,	\$33,223.69
TALIUS	\$93,277.29
TEACHER REGULATION BRANCH	\$43,120.00
TELUS	\$26,552.41
TELUS	\$64,905.36
TELUS MOBILITY	\$50,836.49
TRAVEL HEALTHCARE INSURANCE SO	\$144,934.50
TRI-METAL FABRICATORS	\$30,984.80
TROTEC LASER CANADA INC.	\$28,119.06
UNITECH CONSTRUCTION MANAGEMEN	\$271,215.05
WARRINGTON PCI ITF 1100368 BC	\$224,589.97
WESCO DISTRIBUTION CANADA LP	\$47,234.75
WESTCOAST T-BAR	\$32,581.50
WESTERN CAMPUS RESOURCES	\$41,752.87
WOLSELEY CANADA INC.	\$57,176.91
WOOD WYANT INC.	\$49,905.72

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018

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A. LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00

SUPPLIER NAME =====	EXPENDITURE =====
WORKSAFE BC	\$264,094.50
X10 NETWORKS	\$656,791.52
XEROX CANADA INC.	\$264,533.75
YELLOWRIDGE DESIGN BUILD LTD	\$422,294.37
YEN BROS. FOOD SERVICE LTD	\$27,626.08
 TOTAL FOR SUPPLIERS WHERE PAYMENTS EXCEED \$25,000.00	 ----- \$35,872,700.37 =====

B. SUPPLIERS PAID \$25,000.00 OR LESS

Total amount paid to suppliers where the amount paid to each supplier was \$25,000.00 or less:	\$3,946,295.00 =====
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SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STATEMENT OF FINANCIAL INFORMATION REPORT (SOFI) - 2017/2018
RECONCILIATION OF FINANCIAL STATEMENTS TO STATEMENT OF FINANCIAL POSITION REPORT (SOFI)

Schedule of Payments

Total for Suppliers over \$25,000	\$ 35,872,700.37
Total for Suppliers Under \$ 25,000	\$ 3,946,295.00
Total Supplies	<u>\$ 39,818,995.37</u>
Total Employees over \$ 75,000	\$ 25,615,408.66
Expenses Employees over \$ 75,000	\$ 116,142.53
Total Employees under \$ 75,000	\$ 28,521,657.62
Expenses Employees under \$ 75,000	\$ 136,587.02
Total For Elected Officials	\$ 159,957.66
Expenses Elected Officials	\$ 3,213.32
Employer CPP/EI	\$ 2,797,650.11
Total Employee Expenses	<u>\$ 57,350,616.92</u>

Total Scheduled Payments	<u>\$ 97,169,612.29</u>
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Non Cash Items

Inventories and Prepaids	\$ (145,131.00)
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Payments Included

Taxable Benefits	\$ (772,248.02)
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Other

Change in Liability Trades	\$ 589,932.01
Change in Other Current Liability	\$ 1,207,692.90
Payments out of Employee Future Benefits	\$ (157,132.31)
Expenses to Employee Future Benefits	\$ 245,837.00
Third Party Recoveries	\$ (1,044,347.57)
Capital Holdback	\$ (986,454.09)
GST Rebate	\$ (830,650.43)
International Student Refunds	\$ (202,022.00)
Employees Share of Benefits	\$ (7,310,081.78)

Total Reconciled Schedule of Payments	\$ (9,404,605.29)
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Total After Adjustments	<u>\$ 87,765,007.00</u>
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Financial Statement Expenditures

Income Statement 2	\$ 76,786,571.00
Less Amortization	\$ (2,788,249.00)
School Generated Fund	\$ (1,594,649.00)
Scholarship Fund	\$ (122,040.00)
Tangible Capital Assets Additions (Statement 5)	\$ 2,152,596.00
Tangible Capital Assets WIP Additions (Statement 5)	\$ 13,330,778.00

Total	<u>\$ 87,765,007.00</u>
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Variance	<u>\$ -</u>
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Supplement to: Operations Policy & Planning Committee of the Whole

Date: January 15, 2019

Submitted by: Kim Morris, Secretary-Treasurer

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

Subject: Trustee Remuneration

Background:

Policy 7: Board Operations, Section 10. Trustee Remuneration and Expenses reads as follows:

10.1 Annual Remuneration

10.1.1 Under Section 71 of the School Act, a Board may authorize the payment of remuneration to be paid to trustees by annual resolution of the Board of Education. The Income Tax Act allows part of this remuneration to be declared as a tax-free expense allowance. ****NOTE**

10.1.2 Trustee remuneration shall be adjusted on an annual basis based on the most recent five-year rolling average of Vancouver's Consumer Price Index, effective January 1st of each year.

The Vancouver's Consumer Price Index 5-year (59 month) rolling average is as follows:

Position	Current (Dec 31, 2018)	Vancouver CPI Jan 2014 -Nov 2018 = 59 months' Rolling Average	2019 Increase for Year	New (Jan 1, 2019)
Chair	25,432	1.6%	416	25,848
Vice Chair	23,876	1.6%	390	24,266
Trustee	22,319	1.6%	365	22,684
Trustee	22,319	1.6%	365	22,684
Trustee	22,319	1.6%	365	22,684
Trustee	22,319	1.6%	365	22,684
Trustee	22,319	1.6%	365	22,684
Totals	160,903		2,629	163,532



Per Board Policy 8, effective January 1, 2019 trustee stipends will be as follows:

1. Chair \$25,848
2. Vice-Chair \$24,266
3. Trustee \$22,684

****NOTE:** *From a taxation perspective and announced in Government of Canada Budget 2017:*

1. *Up to December 31, 2018:*
Stipend 67% taxable and 33% tax-free (intended to recognize expenses incurred personally by a trustee)
2. *January 1, 2019 and subsequent:*
Stipend 100% taxable

What is the impact of the change?

Overall, the impact is that trustees will have less "take-home pay". The actual dollar figure is impacted by a trustee's household income and corresponding tax bracket.

Recommendation:

None. Information only.

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. If a quorum is not present within fifteen minutes of the time appointed for the meeting, then the meeting shall stand adjourned.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Policy Handbook shall be decided in accordance with Robert's Rules of Order.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best-served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes public interest can be enhanced by having members of the public participate at Board meetings.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board as a corporate body shall be done, may be designated as inaugural, regular, special, or closed (in-camera). The Board may also hold informal meetings from time to time for the purposes of general discussion, meeting with other individuals or groups, or for information gathering and sharing.

The Board has adopted specific policy governing the conduct of its formal meetings.

1. Board Composition and Elections

As indicated in Trustee Elections By-law No. 2018-TE-SD40-02 attached as Appendix A seven trustees are elected at large to the Board of Education for a four-year term. The one electoral area for the district is the Municipality of New Westminster. Therefore, all trustees are elected at large.

