

**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)****REGULAR OPEN MEETING
OF THE BOARD****Tuesday, January 29, 2019****7:30pm – School Board Office****811 Ontario Street, New Westminster
(corner of 8th Street and Royal Avenue)****AGENDA**

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

- | | Time |
|---|-----------------------------|
| 1. <u>ADOPTION OF THE AGENDA</u> | 7:30 pm |
| 2. <u>APPROVAL OF THE MINUTES</u> | |
| a. Approval of Minutes from the December 11, 2018 Regular Meeting | <i>Encl. Pg. 1</i> 7:31 pm |
| b. Business Arising from the Minutes | |
| 3. <u>PRESENTATION</u> | |
| a. Delegation Presentation – Chantal Gauvin | 7:35 pm |
| 4. <u>COMMENT & QUESTION PERIOD FROM VISITORS</u> | |
| 5. <u>CORRESPONDENCE</u> | |
| a. Special Invitation to Attend First Call Fundraising Gala –
December 20, 2018 | <i>Encl. Pg. 4</i> 7:45 pm |
| b. Allan & Iris Solie – Trees in New Westminster – December 31, 2018 | <i>Encl. Pg. 5</i> |
| c. Hon. Minister Rob Fleming – 2019 Premier's Awards for Excellence
in Education – January 8, 2019 | <i>Encl. Pg. 13</i> |
| d. City of New Westminster – 218 Queens Avenue – January 8, 2019 | <i>Encl. Pg. 15</i> |
| e. Invitation – WINS LIP Workshop "Speak Up, Speak Out" –
January 14, 2019 | <i>Encl. Pg. 17</i> |
| 6. <u>BOARD COMMITTEE REPORTS</u> | |
| a. Education Policy & Planning Committee, January 8, 2019 | |
| i. Comments from the Committee Chair, Trustee Dhaliwal | |
| ii. Approval of the January 8, 2019 Education Policy and Planning
Committee Minutes | <i>Encl. Pg. 19</i> 7:50 pm |

**Recommendation: THAT the Board of Education of School District No. 40
(New Westminster) approve the minutes from the January 8, 2019
Education Policy & Planning Committee meeting.**

a. Education Policy & Planning Committee, January 8, 2019 (Cont'd)**Time****iii. Menstrual Initiative***Encl. Pg. 22***7:55 pm**

Recommendation: To enhance the ability of students to manage menstruation without undue delay, embarrassment, financial burden, or shame, be it therefore resolved THAT the Board of Education of School District No. 40 (New Westminster), direct staff to report back at the February 12, 2019 Operations Policy & Planning Committee meeting with information regarding the installation of coin-free tampon and pad dispensers in all girls and universal restrooms in elementary and secondary schools.

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) that a letter be sent to the government (Ministries of Education and Health) and to the British Columbia School Trustees Association advocating for the menstrual initiative.

iv. Aboriginal Enhancement Agreement*Encl. Pg. 24***8:00 pm**

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) endorse the Aboriginal Enhancement Agreement.

v. Implementation of the Truth and Reconciliation Commission's Calls to Action*Encl. Pg. 40***8:05 pm**

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

vi. Special Education Review*Encl. Pg. 55***8:10 pm**

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

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

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

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

- b. Operations Policy & Planning Committee, January 15, 2019** **Time**
- i. Comments from the Committee Chair, Trustee Connelly 8:15 pm
 - ii. Approval of the January 15, 2019 Operations Policy and Planning Committee Minutes Encl. Pg. 57 8:20 pm

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the January 15, 2019 Operations Policy & Planning Committee meeting.
 - iii. Statement of Financial Information Report Encl. Pg. 63 8:25 pm

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) acknowledge receipt of the Statement of Financial Information Report for information.
 - iv. Trustee Remuneration Encl. Pg. 82 8:30 pm

THAT the Board of Education of School District No. 40 (New Westminster) to direct staff to find out how other Districts address the tax impact and report back at the February 12, 2019 Operations meeting.
 - v. Queensborough Traffic Safety Encl. Pg. 84 8:35 pm

Recommendation: THAT 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 pick-up and drop-off solution for Queen Elizabeth Elementary School.
 - vi. Expanding Child Care Proposal

Recommendation: THAT the Board of Education of School District No.40 (New Westminster) direct staff to pursue the addition of child care spaces by applying the Ministry of Children and Families new spaces funding as presented; and by pursuing partnership with the City of New Westminster for McBride Elementary School, as presented;

AND FURTHER

The addition of child care spaces as presented, be at no cost to the Board.
 - vii. Audit Committee Encl. Pg. 93 8:40 pm

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) to approve the revised language relative to the Audit Committee in Board Policy 8: Board Committees.

Recommendation: THAT 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.

7. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Report (K. Hachlaf) 8:45 pm
 - i. Graduation Requirements Encl. Pg. 97
 - ii. Funding Model Review Encl. Pg. 108
- b. Distributed Learning & Continuing Education Report (K. Hachlaf) Encl. Pg. 182 8:55 pm

7. REPORTS FROM SENIOR MANAGEMENT (Cont'd)**Time**

- c. District Calendar 2019-2020 (M. Naser)

Encl. Pg. 208 9:10 pm

THAT the Board of Education of School District No. 40 (New Westminster) acknowledge for receipt, the draft 2019/2020 District calendar as presented;

AND FURTHER THAT the draft calendar be posted to the district website and distributed for a consultation period of 28 days;

AND FURTHER THAT the calendar be brought back to the Board at the March 12, 2019 Regular Open Board meeting with a final recommendation inclusive of any changes resulting from the consultation period.

- d. December 31, 2018 Financial Update (K. Morris)

Encl. Pg. 209 9:20 pm

- e. RBC Bank Accounts (K. Morris)

9:25 pm

Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the opening of two new Treasury Accounts;

AND FURTHER, the signing authorities be Mark Gifford, Chair, Anita Ansari, Vice-Chair, Karim Hachlaf, Superintendent, and Kim Morris, Secretary-Treasurer.

- f. December 2018 Non-Replacement Data (Staffing) and
-
- Educational Assistants Absence Coverage (R. Weston)

Encl. Pg. 211 9:30 pm

8. TRUSTEE REPORTS

- a. Provincial Policy Matters – Direction to Board Representative to
-
- BCSTA Provincial Council Meeting

9:35 pm

9. QUESTION PERIOD (15 minutes)

9:45 pm

*Questions to the Chair on matters that arose during the meeting.***10. NOTICE OF MEETINGS**

10:00 pm

February 5, 2019: Education Policy & Planning Committee, 7:30pm – Queen Elizabeth
Elementary School

February 12, 2019: Operations Policy & Planning Committee, 7:30pm – School Board Office

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

February 26, 2019: School Board Meeting, 7:30pm – School Board Office

11. REPORTING OUT FROM IN-CAMERA MEETING

10:05 pm

- a. Record of In-Camera December 11, 2018 Board Meeting

Encl. Pg. 212

12. ADJOURNMENT

10:10 pm

**MINUTES OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION**

Tuesday, December 11, 2018, 7:30 PM

School Board Office

811 Ontario Street, New Westminster

PRESENT	Anita Ansari, Vice Chair	Karim Hachlaf, Superintendent
	Dee Beattie, Trustee	Kim Morris, Secretary-Treasurer
	Danielle Connelly, Trustee	Maryam Naser, Associate Superintendent
	Gurveen Dhaliwal, Trustee	Robert Weston, Director of Human Resources
	Mark Gifford, Chair	Caroline Manders, Recording Secretary
	Maya Russell, Trustee	
REGRETS	Mary Lalji, Trustee	

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

1. ADOPTION OF THE AGENDA

The Chair of the Board called the meeting to order at 7:34pm.

2018-145

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda as distributed for the December 11, 2018 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

- a. Approval of the Minutes from the November 27, 2018 Regular Meeting
Corrections: added Item #5 iii. 2019-2020 Budget Process; Item #10 Notice of Meetings.

2018-146

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as corrected for the November 27, 2018 Regular School Board meeting.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes
Nil.

3. COMMENT & QUESTION PERIOD FROM VISITORS

Nil.

4. CORRESPONDENCE

Correspondence was received.

5. BOARD COMMITTEE REPORTS

- a. Combined Education and Operations Policy & Planning Committee,
December 4, 2018
- i. Comments from Chair Connelly
Chair Connelly provided a brief overview of the December 4, 2018 meeting.
- ii. Approval of the December 4, 2018 Combined Education and Operations
Policy & Planning Committee Minutes
- 2018-147**
Moved and Seconded
- THAT the Board of Education of School District No. 40
(New Westminster) approve the minutes from the December 4, 2018
Combined Education and Operations Policy & Planning Committee
meeting.***
- CARRIED UNANIMOUSLY**
- iii. Neighbourhood Learning Centres
- 2018-148**
Moved and Seconded
- THAT the Board of Education of School District No. 40
(New Westminster) approve that an advisory committee be
established for Richard McBride Elementary School as presented.***
- CARRIED UNANIMOUSLY**
- 2018-149**
Moved and Seconded
- THAT the Board of Education of School District No. 40
(New Westminster) approve that an advisory committee be established
for New Westminster Secondary School (NWSS) as presented.***
- CARRIED UNANIMOUSLY**
- iv. 2019-20 Budget Process
- 2018-150**
Moved and Seconded
- THAT the Board of Education of School District No. 40
(New Westminster) direct staff to develop Thought Exchange
questions to engage the public as set out in the 2019-2020 Budget
Process.***
- CARRIED UNANIMOUSLY**
- v. Live-Streaming Public Board Meetings
- 2018-151**
Moved and Seconded
- THAT the Board of Education of School District No.40
(New Westminster), as part of its commitment to transparency,
accountability and accessibility, direct staff to create a business
case regarding options and recommendations of live-streaming
public meetings and bring back the findings to the January 15, 2019
Operations Policy & Planning Committee meeting.***
- CARRIED UNANIMOUSLY**

6. REPORTS SENIOR MANAGEMENT

a. Superintendent Report

Superintendent Hachlaf presented highlights of District activities attended by the Superintendent in December.

b. November 2018 Non-Replacement Data (Staffing) and Educational Assistants Absence Coverage

Executive Director of Human Resources Weston reviewed the report for November 2018.

7. TRUSTEE REPORTS

The Trustees reported on various events attended in December, highlighting the Aboriginal Enhancement Agreement finalization.

8. QUESTION PERIOD (15 Minutes)

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

9. NOTICE OF MEETINGS

January 8, 2019: Education Policy & Planning Committee, 7:30pm – Fraser River Middle School

January 15, 2019: Operations Policy & Planning Committee, 7:30pm – School Board Office

January 29, 2019: School Board Meeting, 7:30pm – School Board Office

10. REPORTING OUT FROM IN-CAMERA BOARD MEETING

Record of In-Camera November 27, 2018 Board Meeting

11. ADJOURNMENT

The meeting adjourned at 8:10pm.

Chair

Secretary-Treasurer

From: [Emily FirstCallBC](#)
Subject: Special Invitation to Attend First Call Fundraising Gala
Date: Thursday, December 20, 2018 3:24:14 PM
Attachments: [image001.png](#)

Hello there,

You are receiving this email as we would like to invite you as a distinguished guest to our annual First Call Fundraising Gala on Thursday February 28, 2019. First Call: BC Child and Youth Advocacy Coalition is a non-partisan coalition of 104 provincial and regional organizations who have united their voices to put children and youth first in BC through public education, community mobilization and public policy advocacy.

Every year, we organize a Fundraising Gala that brings together up to 700 people from a range of sectors with an interest in the well-being of children and youth, including the arts, health, education, social services, academia, labour, government and business.

The evening features a delicious Indian buffet dinner, a silent auction full of amazing gifts, tickets to arts events, getaways and more, a raffle with exciting prizes, time to mingle with old and new friends and the chance to hear from a renowned child welfare advocate.

This year, we are excited to welcome Michael Redhead Champagne as the keynote speaker of our event. Michael is an accomplished speaker and an award-winning community organizer, public speaker, and a proud member of Shamattawa First Nation. Katie Hyslop is a distinguished journalist with the Tyee and will receive the 2019 Champion of Child and Youth Rights Award at the gala for her extensive work on B.C. education, foster care, Indigenous issues, housing and poverty.

We hope you will join us for an evening of good food, good company and the inspiration Michael will share from his lived experiences, courageous advocacy, and healing messages.

Date/Time: Thursday, February 28, 2019, 5:30 to 9 pm (doors open and appetizers begin at 5:00pm; program begins at 7:15 pm).

Location: [Fraserview Hall](#), 8240 Fraser Street (at Marine Drive), Vancouver, Coast Salish Territories.

Tickets: \$80 for individuals (\$50 for those on fixed income) or a table of 8 for \$615. [Click here to purchase tickets.](#)

[Click here to find out more about the Gala](#), including accessibility and other frequently asked questions.

We look forward to seeing you there! Please feel free to contact me with any questions.

All the very best,

Emily Chan

Office Coordinator

First Call: BC Child & Youth Advocacy Coalition

604 709 6962

emily@firstcallbc.org

Follow us on [Facebook](#) and [Twitter](#) @FirstCallBC

Regular days of work: Monday, Wednesday, Thursday



Oh Christmas Tree, Oh Deciduous Tree where art thou?

A recent documentary suggested that if everyone planted two trees, a total of over fourteen (14) billion trees, Global Warming would stop and start to decline. People are now cutting down fifteen billion trees a year---probably not including increasing losses from forest fires, pine beetles and deforestation of old growth trees--- and only replanting five billion trees a year for a net loss of at least ten billion trees a year. At that rate, all of Earth's trees will be gone in less than three hundred years. However, population growth is exponential so the tree population will probably hit a downward spiral, a point of no return, a tipping point in less than one hundred years. The levels of air pollution have been much, much worse in the distant past and it was primarily the growth of trees especially in the Northern Hemisphere that gave us a very livable atmosphere for human beings. There are not enough trees, both evergreen and deciduous, in the World and its Cities. Frankfurt's parks, mostly trees, cover one third of the City. Milan, is going to plant three million trees. TD recommends that a good profitable investment, to reduce health care costs, improve productivity, for a longer happier life, is for an urban forests with four (4) trees per capita. Forests make life possible---trees take in our pollution and give us clean air.

A couple of years ago, you promised the City would plant, at least, one thousand new trees a year---not including replacement trees by the City, not including replacement/new trees by developers, not including trees planted by homeowners, not including the four hundred or so trees that TD volunteers plant each year. **So far the City has not planted one "new" tree.** So far the City has cut down more trees than they have planted. It probably takes ten (10) skinny trees, like on Columbia Street across from the Anvil, to equal one of the mature deciduous trees that was cut down.

Tree coverage of only eighteen percent (18%) for a single family area maybe marginally acceptable but without question it is not acceptable for Downtown. The tree coverage Downtown is probably less than nine percent (9%) during the summer and less than three percent (3%) during the winter. There are probably thirty thousand trees required Downtown now.

You have reduced the Parks etc. Department funding from about twenty (20%) percent of revenue to seventeen (17%) percent of revenue when, obviously, it should been increased above twenty (20%) percent. We have an excellent Parks etc. Department so let them have the necessary funds to make Downtown a healthier and happier place to live especially for children and seniors. See attached "Benefits of Trees"

Your Official Community Plan, of over densification of Downtown and Sapperton, creates an enormous amount of pollution of all kinds, especially air pollution. Building construction, concrete, cement, steel, aluminum, glass etc. are major polluters---even so there is no carbon\CO2 offset---like planting a lot more CO2 loving trees.

You don't seem to be interested in making Downtown New Westminster a more livable home for, especially children and seniors, with a more healthy, both physically and mentally, environment.

You seem to believe in only planting more too tall high rise apartment buildings---six more in process Downtown right now. Most of the World, especially progressive environmentally conscious cities, are trying to reduce Global warming with more trees. Your Official Community Plan for Downtown, we strongly suggest, is really a growing Global warming Climate destruction grief plan.

We wish you and your family a happy, healthy, prosperous New Year---with a lot more ^{NEW} trees.

Yours truly, Allan and Iris Solie, 602-610 Carnarvon Street, New Westminster BC V3M 0A5

Copy: photo of still missing trees between Royal Avenue truck route and Qayqayt School---the kids deserve better.

Benefits of Trees

Woody plants and turfgrasses are critical design elements in urban and suburban landscapes. Trees and turf offer distinct personal, functional, and environmental benefits. The intended benefits of these plants may never be obtained, however, if potential incompatibilities are not addressed.

Thinning grass under large shade trees; large tree roots that hinder mowing; young trees that don't seem to grow; tree trunks badly damaged by lawn mowers or string trimmers – all of these undesirable effects can be caused by tree and turfgrass conflicts.

Turfgrasses provide many of the same environmental benefits as trees. They:

- take up carbon dioxide and produce oxygen via photosynthesis
- cool the air by changing water into water vapor
- filter dust and particulates
- entrap air polluting gases
- reduce erosion

Turfgrasses, in addition to being environmentally beneficial, are attractive in formal and informal designs. There are many advantages to combining trees and turf in the landscape.



Trees provide social, communal, environmental, and economic benefits.

TREES
ARE GOOD
www.treesaregood.org

Trees and Turf

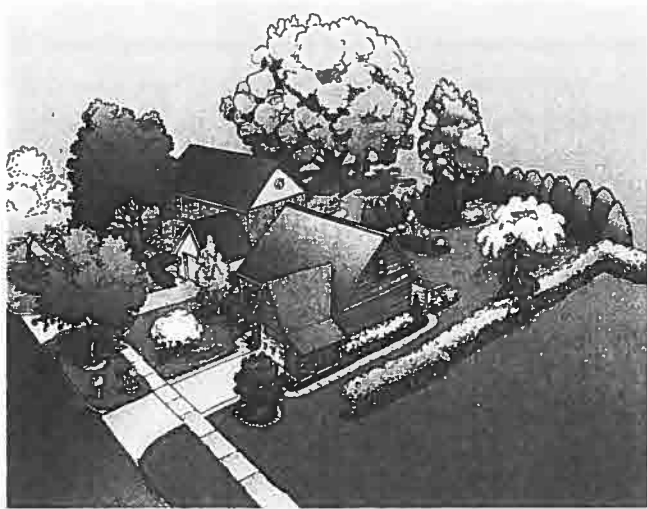
7/17

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Most trees and shrubs in cities or communities are planted to provide beauty or shade. While these are excellent benefits, woody plants serve many other purposes. The benefits of trees can be grouped into social, communal, environmental, and economic categories.

Social Benefits

Human response to trees goes well beyond simply observing their beauty. We feel serene, peaceful, restful, and tranquil in a grove of trees. We are "at home" there.



The calming effect of nearby trees and urban greening can significantly reduce workplace stress levels and fatigue, calm traffic, and even decrease the recovery time needed after surgery. Trees can also reduce crime. Apartment buildings with high levels of greenspace have lower crime rates than nearby apartments without trees.

The stature, strength, and endurance of trees give them a cathedral-like quality. Because of their potential for long life, trees are frequently planted as living memorials. We often become personally attached to trees that we, or those we love, have planted.

The strong tie between people and trees is often evident when community residents speak out against the removal of trees to widen streets or rally to save a particularly large or historic tree.

Communal Benefits

Even when located on a private lot, the benefits provided by trees can reach well out into the surrounding community. Likewise, large-growing trees can come in conflict with utilities, views, and structures that are beyond the bounds of the owner's property. With proper selection and maintenance, trees can enhance and function on one property without infringing on the rights and privileges of neighbors.

City trees often serve several architectural and engineering functions. They provide privacy, emphasize views, or screen out objectionable views. They reduce glare and reflection. They direct pedestrian traffic. Trees can also soften, complement, or enhance architecture.

Trees bring natural elements and wildlife habitats into urban surroundings, all of which increase the quality of life for residents of the community.



Environmental Benefits

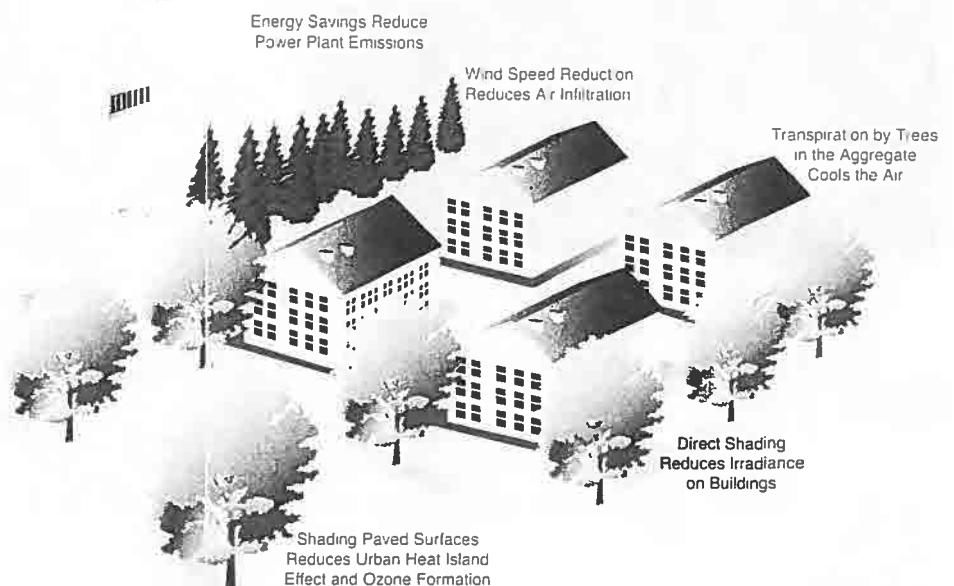
Trees alter the environment in which we live by moderating climate, improving air quality, reducing stormwater runoff, and harboring wildlife. Local climates are moderated from extreme sun, wind, and rain. Radiant energy from the sun is absorbed or deflected by leaves on deciduous trees in the summer and is only filtered by branches of deciduous trees in winter. The larger the tree, the greater the cooling effect. By using trees in cities, we can moderate the heat-island effect caused by pavement and buildings.

Wind speed and direction is affected by trees. The more compact the foliage on the tree or group of trees, the more effective the windbreak.

Rainfall, sleet, and hail are absorbed or slowed by trees, providing some protection for people, automobiles, and buildings. Trees intercept water, store some of it, and reduce stormwater runoff.

Air quality is improved through the use of trees, shrubs, and turf. Leaves filter the air we breathe by removing dust and other particulates. Rain then washes the pollutants to the ground. Leaves absorb the greenhouse gas carbon dioxide during photosynthesis and store carbon as growth. Leaves also absorb other air pollutants – such as ozone, carbon monoxide, and sulfur dioxide – and release oxygen.

By planting trees and shrubs, we return developed areas to a more natural environment that is attractive to birds and wildlife. Ecological cycles of plant growth, reproduction, and decomposition are again present, both above and below ground. Natural harmony is restored to the urban environment.



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Economic Benefits

Property values of landscaped homes are 5 to 20 percent higher than those of non-landscaped homes.

Individual trees and shrubs have value, but the variability of species, size, condition, and function makes determining their economic value difficult. The economic benefits of trees are both direct and indirect.

Direct economic benefits are usually associated with energy costs. Air-conditioning costs are lower in a tree-shaded home. Heating costs are reduced when a home has a windbreak.

Trees increase in value as they grow. Trees, as part of a well maintained landscape, can add value to your home. The indirect economic benefits of trees within a community are even greater. Customers pay lower

electricity bills when power companies build fewer new facilities to meet peak demands, use reduced amounts of fossil fuel in their furnaces, and use fewer measures to control air pollution. Communities can also save money if fewer facilities must be built to control stormwater in the region. To the individual, these savings may seem small, but to the community as a whole, reductions in these expenses are often substantial.

Trees Require an Investment

Trees provide numerous aesthetic and economic benefits, but also incur some costs. Investing in a tree's maintenance will help to return the benefits you desire. The costs associated with large tree removal and replacement can be significant. In addition, the economic and environmental benefits produced by a young replacement tree are minimal when compared to those of a mature specimen. Extending the functional lifespan of large, mature trees with routine maintenance can delay these expenses and maximize returns.

An informed home owner can be responsible for many tree maintenance practices. Pruning and mulching gives young trees a good start. Shade trees, however, quickly grow to a size that may require the services of a professional arborist.



Benefits of Trees

Letters

11/22/18 

INBOX

A tale of two densities

Editor: In talking about (housing in New Westminster), it is worth making a distinction between two ways of thinking about the value of housing, especially in light of the affordability and density pressures facing the city.

Housing has a productive value, which represents the various uses we make of it in our day-to-day lives. A home is a place that provides shelter, security and a sense of place in the community. Housing also has a speculative value, which consists in its monetary value and potential as an investment to provide future returns. The problem is that these two types of value can be in tension with one another.

A recent letter to the *Record* plaintively describes the experience of visiting presentation centres for new highrise developments and wistfully imagining the experience of cooking meals, entertaining friends, and enjoying vistas in the units being marketed, but coming to the realization that these units are ultimately out of reach because of their unaffordability. The letter is a poignant reminder that what we need in this city is the development of genuinely affordable housing that provides productive value.

New Westminster will need to add about 16,000 units to its housing stock over the next couple of decades to accommodate population growth. One proposed way of dealing with these density pressures is to take a market-dominant approach, which involves an unrestrictive attitude to development that allows the market to create more supply in response to the demand for housing.

While it is true that markets can be an efficient mechanism for allocating resources, the problem with this approach is that markets must be moderated to ensure the provision of public goods like affordable housing. When carte blanche is given to market-driven development, it increases the tendency to see housing as a commodity to be bought and sold for as much profit as possible. This orients development toward speculators.

The right approach to deal with density pressures is not to oppose any and all development, but rather to hold that the primary standard by which we should measure development is the productive value that it provides to the community in the form of housing that is accessible, affordable, and family-friendly. Development should not lead to the displacement of those who already reside in the community. It is thus especially important to protect those most at risk of displacement – seniors on fixed incomes, the disabled, the poor, and those who are homeless.

The city has a number of tools it can use to promote this type of development through policies like social housing, inclusionary zoning, and incentives for projects that benefit the community. In the end, however, the character of the city we live in is not the sole responsibility of the government or the market in the abstract, but rather the result of our collective day-to-day activities, decisions, and attitudes.

While it is important to support good public policies concerning housing, we also have a responsibility to think about how our private decisions around buying, selling, and investing affect the flourishing of the community around us.

Elliot Rossiter, New Westminster

2019 CHRISTMAS TREE RECYCLING IN VANCOUVER

Saturday, January 5
and Sunday, January 6
10 am to 4 pm



TREE BYLAW AMENDMENTS

You talked and we listened! We've introduced some changes to our Tree Bylaw (No. 7799) that came into effect in November 20th. These changes are part of our initiative to improve our bylaws.

Here are some highlights:

- Reduced tree permit fees and securities for resident applicants (some restrictions apply)
- Release of 40% of replacement tree securities at planting
- City arborist inspection of tree protection barriers for resident applicants with a fee (some restrictions apply)
- Incentives to modify the building plans to keep a protected tree

We'll be going into more detail on these changes in the coming weeks so stay tuned! For more information, please visit www.newwestcity.ca/trees.



By HWA:

All School Trustees - SD-40
Re Westminster BC



January 8, 2019

Ref: 207071

Dear, Board Chairs

I am pleased to announce the launch of the 2019 Premier's Awards for Excellence in Education effective today. Following a successful inaugural year for the Awards program last year, Government is once again proud to recognize the enormous contributions of British Columbia's exceptional teachers, administrators, and support staff who are vital to the cultural, economic, and social well-being of the province. The Awards recognize all outstanding education professionals who have made exceptional contributions to benefit their school, students and their communities.

The Awards are open to all education professionals within the BC K-12 public, independent or First Nations school systems. This year, Awards will be given in the following categories:

- Community Engagement
- District Leadership
- Extracurricular Leadership
- Indigenous Education
- Outstanding New Teacher
- Outstanding Support (School Community)
- Outstanding Support (Teaching Assistant)
- School Leadership
- Social Equity and Diversity
- Technology and Innovation

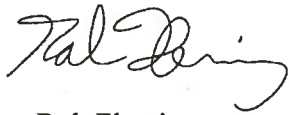
Nominations are now open and are welcomed from all BC citizens, including students, parents, teachers, administrators, trustees and community organizations. The deadline for nominations is March 31, 2019.

Additional information on the Awards, including a downloadable poster and brochure, can be found on the Premier's Awards for Excellence in Education website at www.gov.bc.ca/excellenceineducation.

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Thank you in advance for your participation in promoting the Premier's Awards for Excellence in Education and assisting to ensure that British Columbia's very best receive the recognition they deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

Rob Fleming
Minister

January 8, 2019

File: HER00676

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

To the Board:

Re: 218 Queen's Avenue, New Westminister, BC

A Heritage Revitalization Agreement application has been received for 218 Queen's Avenue, which is a Designated heritage property. The application is to subdivide the single detached dwelling property into three single-detached dwelling properties: one fronting Queen's Avenue and two fronting Manitoba Street. In exchange for the zoning relaxations required to achieve the subdivision, the applicant proposes to restore and relocate a heritage house onto each new lot, and protect them both through two new Heritage Designation Bylaws. The existing Designated heritage house on the Queen's Avenue lot would not be altered as part of this application and would continue to be protected.

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

How to submit your views:

In Person: At the Advisory Planning Commission meeting on Tuesday, January 15, 2019 at 6:30 p.m., in City Hall Council Chambers.

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

Email: plnpost@newwestcity.ca

Or

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

Questions:

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

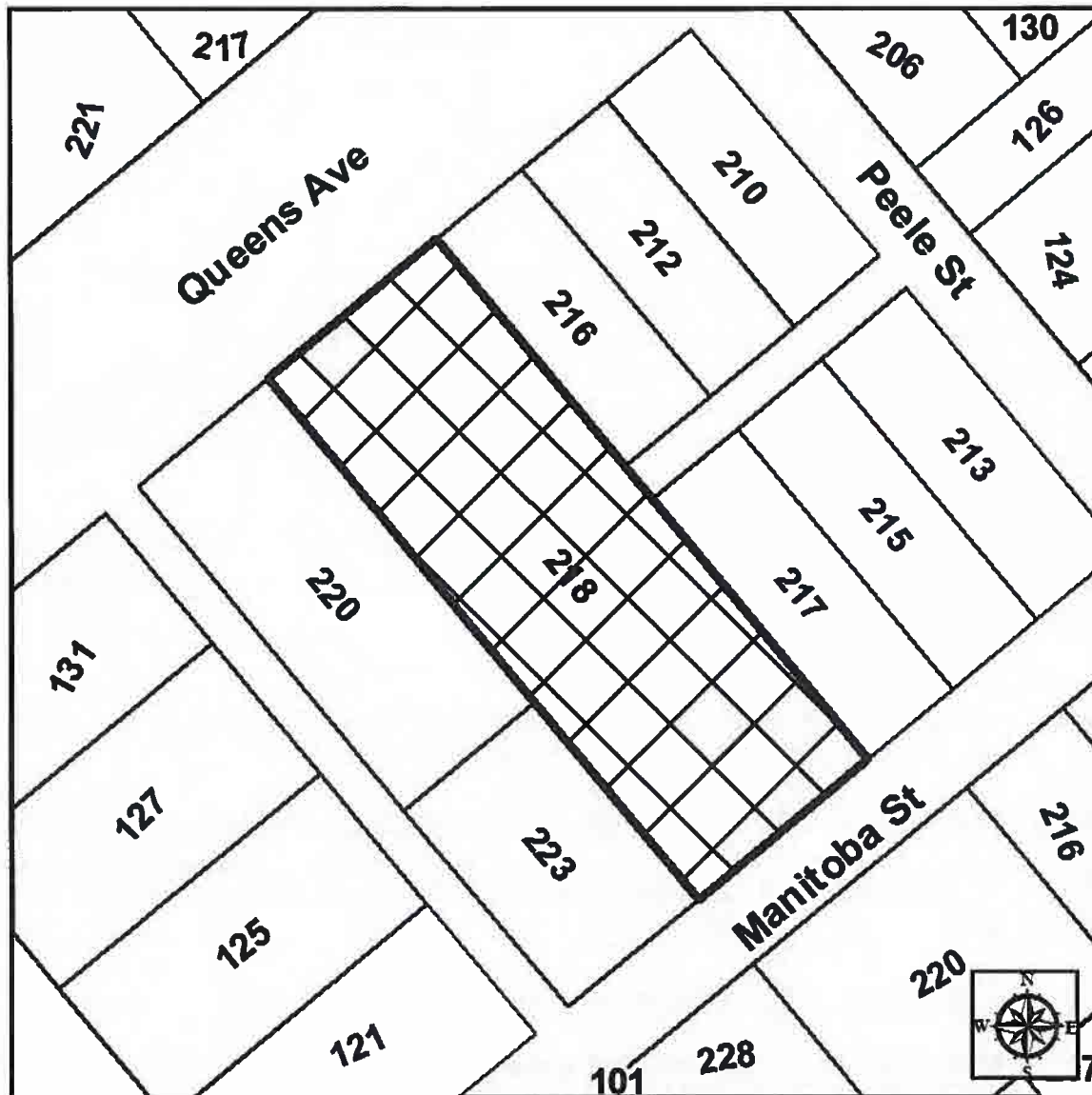


NEW WESTMINSTER

January 8, 2019

File: HER00676

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



From: [Janet Goosney](#)
To: [Board of Education](#)
Subject: WINS LIP Workshop "Speak up Speak out"
Date: Monday, January 14, 2019 1:14:17 PM
Attachments: [Workshop invitation.pdf](#)

Hi,

I coordinate the Welcoming and Inclusive New West (WINS) LIP Council. We're excited to be holding a workshop for service providers on February 7 from 1:00 - 3:00 pm at Century House, called Speak up Speak out, and would like to invite our School Trustees.

The workshop grew from another project when we realized just how much prejudice or bias so many residents of New West have to face every day. This workshop is about how to (safely) respond to acts of prejudice, bias, generalizations, etc., whether as a victim or a witness. It will be facilitated by Alden Habacon from UBC.

Please let me know if you are interested or available to attend.

Thank you so much.

Best regards,
Janet

Janet Goosney | Coordinator
Local Immigration Partnership
Purpose Society, 40 Begbie St.
New Westminster, BC V3M 3L9
Phone: 604-526-2522
Cell: 778-918-9239



SPEAK UP SPEAK OUT

A Free Workshop for Service Providers presented by
Welcoming and Inclusive New West (WINS)
Local Immigration Partnership

**A workshop for
service providers.**

**February 7, 2019
1:00 – 3:00 PM**

**Location: Century House
620 8th St, New Westminster
Registration required.**

How to (safely) respond to acts of prejudice and bias with
Alden E. Habacon, Diversity & Inclusion Strategist

To register: janet.goosney@purposesociety.org or 604-526-2522

“We acknowledge the financial support of the Province of British Columbia.”



**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
EDUCATION POLICY & PLANNING COMMITTEE**

**Tuesday, January 8, 2019, 7:30 PM
Fraser River Middle School
800 Queens Avenue, New Westminster**

PRESENT Anita Ansari, Vice Chair
Dee Beattie, Trustee
Danielle Connelly, Trustee
Gurveen Dhaliwal, Trustee
Mark Gifford, Chair
Mary Lalji, Trustee
Maya Russell, Trustee

Karim Hachlaf, Superintendent
Kim Morris, Secretary-Treasurer
Maryam Naser, Associate Superintendent
Caroline Manders, Recording Secretary
Guests:
Debbie Jones, Principal, Fraser River Middle School
Pam Johnson, Teacher, Fraser River Middle School
Bertha Lansdowne, Aboriginal Education Coordinator

1. Approval of Agenda

The meeting was called to order at 7:31pm.

Item #3b. Aboriginal Enhancement Agreement was re-ordered to be Item #3a.

Moved and Seconded

THAT the agenda for the January 8, 2019 Open Education Policy and Planning Committee meeting be adopted as amended.

CARRIED UNANIMOUSLY

2. Presentations

a. Fraser River Middle School Growth Plan Presentation

Fraser River Middle School Principal Debbie Jones introduced teacher Pam Johnson who along with grade 8 students, Abby, Anastasia and Queenie, presented a cross-curricular project called "Masks Across the Curriculum".

The students explained the significance of the masks, which they created and showed them to the Board.

b. Delegation Presentation - School District No. 40 (New Westminster) Menstrual Initiative

Dr. Selina Tribe, P.Geo., Instructor at Douglas College, reviewed findings regarding girls requiring the same level of support to ensure equal access to dignity, education, and social and emotional development relative to managing their menstruation.

The suggested motion was reworded to include direction to staff to bring back information to the February 12, 2019 Operations Policy & Planning Committee meeting. As well, that a letter be sent to the Ministry of Health and BCSTA pertaining to this initiative.

Moved and Seconded

To enhance the ability of students to manage menstruation without undue delay, embarrassment, financial burden, or shame, be it therefore resolved THAT the Education Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster), to direct staff to report back at the February 12, 2019 Operations Policy & Planning Committee meeting with information regarding the installation of coin-free tampon and pad dispensers in all girls and universal restrooms in elementary and secondary schools.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Education Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) that a letter be sent to the government (Ministries of Education and Health) and to the British Columbia School Trustees Association advocating for the menstrual initiative.

CARRIED UNANIMOUSLY

3. Reports from Senior Management

a. Aboriginal Enhancement Agreement

Aboriginal Education Coordinator Lansdowne, reviewed the finalized Aboriginal Enhancement Agreement. The Agreement survey received some deep and meaningful responses. Various initiatives have been launched as a result of the feedback:

- A peer group has been created to assist Aboriginal students in connecting with each other through various group activities such as snowshoeing and canoeing.
- Collecting baseline information from Kindergarten level will help to track development of students through their schooling.
- Ensuring text books are authentically Aboriginal.
- Transition program for elementary students moving to middle school was introduced in 2018.
- Orange Shirt Day to have the same prominence as May Day.

Additional information regarding funding and how funds are allocated to support Aboriginal education will be forthcoming in February. A recommendation will be brought forward at that time regarding the ongoing funding of this initiative.

Moved and Seconded

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

CARRIED UNANIMOUSLY

b. School Growth Plans

Associate Superintendent Naser provided an update. School Learning Plans help to identify what the focus will be within their school community and to have students understand what a growth/learning plan is.

This is an ongoing process, constantly reviewing the process and ensuring that it fits the students. The schools/students reflect throughout the year as to what the role of the school community is to support the growth/learning plans.

Schools align professional development goals with the school growth plans such as literacy.

4. **General Announcements**

Nil.

5. **New Business**

- a. Implementation of the Truth and Reconciliation Commission's Calls to Action

Trustee Gifford briefly reviewed the Calls to Action information.

Moved and Seconded

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

CARRIED UNANIMOUSLY

- b. Special Education Review

Trustee Russell provided a brief overview of the background information pertaining to Special Education within the District. Every student has a right to an education. There may be an opportunity for a District-wide review; review the model; data, etc.

Moved and Seconded

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

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

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

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

CARRIED UNANIMOUSLY

6. **Adjournment**

The meeting adjourned at 9:41pm.



Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: Tuesday, January 8, 2019

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

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

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

Background:

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

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

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

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

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

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

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

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

Recommendation:

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

Aboriginal Education

Enhancement Agreement
2018–2023



New
Westminster
Schools

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

Contents

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About the Qayqayt First Nation	2
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Guiding Principles	6
Goal 1: Belonging and culture	7
Goal 2: Academics	8
Goal 3: Transitions	9
Goal 4: Reconciliation	10
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Introduction: sharing responsibility

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

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

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

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

ACKNOWLEDGING TRADITIONAL TERRITORY: A SIGN OF RESPECT

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

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

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

About the Qayqayt First Nation

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

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

A smallpox epidemic killed many First Peoples in 1904.

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

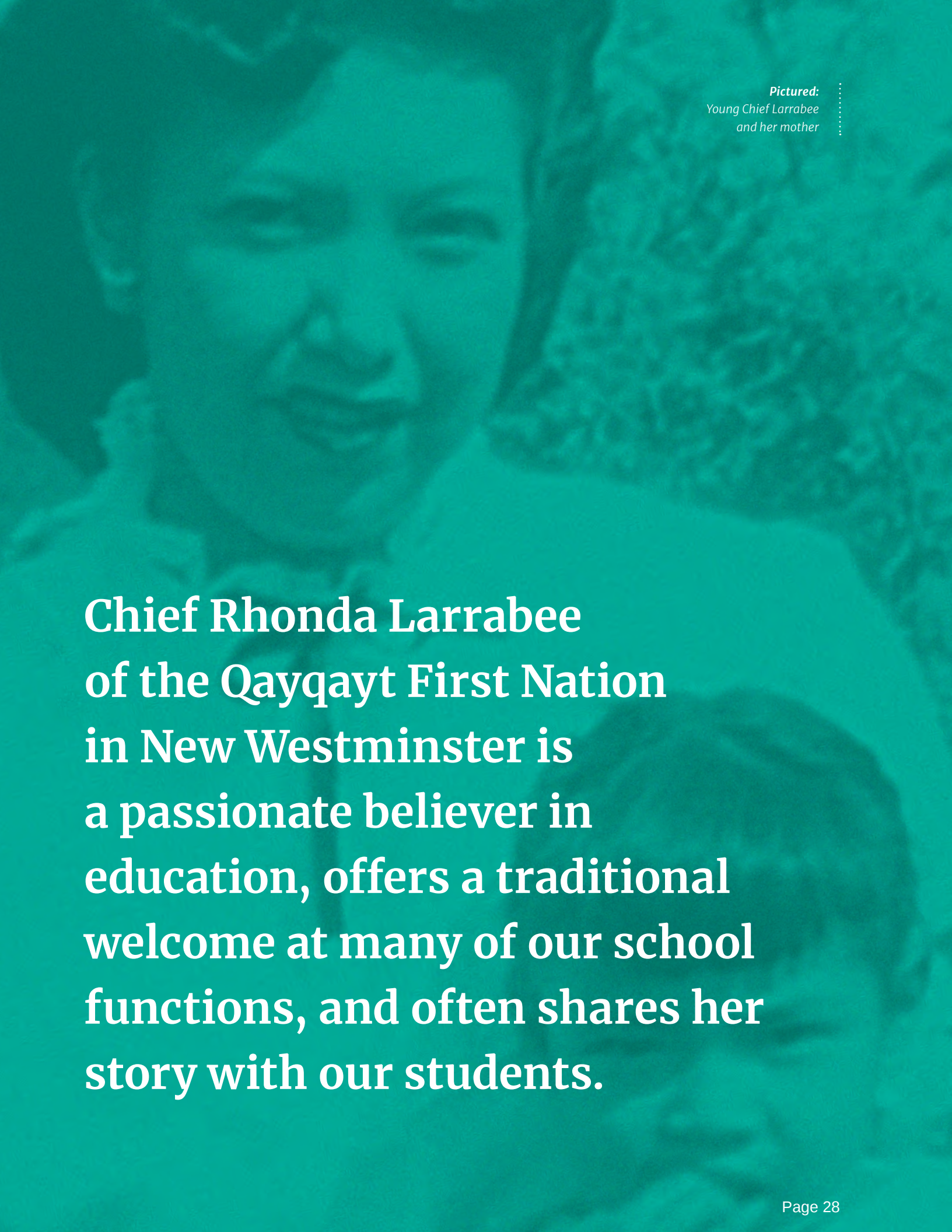
Chief Larrabee's mother, aunt and uncle were the last few living members of the Qayqayt First Nation, which once numbered 400 people before their lands were sold and their remaining reserve was deemed inactive in 1951.