2. Inaugural Meeting and Subsequent Annual Meeting

2.1 Inaugural Meeting

2.1.1 An inaugural meeting of the Board of Education shall be convened by the Secretary-Treasurer or designate on the first Tuesday of November the month following Trustee elections, or as soon thereafter as it is convenient. The order of business shall include:

2.1.1.1 Report of Retiring Chair

2.1.1.2 Statement of the Returning Officer;

2.1.1.3 To make a prescribed oath of office, by oath or solemn affirmation;

2.1.1.3.1 Each trustee will take the oath of office immediately following the call to order of the inaugural meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

2.1.1.4 Election of Chair and Vice Chair;

2.1.1.5 Election of BCSTA Provincial Council delegate and alternate delegate;

2.1.1.6 Election of BCPSEA representative and alternate.

(Elections shall be by ballot vote. Should an election vote end in a tie, up to two further votes shall be taken to break the tie. After the third vote, if a tie continues, the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote.)

2.2 Annual Meeting

2.2.1 Each year thereafter during the term of office, the Board of Education shall hold a meeting on the first Tuesday in November. This meeting shall be convened by the Secretary-Treasurer or designate. The order of business shall include:

2.2.1.1 Report of Retiring Chair

2.2.1.2 Election of Chair and Vice Chair;

2.2.1.3 Election of BCSTA Provincial Council delegate and alternate delegate;

2.2.1.4 Election of BCPSEA representative and alternate.

(Elections shall be by ballot vote. Should an election vote end in a tie, up to two further votes shall be taken to break the tie. After the third vote, if a tie continues, the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote.)

3. Regular Meetings

- 3.1 The purpose of the regular Board meeting is for the Board to conduct its business. Meetings will be open to the public and representatives of the press.
- 3.2 Regular meetings of the Board shall be held on the fourth Tuesday of each month at 7:30 p.m. at the Board Office (811 Ontario St.), except where the Chair has indicated in the notice of meeting that the meeting shall be held in some other place or at some other time. Schedules for Board meetings are available on the District website.
- 3.3 All trustees, staff, and members of the public are expected and required to conduct the business of the Board with proper decorum and in a respectful manner.
- 3.4 No business shall be conducted by the Board unless upon a motion of a Trustee, seconded by another Trustee.

4. Special Meetings

- 4.1 Meetings other than regular meetings will be termed "special" meetings, including special in-camera meetings.
- 4.2 A special meeting of the Board may be called by the Chair or, where the Chair is not available, by the Vice-Chair.
- 4.3 A special meeting of the Board will be called at the request of 2/3 of the trustees in office.
- 4.4 No business shall be conducted at a special meeting other than that for which the meeting is called without the consent of two-thirds of the sitting Trustees.

5. In-camera Meetings

- 5.1 In-Camera meetings of the Board may be held with the public and others excluded as provided for in the *School Act*, and only the following matters may be considered at such meetings:
 - 5.1.1 Salary claims and adjustments and the consideration of requests of employees and Board Officers with respect to collective bargaining procedures;
 - 5.1.2 Accident claims and other matters where Board liability may arise;
 - 5.1.3 Legal opinions respecting the liability or interest of the Board;
 - 5.1.4 The conduct, efficiency, discipline, suspension, termination or retirement of employees;
 - 5.1.5 Medical Examiner's examinations and medical reports;
 - 5.1.6 Matters pertaining to individual pupils including the conduct, discipline, transfers, resignations, promotions and demotions;
 - 5.1.7 Staff changes including appointments, transfers, resignations, promotions and demotions;

- 5.1.8 Purchase of real property including the designation of new sites, consideration of appraisal reports, consideration of accounts claimed by owners, determination of Board offers and expropriation procedures;
- 5.1.9 Lease, sale or exchange of real property prior to finalization thereof;
- 5.1.10 Matters pertaining to the safety, security or protection of Board property;
- 5.1.11 Such other matters where the Board, by motion, decides that the public interest so requires.
- 5.2 Regular In-Camera meetings of the Board shall be held prior to regular Open meeting of the Board on the fourth Tuesday (if necessary) of each month and prior to Committee Meetings, if required, from 6:30 - 7:30 pm or such other time as noted in the agenda.
- 5.3 In-Camera meetings may be called at other times by following the notice of procedures set out in this Policy.
- 5.4 The Board may, by motion, recess a regular meeting in progress for the purpose of meeting in closed session.
- 5.5 The Board shall, as the last item of business at each In-Camera meeting, consider a motion to make public such information that it deems to be no longer in the public interest to exclude from the public purview.
- 5.6 The Board Chair and Superintendent shall establish items on the agenda for each in-camera meeting. The agenda shall generally follow the order outlined below.
 - 5.6.1 Adoption of the Agenda
 - 5.6.2 Minutes for Approval
 - 5.6.3 Reports from Senior Management
 - 5.6.4 Other Business
 - 5.6.5 Items to be Reported out at Open Meeting
 - 5.6.6 Notice of Meetings
 - 5.6.7 Adjournment
- 6. Notice and Agendas
 - 6.1 Forty-eight hours' notice in writing shall be emailed to all Trustees for any meeting of the Board, except the regularly scheduled Board meetings, unless there is unanimous agreement of trustees to waive such notice.
 - 6.2 Prior to each meeting, Administration, in consultation with the Chair and Vice-Chair, shall prepare an agenda for all business to be brought before the Board and the Board shall proceed with the business in the order set out unless that agenda is altered by resolution.

- 6.3 The Board Chair and Superintendent shall establish items on the agenda for each regular meeting. The agenda shall generally follow the order outlined below:
 - 6.3.1 Adoption of Agenda
 - 6.3.2 Approval of Minutes
 - 6.3.3 District Presentations
 - 6.3.4 Student Presentations
 - 6.3.5 Delegations
 - 6.3.6 Community Presentations (10 minutes per presentation)
Must be scheduled in advance through the Office of the Secretary Treasurer.
 - 6.3.7 Comment and Question Period from Visitors
 - 6.3.8 Board Committee Reports
 - 6.3.8.1 Education Policy and Planning Committee
 - 6.3.8.2 Operations Policy and Planning Committee
 - 6.3.9 Reports Senior Management
 - 6.3.10 Trustee Reports
 - 6.3.11 Question Period (15 minutes)
 - 6.3.12 Notice of Meetings
 - 6.3.13 Reporting Out from In-Camera Meeting
 - 6.3.14 Adjournment
- 6.4 Agenda items for Board meetings may originate from:
 - 6.4.1 Board Annual Work Plan
 - 6.4.2 Business arising from previous meetings;
 - 6.4.3 Business from committee-of-the whole meetings;
 - 6.4.4 Business from sub-committee meetings;
 - 6.4.5 Superintendent of Schools;
 - 6.4.6 Individual Trustees;
- 6.5 The Superintendent, or designate, will be responsible for the preparation of the agenda. Items for the agenda are to be submitted to the Superintendent or designate by the close of business of the Monday of the week, preceding the date of the Board meeting.
- 6.6 The agenda and supporting material for each regular Open and In-Camera Board meeting will be provided electronically to all Trustees on the Thursday, preceding the date of the Board meeting;
- 6.7 The agenda and supporting material for each regular Open Board meeting will be made available to the public on the School District web site on the Friday preceding the date of the Board meeting.
- 6.8 All supporting material for Special Open and In-Camera Board meetings will be emailed to Trustees at least 24 hours prior to the time of the Board Meeting.