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

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



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



*Pictured:
Young Chief Larrabee
and her mother*

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

Our committee

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

Chief Rhonda Larrabee

Qayqayt First Nation

Elder Keely George

Douglas First Nation

Bertha Lansdowne

District Coordinator for
Aboriginal Programs

Parent representatives

New Westminster

Student representatives

New Westminster

Mark Gifford

Chair, New Westminster Schools
Board of Education

Karim Hachlaf

Superintendent of Schools

Maryam Naser

Associate Superintendent

Betina Wheeler

Community Program
Development Officer SD #40

John Tyler

Principal, NWSS

Jamie Sadler

Vice-Principal, NWSS

Randy Jaggernathsingh,

Vice-Principal, NWSS

Mary-Joanne Hunt

New Westminster Teachers Union

Marcel Marsolais

President, CUPE 409

Jamey Dye,

Aboriginal Child and
Youth Mental Health

Laura Baracaldo

Aboriginal Child and
Youth Mental Health

Dave Seaweed

Aboriginal Coordinator,
Douglas College

Gary George

Community Engagement,
Simon Fraser University

Aboriginal Education Staff



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

PROCESS

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

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

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

Guiding Principles

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

1. collaboration

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

2. engagement

Meaningful, purposeful, and relevant learning

3. equity

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

4. inclusion

Learning where all people are welcomed, respected, and supported

5. innovation

Curiosity, inquiry and creativity

6. integrity

Ethical, principled and honest in our words and actions

DOUBLE-HEADED SERPENT

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



Goal 1: Belonging and culture

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



COMMITMENTS

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

INDICATORS

Attendance records

Satisfaction survey results

Student surveys

locally developed

Participation in cultural activities such as Qayqayt

Honouring and Rite of Passage Ceremony

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

Goal 2: Academics

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

COMMITMENTS

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

INDICATORS

Baseline data from District Early Learning Screeners and other baseline assessments

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

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

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

Report card reviews: individual students

Goal 3: Transitions

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

COMMITMENTS

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

INDICATORS

Baseline data

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

Participation rates

in extracurricular activities

Student survey feedback



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

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

Goal 4: Reconciliation

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

COMMITMENTS

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

INDICATORS

Increase in educators using District Aboriginal resources

Media Center Aboriginal Resource Collection and District History and Culture Presentations

Educator participation in reconciliation-focused professional development

K-12 classrooms resourced with First Peoples content

School libraries resourced with First Peoples content

Evidence of Indigenous pedagogies being introduced in classrooms

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



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

Implementation

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

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

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

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

**— Justice Murray Sinclair
Chair, Truth and Reconciliation Commission**



New
Westminister
Schools

Where students love to learn

.....

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

New Westminister School District

School Board Office School District No 40

811 Ontario Street, New Westminister, BC Canada V3M 0J7

604 517 6240 | info@sd40.bc.ca | newwestschools.ca

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

Date: January 8, 2019

Submitted by: Mark Gifford, Chair

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

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

Background:

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

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

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

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

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

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

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

Recommendation:

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



Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action



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2015

Truth and Reconciliation Commission of Canada, 2012

1500-360 Main Street

Winnipeg, Manitoba

R3C 3Z3

Telephone: (204) 984-5885

Toll Free: 1-888-872-5554 (1-888-TRC-5554)

Fax: (204) 984-5915

E-mail: info@trc.ca

Website: www.trc.ca

Calls to Action

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

Legacy

CHILD WELFARE

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
 - i. Monitoring and assessing neglect investigations.
 - ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
 - iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
 - iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
 - v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and

publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.

3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
 - i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
 - ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.
 - iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

EDUCATION

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

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

8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

LANGUAGE AND CULTURE

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

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
 - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
 - ii. Aboriginal language rights are reinforced by the Treaties.
 - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
 - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
 - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

HEALTH

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

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

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.
21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.
23. We call upon all levels of government to:
 - i. Increase the number of Aboriginal professionals working in the health-care field.
 - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
 - iii. Provide cultural competency training for all health-care professionals.
24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

JUSTICE

25. We call upon the federal government to establish a written policy that reaffirms the independence of the

Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.

26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.

33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
 - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
 - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
 - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
 - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.
38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.

40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
 - i. Investigation into missing and murdered Aboriginal women and girls.
 - ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the *Constitution Act, 1982*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, endorsed by Canada in November 2012.

Reconciliation

CANADIAN GOVERNMENTS AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.

ROYAL PROCLAMATION AND COVENANT OF RECONCILIATION

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

- i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.
 - ii. Adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.
46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:
- i. Reaffirmation of the parties' commitment to reconciliation.
 - ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
 - iii. Full adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.
 - vi. Enabling additional parties to sign onto the Covenant of Reconciliation.

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

SETTLEMENT AGREEMENT PARTIES AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the *United Nations Declaration on the Rights of Indigenous Peoples* as a framework for reconciliation. This would include, but not be limited to, the following commitments:
- i. Ensuring that their institutions, policies, programs, and practices comply with the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iii. Engaging in ongoing public dialogue and actions to support the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the *United Nations Declaration on the Rights of Indigenous Peoples*.
49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*.

EQUITY FOR ABORIGINAL PEOPLE IN THE LEGAL SYSTEM

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

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

51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.
52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:
 - i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
 - ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

NATIONAL COUNCIL FOR RECONCILIATION

53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:
 - i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the Crown is maintained in the coming years.
 - ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.
 - iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.

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

54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.
55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:
 - i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
 - ii. Comparative funding for the education of First Nations children on and off reserves.
 - iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
 - iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
 - v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
 - vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.
 - vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual "State of Aboriginal Peoples" report, which would outline the government's plans for advancing the cause of reconciliation.

PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS

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

CHURCH APOLOGIES AND RECONCILIATION

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.
59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.
60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.
61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:
- i. Community-controlled healing and reconciliation projects.

- ii. Community-controlled culture- and language-revitalization projects.
- iii. Community-controlled education and relationship-building projects.
- iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

EDUCATION FOR RECONCILIATION

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.
64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on

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

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

YOUTH PROGRAMS

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

MUSEUMS AND ARCHIVES

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and to make recommendations.
68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.
69. We call upon Library and Archives Canada to:
 - i. Fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orontlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
 - ii. Ensure that its record holdings related to residential schools are accessible to the public.
 - iii. Commit more resources to its public education materials and programming on residential schools.
70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

- i. Determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orontlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
- ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

MISSING CHILDREN AND BURIAL INFORMATION

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.
72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.
73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.
74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.
75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of

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

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:
- i. The Aboriginal community most affected shall lead the development of such strategies.
 - ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.
 - iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

NATIONAL CENTRE FOR TRUTH AND RECONCILIATION

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.
78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.

COMMEMORATION

79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:
- i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.
 - ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.

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

80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.
81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.
82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.
83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

MEDIA AND RECONCILIATION

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:
- i. Increasing Aboriginal programming, including Aboriginal-language speakers.
 - ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
 - iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians,

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

85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:
 - i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
 - ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.
86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

SPORTS AND RECONCILIATION

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
 - i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse

cultures and traditional sporting activities of Aboriginal peoples.

- ii. An elite athlete development program for Aboriginal athletes.
 - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
 - iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

BUSINESS AND RECONCILIATION

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:
 - i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
 - ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
 - iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

NEWCOMERS TO CANADA

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

information about the Treaties and the history of residential schools.

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

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

Supplement to: EDUCATION POLICY & PLANNING COMMITTEE**Date:** January 8, 2019**Submitted by:** Maya Russell, Trustee**Item:** **Requiring Action** **Yes** ☒ **No** ☐ **For Information** ☐**Subject:** Special Education Review

Background:

School boards are responsible for ensuring that special education services and programs are delivered to all students who require them. Our programs and services are an integral part of the school system, and should be organized to ensure that services generally available to all students and their parents are also available to children with special needs, and that access will be as seamless as possible.

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

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

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

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

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

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

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

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

Recommendation:

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

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

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

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

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
OPERATIONS POLICY and PLANNING COMMITTEE**

**Tuesday, January 15, 2019, 7:30 PM
School Board Office
811 Ontario Street, New Westminister**

PRESENT	Anita Ansari, Vice Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Trustee Mark Gifford, Chair Mary Lalji, Trustee Maya Russell, Trustee	Karim Hachlaf, Superintendent Kim Morris, Secretary-Treasurer Maryam Naser, Associate Superintendent Caroline Manders, Recording Secretary Guests: Dave Crowe, Director of Capital Projects Grant Lachmuth, Black Wolf Consulting
REGRETS	Dino Stiglich, Director, Facilities & Operations	

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

1. Approval of Agenda

The meeting was called to order at 7:37pm

Remove Item #5b. Live-Streaming of Public Board Meetings

Moved and Seconded

THAT the agenda for the Open Operations Policy and Planning Committee meeting be adopted, as amended.

CARRIED UNANIMOUSLY

2. Comment & Question Period from Visitors

Moved and Seconded

THAT the Operations and Policy Committee open the floor to the audience for 10 minutes.

CARRIED UNANIMOUSLY

Christy Peterson, counselor working in New Westminister, addressed the Board. Fraser Health is currently restructuring and plans to remove an addictions counselor. Addiction problems are numerous across the Lower Mainland. Hope is to get support for addiction services for the students in New Westminister. Students tend not to reach out for help; help for students is largely outreach.

Position being eliminated has been in place for 18 years. The concern is that students will not be able to access much needed service.

A visitor spoke about their family experience with addiction. The services provided by the outreach worker is an invaluable service who supports those in need of help.

Brent Atkinson, former Trustee, addressed the Board, citing that the employee in question is an employee of Fraser Health, and asked that the District appeal to Fraser Health to maintain the service as well as approach the government regarding the funding required to retain the service.

Lisa Graham, former Trustee, spoke to the need for retaining services.

On behalf of the Board, Chair Gifford thanked the audience for sharing their stories, reiterated the importance of the counselor and advised the matter is currently in-camera matter and the Board would not provide comment today.

3. **Correspondence**

- a. Letter from Dana Cupples, PAC Treasurer, Richard McBride Elementary School re BC Area Standards - December 5, 2018

Moved

THAT the Operations Policy & Planning Committee recommend to the Board of Education of School District No.40 (New Westminster) that the Board compose a letter expressing support for the Parent Advocacy Network (PAN) initiative and send it to all the recipients of the original PAN correspondence.

NOT SECONDED

4. **Reports from Senior Management**

- a. Capital Projects Update

- i. New Westminster Secondary School

Dave Crowe, Director, Capital Projects, and Grant Lachmuth, Black Wolf Consulting, updated the Committee as follows:

- Project is on time and on budget with expenditures to date at \$23 million;
- Civil works such as electrical, water, sewer, have been installed noting the water line has been upgraded;
- Utility services changed over;
- No archeological/environmental issues to date;
- Footings nearly completed and backfill in progress;
- Structural steel is being erected;
- 100% Design Submission; and
- Additional traffic controllers added to work site.

- ii. Lord Tweedsmuir Elementary School

Director of Capital Projects Crowe provided an update including:

- Daycare, and staff washrooms complete;
- Elevator will be installed in February and will be operational by summer;
- Accessibility lift will be installed in April; and
- Project is on time and on budget.

Director of Capital Project Crowe and Consultant Lachmuth left the meeting at 8:17 pm.

- b. November 30, 2018 Financial Update

Secretary-Treasurer Morris reviewed the revenues and expenses as at November 30, 2018 highlighting that the District is in a good position for this point in the year. Morris also alerted the Committee to near budget or over budget relief costs that will require an increase for the amended budget.

c. Operations Update

Secretary-Treasurer Morris presented the Operations Update.

i. Statement of Financial Information Report

The 2017-2018 Statement of Financial Information (SOFI) Report was presented.

Visitor Kelly Slade-Kerr asked about a teacher who has \$11,580 in expenses, which is significantly higher than other teachers. Secretary-Treasurer Morris indicated that there are rigorous checks & balances in place regarding approval for expenses.

It was also highlighted the \$422,000 expense from Yellowridge Design Build Ltd. which was billed well after the project was completed. Morris advised there is ongoing discussion with Yellowridge; the District is not out-of-pocket in this case - the money is being kept in reserve as part of a deficiency holdback.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No.40 (New Westminster) that it acknowledge receipt of the Statement of Financial Information Report for information.

CARRIED UNANIMOUSLY

d. Trustee Remuneration

Secretary-Treasurer Morris reviewed the backgrounder.

It was expressed by a Trustee that they would not support the adjustment as outlined.

Secretary-Treasurer indicated that Trustees cannot change the language in the *School Act* but could make a motion to waive Board Policy 7, Par.10.1.2.

Trustees debated the challenges and merits of increasing pay for Trustees.

Trustee Gifford indicated that the previous Board reviewed Trustee Remuneration extensively and passed policy to adjust the remuneration according to CPI to avoid just such debate.

Visitor Kelly Slade-Kerr also indicated her support for the modest increase.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to not support Policy 7, 10.1.2 to adjust on an annual basis based on the most recent five-year rolling average of Vancouver's Consumer Price Index, effective January 1st each year.

MOTION DEFEATED

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to support a one-time increase from pre-tax to post-tax implementation to be effective January 1st, 2019.

MOTION DEFEATED

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to direct staff to find out how other Districts address the tax impact and report back at the February 12, 2019 Operations meeting.

**CARRIED
1 Opposed**

5. General Announcements

Superintendent Hachlaf advised the Committee that the ThoughtExchange process has completed and thanked Caley Dobie, reporter from The Record, for her support and promotion within the community.

6. Old Business

a. 2019-2020 Budget

i. Ministry & Board Goals

Superintendent Hachlaf presented the Ministry's principles of Continuous improvement for student success and the Board's mission, vision and values.

ii. Broad Category Review

Secretary-Treasurer Morris reviewed the broad budget categories including revenue and expenses, and operating, special purpose and capital funds.

b. Queensborough Traffic Safety

Secretary-Treasurer Morris reported that Roma Hall will be able to provide 11 parking spaces to the District at a cost of \$660 per month.

Discussion included Roma Hall as a short-term solution, as well as the merits of a capital project or walking or other campaign for traffic calming and reduction, as long-term solutions.

Moved

THAT the Operations Policy and 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 pick-up and drop-off solution for Queen Elizabeth Elementary School;

AND FURTHER

That Staff, in consultation with an advisory committee, which also includes PAC Chairs from Queen Elizabeth Elementary and Queensborough Middle Schools, be directed to pursue all options 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.

MOTION NOT SECONDED

Moved and Seconded

THAT the Operations Policy and 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 pick-up and drop-off solution for Queen Elizabeth Elementary School.

CARRIED UNANIMOUSLY

Moved

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

MOTION WITHDRAWN

By consensus, staff will researching walking and other strategies for traffic calming and reduction, as well as working with Principal to work with Parent Advisory Council.

c. Expanding Child Care Proposal

Secretary-Treasurer Morris provided a review of the meetings and timeline since October 30, 2018 relative to the Board's motion to add 100 child care spaces in New Westminster.

Ministry of Child and Family Development has a 'new spaces fund', which could \$500,000 and \$1,000,000 grants.

The City of New Westminster's priority for child care is in the Queensborough area.

Staff advised that the City may support the District with the child care initiative at Richard McBride Elementary School by way of funding in addition to the new spaces funding.

Moved

AMENDED MOTION

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to direct staff to pursue the addition of child care spaces by applying for Ministry of Children and Families New Spaces funding as presented, and by pursuing partnership with the City of New Westminster for Richard McBride Elementary School, as presented;

AND FURTHER

Be it therefore resolved that the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to direct staff to work with all relevant Ministry partners and the City of New Westminster, to achieve an alternative, more appropriate solution to establish more permanent child care spaces in Queensborough that do not take away outdoor play space and report an update at the March 5, 2019 Combined Education and Operations Policy and Planning Committee meeting. The addition of child care spaces to be at no cost to the Board.

MOTION NOT SECONDED

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No.40 (New Westminster) to direct staff to pursue the addition of child care spaces by applying the Ministry of Children and Families new spaces funding as presented; and by pursuing partnership with the City of New Westminster for McBride Elementary School, as presented;

AND FURTHER

The addition of child care spaces as presented, be at no cost to the Board.

CARRIED UNANIMOUSLY

7. New Business

a. Audit Committee

Secretary-Treasurer Morris advised the Committee of the need to, as per Board Policy 8: Board Committees, Section 11.3.2, secure the additional independent non-voting lay expert for the Audit Committee as set out in the Operations Policy & Planning Committee terms of reference.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to approve the revised language relative to the Audit Committee in Board Policy 8: Board Committees.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Operations Policy and 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.

CARRIED UNANIMOUSLY

8. Adjournment

The meeting adjourned at 10:30 pm.



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

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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

Page 6

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

Page 7

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

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

Page 2

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

Page 3

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>

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)

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.

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”.

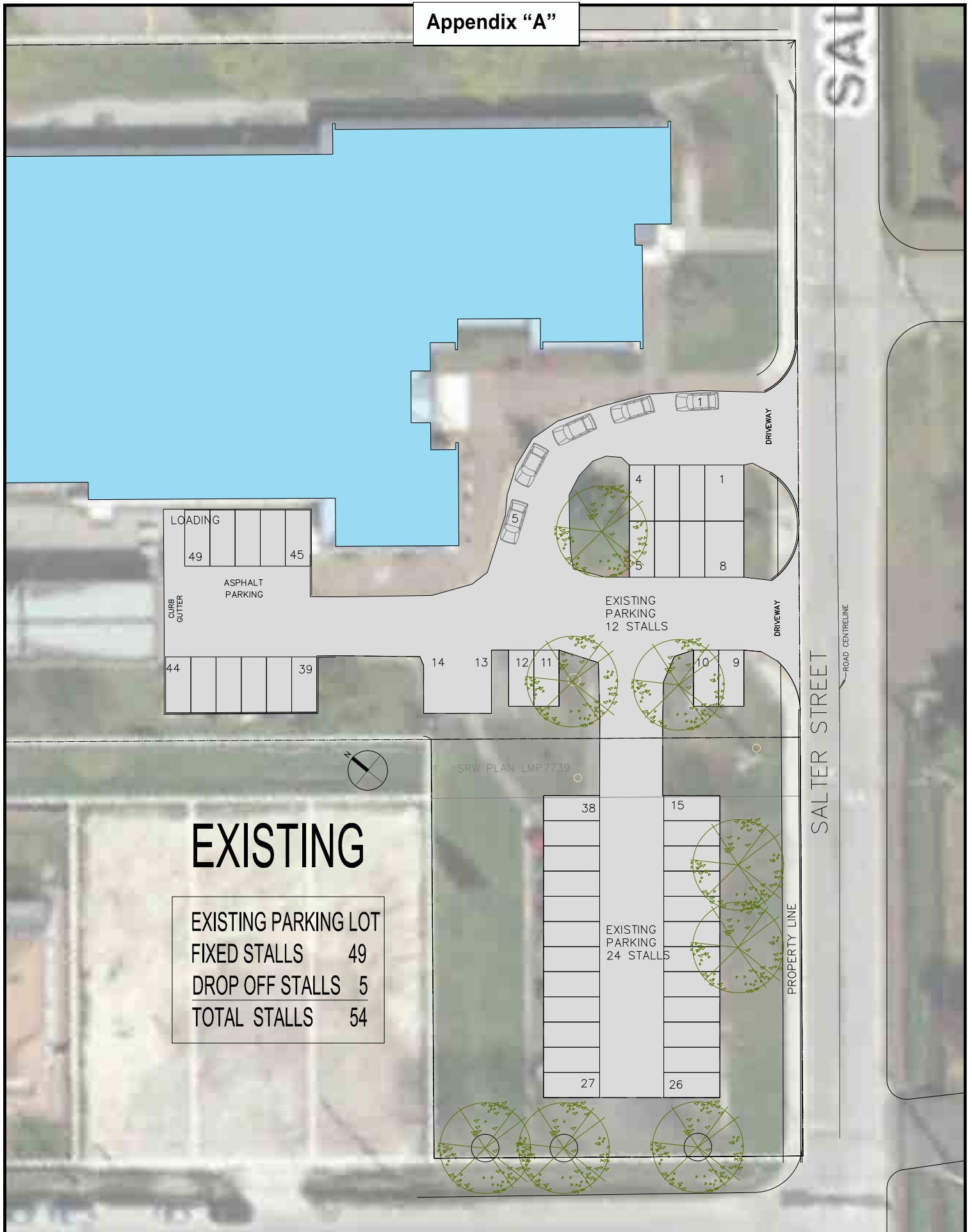
If agreed, and parking can be accessed at the hall, users can utilize the existing walkway on City property to access the Queen Elizabeth School site (**Appendix “F”**).