- 6.9 Where material or motions are introduced at a Board meeting, which has not been made available to Trustees in accordance with section 6.6 and 6.8, a Trustee may call notice on any motion arising from such material and that motion accordingly shall be considered on the agenda of the next Board meeting.
- 6.10 Items proposing board action shall be accompanied with an action request form briefly outlining the issue, pertinent information and a recommendation.

7. Minutes

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

7.1 The minutes shall record:

- 7.1.1 Date, time and place of meeting;
- 7.1.2 Type of meeting (Inaugural, regular or special);
- 7.1.3 Name of presiding officer;
- 7.1.4 Names of those trustees and administration in attendance;
- 7.1.5 Approval of preceding minutes;
- 7.1.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the Board through resolution.
- 7.1.7 Points of order;
- 7.1.8 Appointments;
- 7.1.9 Recommended motions proposed by Committees;
- 7.1.10 Trustee declaration pursuant to Section 56, 57 or 58 of the *School Act*.

7.2 The minutes shall:

- 7.2.1 Be prepared as directed by the Superintendent;
- 7.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- 7.2.3 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

7.3 The Superintendent shall ensure that, upon acceptance by the Board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the District are affixed to the concluding page of the minutes.

7.4 The Superintendent shall establish a codification system for resolutions which will:

- 7.4.1 Provide for ready identification as to the meeting at which it was considered;
- 7.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
- 7.4.3 Establish and maintain a file of all Board minutes.

7.5 All Committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report including any recommendations to the Board.

- 7.6 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
 - 7.7 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
 - 7.8 Upon adoption by the Board, the minutes of meetings other than in-camera meetings shall be open to public scrutiny.
8. Motions
- 8.1 No decision shall be made by the Board unless upon a motion of a Trustee, seconded by another Trustee and approved by majority vote.
 - 8.2 A motion to vary the agenda to advance an item on the agenda so that it may be dealt with immediately following delegations concerning that item shall be in order.
 - 8.3 A Trustee shall not speak other than on the motion under debate. A Trustee shall only speak once on the same motion without the leave of the Board except to explain a part of his or her remarks, which may have been misunderstood, or to raise a point of information or clarification. The mover of the motion, however, may speak again to close debate. Trustees shall not speak to any motion for a period of longer than ten minutes without the leave of the Board.
 - 8.4 Every Trustee present at a meeting of the Board has the right and duty to vote except where the Trustees has disqualified himself or herself from the proceedings because of a declared conflict of interest, which shall be recorded. This vote shall either be in the affirmative or the negative. Trustees not voting will be deemed to have voted in the affirmative.
 - 8.5 When a motion under consideration entertains several propositions, the vote upon each proposition shall be taken separately, if so requested by any Trustee present.
 - 8.6 After the Board has taken a vote on any motion, the Board shall not vote on that motion again at the same meeting.
 - 8.7 A reconsideration motion can only be proposed by a trustee who voted with the majority at a previous meeting.
 - 8.8 The Chair shall have the same voting rights as any other member
 - 8.9 Where the number of votes on a motion is equal, the motion is defeated and the Chair shall so indicate.
 - 8.10 All Trustee votes shall be recorded on all votes, except where a secret ballot has been held for election purposes.
 - 8.11 The Chair or other presiding officer shall determine all points of procedure except that any ruling may be challenged by any Trustee and decided by a majority vote of the Trustees present. Where a ruling of the chair is challenged, a motion to sustain the chair shall be made and a vote shall be taken forthwith without debate.

9. Public Participation

The Board welcomes and provides for a variety of forms of public participation by members of the community. Public participation may be through presentations by a delegation, through formal question/comment periods in regular Board meetings or in the form of written communications. Such opportunities shall not be used to address matters, which must be dealt with in in-camera meetings as noted elsewhere in this policy.

Delegations

- 9.1 The Chair shall rule on the propriety of all presentations and questions and may decline to have a matter heard from a delegation or terminate any presentation or question or refer it to an "in camera" meeting of the Board if that is deemed to be appropriate by the Chair.
- 9.2 A person or group wishing to address the Board on an item not otherwise on the agenda shall provide written notification and a written outline of the presentation to the Secretary-Treasurer by close of business on the Monday of the week preceding the date of the regular Board meeting. The presentation will be listed as a "Delegation" on the agenda of the Regular Board meeting providing the matter is one that is appropriately considered in a public meeting.
- 9.3 Delegations shall have 10 minutes to present to the Board.

Comment and Question Periods

Each public meeting agenda shall provide for two comment/question periods, one during the meeting and one at the end of the meeting.

- 9.4 There shall be a "Comment and Question" period on each regular Board meeting agenda during which members of the public may address the Board on any item on the agenda by so advising the Chair at that time. The time limit for such presentations shall be five minutes excluding any responses to questions from Trustees but this time may be extended by resolution of the Board.
- 9.5 During the "Comment and Question" period, questions also may be asked of the Board about items not on the agenda, without notification, but the time limit for putting such questions by any individual shall be two minutes, excluding responses from the Board, unless the Board by resolution consents to an extension of that time.
- 9.6 Any questions asked during the "Comment and Question" period may be responded to at that meeting or an undertaking will be given to provide a response at a future regular meeting. No motions or action will be considered by the Board at the time of presentation: matters requiring action will be referred to a Committee meeting for consideration.
- 9.7 There shall be a Question Period of up to 15 minutes at the end of every regularly scheduled Board meeting, where members of the public may ask a question on matters that arose during that Board meeting. Questions will be directed to the Chair who will respond on behalf of the Board. The Chair may refer the question to staff for an immediate response or a response may be provided at the next regular board meeting.

Correspondence

Correspondence may be sent to the Board as a whole or to individual trustees. Even when correspondence is addressed to an individual trustee the contents may be more appropriately addressed by the corporate Board. Where correspondence is addressed to the Board or its contents are more appropriately addressed by the corporate Board the following processes shall be adhered to. The intended outcomes of these processes are: to ensure Board correspondence is acknowledged in a timely fashion, the corporate Board is aware of the public input provided and where required, a corporate response is provided in a timely manner.

- 9.8 Where non-routine correspondence is received that appears to require a formal Board response, that correspondence shall be placed on the agenda of the next regular board meeting together with whatever recommendation for Board action the Superintendent deems appropriate. This correspondence will be noted on the agenda as "Correspondence for Action".
- 9.9 Where non-routine correspondence is received that does not appear to require a formal Board response, that correspondence, together with any response issued by the Superintendent, shall be circulated to the Trustees. This correspondence will be noted on the agenda as "Correspondence for Information".
- 9.10 Where an individual trustee receives correspondence that in the trustee's judgement is more appropriately a corporate Board matter, the correspondence will be directed to the Secretary-Treasurer who will acknowledge the correspondence, and act in accordance with 9.8 or 9.9 above.

10. Trustee Remuneration and Expenses

10.1 Annual Remuneration

10.1.1 Under Section 71 of the *School Act*, a Board may authorize the payment of remuneration to be paid to trustees by annual resolution of the Board of Education. The *Income Tax Act* allows part of this remuneration to be declared as a tax-free expense allowance.

10.1.2 Trustee remuneration shall be adjusted on an annual basis based on the most recent five-year rolling average of Vancouver's Consumer Price Index, effective January 1st of each year.

10.2 Expenses

10.2.1 Trustees are expected to exercise discretion in incurring expenses within the limit of the annual budget appropriation.

Conference and Travel Expenses

10.2.2 Effective execution of Board responsibilities requires that trustees represent the Board at various meetings and conferences, and that they remain informed through attendance at periodic seminars, conventions and workshops related to their responsibilities. The Board encourages such attendance, and shall include funds in the annual budget to cover expenses.

- 10.2.3 The Board of Education of School District No. 40 (New Westminister) supports Trustees attending conferences, conventions, seminars and courses of an education nature, within the budget limitations established by the Board.
- 10.2.4 The Board does not expect that such attendance should be at the personal expense of the Trustee. Actual reasonable costs for meals and costs incurred, while on Board business, may be claimed. Receipts are to be provided along with the purpose of the business or meeting.
- 10.2.5 Trustees may claim, while on Board business:
 - 10.2.5.1 Long distance toll charges and cellular phone charge for School Board business telephone calls;
 - 10.2.5.2 Other reasonable requests may be considered at the discretion of the Board.
- 10.2.6 Trustees will inform the Board, in advance, of their intention to attend a conference/seminar or travel on Board business and shall obtain prior approval of the Board for such attendance. Trustees shall book registrations, travel and accommodations in consultation with the Superintendent's office.
- 10.2.7 For travel by private automobile, Trustees may claim the District rate in effect at the time. The maximum amount claimable is limited to the cost of economy airfare between points travelled, when air transportation is available and practical.
- 10.2.8 Cost of airfare is limited to the cost of economy airfare.
- 10.2.9 Travel costs outside of British Columbia must receive prior approval of the Board.
- 10.2.10 Trustees may claim amounts for taxis, parking fees, local mileage, etc. Receipts are to be provided.
- 10.2.11 Lodging
 - Trustees may claim the government or conference rate of the hotel/motel, less any personal items charged. Receipts are to be provided. If staying with a friend or relative, \$20.00/night may be claimed without a receipt.
- 10.2.12 Meals
 - Trustees may claim actual reasonable costs. Receipts are to be provided. District practice requires that an actual receipt is provided detailing the purpose of the meeting and who was in attendance. There shall be no reimbursement for alcoholic beverages.
- 10.3 Payment of Expenses
 - 10.3.1 Expenses must be submitted on a timely basis to the Secretary Treasurer at least once a month.
 - 10.3.2 For inaugural functions and one spousal meal per conference, spousal expenses may be claimed.
 - 10.3.3 Trustees may seek an advance, the amount of which is determined by Board resolution for out-of-town business engagements of two or more days.

- 10.3.4 The Secretary-Treasurer and Chair of the Board shall review Trustee expenses. Concerns about Trustee expenses shall be referred to the Board by the Chair. Quarterly print-outs will be provided to all Board members regarding Trustee expenses.

*Legal Reference: Sections 50, 56, 57, 58, 59, 66, 67, 68, 69, 70, 71, 71(1), 72 School Act
Financial Disclosure Act
Income Tax Act*

SD No. 40 (New Westminster)

Adopted: May 29, 2018

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

Supplement to: Operations Policy & Planning Committee of the Whole

Date: January 15, 2019

Submitted by: Kim Morris, Secretary-Treasurer & Dino Stiglich, Director of Operations

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

Subject: Queensborough Traffic Safety

Background:

At the November 13, 2018 Combined Education & Operations Policy Planning Committee meeting, a backgrounder on traffic safety concerns in Queensborough was considered.

Subsequently, at its November 27, 2018 Regular Open Board Meeting, the Board carried the following resolution:

THAT the Board of Education of School District No. 40 (New Westminister) direct staff to approach the City of New Westminister, and to write a letter on behalf of the Board, regarding the traffic concerns within the District, especially Queensborough neighbourhood, and to report back to the Board at the December 4, 2018 Combined Education and Operations Committee meeting about various options to resolve the traffic issues around Queensborough Middle and Queen Elizabeth Elementary School to secure the traffic safety for students.

At the December 4, 2018 Combined Education & Operations Policy Planning Committee meeting, the Superintendent provided the following update:

Recently, the District's Director of Facilities met with an architect to review parking, pick-up and drop-off areas at Queensborough Middle and Queen Elizabeth Elementary schools. Three options are being considered. The City of New Westminister's Engineering Department has been forthcoming and acknowledges the issue. The Engineering Department and the District will work collaboratively to review the options prepared by the District's architect. The City has committed to responding to the District by December 7, 2018. A more formal proposal will be brought to a future Board meeting for review. A solution was proposed from a parent in the gallery, relative to a partnership with the Roma Hall to utilize its parking lot during school drop-off and pick-up times, as well as a gate installed in the fence between the Hall and the school.



On December 3, 2018, the City was provided with the following three options (**Appendix “A-D”**) prepared by the Director of Operations and the District’s architect:

	EXISTING	OPTION 1	OPTION 2	OPTION 3
Appendix	A	B	C	D
Fixed Stalls	49	43	40	49
Drop-Off Stalls	5	14	25	5
Stalls on Salter	0	0	0	11
Total Stalls	54	57	65	65
City Support	n/a	Yes	Yes	No
Cost *	\$0	\$120,000	\$170,000	\$500,000
Funding Source	n/a	AFG or SEP	AFG or SEP	SEP
* Cost is very preliminary until engineering is completed				

On December 14, 2018, the City advised they had reviewed the three options provided by SD40 and the District’s architect. The City preferred Option 1 or 2 and recommended SD40 retain the services of a transportation engineer to undertake further analysis and design. District staff are undertaking this work currently.

Also on December 14, 2018, the City provided the District with proposed changes to the pick-up/drop-off zones from the south side of Salter Street (across the street from Queen Elizabeth Elementary) to the north side of Salter Street, thus avoiding children and parents crossing the road to pick-up/drop-off, and where there is a sidewalk (**Appendix “E”**). The changes were put in place over the winter holiday break. Principal feedback after the first two days back after winter break is positive.

On January 8, 2019, the Secretary-Treasurer spoke with the President of the Roma Hall about the possibility of temporarily renting 11-20 parking stalls at the hall, while a more permanent parking solution on District property, is developed. The President of the hall indicated he could provide a response “in a week or so”.