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;

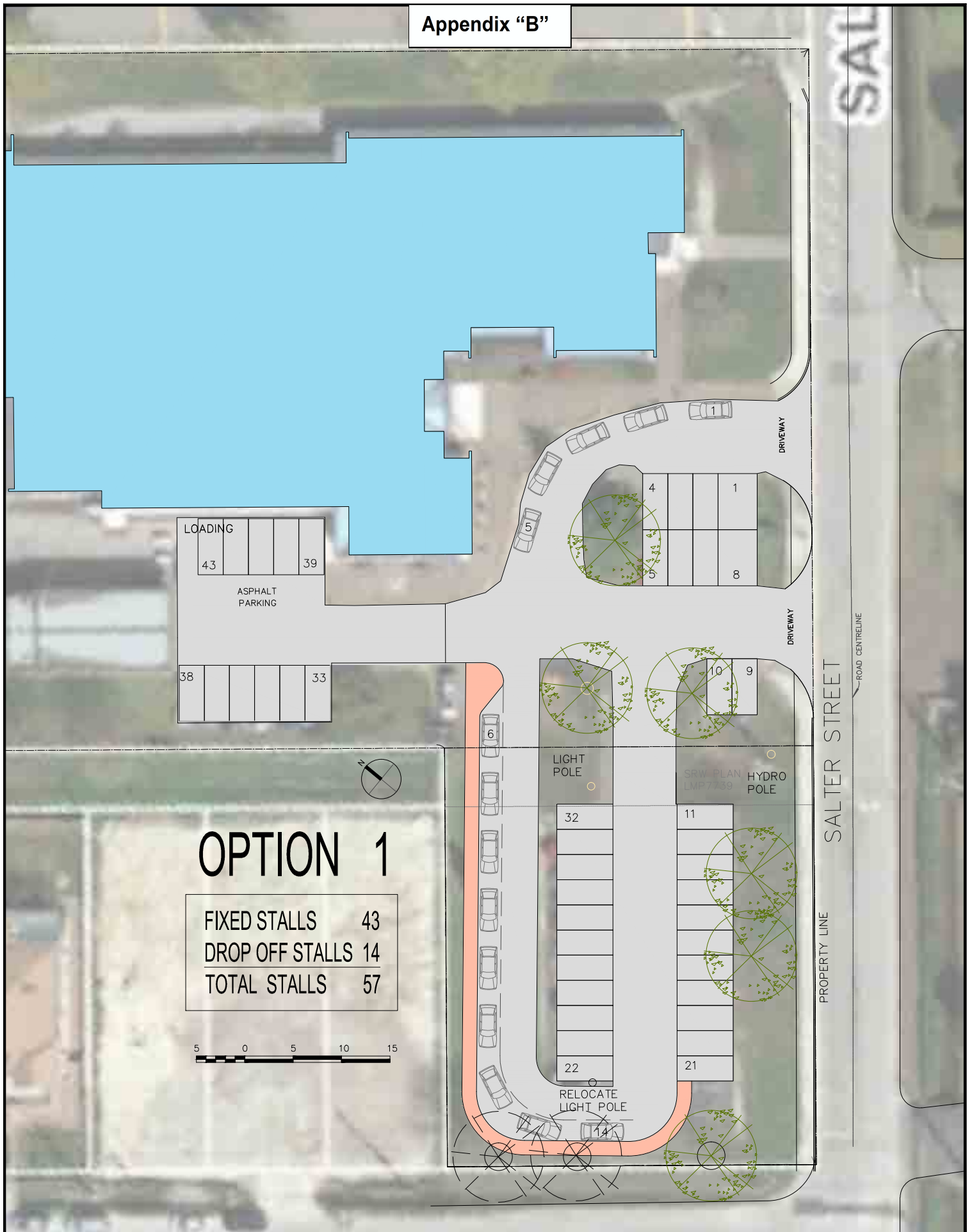
AND FURTHER

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

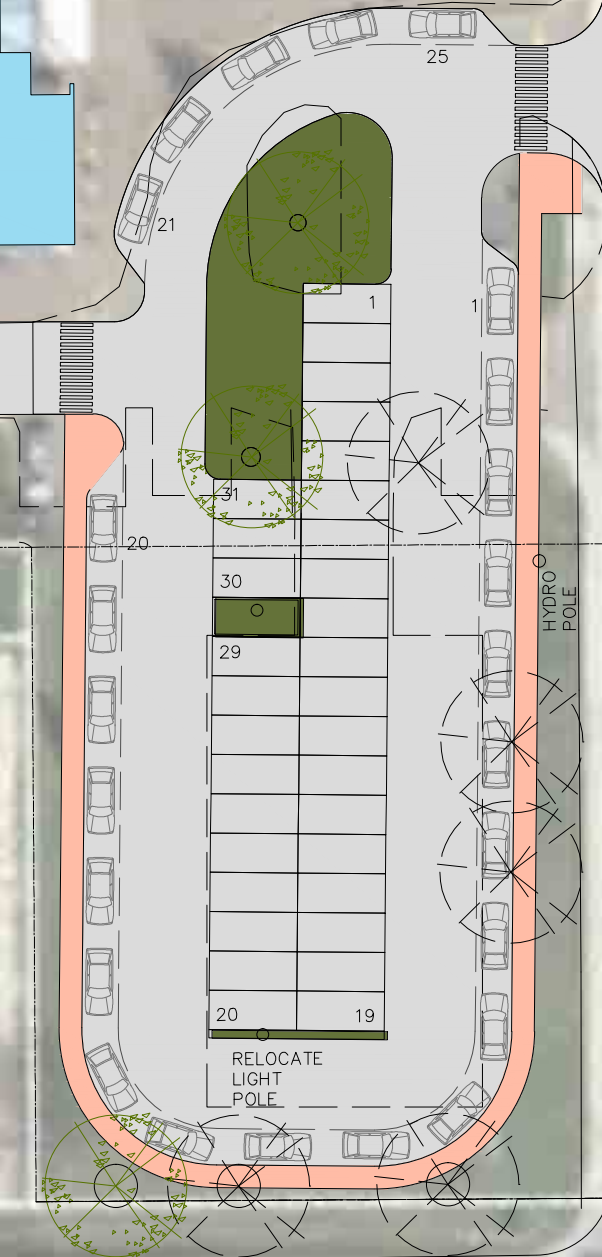
EXISTING PARKING LOT	
FIXED STALLS	49
DROP OFF STALLS	5
TOTAL STALLS	54

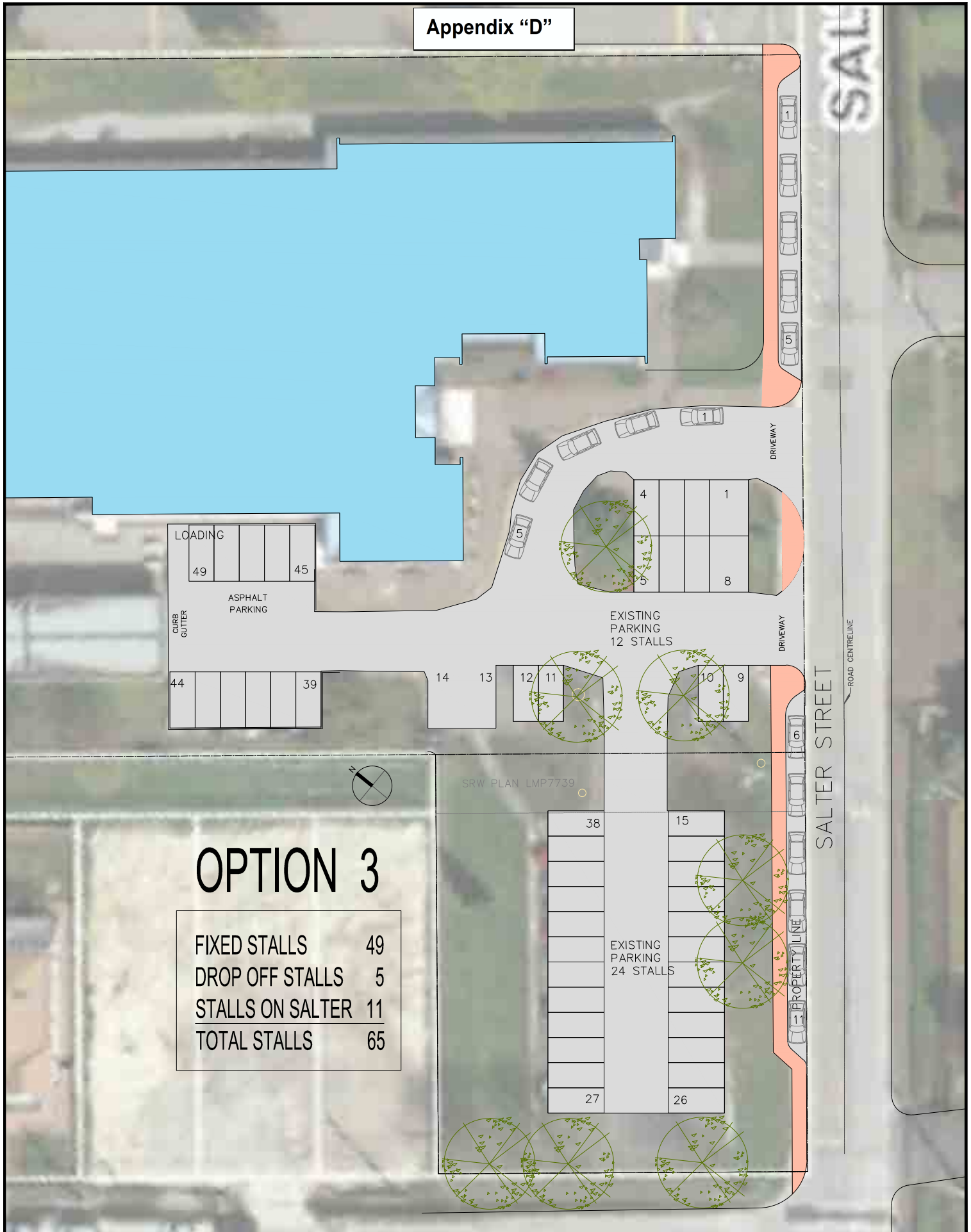




OPTION 2

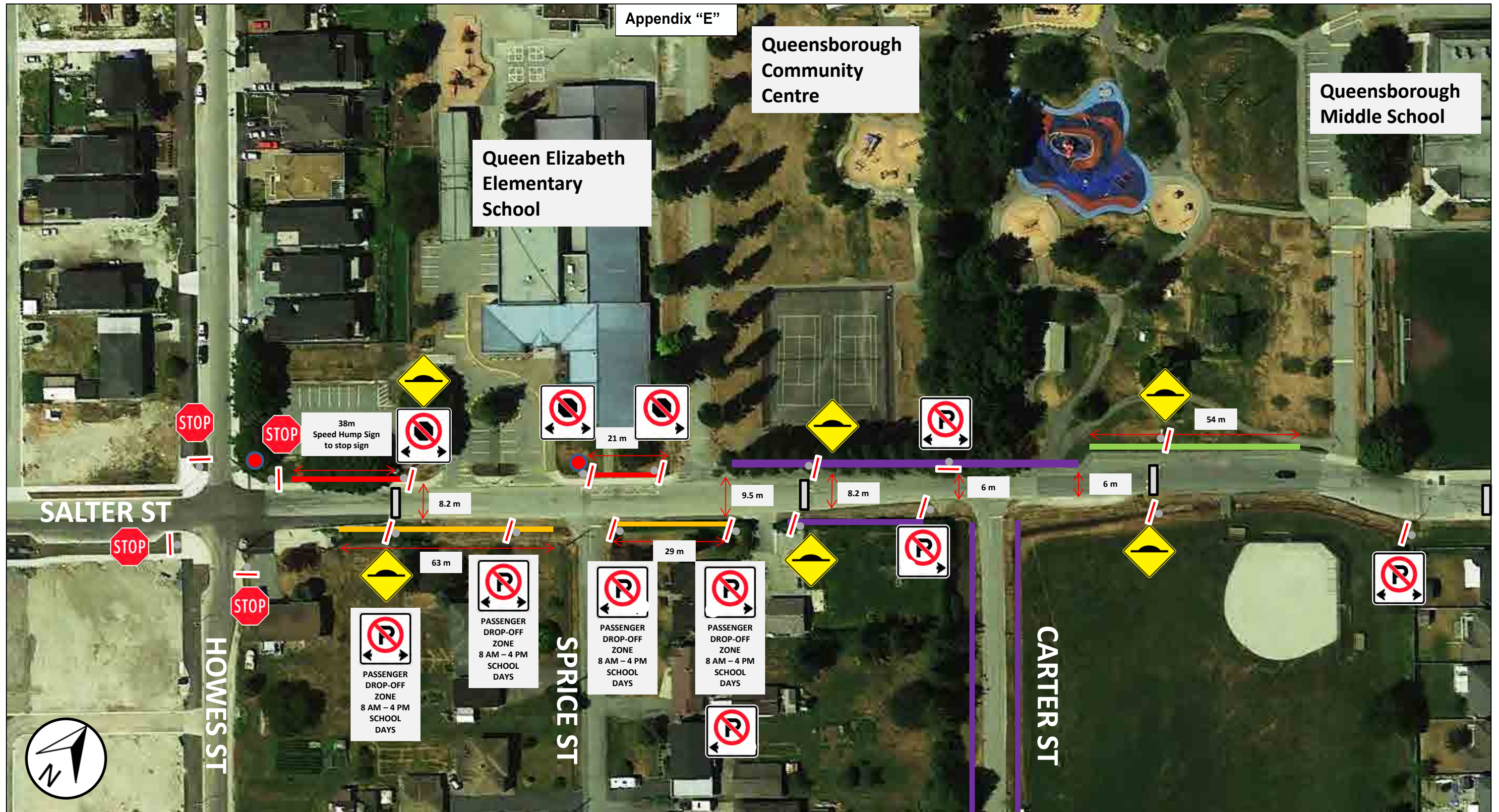
FIXED STALLS	40
DROP OFF STALLS	25
TOTAL STALLS	65





OPTION 3

FIXED STALLS	49
DROP OFF STALLS	5
STALLS ON SALTER	11
TOTAL STALLS	65

Queensborough
Community
CentreQueensborough
Middle SchoolQueen Elizabeth
Elementary
School

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:

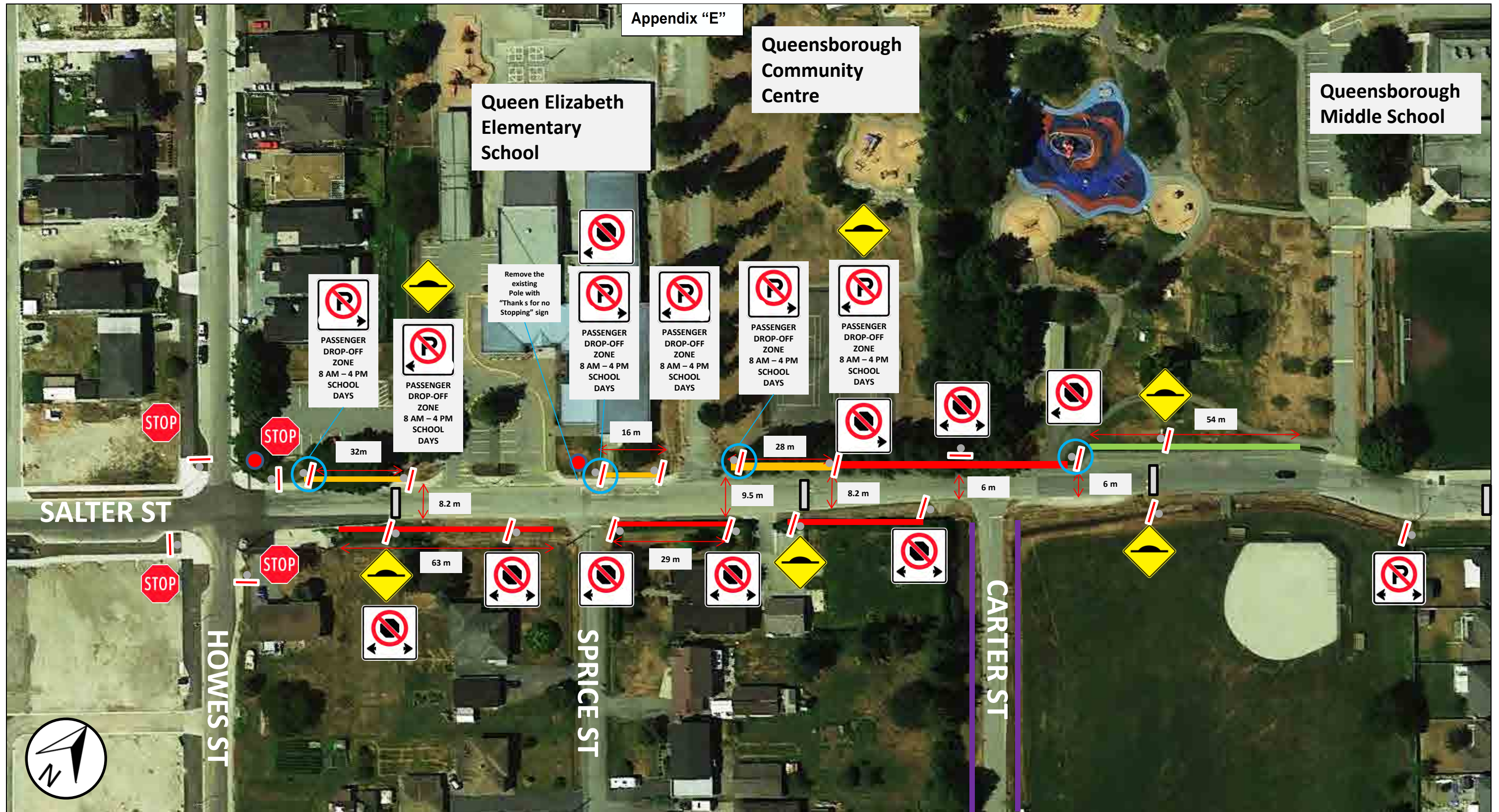
- Designated Drop-off and Pick Up spots: 15
- Parking Spots on Salter in study area: 14

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

Queensborough
Community
Centre

Queensborough
Middle School

Queen Elizabeth
Elementary
School



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

Appendix "F"



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)

B.C. Graduation Program Implementation Guide

Grades 10 to 12

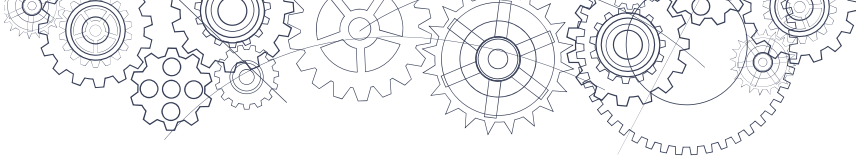
Effective July 2019



BRITISH
COLUMBIA

Ministry of
Education

December 2018



MESSAGE FROM THE MINISTER

British Columbia's (B.C.) education system is consistently one of the best in the world and has been recognized internationally for its excellence. Student success is our number-one goal, and we're achieving it by supporting strong leadership and quality teaching in schools, keeping our standards high, and monitoring our progress and achievement so we can make continuous improvements. We are driving student success forward by introducing a new curriculum with our B.C. Graduation Program that will equip Grade 10-12 students with the skills they need to adapt and thrive well into the future.

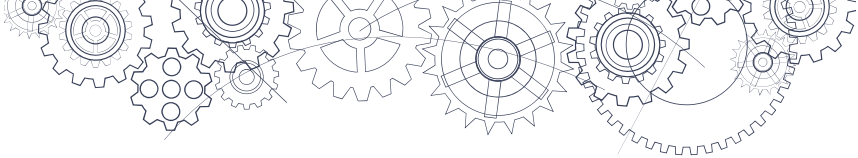
The world is changing rapidly and radically. Today's students will likely experience multiple careers before they retire, in workplaces and industries that are vastly different from the ones we know now. For these students to be successful, we need to teach them to never stop learning, to embrace technology, and to develop skills that are valuable to every career – communication, collaboration, and critical thinking.

The ministry has worked with educators, school districts, post-secondary institutions, and employers from various industries to update B.C.'s Graduation Program to ensure our students have the best possible chance for future success. We've heard what they want from B.C.'s graduates, and this program will help students develop their full potential and meet those expectations.

This Graduation Program will support students through their final years of high school. Through a strong curriculum, students will be proficient in foundational skills like reading, writing, and math, while also developing a range of other skills that employers and post-secondary institutions are looking for – creative and analytical skills, entrepreneurial skills, leadership skills, social and personal awareness skills, and digital and technical skills. The learning standards and assessments will remain rigorous, while also supporting student choice.

All these elements in the B.C. Graduation Program and Grade 10-12 curriculum are supporting our mandate of ensuring students become educated citizens. They'll learn to look at the world in different ways to understand varying worldviews, including Indigenous perspectives. They'll also be encouraged to take ownership of their health, learning, and personal growth, so they can participate and contribute to a healthy society and sustainable economy.

This is an exciting time to be a student in B.C. Under the guidance of this program and their dedicated teachers and school leaders, all students will have the opportunity to explore where they want to go in life and build bright futures for themselves. I wish all students the best on their journey through their graduation years and beyond.



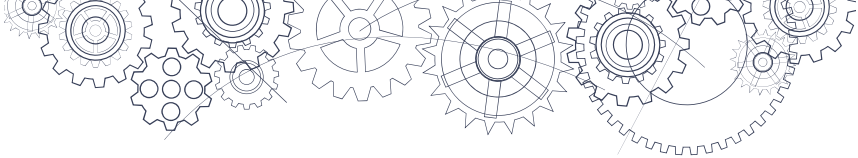
AT A GLANCE

What Has Changed

1. **Curriculum** – more learner-focused and flexible, with a focus on Big Ideas, Core Competencies, and Learning Standards; and Indigenous knowledges and perspectives thrive in the curriculum.
2. **New course structures** (see summary in following pages):
 - i. 8-credits of Career Education with flexible delivery options and a Capstone.
 - ii. Courses designed to easily allow different teaching methods and be accessible to all students.
 - iii. Health Education combined with Physical Education.
3. **Three new Provincial Graduation Assessments** – two Literacy Assessments and one Numeracy Assessment aligned with the curriculum.
4. **Board/Authority Authorized (BAA) Guidelines** updated to align with the curriculum.

What Is Staying the Same

1. High curricular standards focused on foundational skills (reading, writing, math).
2. 80 credits required to graduate (52 required credits and 28 elective credits) representing a breadth of subject areas.
3. Letter grades and percentages appear on formal reports and transcripts for all courses taken.
4. No changes to independent directed studies, external credentials, course challenges, dual credit courses, equivalency credits or scholarships.



Curriculum Structure

1

Focus on learner-centred and flexible learning.

Personalized options enable students to participate in choosing course content. An inquiry-based, hands-on approach encourages students to take more personal responsibility for learning.

Teachers have greater flexibility in creating learning environments that are relevant, engaging, and novel, promoting local contexts and place-based learning.

This document serves as a summary guide to assist students, parents, teachers, and administrators with the implementation of the new B.C. Graduation Program.

See the [B.C. Graduation Program Policy Guide](#) for more details.

2

Curriculum structure has common components, regardless of subject. These components work together to support deep learning.