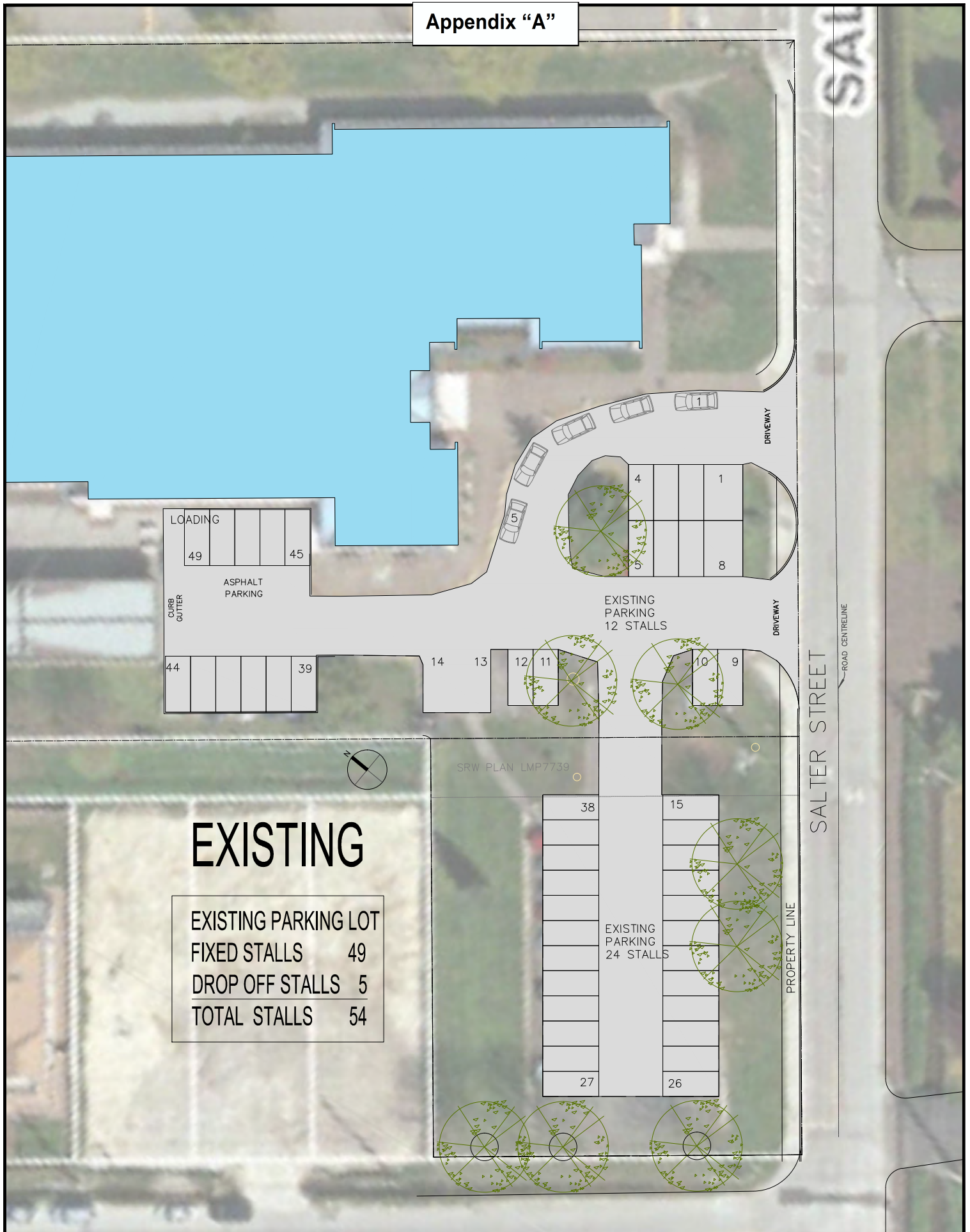
If agreed, and parking can be accessed at the hall, users can utilize the existing walkway on City property to access the Queen Elizabeth School site (**Appendix “F”**).

Recommendation:

THAT Staff be directed to pursue a rental agreement with Roma Hall as a short-term pick-up and drop-off solution for Queen Elizabeth Elementary School;