- **Core Competencies** (what students will be able to demonstrate) – intellectual, personal, and social proficiencies demonstrated across curricular areas.
- **Big Ideas** (what students will understand) – generalizations, principles, key concepts.
- **Learning Standards – Curricular Competencies** (what students will be able to demonstrate) – skills, strategies, processes demonstrated within a curricular area.
- **Learning Standards – Content** (what students will know) – essential topics and knowledge.

3

Provide learners with a strong foundation of Core Competencies, competencies that are driven by global and technological changes. These competencies encompass the intellectual, personal and social skills students need to develop for success in life beyond school and to become educated citizens.

Core Competencies are embedded within the learning standards of the curriculum. They come into play when students are engaged in “doing” in any area of learning. Together, the literacy and numeracy foundations and core competencies contribute to the development of educated citizens. The Core Competencies are:

- **Communication** – the set of abilities that students use to impart and exchange information, experiences, and ideas to explore the world around them, and to understand and effectively engage in the use of digital media.
- **Thinking** – the knowledge, skills, and processes we associate with intellectual development.
- **Personal and Social** – the set of abilities that relate to students’ identity in the world, both as individuals and as members of their community and society.

4

Courses are not designed to stream students into easier or difficult pathways. All courses allow for different teaching methods and all students are able to access any course.

5

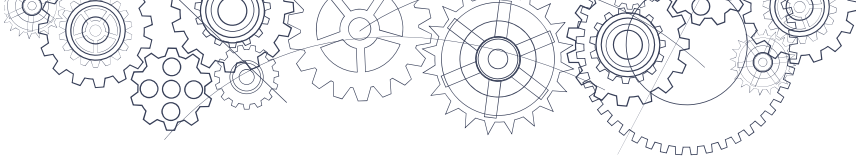
Indigenous worldviews, perspectives, and content thrive in all curriculum (K-12).

For example, place-based learning and emphasis on Indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.

6

Literacy and numeracy skills are developed through applications in all curricular areas.

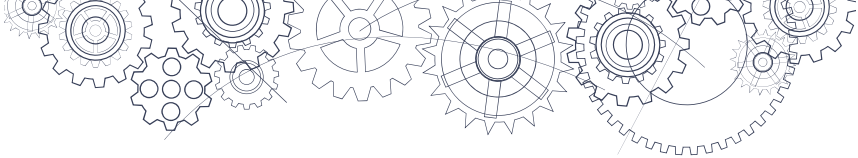
A sustained focus is on reading, writing, and math as the core skills necessary for all students, including applications in the graduation years.

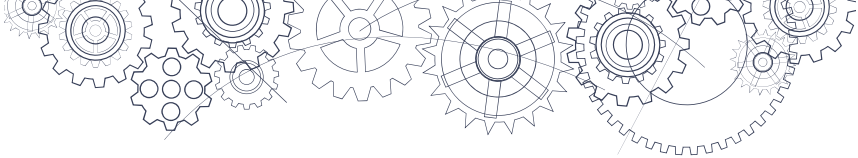


Course Structures

7 Expanded course options in **each subject area**. The course options reflect a broad diversity and respond to emerging trends and student preference.

- a) **English Language Arts and English First Peoples:** Require 12 credits (4 credits in each grade) for graduation. Choices available for students: 9 courses for Grade 10; 8 courses for Grade 11; 7 courses for Grade 12. English Studies 12 or English First Peoples 12 is required by all students for graduation. More flexibility and choice options are available for students in English Language Arts 10, which can be taken as two 2-credit courses.
- b) **Français langue première:** Require 12 credits of Français langue première for graduation. Choices available for students: 3 courses for Grade 10; 3 courses for Grade 11; 1 course for Grade 12. More flexibility and choice options are available for students in Français langue première 10 and 11 courses.
Français langue seconde-immersion: Require 12 credits of Français langue seconde-immersion. Choices available for students: 1 course for Grade 10; 4 courses for Grade 11; 5 courses for Grade 12, including 1 required course and 4 optional courses taken as 4-credit courses.
- c) **Mathematics:** Require 8 credits for graduation during Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). Additional choice options are available for students in Grades 10-12 such as Geometry 12, History of Math 11, and Computer Science 12.
- d) **Science:** Require 8 credits for graduation during Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). Additional choice options are available for students in Grades 11 and 12, such as Specialized Science 12, Science for Citizens 11, and Environmental Science 11 and 12.
- e) **Social Studies:** Require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). Additional choice options are available for students in Grades 11 and 12, such as Explorations in Social Studies 11, Genocide Studies 12, Asian Studies 12, and Contemporary Indigenous Studies 12. The additional choice options provide greater flexibility when selecting social studies courses for credit toward graduation.
- f) **Second Languages:** 9 second languages aligned with curriculum model: American Sign Language, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. An updated template is being developed for additional locally developed international languages curriculum.
Indigenous Languages: An updated template being developed for Indigenous languages.
- g) **Arts Education:** Require 4 credits for graduation in either Arts Education or Applied Design, Skills, and Technologies, or a combination of both; available as 2- or 4-credit courses in Grade 10, and as 4-credit courses in Grades 11 and 12, depending on school. Additional choice options are available for students in Dance, Drama, Music and Visual Arts in Grades 10-12.

- 
- h) **Applied Design, Skills, and Technologies:** Require 4 credits for graduation in either Applied Design, Skills, and Technologies or Arts Education, or a combination of both; available as 2- or 4-credit courses in Grade 10, and as 4-credit courses in Grades 11 and 12, depending on school. Additional choice options are available for students in Media Design, Business Education, Home Economics, Culinary Arts, Technology Education, and Information and Communications Technology in Grades 10-12.
- i) **Career-Life Education:** 8 credits of Career Education required for graduation as two courses – Career-Life Education (CLE) and Career-Life Connections (CLC):
- CLE and CLC do not have a designated grade level, allowing flexible delivery.
 - Courses can be taken as a single 4-credit course, or as two 2-credit courses.
 - A final grade will be provided for CLC (compared to “Requirements Met” used in Graduation Transitions).
 - 30 hours of work experience or career-life explorations included as a component of CLC.
 - A Capstone is included as a component of CLC.
- j) **Work Experience and Apprenticeship Training:** Students are able to earn credits toward graduation for work-based hours in a real-world setting, including where students paid and unpaid work employment aligns with their career/educational path. Program guides are being updated to align with curriculum, including updated learning standards and greater flexibility.
- k) **Physical and Health Education:** Health Education is combined with Physical Education. Additional choice options are available for students in Grades 11 and 12. Daily Physical Activity is embedded within the curriculum and is no longer a stand-alone graduation requirement.



Assessment

Three new Provincial Graduation Assessments are being introduced to align with the new curriculum. The assessments provide system-level information (schools, districts, and Province) about student performance in literacy and numeracy and communicate feedback to students on their proficiency in numeracy and literacy.

All courses are fully assessed in the classroom, at the discretion of teachers, with a focus on formative assessment.

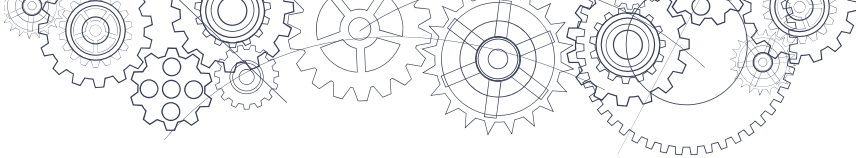
8 **Provincial Graduation Assessments**

- Three Provincial Graduation Assessments, aligned with the curriculum, in literacy and numeracy are required for graduation.
- The Graduation Numeracy Assessment was implemented in January 2018. The Grade 10 Graduation Literacy Assessment will be introduced in 2019/20 and the Grade 12 Graduation Literacy Assessment will be introduced in 2020/21.
- The following policies are associated with the new assessments:
 - Required for graduation.
 - Stand-alone assessments (not tied to a specific course).
 - Students are expected to take the Graduation Numeracy Assessment in their Grade 10 year.
 - Students are expected to take a Graduation Literacy Assessment in their Grade 10 and in their Grade 12 year.
 - Students must complete each assessment for graduation. There will be an opportunity for students to re-write the assessments to improve their achievement level.
 - Scored on a proficiency scale.
 - The student's best outcome for each of the Provincial Graduation Assessments will be recorded on their final transcript.

Student Progress Reporting

- ### 9
- No planned changes to the Grades 10-12 reporting policy for 2018/19 or 2019/20.
 - Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
 - Graduation Numeracy and Literacy Assessments are reported using a proficiency scale.

The 2019/20 Handbook of Procedures is being revised to reflect the procedures associated with the updated policies of the B.C. Graduation Program. The revised handbook will be released in August 2019.



Graduation Requirements

10

- All students required to obtain at least 80 credits total (52 required credits + 28 elective credits).
- Three mandatory stand-alone provincial assessments: numeracy in Grade 10 and literacy in Grades 10 and 12.
- 8 credits of career education across two courses required for graduation.
- No changes to graduation scholarships.
- No changes to independent directed studies, external credentials, course challenges, dual-credit courses, or equivalency credits.
- BAA courses must now be reviewed periodically and revised according to the new BAA guidelines: July 1, 2018 (Grade 10) and July 1, 2019 (Grades 11 and 12).
- Requirements to graduate with a Dual Dogwood for Francophone and French Immersion students remain the same.

Implementation Schedule

	2018/19	2019/20	2020/21
* Students graduating after June 30, 2018, are on the new B.C. Graduation Program.			
Provincial 10-12 Curriculum	Grade 10 provincial curriculum implemented (July 2018) Grade 11/12 provincial curriculum trial (July 2018)	Grade 11/12 provincial curriculum implemented (July 2019)	Full implementation continues (ongoing regular enhancements)
Changes to Provincial Course Structures	Discontinuation of Planning 10 (June 2018) Introduction of Career-Life Education (July 2018)	Discontinuation of Graduation Transitions (June 2019) Introduction of Career-Life Connections (includes Capstone) (July 2019) Career-Life Connections will be graded upon completion (alignment with Student Progress Report Order) (July 2019)	
	Discontinuation of Daily Physical Activity (DPA) requirement for Grade 10 (July 2018) DPA included as part of new Physical and Health Education curriculum for Grades K-10	Discontinuation of DPA requirement for Grade 11/12 (July 2019). No longer a separate requirement within Graduation Transitions (as Graduation Transitions is discontinued) (June 2019)	
	All Social Studies 11 and 12 courses meet requirements for graduation (July 2018)		
Changes to Additional Credit Options	All BAA Grade 10 courses to be aligned with provincial curriculum structure (July 2018)	All BAA Grade 11/12 courses to be aligned with provincial curriculum structure (July 2019)	Incremental enhancements to policies associated with external credentials, dual credit, equivalency, challenge, independent directed studies with the lens of further transformation of the Graduation Program (June 2021)
Provincial Assessments	Full Numeracy Assessment implementation continues Numeracy Assessment – November 2018, January 2019 and June 2019	Full Numeracy Assessment implementation continues	Full Numeracy Assessment implementation continues
		Literacy Assessment is a requirement in Grade 10 for graduation beginning 2019/20	Literacy Assessment 10 implementation continues. Literacy Assessment 12 is a requirement in Grade 12 for graduation beginning 2020/21 Continuous improvement to align BC's assessment program with global competencies

	2018/19	2019/20	2020/21
Student Progress Reporting			<i>Possible new 10-12 reporting policy implemented</i>
Scholarships and Transcripts	Scale used to report results on the student transcript for the Numeracy Assessment .	Scale used to report results on the student transcript for the Numeracy Assessment and the Literacy Assessments (June 2020) Possible changes to align Scholarship Program with new provincial assessments (June 2019)	

Implementation for Students During Transition

Provincial Graduation Assessments

If I'm currently in Grade 9...

- In 2018/19 (Grade 9) – No provincial assessment
- In 2019/20 (Grade 10) – Grade 10 Graduation Numeracy Assessment and Grade 10 Graduation Literacy Assessment
- In 2020/21 (Grade 11) – No provincial assessment
- In 2021/22 (Grade 12) – Grade 12 Graduation Literacy Assessment

If I'm currently in Grade 10...

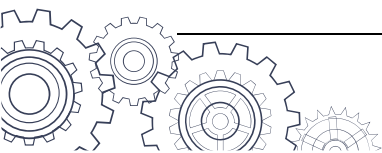
- In 2018/19 (Grade 10) – Grade 10 Graduation Numeracy Assessment
- In 2019/20 (Grade 11) – Grade 10 Graduation Numeracy Assessment (if not already written)
- In 2020/21 (Grade 12) – Grade 12 Graduation Literacy Assessment

If I'm currently in Grade 11...

- In 2018/19 (Grade 11) – Grade 10 Graduation Numeracy Assessment (if not already written)
- In 2019/20 (Grade 12) – Grade 10 Graduation Numeracy Assessment (if not already written)

If I'm currently in Grade 12...

- In 2018/19 (Grade 12) – Language Arts 12 provincial exam
- In 2018/19 (Grade 12) – Grade 10 Graduation Numeracy Assessment (if not already written and if Math 10 provincial exam not written)



Career Life Education

For the 2018/19 school year, the following career education courses will be used in all BC schools:

- Career Life Education
- Graduation Transitions

For the 2019/20 school year and beyond, the following career education courses will be used in all BC schools:

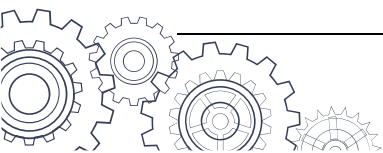
- Career Life Education
- Career Life Connections

Students on the B.C. Graduation Program will be able to meet the career education graduation requirement with any of the following combinations:

- Planning 10/Graduation Transitions
- Planning 10/Career Life Connections
- Career Life Education/Graduation Transitions
- Career Life Education/Career Life Connections

We welcome your feedback!

Email your questions
and comments to
curriculum@gov.bc.ca





Improving Equity and Accountability

Report of
the Funding
Model Review
Panel

2018

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Message from the Independent Funding Model Review Panel

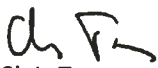
In February 2018, the Honourable Rob Fleming, Minister of Education, appointed a seven-member Independent Funding Model Review Panel (the Panel) to review and provide recommendations to the way funding is allocated in the K-12 public education sector in British Columbia (BC). The last major changes to the allocation mechanism were undertaken in 2002. Our review and recommendations were informed by feedback received during one-on-one meetings with sector partners and stakeholders, regional meetings with or written submissions from all 60 school district leadership teams, and over 100 written submissions from a range of other stakeholder and partner organizations. We also considered a range of domestic and international research on education funding models throughout this process.

It has been a privilege for us to lead the important task of reviewing and making recommendations on the future of allocating funding in BC's K-12 public education sector. A wide range of perspectives were shared by school districts, First Nations, partner groups, K-12 public education stakeholder organizations, as well as community organizations, individual parents and parent groups. From this feedback it became clear that this review was overdue - the next review should not wait another 15 years.

Our approach to this work was aspirational: to ensure equity of educational opportunity for every student in BC so that they can achieve their potential, and to make recommendations in support of this goal. However, through this process we came to the realization that achieving perfect educational equity in a province as diverse as BC is not feasible. This was underscored by the general lack of consensus amongst those who provided input during the engagement process on the main issues that need to be solved and how best to solve them. Our role as a panel was to consider everything we heard, explore research and practices from across Canada and abroad, and make recommendations to the Minister of Education on how to equitably distribute available resources in the best interest of students.

We were supported throughout this review process by Ministry of Education staff and would like to recognize their contribution to this work. We would also like to thank all of those who participated in the process, whether through in-person meetings, conference calls or written submissions. Our task was made easier through your engagement and the knowledge and experience you shared.

Sincerely,



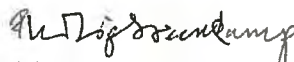
Chris Trumpy
Chair



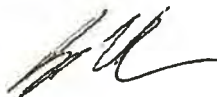
Kelly Pollack
Partner, Human Capital Strategies



Flavia Coughlan
Secretary Treasurer, Maple Ridge-Pitt Meadows, SD42



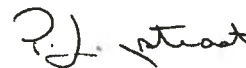
Philip Steenkamp
Vice-President, External Relations, UBC



Angus Wilson
Superintendent, Mission, SD75



Lynda Minnabarriet
Secretary Treasurer, Gold Trail, SD74



Piet Langstraat
Superintendent, Greater Victoria, SD61

Executive Summary

British Columbia's (BC) K-12 public education system is highly ranked compared to other jurisdictions around the world. The education system continues to evolve, with a redesigned provincial curriculum and graduation program for K-12 public education being implemented, yet the manner in which funding is allocated to school districts has not changed since 2002.

While the current system meets the needs of the vast majority of students, there are a number of student populations, such as children in care, Indigenous learners, and other students with unique learning needs, whose educational needs should be better served. The intent of the accompanying recommendations for the Minister of Education is to provide a framework for achieving even better results for all students in BC, particularly those who are vulnerable or who have lower achievement results.

The funding formula and allocation methodology has become increasingly complex over the years with many stakeholders expressing the view that the system is not funded adequately. This has meant that much of the focus has been on the adequacy of funding rather than student achievement.

The BC K-12 public education funding formula last underwent substantial revision in 2002. Since then, many other jurisdictions in Canada have made changes to their funding models to reflect new priorities, best practices, improved data, evolving curricula, and service challenges.

Prior to 2002 the allocation of funding for K-12 public education in BC was primarily cost-based. Over time, concerns have grown about increasing service inequities between school districts, the degree of administration required to maintain such a complex model, and the lack of incentives to be efficient.

The formula was changed in 2002 when funding started to be allocated based primarily on full time equivalent (FTE) student enrolment. This model was implemented at a time when student enrolment decline was projected to be the norm for most school districts due to demographic shifts and a lower birth rate in BC. This contrasts to 2018, when student enrolment is increasing in the majority of school districts.

Since 2002, there have only been minor adjustments implemented to alleviate the pressures experienced by school districts in some areas. This includes one-time funding announcements and new program add-ons in recent years, such as the Classroom Enhancement Fund and the Rural Education Enhancement Fund. Such adjustments have exacerbated funding differences between school districts. This has not only led to service inequities to students but also concerns about the predictability of annual funding for school districts.

The Panel's review process included meetings with all 60 school districts and key system stakeholders, as well as reviewing over 100 written submissions. The Panel also reviewed funding allocation models in other jurisdictions, both within and outside of Canada.

The most significant issues identified by participants during the course of the Panel's review included:

- Funding level, assessment approach and administration related to students with special needs;
- Different cost pressures facing urban, rural and remote school districts;
- The need to continue to support Indigenous students;
- Funding implications of the redesigned provincial curriculum and graduation program;
- Managing funding uncertainty; and
- The need of school districts to maintain the flexibility to address local priorities.

The Panel addresses these issues in its 22 recommendations for the Minister of Education that are intended to improve the K-12 public education system for students. These recommendations will require changes by government, Boards of Education and school district staff.

The Panel noted that while there is a well-established and mature financial reporting framework in the sector, there is no unified structure for establishing, tracking, and reporting out on educational goals and outcomes. The accountability for educational outcomes in the K-12 public education system is not clear to the public or stakeholders, and is not reported in a clear and transparent manner. The Panel addresses this issue, as well as several issues related to improving financial management, in this report.

Overall, the 22 recommendations support more equitable access to educational services for all students, strengthen accountability for educational and financial management outcomes, and address some of the systemic issues the Panel identified during the course of the review. Several of the recommendations go beyond the mandate provided by the Minister of Education, but the Panel felt strongly that there are a number of changes required to the management of the K-12 public education system that complement and support the recommended changes to the current funding model. It should be noted that the Ministry will need to complete comprehensive modelling of allocations based on these recommendations (including impacts at the school district level) and develop transitional materials before the new funding model is implemented.

The K-12 public education sector is the foundation of our future. Curious, passionate learners who value diversity and become productive members of society are the graduates British Columbia needs. All British Columbians benefit from a great education system and education funding allocation should support this aspirational goal.

Recommendations



THEME 1: EQUITY OF EDUCATIONAL OPPORTUNITY

This was the overarching aspiration of the Panel - to allocate funding in order to support improved student outcomes by providing equity of educational opportunities to every student in BC.

RECOMMENDATION 1

The Ministry should allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount. The Panel has identified the following specific needs that should be funded first:

- Targeted funding for Indigenous students;
- Unique school district characteristics as defined in Recommendations 4 and 5; and
- Inclusive education as defined in Recommendation 6.

RECOMMENDATION 2

The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.

RECOMMENDATION 3

The Ministry should work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learners, particularly determining whether changes are needed to the policies that govern the use of the Indigenous student targeted funding envelope.

RECOMMENDATION 4

The Ministry should consolidate and simplify existing geographic funding supplements, the Supplement for Salary Differential, and relevant special grants outside the block into a single supplement, with two components:

COMPONENT 1 – ‘Unique School District’ characteristics should reflect some of the operational challenges of school districts compared to the norm by considering:

- The enrolment of a school district compared to the provincial median school district enrolment;
- The distance from communities containing schools to geographic centres containing basic services;
- The climate of a school district, characterized by the cost of providing heating and cooling for schools; and the fuel utilized, and the amount and duration of snowfall in a school district;
- The distribution of students and schools across a school district, as characterized by:
 - The density of the student population in a school district, compared to the highest density school district in the province;
 - The average distance from each school to the school board office, including the effect of geographic features; and
- A modification of the current salary differential funding approach to be based on total compensation and expanded to include all school district employees.

COMPONENT 2 – ‘Unique School’ characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering:

- The number of small schools within a school district, with different weightings and sizes used for elementary and secondary schools, and provide an increased contribution where a school is the only one in the community and is persistently under capacity; and
- The persistent over-capacity of schools at the school district level.

RECOMMENDATION 5

The Ministry should replace all current supplements for enrolment decline and funding protection with a new, transitional, mechanism that allows school districts to manage the impact of enrolment decline over a three year rolling time period (i.e. allowing three years to manage the impact of decline, starting with no funding change in the first year, one-third funding reduction in the second year, two-thirds funding reduction in the third year, and fully implemented funding reduction in the fourth year).