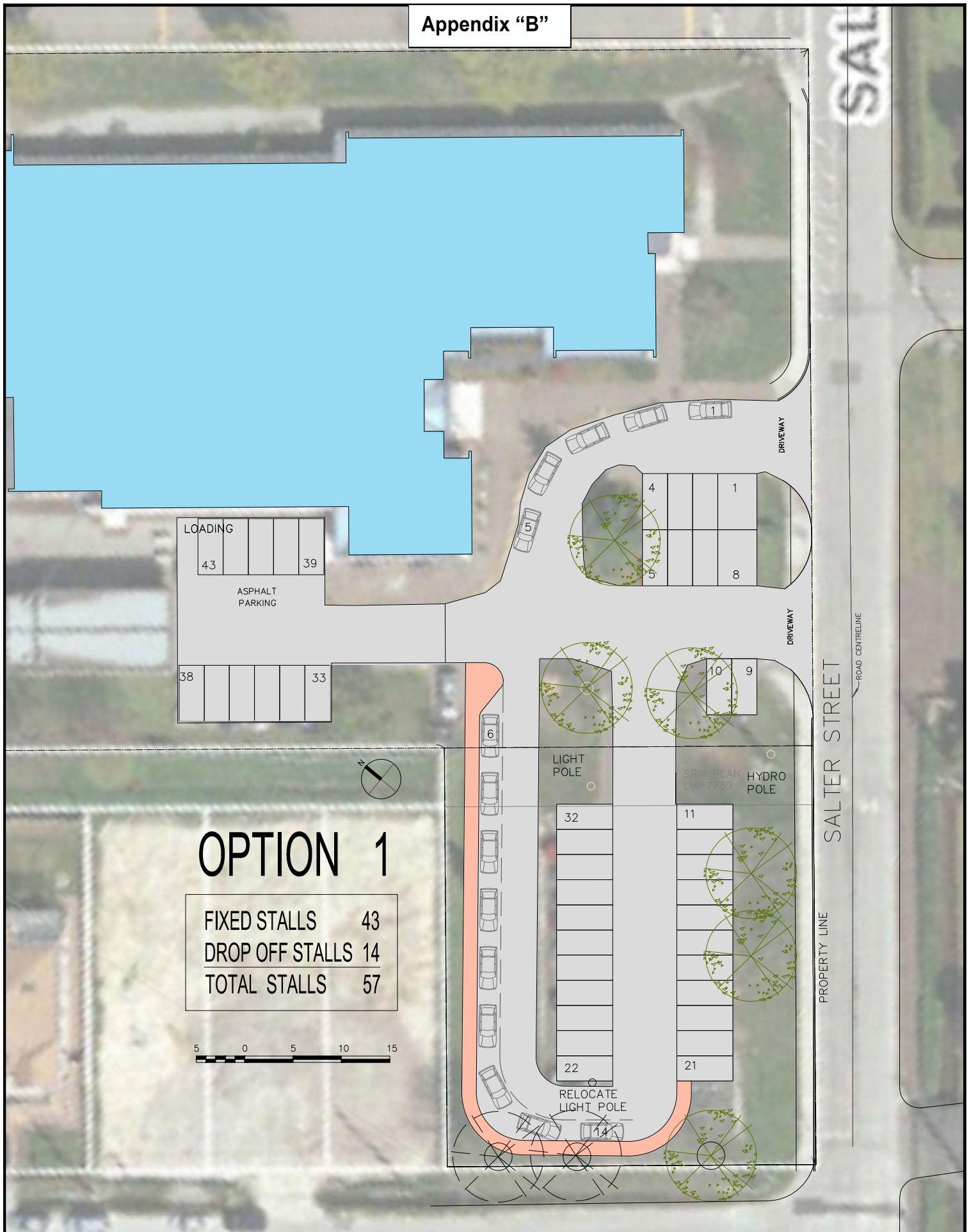
AND FURTHER

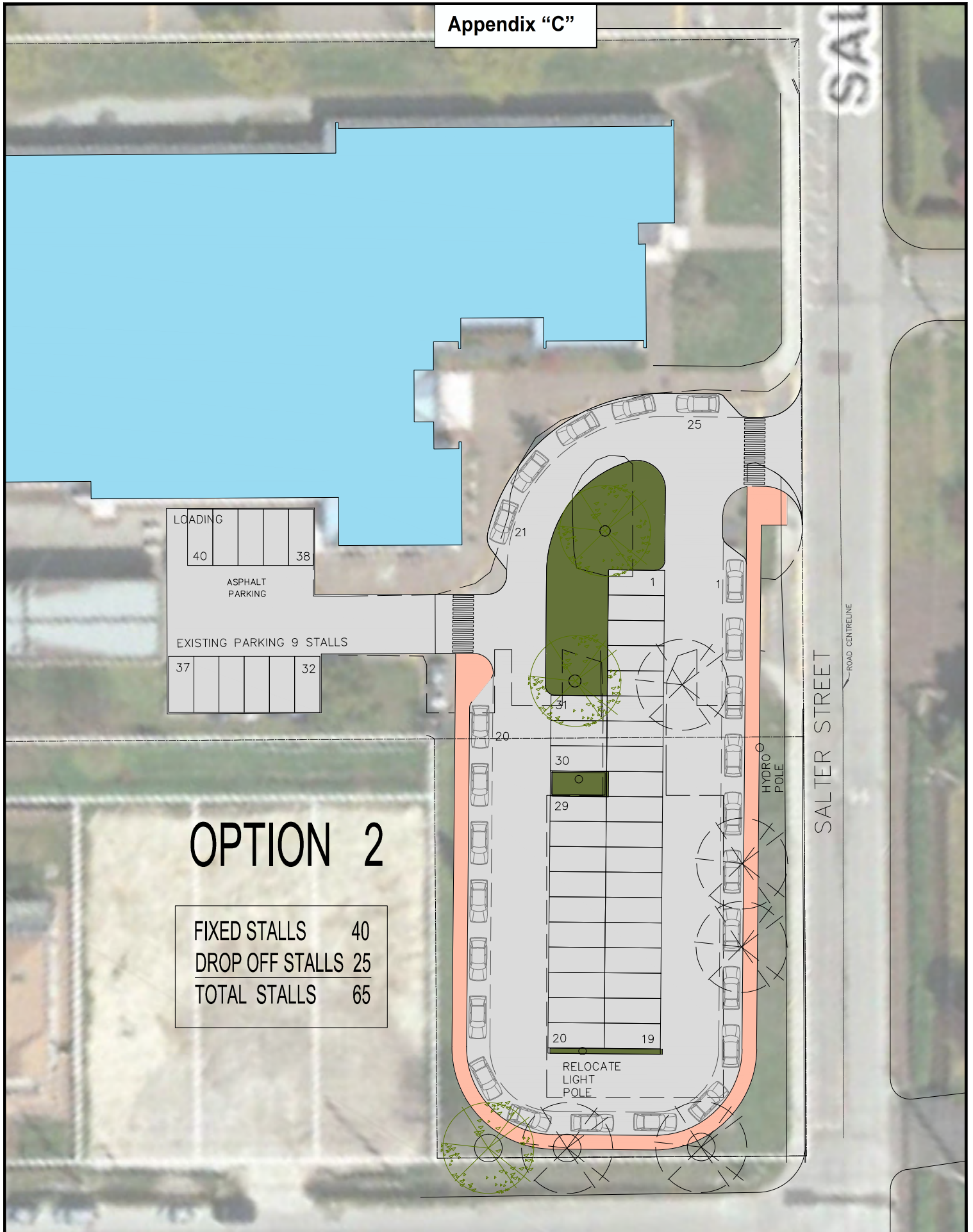
That Staff be directed to pursue Option 1 or 2, as presented, as a long-term pick-up and drop-off solution, to be funded by the Ministry’s School Enhancement Program by way of the 2020-2021 5-Year Capital Plan submission, or the 2019-2020 Annual Facilities Grant.

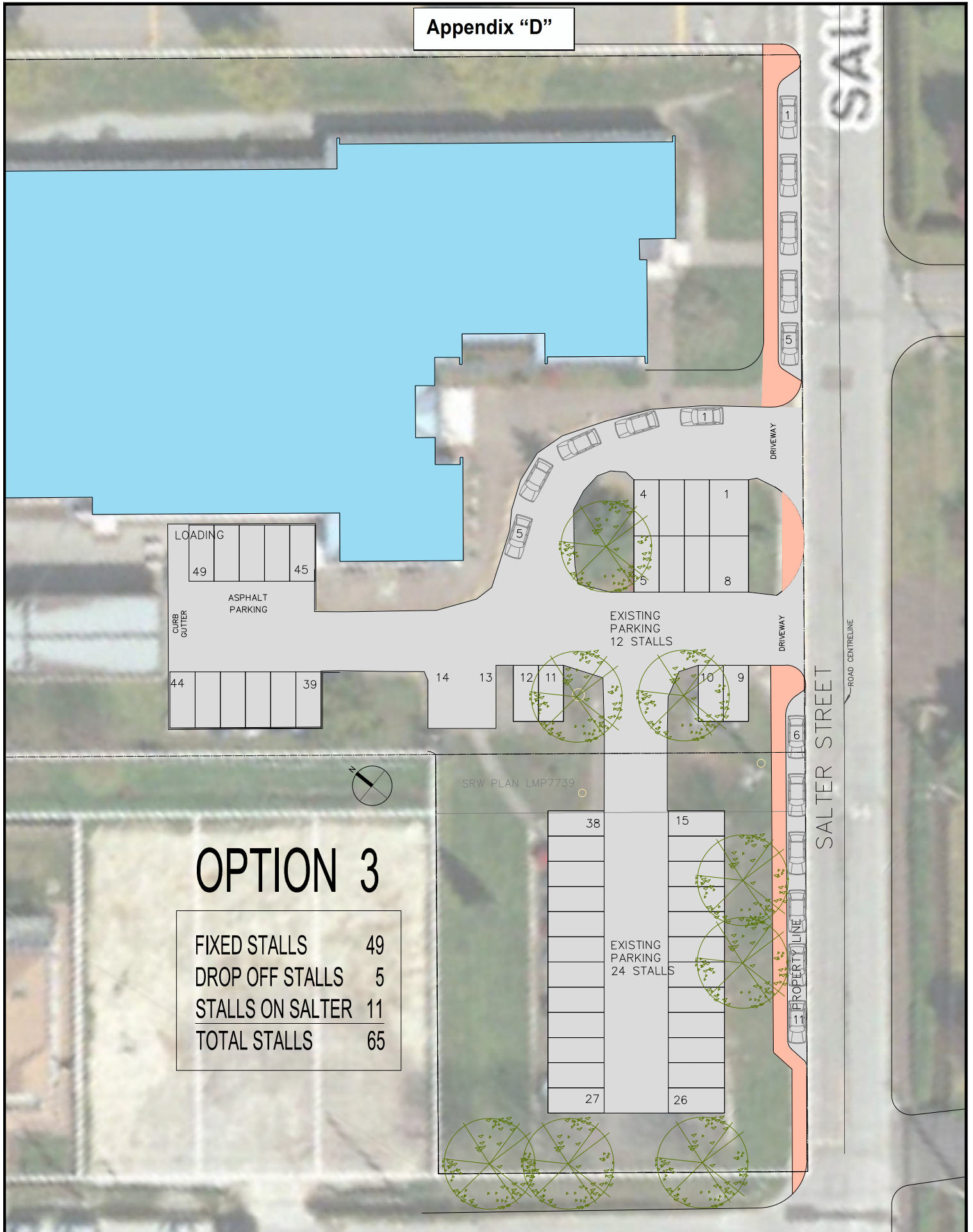


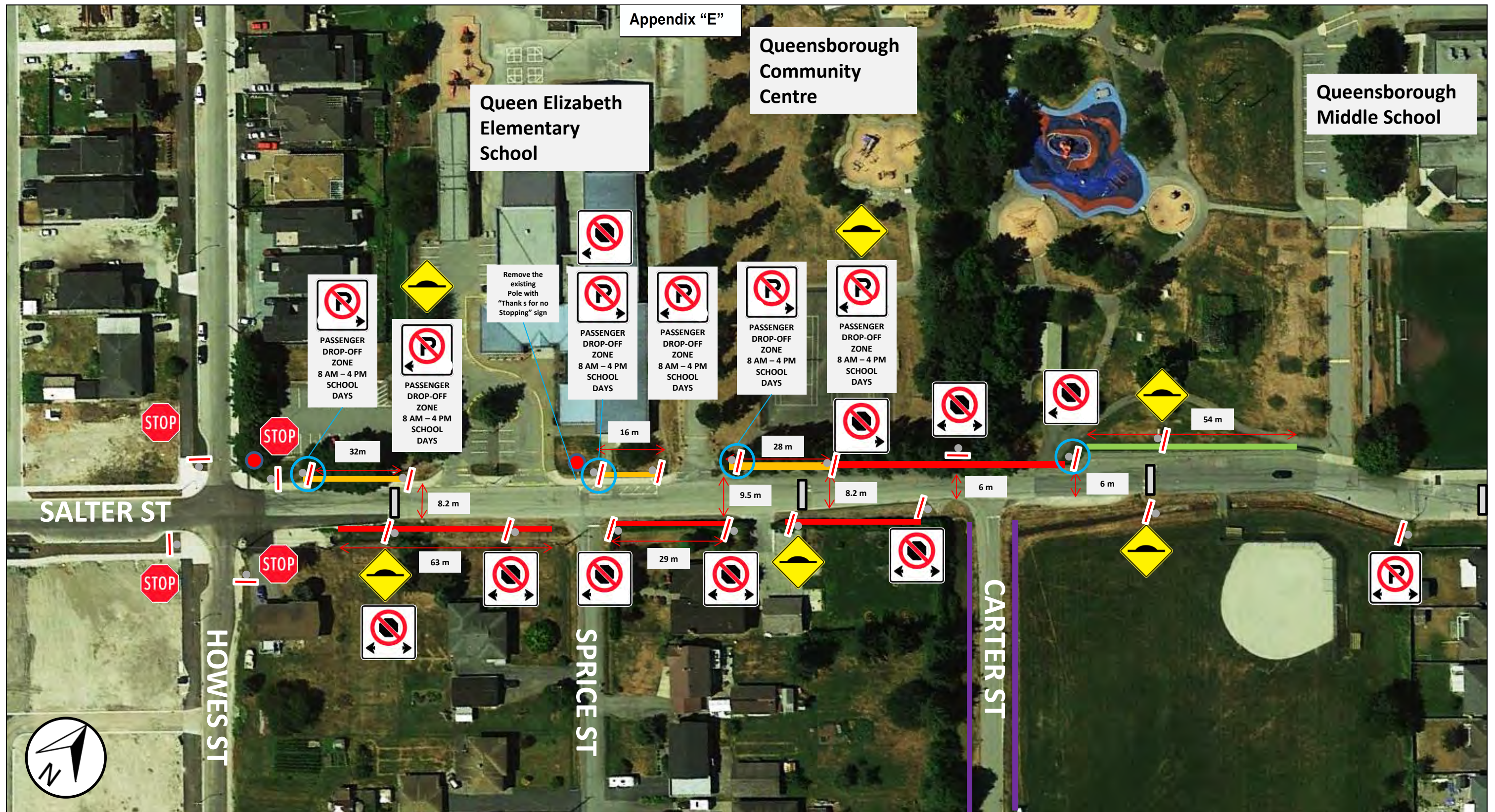
EXISTING

EXISTING PARKING LOT	
FIXED STALLS	49
DROP OFF STALLS	5
TOTAL STALLS	54









LEGEND

- Drop-off and Pick Up Zone
- No Stopping Zone
- Regular No Parking Zone
- Observed Parking
- Speed Hump
- Signs (New Pole)
- Fire Hydrant (5 metres clearance)

Capacity:

- Designated Drop-off and Pick Up spots: 12 (-3)
- Parking Spots on Salter in study area: 9 (-5)

Queen Elizabeth Elementary School parking/stopping signing plans Proposed Signs and Parking Regulation



Search Google Maps



See travel times, traffic and nearby places

Appendix "F"



Ewen Ave

Howes St

Roma Hall

Queensborough
Community Centre

Ewen Ave

Hampton St

T S C Nursery Sales

Howes St

Queen Elizabeth
Community School

Google

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Map



3D



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Zoom

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BOARD COMMITTEES

The Board recognizes its obligations to establish committees as provided for in the CUPE and NWTU collective Agreements. These include two committees identified in the CUPE Collective Agreement, The CUPE Labour/ Management committee and the Personnel committee. One additional committee is identified in the NWTU Agreement, namely the NWTU Grievance Management (Step 3) committee. The purpose, powers and duties and membership are articulated in these collective agreements.