RECOMMENDATION 6

The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:

- Supplemental Special Needs Funding;
- English/French Language Learning;
- Supplement for Vulnerable Students;
- CommunityLINK;
- Ready Set Learn;
- Supplemental Student Location Factor; and
- Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs.

This single Inclusive Education Supplement should allocate funding through two components:

COMPONENT 1 – students requiring high-cost supports should be funded, and school districts should continue to report and claim these students to the Ministry for funding. Specifically:

- Funding eligibility criteria and the annual funding rate for students requiring high-cost supports should be developed and communicated by the Ministry, focusing on those students that are physically dependent and/or have needs that significantly impact the students’ learning; and
- All funding claims in this category should be based on a medical diagnosis, and should be subject to compliance audits to verify that eligibility criteria have been met.

COMPONENT 2 – the remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data. Categories of data and weightings should be as follows:

- Health factors (50%)
- Children in care (20%)
- Income and Earnings (20%)
- English/French Language development (10%)

RECOMMENDATION 7

The Ministry working with the Conseil scolaire francophone de la Colombie-Britannique (CSF), should develop a unique school district factor that recognizes the special characteristics of this province-wide school district, consistent with Recommendations 4, 5 and 6.

RECOMMENDATION 8

The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. This will require negotiated changes to collective agreement provisions.

RECOMMENDATION 9

The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.

RECOMMENDATION 10

With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.

RECOMMENDATION 11

Notwithstanding Recommendation 9, funding for the following programs should remain course-based:

- Graduated adults
- Non-graduated adults
- Continuing education (adult and school-age learners)
- Distributed learning (for adult learners only)
- Summer school (school-age learners)



THEME 2: ACCOUNTABILITY

A sound accountability framework is a critical part of the funding allocation model. Improving student outcomes and educational transformation requires accountability for the use of funding.

RECOMMENDATION 12

The Ministry should establish a provincial accountability and reporting framework for the K-12 public education sector, including common principles and templates. This framework should have three to five broad, system-wide goals that are specific, measurable, and focused on student outcomes. The Ministry should monitor school district progress against these goals and work directly with school districts experiencing difficulty in meeting their objectives.

RECOMMENDATION 13

Boards of Education should be required to develop Strategic Plans that are based on the broad goals established by the Ministry, with flexibility to add additional goals based on local priorities.

RECOMMENDATION 14

As a critical component of good operational practice, Boards of Education should be required to strengthen their planning processes in the following ways:

- School district management should be required to develop operational plans to deliver on provincial and Board of Education goals across a range of areas (e.g. human resources, information technology, educational programs and services, facilities, finance).
- School district management should be required to issue a year-end report, at the same time as their financial statements, describing results achieved and how resources were utilized.

RECOMMENDATION 15

Consistent with the shift to supporting student improvement and learning, the Ministry should:

- Shift the focus of the Compliance Audit Program from purely financial to have a quality assurance emphasis that incorporates best practices-based recommendations regarding student outcomes, structure of programs and services, and overall management of school district operations.
- Defer the recovery of funding for one year, to allow school districts time to adopt compliance team recommendations. This one-year deferral would not be available if it is determined that there has been deliberate contravention of funding eligibility policies.

RECOMMENDATION 16

The Ministry should provide ongoing provincial leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.

RECOMMENDATION 17

The Ministry should expand its workforce planning project and work with school districts to establish a provincial K-12 human capital plan.



THEME 3: FINANCIAL MANAGEMENT

Understanding cost pressures, sound planning and ensuring that resources are used to support student outcomes underpin the education funding system.

RECOMMENDATION 18

The Ministry should identify net cost pressures and new program expenditures and, as part of the annual provincial budgeting process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.

RECOMMENDATION 19

To support multi-year financial planning:

- Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and
- School districts should be required to develop three-year financial plans.

RECOMMENDATION 20

The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:

- Set clear provincial policies on what school districts may save for, directly related to their strategic plans;
- Establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);
- Ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and
- Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.

RECOMMENDATION 21

There should be no change in the way that locally-generated revenues are treated by the Ministry when calculating operating funding for school districts.

RECOMMENDATION 22

In the current absence of dedicated funding for some capital expenditures, the Ministry should either:

- Provide capital funding for expenditures that are currently not reflected in the capital program; **or**
- Clarify which items are ineligible for capital program funding and ensure that school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).

Introduction

The K-12 public education system in BC serves approximately 550,000 students, supported through over \$5.7 billion in funding allocated to school districts by the Ministry of Education (the Ministry). While the Ministry establishes provincial policies and guidelines in key areas, such as curriculum and graduation requirements, each school district is responsible for delivering programs that best meet their local student needs.

BC's students perform well when compared to jurisdictions outside of Canada. In the 2015 Programme for International Student Assessment (PISA) report, BC ranked first in the world for reading, third for science, and ninth for mathematics out of 72 participating OECD jurisdictions.¹ Although BC's student graduation rate of 84 percent is high relative to other Canadian jurisdictions, there are opportunities for improvement. In particular, children in care, Indigenous learners, and other students with unique learning needs, do not achieve the same outcomes as other students.

There are two types of grants provided to school districts to fund programs: operating grants and special purpose grants. Approximately \$5 billion of the \$5.7 billion in K-12 public education funding is allocated to Boards of Education through operating grants. Most of the operating grant allocations are based on a combination of per-student funding and funding student enrolment in courses. This full-time equivalent (FTE) model promotes the autonomy of Boards of Education as funding is not required to be spent on specific purposes, the only exception is targeted funding for Indigenous students.

Student FTE funding represents 79 percent of operating grants. A further 13 percent is allocated based upon the geographic factors of individual school districts, 7.5 percent is allocated based on unique student needs, and 0.5 percent is allocated to buffer the effects of declining enrolment (Appendix A). This allocation mechanism can impact the ability of school districts across the province to deliver educational programs and services. This funding model has been in place since 2002 and has only undergone minor adjustments since then.

In addition to operating grants, an additional \$680 million is distributed annually through special purpose grants for specific purposes, such as the implementation of restored class size and composition language in teacher collective agreements, facilities maintenance, or the operation of Strong Start Centres (Appendix B). These funds are largely restricted for specific purposes or programs.



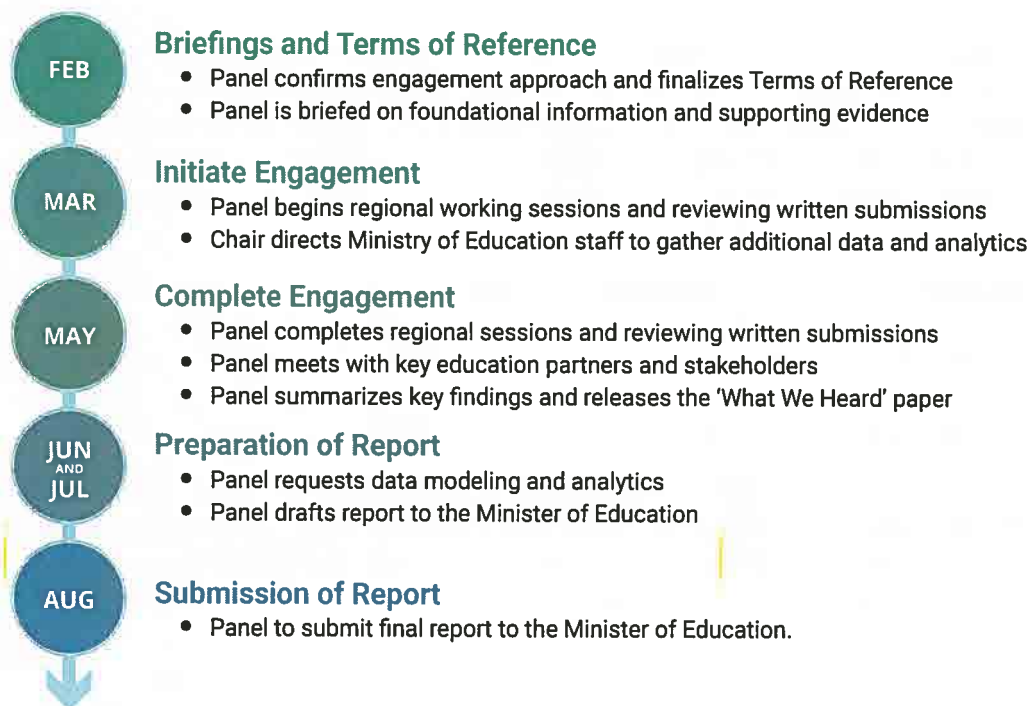
¹ Measuring up: Canadian Results of the OECD PISA Study *The Performance of Canada's Youth in Science, Reading and Mathematics (2015)* funded by the Council of Ministers of Education of Canada http://www.cmec.ca/Publications/Lists/Publications/Attachments/365/Book_PISA2015_EN_Dec5.pdf

Funding Model Review Process

In October 2017, the Minister of Education launched a review of the K-12 public education funding model to consider whether there is a better way to allocate operating funding to Boards of Education. The Panel's Terms of Reference (Appendix C) state that the review should focus on the mechanism of distributing operating funding, and not the sufficiency of funding for K-12 public education. Independent school and capital funding were also outside of the Terms of Reference.

In the fall of 2017, the Ministry and the BC School Trustees' Association, as co-governors of BC's K-12 public education system, worked together to develop a set of shared principles to guide the future funding model (Appendix D).

Figure 1. Funding Model Review — Activities and Timeline 2018



Between October 2017 and February 2018, the Ministry carried out an initial cross-jurisdictional analysis of funding models across Canada, as well as in-depth reviews of Ministry program areas, and a scan of key funding issues since 2002. The Ministry also administered two surveys to 350 sector stakeholders (Trustees, Superintendents, and Secretary Treasurers) to identify issues with the current allocation mechanism, and summarized these initial findings in a discussion paper for stakeholder review (Appendix E).

In February 2018, the Minister of Education appointed a seven-person panel (the Panel, Appendix C) to consider this initial research, consult with key education stakeholders, undertake further research and analysis, and prepare a final report and recommendations.

The Panel hosted twelve regional working sessions for Board Chairs, Superintendents, and Secretary Treasurers (Appendix F). In May 2018, the Panel distributed a high-level summary (Appendix G) of the many issues mentioned by school districts at the regional working sessions.

In addition, the Panel held meetings with individual stakeholders and partner groups to gain a better understanding of their perspectives (Appendix H) and received over 100 written submissions, most of which are posted on the funding model review website ² (Appendix I). The Panel also reviewed a range of best practices and research from other jurisdictions, with a focus on fostering equity in educational opportunities and the role that funding can play in improving student outcomes.

The input received through the consultation process, together with the additional research and cross-jurisdictional analysis, supported deliberations and the formulation of the recommendations contained in this report.

² <https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/k-12-public-education-funding-model-review/inputs-fmr>

Key Issues

The initial research conducted by the Ministry identified several concerns with the current funding model. Introduced in 2002 at a time of declining student enrolment, the research indicated that the funding model has not kept pace with educational changes and the operational pressures that school districts face.

During the Panel's engagement process, stakeholders also raised concerns with how the current funding model works. Because it is based largely on 'claiming' students for funding through course enrolments and student counts, much of school district administrative effort is placed on identifying what qualifies for funding, at the expense of focusing on the services needed for individual students and educational outcomes. According to many of the stakeholders consulted, the current funding model has systemic issues that do not align with modern education pedagogy or the redesigned provincial curriculum and graduation requirements, which involves more blended and flexible learning environments, especially at the secondary level.

Further, it was noted that significant resources are currently being used to assess and report on students with special needs. Under the current model, those school districts with less administrative capacity and fewer special education experts, or limited access to outside specialist resources, generate less funding for students with special needs leading to service inequities across the province. There were also a range of concerns expressed about the impact of labelling students, questioning whether this approach may be discriminatory and misaligned with the principle of inclusive education.

The current model also does not recognize additional costs associated with providing services to students who require additional support, such as children in care who struggle in the K-12 public education system. School districts feel they are being used as substitutes for provincial social services, having to deal with complex community or socio-economic challenges, without the financial support required to provide adequate services. This is resulting in impacts to educational services and school districts would like to see some recognition of this in annual funding allocations.

School districts and stakeholders also noted that the supplements accounting for the unique characteristics of a school district need to be updated to better reflect the current challenges associated with operating schools in rural and remote areas. A number of urban school districts also highlighted that they face challenges such as schools operating over-capacity due to rapid growth. However, the current model does not account for the pressures these conditions place on their operating funding.

Many school districts described issues with the compliance audit and FTE verification process which currently focuses on verifying accurate course claims (i.e. inputs-based), rather than the efficient and effective utilization of that funding to support student success (i.e. outcomes-based).

There are examples of improvement in financial reporting and transparency in some school districts, which is a positive step towards strengthening public and stakeholder confidence in the K-12 public education sector. However, during the engagement process the Panel noted a consistent lack of clarity and focus on accountability and reporting on educational outcomes. Accountability seems to be focused on the mechanisms for generating funding and not connected to the utilization of funding to support student achievement. It is the Panel's view that to foster a culture of continuous improvement in student outcomes through more equitable educational opportunities, there needs to be a greater focus on how funds are utilized by Boards of Education to improve student outcomes, not just the allocations themselves.

The allocation of funding must have a purpose and it should be possible to assess whether that purpose has been achieved. The Panel believes that a sound accountability framework is a critical part of funding allocation. The Panel also identified a number of operational issues that may be getting in the way of the focus on educational outcomes.

Throughout the engagement phase, school districts provided input on issues that were not directly in-scope of the Panel's Terms of Reference, including accountability and reporting, compliance, capital funding, school district financial management, the impact of the restored collective agreement language on services, distributed learning, and human resources. The adequacy of funding also came up at many meetings. To address the breadth of issues identified that relate to funding, a number of the Panel's recommendations go beyond its initial Terms of Reference.

The Panel believes the observations and recommendations presented in the following section, if adopted, will improve the equity of educational opportunities for students, foster a culture of continuous improvement in student outcomes, and further strengthen public and stakeholder confidence in the K-12 public education sector.

Observations and Recommendations

THEME 1: EQUITY OF EDUCATIONAL OPPORTUNITY

The Panel believes that the main purpose of the funding model is to foster the equity of educational opportunities for students across the province. The range of courses, services, and extra-curricular activities for students varies widely and staff professional learning opportunities differ from school district to school district. All of these factors will alter the quality of a student's educational experience and while the Panel acknowledges equality is not feasible in a province as large and diverse as BC, the funding model should allocate funding in a manner that strives to provide equity of educational opportunities for every student in the province.

Overall Allocation of Funding

The Panel considered all educational programming funding, both operating grants and special purpose grants, and reviewed each special purpose grant to see if it aligned with the objective of equity of educational opportunity. Some special purpose grants are restricted by collective bargaining while other special purpose grants provide sound educational value and these should remain in place. The Panel's view is that the remaining special purpose grants (see Appendix B) should form part of the funding available to all school districts. In addition, special purpose grants or other types of restricted funding, should not be introduced in the future unless they improve equity.

The Panel also reviewed all factors that are within the scope of school district operations and, based on this information, it is clear there are two predominant areas that drive additional costs: students that require additional supports and unique school district characteristics. This is consistent with feedback provided by school districts during the regional sessions and with the results of the stakeholder surveys completed in early 2018. These specific needs represent additional costs for education programming and should be funded before the per student allocations to ensure all students have equitable access to programming. The Panel expects that as a result of these recommendations, the balance between per-student funding and the supplements for unique districts and inclusive education will change; part of the per-student allocation will need to be reallocated into the supplements.

RECOMMENDATION 1

The Ministry should allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount. The Panel has identified the following specific needs that should be funded first:

- Targeted funding for Indigenous students;
- Unique school district characteristics as defined in Recommendations 4 and 5; and
- Inclusive education as defined in Recommendation 6.

Funding for Indigenous Students

The current funding model allocates funding over and above the basic per student amount to Boards of Education for each self-identified Indigenous student receiving eligible services. This funding is targeted and must be spent on the provision of Indigenous education programs and services, supplemental to a regular education program. In 2017/18, there were 59,924 self-identified Indigenous students in the K-12 public education system, and targeted funding totalled \$72.3 million. The graduation rate for Indigenous students in 2016/17 was 66 percent compared to a provincial average of 87 percent.

There is support for maintaining targeted funding for Indigenous students in the future – most stakeholders feel this approach has worked well to improve outcomes for these learners to date, though all recognize that there is more work to be done. At the same time, the First Nations Education Steering Committee (FNESC) has expressed concern about accountability on the part of Boards of Education for how the funds are utilized and what happens when the funding is not fully-spent. Given this, there may be a need to update the funding policies and reporting processes currently in place.

RECOMMENDATION 2

The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.

RECOMMENDATION 3

The Ministry should work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learners, particularly determining whether changes are needed to the policies that govern the use of the Indigenous student targeted funding envelope.

Unique School District Features

School district size, climate and geography, and the location of students and schools can have a significant impact on the costs and logistics associated with delivering educational programs.

The current funding model includes eight separate supplements to recognize these factors, each involving a number of different components and calculations. While stakeholders generally supported the purpose and intent of the unique district supplements, there were many who indicated that they are outdated, do not make use of the best data sources available, and are too complicated.

In recent years a number of new targeted programs have been introduced, such as the Rural Education Enhancement Fund (REEF) and the Student Transportation Fund (STF), which have complicated the funding model even further and reduced the flexibility of Boards of Education to allocate their funding to local priorities.

The Panel approached the topic of unique school district features with the objective of promoting equity of educational opportunity, noting there are a range of geographic features that impact costs to deliver educational services, including;

- Total enrolment levels, both at the school and district level, and the rate of enrolment change;
- Under and over-capacity in schools;
- Different needs of elementary and secondary schools in different geographic areas, particularly where the school is the only one in the community;
- Economies of scale impacting schools and school districts;
- Differences in climate;
- Variations in the ability to access services in communities;
- Dispersion of students across a school district; and
- Compensation differences impacting school districts.

There is an opportunity to update and simplify the approach to unique school district funding by replacing the existing geographic supplements and relevant special grants, with two simplified components aimed at supporting equity of educational opportunity no matter where the student, school or school district is located. These components should be reviewed annually to reflect changes in school district costs which may be part of the funding process in identified Recommendation 18.

RECOMMENDATION 4

The Ministry should consolidate and simplify existing geographic funding supplements, the Supplement for Salary Differential, and relevant special grants outside the block into a single supplement, with two components:

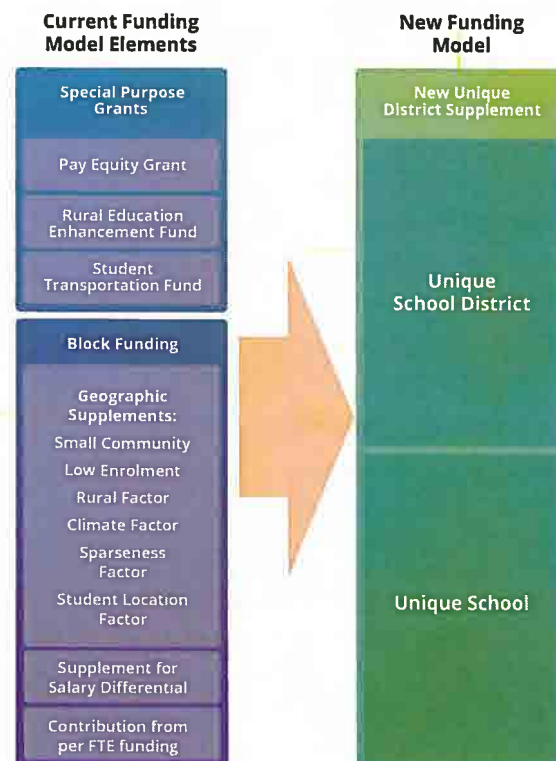
COMPONENT 1 – ‘Unique School District’ characteristics should reflect some of the operational challenges of school districts compared to the norm by considering:

- The enrolment of a school district compared to the provincial median school district enrolment;
- The distance from communities containing schools to geographic centres containing basic services;
- The climate of a school district, characterized by the cost of providing heating and cooling for schools; and the fuel utilised, and the amount and duration of snowfall in a school district;
- The distribution of students and schools across a school district, as characterized by:
 - The density of the student population in a school district, compared to the highest density school district in the province;
 - The average distance from each school to the school board office, including the effect of geographic features; and
- A modification of the current salary differential funding approach to be based on total compensation and expanded to include all school district employees.

COMPONENT 2 – ‘Unique School’ characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering:

- The number of small schools within a school district, with different weightings and sizes used for elementary and secondary schools, and provide an increased contribution where a school is the only one in the community and is persistently under capacity; and
- The persistent over-capacity of schools at the school district level.

Figure 2. Unique School District Funding: Current vs New



Enrolment Decline and Funding Protection

Stakeholder views varied widely on the need for funding protection in the system. Those school districts who have not been in funding protection were not supportive of maintaining this, while those who are in funding protection (15 districts in the current year) or who have been in the past, indicated that it assists in managing educational service levels over time.

The Panel identified and discussed several design issues with funding protection, such as the cost impact of enrolment growth especially where growth occurs in funded special education categories. In addition, funding protection was initially intended to be a temporary mechanism and keeping it as a permanent feature of the funding model runs the risk of delaying or deferring decisions that are needed to “right-size” school districts (i.e. scaling school district operations and services to match enrolment levels).

The Panel also considered funding protection in relation to other supplements for enrolment decline, currently situated in the geographic component of operating grants, and determined there is significant duplication and overlap in purpose. This has led to unnecessary complexity and confusion.

To determine whether and how to adjust the funding protection and enrolment decline components, the Panel found it helpful to consider the original intent of this supplement – to allow school districts to maintain adequate service levels in the context of declining enrolment. The Ministry should continue to expect that school districts right-size their operations to match their enrolment, noting that these changes do not happen immediately and school districts need time to make the required changes to their operations. In some circumstances, capital programs that support these changes may also need to be implemented.