The Board shall be guided by the following principles when establishing committees outside the provisions articulated in collective agreements:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee;
- The Board's function is primarily governance, rather than administration or operations;
- Responsibilities placed on trustees are to be closely related to the Board's central role as per Policy 2.

The Board may, consistent with the above principles, designate committees for the consideration of particular problems or issues, with subsequent advice or recommendations to the Board. Committees established by the Board are to assist the Board in doing Board work.

Committee members or representatives shall be named by the Board, normally at the inaugural or first meeting of the year.

Standing Committees

Standing Committees are established to assist the Board with work of an on-going or recurring nature.

There shall be two standing committees of the whole: The Education Policy and Planning Committee of the Whole and the Operations Policy and Planning Committee of the Whole.

1. A quorum of the Committee of the Whole shall be the same as a quorum for the Board.
2. A meeting of the Committee of the Whole shall have the same notice requirement as a Board meeting except that during any meeting of the Board, the Board may resolve itself into Committee of the Whole to consider specific matters.
3. The Chair may preside in the "Committee of the Whole" or appoint another Trustee to chair the meeting. In the absence of the Chairperson, the same procedures shall be followed as apply when the Chair is not present at a Board meeting.

4. The rules of procedure set for regular Board meetings shall be observed in “Committee of the Whole” so far as may be applicable, except that:
 - 4.1 The number of speeches by Trustees to any question shall not be limited; however, no Trustee shall speak for longer than a total time of ten minutes on any question without permission of the Committee;
 - 4.2 The Chair may speak to motions without vacating the Chair;
 - 4.3 Members of the public are welcome to fully participate in discussion, without the right to move or second a motion or to vote, and are subject to the same rules of order and procedure as Trustees;
 - 4.4 Minutes shall be kept of the Committee Business and those minutes shall be presented to the Board for approval at the next Board meeting.
 - 4.5 All motions adopted by the Committee of the Whole or any Sub-Committee shall be presented to the Board. This may be effected by a single motion, but any Trustee may request any specific motion to be dealt with separately. The usual rules of the Board shall apply.
5. The Chair of the Committee of the Board will be responsible for setting and maintaining the agenda and reporting recommendations to the Board, in writing, prior to the meetings. In addition, the Chair is responsible for ensuring annual work plan items within areas of the committee’s responsibility are addressed in a timely manner to facilitate Board action.
6. The agenda and supporting material for each Committee of the Board meeting will be provided electronically to all Trustees on the Thursday preceding the meeting.
7. The meeting and support material for each Open Committee of the Board meeting will be available to the public on the school district website on the Friday preceding the meeting.
8. A Record of Closed (In-Camera) meetings will be prepared and presented at the following public Open Board meeting.
9. Public Participation in Committee Meetings: The Board welcomes and provides for public participation by delegations at open committee meetings. Such presentations shall not be used to address matters which must be dealt with in in-camera meetings as noted in Policy 7 section 5. In addition, structures have been defined in legislation and collective agreements to deal with labour management issues. The public participation opportunities at committee meetings are not to be used to deal with such matters. The Board respects and honours employee groups’ contracts and official representatives and will therefore deal with labour management issues through defined legislated and collective agreement processes.
 - 9.1 The Chair shall rule on the propriety of all presentations and questions and may decline to have a matter heard from a delegation or terminate any presentation or question or refer it to an “in camera” meeting if that is deemed to be appropriate by the Chair.
 - 9.2 A person or group wishing to address the Committee on an item not otherwise on the agenda shall provide written notification and a written outline of the presentation to the Secretary-Treasurer by close of business on the Monday of the week preceding the date of the committee meeting. The presentation will be listed as a “Delegation” on the

agenda of the committee meeting providing the matter is one that is appropriately considered in a public meeting.

9.3 Delegations shall have 10 minutes to present to the Committee.

10. Education Policy and Planning Committee of the Whole

10.1 Purpose

10.1.1 To allow the Board to explore education matters in much greater depth than can be accomplished in a scheduled regular meeting of the Board.

10.1.2 To solicit and receive information from the Superintendent and/or designates relevant to the development of various system activities and plans.

10.1.3 To assist the Board with work of an on-going or recurring nature.

10.2 Powers and duties

10.2.1 Make recommendations for agenda items for subsequent Board meetings.

10.2.2 Make recommendations to the Board for action.

10.3 Membership

10.3.1 The Board Chair, in consultation with the Board of Education, shall appoint one of the trustees to be the chair of the committee of the board for a one-year term, commencing in January of each year.

10.4 Meetings

10.4.1 Monthly, (the first Tuesday of the month). Committee In-Camera meetings will be convened prior to open committee meetings, as required. In-Camera topics are as defined in policy 7 section 5.1.

11. Operations Policy and Planning Committee of the Whole

11.1 Purpose

11.1.1 To allow the Board to explore operations matters in much greater depth than can be accomplished in a scheduled regular meeting of the Board.

11.1.2 To solicit and receive information from the Superintendent and/or designates relevant to the development of various system activities and plans.

11.1.3 To assist the Board with work of an on-going or recurring nature.

11.1.4 To fulfill the roles, responsibilities and duties of the Audit Committee.

11.2 Powers and duties

11.2.1 Make recommendations for agenda items for subsequent Board meetings.

11.2.2 Make recommendations to the Board for action.

11.2.3 Review the audit tender process.

11.2.4 Recommend the appointment of an external auditing firm to the Board.

11.2.5 Meet with the internal auditor and external auditors to ensure that:

- a. The Board has implemented appropriate systems to identify, monitor and mitigate significant business risk.

- b. The appropriate systems of internal control, which ensure compliance with board policies and procedures, are in place and operating effectively.
- c. The Board's annual financial statements are fairly represented in all material respects in accordance with generally accepted accounting principles.
- d. Any matter that the external auditors wish to bring to the attention of the Board has been given adequate attention.
- e. The external audit function has been effectively carried out.

11.2.6 Make recommendations pertaining to relevant policies and administrative procedures; and

11.2.7 Make recommendations relevant to financial reporting and disclosure processes.

11.3 Membership

11.3.1 The Board chair, in consultation with the Board of Education, shall appoint one of the trustees to be the chair of the committee of the board for a one-year term, commencing in January of each year.

11.3.2 For Audit Committee agenda items: additional non-voting members include the internal auditor, and an independent non-voting lay expert, if no trustee is a "financial expert" with relevant expertise and skills exist s on the Board.

11.4 Meetings

11.4.1 Monthly, the second Tuesday of the month. Committee In-Camera meetings will be convened prior to open committee meetings, as required. In-Camera topics are as defined in policy 7 section 5.1.

11.4.2 Audit Committee function: annually each, September (financial statement/audit review), February (amended budget performance) and May (audit planning).

Special Committees

Special committees are established to assist the Board on a specific project or a particular purpose. The terms of reference for each special committee will be established at the time of formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees, and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Sections 65, 85 School Act

SD No. 40 (New Westminster)

Adopted: September 25, 2018

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