RECOMMENDATION 5

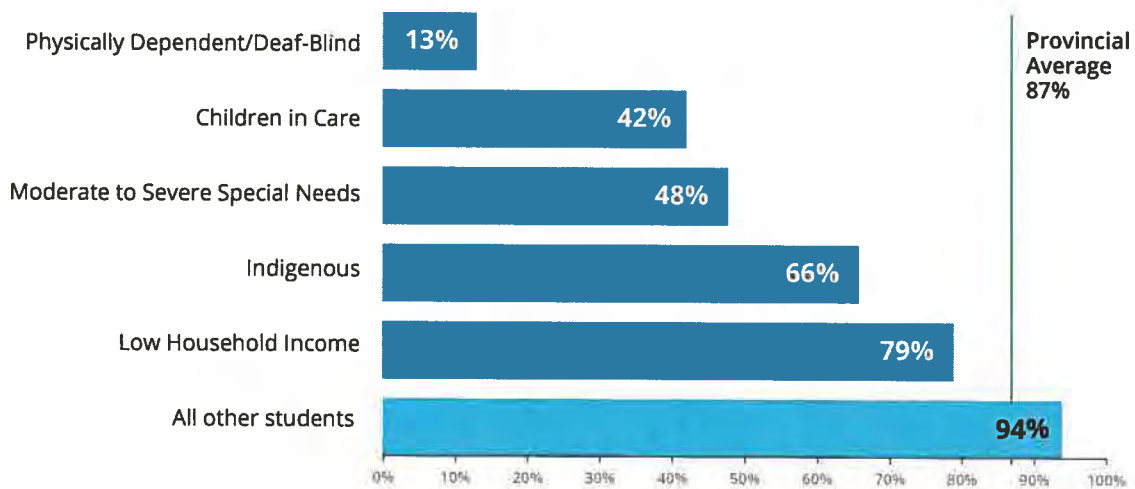
The Ministry should replace all current supplements for enrolment decline and funding protection with a new, transitional, mechanism that allows school districts to manage the impact of enrolment decline over a three year rolling time period (i.e. allowing three years to manage the impact of decline, starting with no funding change in the first year, one-third funding reduction in the second year, two-thirds funding reduction in the third year, and fully implemented funding reduction in the fourth year).

Inclusive Education

The Panel heard strong support for inclusive education at all its meetings. Inclusion is grounded in a belief that with the right supports, every student can be successful in their schools and classrooms. All students should have an authentic sense of belonging in their school community and should be supported to develop their full potential in the academic, social-emotional and physical domains.

The current funding model does not comprehensively support inclusive education principles, contributing to poor student outcomes. For example, the 2016/17 six-year completion rates were 69 percent for students with special needs and 42 percent for children in care, which fall well below the 87 percent completion rate for all funded students in BC’s K-12 public education system. Concerns about these results were raised by virtually all Boards of Education and stakeholder groups during the engagement process.

Figure 3. 2016/17 6-Year Completion Rates by Student Sub-Group



A wide range of challenges are evident with the current diagnosis and reporting-based model for funding students with special needs:

- The lack of alignment between diagnoses, funding amounts, and the services required to meet student needs (i.e. the needs of some students are not being met especially if they fall outside of supplemental funding categories);
- Excessive administration and reporting requirements that take resources away from services to students and lead to long wait times for expensive assessments;
- Concerns from parents regarding the impacts of 'labelling' students; and
- The impact that higher cost services for students can have on smaller school districts with limited capacity in this area.

The total number of students with special needs in the student population has remained relatively stable over the past 10-15 years while the number of students identified in supplemental special needs funding categories has increased by 65 percent since 2002, with current funding of \$510 million.

Other jurisdictions report that they have moved away from this type of funding model to streamline the funding process. In fact, BC is one of the last jurisdictions in Canada relying wholly on diagnosis and reporting to allocate funding for students with special needs. Around the world there has been a general movement towards utilizing reliable third-party data where possible to allocate funding that recognizes the costs of inclusive education.

There is work underway within the Ministry and school districts to establish a needs-based assessment approach that would consider a range of domains (i.e. cognitive, social/emotional, and physical). More flexible funding approaches can help support this work on the ground in school districts; however, collective agreement language may be a barrier to change, which can only be addressed through collective bargaining. This is especially evident in those school districts with highly complex and restrictive class composition language that is limiting school districts' ability to meet student needs.

School districts are increasingly dealing with complex socio-economic issues such as poverty, mental health, and addictions. These issues can require additional social services and supports for students which are not always readily available in their communities and families are relying on school districts for help. The current funding model does not recognize socio-economic or educational risk factors that may drive additional costs in school districts required to support students and their families.

While the Ministry allocates over \$60 million in funding annually through operating grants as well as a number of special grants to help support vulnerable student populations, including CommunityLINK and the Supplement for Vulnerable Students, the feedback received from stakeholders indicated that this funding is outdated and uncoordinated. Many other jurisdictions have made changes to their funding models to better reflect the socio-economic issues that communities and schools are struggling to deal with by looking to third-party data to assist in allocations through a prevalence-based approach.

When considering the factors that should influence a prevalence-based inclusive education funding supplement, the Panel observed that there is a population of students who require dedicated supports to achieve their educational outcomes. The supports for these students must be funded at a level that reflects the higher costs of providing services.

The next primary driver of lower educational outcomes is health-related issues, beyond those experienced by students with special needs. Ministry data also shows that being in care, or being in a less affluent neighbourhood, are primary indicators for lower 6-year graduation rates. In addition, educational outcomes are difficult to improve if a student does not have adequate language skills; the principle of inclusion requires that school districts be funded to help these students. The Panel recommends these elements form the prevalence-based component of the inclusive education funding supplement.

RECOMMENDATION 6

The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:

- Supplemental Special Needs Funding;
- English/French Language Learning;
- Supplement for Vulnerable Students;
- CommunityLINK;
- Ready Set Learn;
- Supplemental Student Location Factor; and
- Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs.

This single Inclusive Education Supplement should allocate funding through two components:

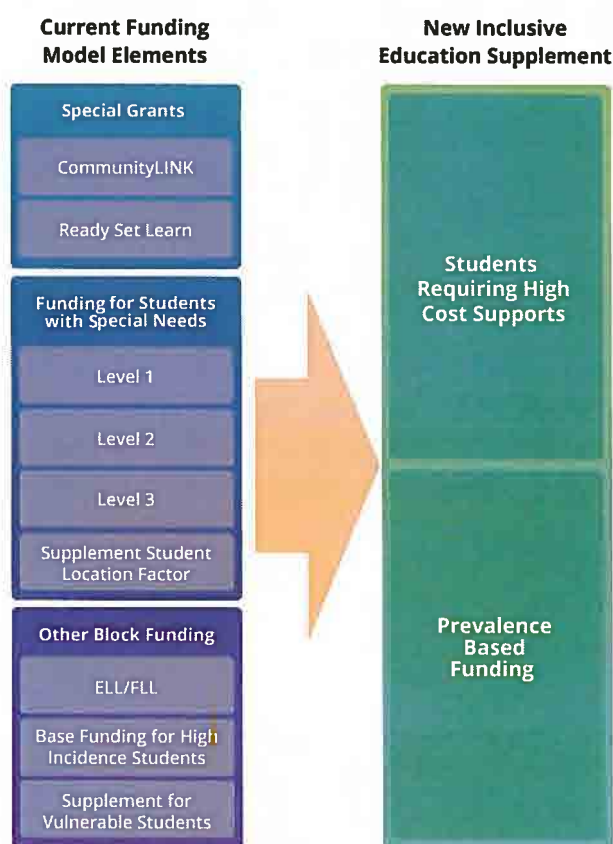
COMPONENT 1 – students requiring high-cost supports should be funded, and school districts should continue to report and claim these students to the Ministry for funding. Specifically:

- Funding eligibility criteria and the annual funding rate for students requiring high-cost supports should be developed and communicated by the Ministry, focusing on those students that are physically dependent and/or have needs that significantly impact the students' learning; and
- All funding claims in this category should be based on a medical diagnosis, and should be subject to compliance audits to verify that eligibility criteria have been met.

COMPONENT 2 – the remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data. Categories of data and weightings should be as follows:

- Health factors (50%)
- Children in care (20%)
- Income and Earnings (20%)
- English/French Language development (10%)

Figure 4. Unique Student Funding: Current vs New



Conseil scolaire francophone de la Colombie-Britannique

The Conseil scolaire francophone de la Colombie-Britannique (CSF), which provides services to francophone students throughout the province, presents special challenges for the unique school district and inclusive education features of the funding model. The CSF has the whole province as its “catchment area” and it offers services in 40 schools, each with different challenges related to factors such as climate, transportation and student population characteristics. The Panel recognizes the unique district and inclusive education features of the model outlined above are not easily applied to the CSF. The Ministry should consider utilizing the Technical Review Committee to address these unique issues.

RECOMMENDATION 7

The Ministry working with the Conseil scolaire francophone de la Colombie-Britannique (CSF), should develop a unique school district factor that recognizes the special characteristics of this province-wide school district, consistent with Recommendations 4, 5 and 6.

Classroom Enhancement Fund

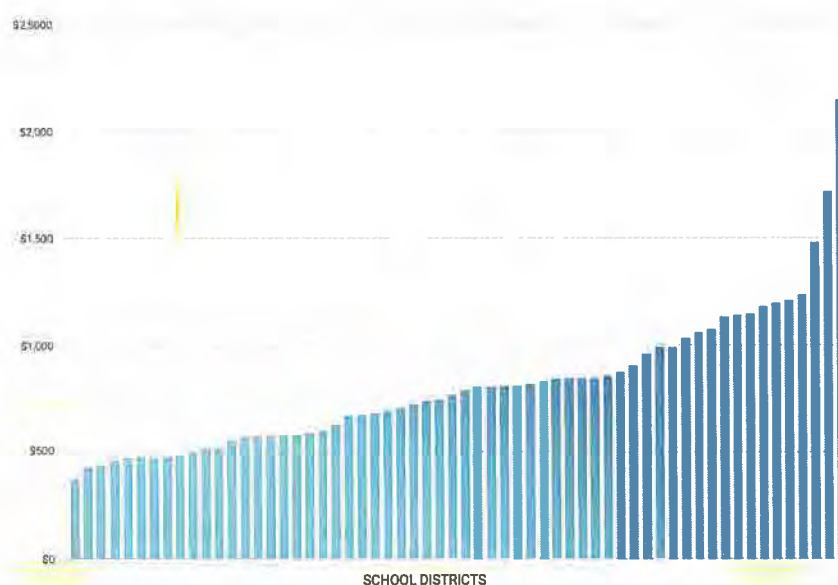
There are over 60 local collective agreements across the province between school districts and local teacher association's affiliated with the BC Teacher's Federation (BCTF), in addition to the Master agreement between the Province and the BCTF. This structure is rooted in the history of collective bargaining in the province.

In 2002, the Province passed legislation that removed class size and composition language from local collective agreements. In 2016, the Supreme Court of Canada ruled this legislation was unconstitutional and ordered the removed language be reinstated. This was done through a Memorandum of Agreement (MoA) between the Ministry of Education, the BC Public School Employers' Association and the BCTF, which implemented a framework within which the previously removed language was restored. The mechanism used by the Ministry to fund the MoA at the district level is the Classroom Enhancement Fund (CEF).

The restored language is unique for each school district thereby requiring the implementation of different class size and composition limits, as well as specialist teacher ratios, in each school district. The restored language is a source of frustration for many school districts, as are the changes enforced by the MoA, and the application and reporting requirements of CEF. While school districts welcome the additional resources provided by CEF, the prescriptive nature of the restored language means the resources provided by CEF may not be going to areas of highest need.

As an example, one school district has language in their teacher collective agreement that restricts the number and type of students with special needs that can be in a classroom at any one time, while a neighboring school district has no such restrictions.

Figure 5. 2017/18 Classroom Enhancement Fund Allocation per FTE



To manage this, the Ministry has introduced a highly administrative and complex, cost-based, funding process for the restored language through CEF, further complicated by the fact that government funding timelines and school district staffing timelines are not aligned. In order to ensure equity of educational opportunity, CEF should not exist in its current form and this funding should be part of regular operating grants for school districts. However, the restored language generates costs that cannot be avoided and differ from school district to school districts.

School districts also have different non-enrolling staffing ratios, which require different numbers of counsellors, librarians, learning assistance teachers and English Language Learning teachers. This means students in some school districts have access to greater supports than their counterparts in other school districts.

RECOMMENDATION 8

The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. This will require negotiated changes to collective agreement provisions.

Main Funding Unit: Per-student vs. Course-based Funding

Determining the main unit of funding that underpins the model is a key decision point for Government, and is directly related to the issue of flexibility for Boards of Education and the curriculum and graduation program changes that are currently underway.

The current funding model utilizes student counts from grades K to 9, where one student equals one funding unit, with some flexibility in grades 8 and 9 where cross-enrolment occurs. Funding for grades 10 to 12 is course-based (eight courses equal one student FTE), and there is flexibility at the secondary level for students to take additional courses.

Course-based funding has some advantages. It recognizes the costs associated with offering students course choices and funds opportunities for those students who want to take more than the minimum required to graduate. It also encourages school districts to offer courses if there is student interest. However, school districts shared a range of challenges with the current approach, including:

- Smaller school districts sometimes struggle to offer a broad enough array of courses to maintain flexibility and choice for students;
- The definition of what constitutes a course under the redesigned curriculum and graduation program is changing, which is contributing to concerns about restrictive course-based funding eligibility policies and the need for greater flexibility when establishing programs; and
- It supports an artificial division between various modes of learning, such as Distributed Learning (DL) and 'bricks and mortar,' which should not exist in the context of broader efforts underway to create more blended and flexible learning opportunities for all students, based on their individual needs.

In BC, the number of FTE students and actual students are similar but there are some variations across school districts. There are a number of school districts that currently have average per-student course loads greater than eight courses (the number of courses that constitutes one student FTE), while others have fewer than eight courses on average per student.

Shifting to a per-student based model may result in some reallocation of funding between school districts, depending on the overall quantum of funding being provided to school districts and whether they are affected by broader changes to the funding model.

There was no consensus amongst stakeholders on whether per-student or course-based funding would be more desirable and the Panel explored a range of options from status quo, to per-student, to a hybrid approach. In general, funding based on student counts is considered less complex, more flexible, and aligns well with the objectives of learning transformation in BC. That being said, implementation of any changes should consider timelines associated with the implementation of the BC Graduation Program, which is set to be fully-implemented in the 2020/21 school year.

RECOMMENDATION 9

The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.

Distributed Learning

Distributed Learning options are available to students throughout the province and are an important option for students with limited opportunities available in either their schools or school districts. The Panel consistently heard from school districts that Distributed Learning (DL) in its current form is not working. Concerns about duplication of efforts, quality of programming, program delivery costs, and funding inequities were raised frequently by school district representatives. At the same time, quality, accessible DL programming is needed to support equity of educational opportunities for students, especially in rural areas of the province where course options are not always readily available.

It is clear that DL is being delivered differently across the province with some school districts operating their DL programs in a blended manner, focusing on students 'in-district', while others operate provincial programs for a variety of reasons including revenue generation. It is the course-based approach to funding at the secondary level that makes the latter approach possible. The future of DL programming needs to consider the educational changes underway within the sector, students' preferences with respect to when, where, and how they learn, and the need to ensure that all students have access to a quality educational program regardless of where they live.

RECOMMENDATION 10

With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.

Adult Learning, Continuing Education and Summer School

The K-12 public education system also provides services to adults interested in either completing their graduation or upgrading marks. These students are not typically full-time, so adopting a per-student based model for students who are taking a few courses would not make sense. Summer school provides an opportunity for students to complete courses or upgrade their marks for one or two courses, and is an important option for some students. Continuing to fund per course makes sense for these students as well.

RECOMMENDATION 11

Notwithstanding Recommendation 9, funding for the following programs should remain course-based:

- Graduated adults
- Non-graduated adults
- Continuing education (adult and school-age learners)
- Distributed learning (for adult learners only)
- Summer school (school-age learners)

THEME 2: ACCOUNTABILITY

Boards of Education and senior school district staff value autonomy and while there is general agreement that the sector should be accountable, there is a range of perspectives amongst Boards and staff as to what they should be accountable for and to whom. Funding levels appear to be a key factor upon which many stakeholders judge the success of BC's K-12 public education system. The Panel's view is that greater focus needs to be placed on outcomes, with a more in-depth look at how students are doing and whether their learning needs are being met.

Accountability Framework

The Panel's view is that Boards of Education and the Ministry have a shared responsibility for student achievement and are also accountable to the public, but this is not clear to all stakeholders, and planning and reporting practices vary widely across the province. The 2016 Office of the Auditor General report, "Improving Budgeting and Expenditure Management in the Public Education System," highlighted the need for a robust accountability framework.

Prior to the 2015/16 school year there was a legislative requirement for Achievement Contracts and Reports on Student Achievement. With the removal of the legislative requirement, the Ministry has worked with school districts to create a more effective local accountability framework that provides flexibility and responsibility. The Framework for Enhancing Student Learning has not been fully implemented, is not completed by all school districts, and does not link the use of funding with accountability for student results.

In addition, the Compliance Audit Program, budgeting and financial reporting processes, special grant reporting and individual reporting from program areas, are not well-aligned; there is also a lack of overall focus on student outcomes.

The funding allocation model is only part of the picture when it comes to improving student outcomes. Even with the best funding model in place, student outcomes will not change if the use of that funding is not reviewed and monitored. Without the appropriate accountability mechanisms to accompany funding allocations, it will be difficult to make progress on educational transformation and improve student outcomes, especially for the groups of students whose outcomes lag compared to other students in the province.

RECOMMENDATION 12

The Ministry should establish a provincial accountability and reporting framework for the K-12 public education sector, including common principles and templates. This framework should have three to five broad, system-wide goals that are specific, measurable, and focused on student outcomes. The Ministry should monitor school district progress against these goals and work directly with school districts experiencing difficulty in meeting their objectives.

RECOMMENDATION 13

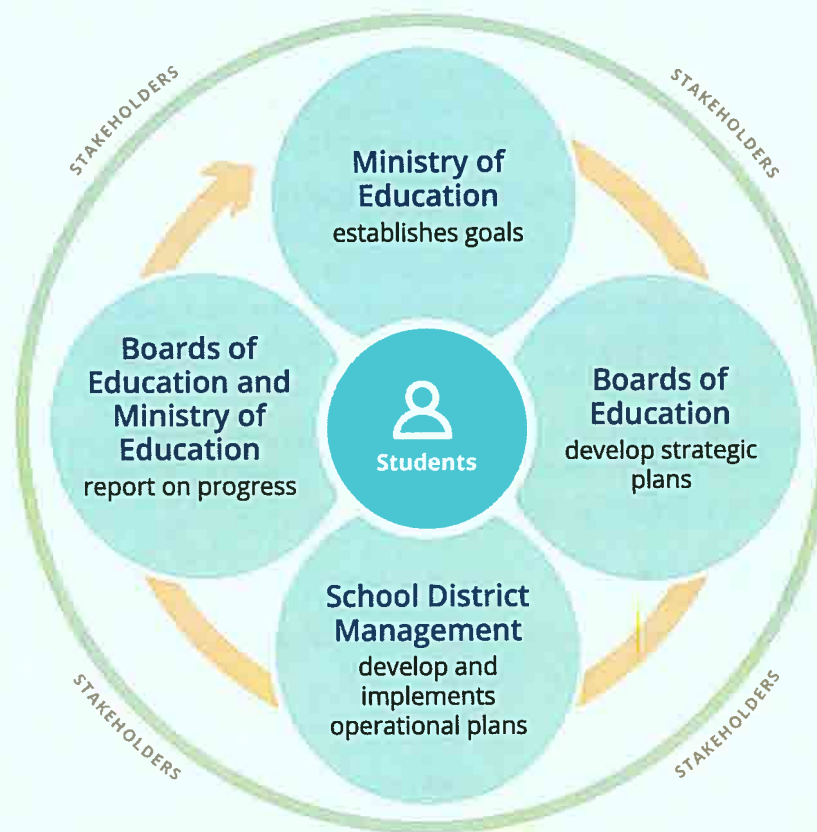
Boards of Education should be required to develop Strategic Plans that are based on the broad goals established by the Ministry, with flexibility to add additional goals based on local priorities.

RECOMMENDATION 14

As a critical component of good operational practice, Boards of Education should be required to strengthen their planning processes in the following ways:

- School district management should be required to develop operational plans to deliver on provincial and Board of Education goals across a range of areas (e.g. human resources, information technology, educational programs and services, facilities, finance).
- School district management should be required to issue a year-end report at the same time as their financial statements, describing results achieved and how resources were utilized.

Figure 6. K-12 Public Education Accountability Process



Compliance Audits

The Panel consistently heard about the current structure of the compliance audit program. While the program is a key financial accountability mechanism for the Ministry, it is viewed by many stakeholders - especially senior school district staff - as punitive and too focused on inputs. The scope of the current compliance audit program does not consider the quality of educational programming, how students are doing, or how the school district is being managed. The work of the compliance team could also provide an opportunity to share best practices across school districts and improve performance.

RECOMMENDATION 15

Consistent with the shift to supporting student improvement and learning, the Ministry should:

- Shift the focus of the Compliance Audit Program from purely financial to have a quality assurance emphasis that incorporates best practices-based recommendations regarding student outcomes, structure of programs and services, and overall management of school district operations.
- Defer the recovery of funding for one year, to allow school districts time to adopt compliance team recommendations. This one-year deferral would not be available if it is determined that there has been deliberate contravention of funding eligibility policies.

Governance and Capacity-Building

School districts have annual operating budgets ranging from \$6 million to over \$600 million and operate in complex environments. Demands on Boards of Education and school district management teams are increasing, further exacerbated by the fact that Superintendents and Secretary Treasurers are accountable to two parties: their Board of Education (directly), and to the Ministry of Education indirectly (Appendix J).

In this complex environment, highly competent local senior management teams are essential, and this needs to be coupled with clear, consistent, and forward-thinking leadership from the Ministry and provincial organizations. In order to achieve better outcomes for students, good governance - including financial governance - is required at all levels. Strong leadership by the Ministry, Boards of Education, and senior school district management is required to support continuous improvement in student outcomes, and ensure the public and stakeholders have confidence in the K-12 public education system.

Through the Panel's engagement process, it became clear there are gaps in the capacity of Boards of Education and school district management teams to govern and manage their operations. These gaps need to be addressed for the system to be successful in improving outcomes for students.

RECOMMENDATION 16

The Ministry should provide ongoing provincial leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.

Recruitment and Retention

Virtually all stakeholders identified concerns or challenges dealing with recruitment and retention of qualified staff, including but not limited to, teachers. Specific challenges included the high cost of housing and/or lack of supply in some areas as well as lifestyle compatibility. Much of the current focus on this topic stems from the hiring of over 3,700 new teacher FTEs associated with the restored collective agreement language and enrolment growth. The Ministry has already initiated a workforce planning project looking at teacher supply, demographics and demand.

Many factors have an impact on recruitment and retention: remoteness, types of positions (i.e. specialist teacher opportunities), migration trends, the restored language, leadership and working environment, cost of living, compensation, retirements and leaves, and number of graduates from post-secondary programs. Some of these challenges are not new for the K-12 public education sector and the existing geographic funding does help alleviate some pressures in rural areas. Any solution to this issue needs to be evidence-based, consider long-term workforce trends, and incorporate both supply and demand data. As a result, changes to the funding model may not be the most effective approach to helping school districts manage these issues.

RECOMMENDATION 17

The Ministry should expand its workforce planning project and work with school districts to establish a provincial K-12 human capital plan.

THEME 3: FINANCIAL MANAGEMENT

The Panel's Terms of Reference focussed on funding allocation, however the quantum of funding was raised at every meeting with school districts. A number of financial management issues were identified that impact the ability of Boards of Education to manage resources and make decisions regarding services. The Auditor General of British Columbia has issued several reports on the build-up of reserves and large cash balances held by Boards of Education. The recommendations on financial management go hand in hand with the accountability recommendations in Theme 2 (page 27).

Funding Pressures

Many Boards of Education and school district staff expressed concern about the impact of inflationary and other cost pressures on educational service delivery, especially for those groups of students requiring additional assistance. The current funding model does not directly account for inflationary pressures. Some concern was expressed about managing the increasing costs of supplies, services (e.g. hydro, communications), and employee salaries and benefits. The least predictable cost types were identified to be weather-related, health-related, and those due to regulatory and policy changes from various levels of government.

While many stakeholders felt the overall quantum of funding was not enough, some indicated it was sufficient. While a review and recommendation on the total quantum of funding allocated to school districts was not part of the Panel's scope, failure to recognize these costs can impact the ability to deliver educational programs effectively. The burden of these cost pressures, if not funded, should be distributed to school districts in a way that protects the equity objective described in Theme 1 (page 17).

RECOMMENDATION 18

The Ministry should identify net cost pressures and new program expenditures and, as part of the annual provincial budgeting process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.

Funding Predictability

Basing the majority of funding on student FTEs (or per-student as recommended) provides a high degree of annual funding certainty, since enrolment changes are fairly predictable for most school districts. Boards of Education expressed a different perspective and do not believe the current system provides sufficient funding certainty to support local planning over multiple years. One of the root causes leading to uncertainty is that there is no direct alignment between the enrolment forecasts developed by the Ministry of Education and school districts, and the funding within the Provincial Budget and Fiscal Plan for the Ministry of Education. This discrepancy leads to some angst about possible funding reductions, or lack of funding for enrolment growth or other cost pressures in future years.

Government policy changes (provincial and federal) and new programs or initiatives, can have an impact on school district costs, especially when unanticipated or issued late in the budgeting process. Recent examples include changes to WorkSafeBC regulations, tax policy changes, utility rate increases and the introduction of the Student Transportation Fund late in the 2016 school year.

The costs and revenues associated with these changes are not always easy to manage, especially if a school district's annual budget has been finalized and staffing is already set. As school districts spend the vast majority of their budgets on staffing, the introduction of unexpected new costs can mean unanticipated reductions in staffing part way through the school year, which in turn impacts relationships between Boards of Education and their local stakeholders. The introduction of new funding part way through the school year may also limit school districts' ability to adequately plan spending and initiate (or expand) programming, potentially leading to unspent year-end funds and therefore operating surpluses. These concerns were expressed by Boards of Education throughout the regional meetings and in a number of written submissions.

RECOMMENDATION 19

To support multi-year financial planning:

- Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and
- School districts should be required to develop three-year financial plans.

Reserves

Throughout the engagement process, Boards of Education and school district staff noted the importance of being able to establish and maintain reserves, whether through accumulated operating surpluses or local capital accounts. On school district financial statements, reserves appear as part of overall cash balances, but are distinct in that these funds allow school districts to set aside operating funding over several years to pay for items such as technology upgrades, school district vehicle replacement, portables for enrolment growth, facility renovations, minor capital projects not funded by the Ministry, and to buffer against potential financial uncertainties.

In the *School Act*, Boards of Education are required to submit balanced budgets to the Ministry by June 30th of each year. This is before their actual student enrolment, and therefore funding, is known. Practically, this leads to many school districts having annual surpluses by year-end. School districts are permitted to use unspent operating funding from prior years when drafting their operating budgets, or use it in subsequent years for non-funded capital items such as school district vehicles, information technology and emergency capital needs (these are capital costs that school districts incur but not recognized in the funding formula). School districts also highlighted that government policy changes can impose unexpected costs such as the new Employer Health tax. Some level of reserves should be expected for the purposes of mitigating risk, particularly in the context of being legislatively required to table balanced budgets.

Overall reserve amounts have been increasing in recent years, and there is a growing concern from Government about operating funding for educational programming being provided but not used by school districts. Accumulated operating surpluses have increased by 45 percent from \$244.6 million at June 30, 2015 to a projected \$355.1 million at the end of the 2017/18 school year. As well, overall cash balances have increased by 11 percent from \$1.39 billion at June 30, 2015 to a projected \$1.54 billion at the end of the 2017/18 school year. Cash balances and accumulated operating surpluses have been the subject of a number of Special Advisor and Auditor General Reports on school district budgeting and financial management in recent years.

Reserves can be restricted for a specific purpose by Boards of Education or can remain unrestricted for future use. While some school districts have taken steps in recent years to improve reporting on reserve amounts, in many cases details on specific initiatives school districts are saving for and why, are limited. This has contributed to Government requiring that school district reserves be used as a funding source for some capital projects.

The Panel considered a number of options to deal with the concerns about the size of reserves, ranging from doing nothing to recommending that Government recoup the funds to ensure they are used to deliver education programs as intended.

The Panel's view is that establishing reserves can be a sign of good financial management. If school districts no longer had the ability to establish reserves and carry forward accumulated operating surpluses, then Government would bear greater financial risk when school districts experience financial difficulty. That being said, there is a great deal of variation across school districts in the total amount of reserves being held and in some cases the amounts may be too high, especially unrestricted amounts. As well, there is a lack of clarity and documentation in many school districts regarding which items and initiatives are being saved for and why, and how these relate to broader organizational goals.

RECOMMENDATION 20

The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:

- Set clear provincial policies on what school districts may save for, directly related to their strategic plans;
- Establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);
- Ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and
- Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.

Locally-Generated Revenues

Over the past decade, school districts' locally-generated revenues have increased by 18 percent or \$95 million, totalling \$595.7 million by the end of the 2016/17 school year. They accounted for over ten percent of total school district revenues in 2016/17. Most of this revenue is associated with international student programs in six school districts. There are also costs involved in operating these types of revenue-generating programs. For example, while gross 2016/17 revenue from international student tuition fees was \$240.6 million, the net revenue was \$106.3 million once instructional expenses have been considered. There are other expenses that school districts may incur to operate these programs.

While locally-generated revenues are an important source of income for many Boards of Education, a number of school districts highlighted the social benefit of BC resident students being exposed to different cultures, together with the benefit to the provincial treasury of international students. Further, school districts report they developed these programs to manage inflationary pressures during a period of relatively static funding from government. However, not all school districts have the same ability to generate revenues which can lead to inequities in the levels of services being provided to students across the province.

While there were some suggestions from stakeholders that these revenues should be equalized across school districts, overall there does not appear to be a great deal of support for this approach. The Panel considered a range of options from status quo, to grant adjustments by the Ministry, to introducing a mechanism within the model that would account for these revenues. However, the Panel concluded it does not make sense to penalize a select group of school districts for being entrepreneurial, especially given the amount of time and resources that have gone into establishing various local revenue-generating programs.

RECOMMENDATION 21

There should be no change in the way that locally-generated revenues are treated by the Ministry when calculating operating funding for school districts.

Capital Funding

Capital funding concerns were raised frequently throughout the Panel's engagement process, often as part of the conversation about setting and maintaining reserves. During the regional sessions, most Boards of Education and school district staff expressed the view that the provincially funded capital program was not keeping pace with facility needs. Fast growing and shrinking school districts, as well as growth neutral school districts, shared this perspective.

Growing school districts struggle with getting new space operational fast enough and have to address immediate space needs with portables in the short term, resulting in an additional operating cost. The cost of portables is not specifically funded in the current formula and most school districts with over-capacity issues have responded by creating reserves to manage this pressure. At the same time, many rural school districts struggle with the higher costs of operating older, inefficient buildings and 'right-sizing' their operations.

Over the past three school years, school districts have collectively spent an average of \$31.7 million annually in operating funding to purchase capital assets or capital leases, and transferred another \$42.1 million to their local capital account to save for future capital-related items and initiatives.³ These items are not directly covered either because they are not eligible for funding under an existing capital program funding stream or because not all items can be funded within a single year. School district vehicle purchases, portables, renovations and retrofits, as well as IT infrastructure, were common examples provided during the engagement process. IT infrastructure is an area of concern for many, particularly in the context of broader efforts underway to modernize the delivery of education in BC.

While out of scope for this review, capital-related issues and questions were raised so frequently during the engagement process that the Panel discussed a range of options to put forward for the Minister's consideration. Since school districts are using operating grants from the Province to fund capital expenditures rather than directly supporting educational services, this is an area that requires consideration in a review of the funding formula. There may be some merit in undertaking a separate review of the capital program to determine whether substantive changes are required, however, in the short-term, clarity of information for school districts would be helpful.

RECOMMENDATION 22

In the current absence of dedicated funding for some capital expenditures, the Ministry should either:

- a) Provide capital funding for expenditures that are currently not reflected in the capital program; **or**
- b) Clarify which items are ineligible for capital program funding and ensure school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).

³ Note: these figures do not include capital assets purchased from school districts' local capital accounts, which averages at \$52.1 million annually over the past three years.

Going Forward

Given the significant impact funding has on school districts and their operations, it is important to recognize that Boards of Education are concerned about the outcome of the funding model review process. Many Boards have requested an in-depth involvement in the next stage of this process which includes more detailed modelling and the determination of individual school district allocations. Stakeholders want and need to be kept informed as this process continues. It is the Panel's view, however, that undertaking further, open-ended consultations on the recommendations themselves would result in significant delays in implementation and could undermine the original intent and purpose of the Panel's work. Instead, the Ministry may want to consider focusing consultation efforts on specific technical implementation issues.

Comprehensive modelling of allocations based on these recommendations and impacts at the school district level, together with the development of transitional materials, is required by the Ministry before the new funding model is implemented. The Panel expects the impacts at the school district level will be managed through thoughtful planning and phased implementation.

When implementing changes to the funding model, the Ministry should also ensure that no Board of Education is unreasonably affected by the changes. The Ministry should also take the time to explain the new model to all stakeholders, and after implementation, monitor for any unintended consequences, adjusting the model and/or providing transitional funding to mitigate any adverse effects. The Ministry is required by the *School Act* to announce preliminary school district allocations and overall funding amounts for the 2019/20 school year by March 15, 2019, and should consider these important factors when transitioning to the new funding model.

Consistent and timely communications, both internally within the Ministry and government, and externally to school districts and other partner groups, will be critical when implementing the new model. The Ministry will need to ensure that Boards of Education and school district leadership are briefed and educated on the new funding model, such that they can explain its key points to their own stakeholders.

The Ministry will need to pay particular attention to the impacts of the new funding model on independent school funding allocations, as well as federal government support for on-reserve schools, both of which are linked to school district level funding. Finally, the Ministry should conduct regular, comprehensive reviews, with the next review commencing by 2025.

Conclusion

Education, particularly the K-12 public system, is the foundation of our future. Curious, passionate learners who value diversity and become productive members of society are the graduates British Columbia needs. All British Columbians benefit from a great education system, and every student should have equity of educational opportunity to achieve their potential. Education funding allocations should support this aspirational goal.

Appendices

A. Current Funding Model

Basic Allocation			
Common per student amount for every FTE student enrolled by school type			
Standard School: per school age FTE	Alternate School: per school age FTE	Distributed Learning: per school age FTE	Continuing Education: per school age FTE

Unique Student			
Additional per student funding to address uniqueness of district enrolment and support additional programming			
Level 1 Special Needs: per student	Level 2 Special Needs: per student	Level 3 Special Needs: per student	English/French Language Learning: per student
Aboriginal Education: per student	Adult Education: per FTE	Vulnerable Students: in addition to CommunityLINK	

Unique District				
Additional funding to address uniqueness of district factors				
Small Community: for small schools located a distance away from the next nearest school	Low Enrolment: for districts with low total enrolment	Rural Factor: located some distance from Vancouver and the nearest large regional population centre	Climate Factor: operate schools in colder/ warmer climates additional heating or cooling requirements	Sparseness Factor: operate schools that are spread over a wide geographic area
Student Location Factor: based on population density of school communities	Supplemental Student Location: Level 1 and 2 special needs enrolment	Salary Differential: Funding to districts that have higher average educator salaries		

Funding Protection / Enrolment Decline	
Additional funding to address uniqueness of district factors	
Enrolment Decline: funding to districts experiencing enrolment decline of at least 1% when compared to the previous year	Funding Protection: funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September

CSF Supplement: district receives a 15% funding premium on allocated funding
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B. Public School Special Grants (2017/2018)

Special Grant	(\$M)	Purpose
Special Purpose Grants to be moved into Operating Funding		
Classroom Enhancement Fund	376.0	Funding to implement the Memorandum of Agreement with the BCTF that restores class size and composition language
Pay Equity	50.9	Negotiated fund to reduce pay differentials between traditionally male/female jobs
Community LINK	48.6	Funding to provide nutrition and support to vulnerable & disadvantaged students
Student Transportation Fund	14.8	Remove bus fees and improve transportation services for students
Graduated Adult Learning (Ed Guarantee)	4.1	Tuition-free courses for graduated adults – excludes impact of recent ABE announcement. Could be up to 16.3M
Rural Education Enhancement Fund	3.4	Funding for school districts facing school closures in rural communities
Ready Set Learn	2.8	Facilitates partnerships between schools, local community agencies and early childhood service providers
Remaining Special Purpose Grants		
Provincial Resource Programs	27.8	To assist districts to meet the educational needs of students in exceptional circumstances
Return of Administrative Savings	25.0	Return of savings that had previously been removed from the operating grant (obsolete in 2018/19)
Annual Facilities Grant (AFG)	23.5	To maintain facility assets through their anticipated economic life and prevent premature deterioration
Learning Improvement Fund (S115(2))	20.0	Negotiated fund to support challenging learning conditions in complex classes (CUPE)
Public Education Benefit Trust	19.4	Health and welfare trust providing employee benefits to unionized support staff
Official Languages in Education Protocol (OLEP)	12.0	Allocation of Federal Funds to support French language instruction
StrongStart Centres	10.4	Early learning programs in schools for a free, drop in early learning program for pre-school aged children accompanied by a parent
MyEDBC	5.9	Operating cost of the Student Information Service, MyEducation BC
Carbon Tax Reimbursement	4.8	Reimbursement of Carbon Tax on fuel used by districts
Leases	1.5	Capital leases for educational space where no district facilities currently exist
Education Resource Acquisition Consortium (ERAC)	0.7	Facilitates cooperation on purchases in order to generate financial savings

* Funding under S115(1)(a) of The School Act unless noted

C. Terms of Reference – Independent Review Panel

TERMS OF REFERENCE
INDEPENDENT REVIEW PANEL FOR THE
K-12 PUBLIC EDUCATION FUNDING ALLOCATION SYSTEM REVIEW
EXPECTED RESULTS FOR THE PERIOD
February 14, 2018 – August 31, 2018

Introduction

The Minister of Education, (the Minister) is the lead for the K-12 Public Education Funding Allocation System (FAS) Review as directed by Premier. The Minister has established a team of experts to complete an independent review of the FAS. Chris Trumpy has been appointed as Chair of the Independent Review Panel to the Minister of Education. The Chair and Panel Members ("the Panel") will support the Minister in reviewing the current FAS to move BC's public school system to a better, stable, and sustainable model. The Minister has appointed the following individuals on the Independent Review Panel:

- Philip Steenkamp, Vice-President, External Relations, UBC
- Kelly Pollack, Partner, Human Capital Strategies and former CEO of the Immigrant Employment Council of BC
- Lynda Minnabarriet, Secretary Treasurer, Gold Trail, SD74
- Flavia Coughlan, Secretary Treasurer, Maple Ridge-Pitt Meadows, SD42
- Piet Langstraat, Superintendent, Greater Victoria, SD61
- Angus Wilson, Superintendent, Mission, SD75

Major Duties

The specific duties of the Panel include:

1. Review and provide feedback on a discussion paper and supporting materials (based on information gathered through initial fall engagement process);
2. Chair and present the discussion paper at stakeholder events, including: regional technical working sessions, one-on-one meetings, and sector events (e.g. AGM, conferences) between early March and late May 2018, including regional travel where necessary;
3. Liaise with Ministry of Education communications department on media enquiries;
4. Work with key K-12 sector stakeholder groups as needed, to be identified in collaboration with Ministry of Education staff;
5. Work with Ministry of Education staff to gather appropriate data, analytics and research to support their deliberations on the discussion paper;
6. Work with Ministry staff to support the development and consideration of options;
7. Brief senior Ministry executive on engagement activities if/when required; and
8. Develop and present the Minister a final paper including recommendation(s) for the FAS.

The Superintendents and Secretary-Treasurers will participate as panel members throughout the review process and have agreed to designate a delegate for engagement sessions.

Scope of Activities

The following activities are considered 'in scope' for the Panel:

- Review of analytics pertaining to:
 - Perspectives and technical surveys;
 - Cross-jurisdictional research findings; and
 - Ministry data analytics and scenario modeling.
- Review of written stakeholder submissions and the Rural Education Report;
- Directing the work of Ministry of Education staff regarding data gathering, research, and scenario modelling;
- Facilitation of regional technical working sessions and other one-on-one meetings with stakeholder groups,
- Summarizing feedback from engagement sessions,;
- Developing options and recommendations for a new funding model and transition requirements, based on the issues and challenges identified in the discussion paper, feedback, and data/research provided;
- Briefing Ministry of Education Executive and/or the Minister of Education as needed;
- Maintain confidentiality of options and opinions deliberated during engagement; and
- Deliver a final report to the Minister.

The following activities are considered 'out of scope' for the Panel:

- Review the public K-12 funding quantum; and
- Review of capital and independent school funding information, except where there are implications for operating funding, as identified by the Ministry of Education.

Deliverables

The following deliverables are expected from the role of Chair:

1. Monthly status updates to the Minister of Education and Ministry of Education executive team.
2. Final report on the Funding Allocation System, including recommendations for the future.

Overview of Timelines	
February	• Minister announces Chair and Panel Members.
February - March	• The Chair to meet with Ministry staff for status update on the review and the functions of the Secretariat • Panel to hold initial meetings • Ministry to provide discussion paper from the fall consultation as well as supporting materials for review (e.g. Rural Engagement Strategy, written submission, etc.)
March – May	• Establish Stakeholder Engagement strategy: regional sessions, meetings with key stakeholder organizations, one-on-one meetings as requested by stakeholders, conferences, etc. • Ensure consultation requirements under TEFA are met • Panel members participate and facilitate engagement sessions, as needed • Stakeholder Engagement includes: regional sessions, meetings with key stakeholder organizations, conferences, etc.
June	• Panel Members provide input into draft paper including recommendations • Chair prepares draft paper including recommendations to Minister of Education
July	• Chair submits final report on behalf of Panel

Support

The Panel will be supported through an active relationship with Ministry of Education staff, which includes arranging meetings, providing data, analytics, and modelling, organizing travel, drafting documents, and assisting with communications.

Key contacts for the Panel within the Ministry of Education, Resource Management and Executive Financial Office, are as follows:

- Primary – Executive Director, Sector Resourcing and Service Delivery
- Secondary – Director, Funding and Allocation

All expenditures and resourcing requests must be routed through Ministry of Education staff and approved by the Ministry of Education unless otherwise specified by contract.

D. Funding Model Principles

Purpose

Ministry of Education and Boards of Education have shared accountability for student success within the BC K-12 public education sector, and the funding allocation system distributes available funding in an equitable manner that supports continuous improvement of student outcomes.

Principles

RESPONSIVE	Allocates available resources amongst Boards of Education in consideration of unique local and provincial operational requirements
EQUITABLE	Facilitates access to comparable levels of educational services and opportunities for individual students across the province
STABLE AND PREDICTABLE	Supports strategic, multi-year planning for educational programming and school district operations
FLEXIBLE	Respects the autonomy of, and does not unnecessarily restrict, individual Boards of Education in the spending of their allocations to further student success
TRANSPARENT	Calculates funding using a clear and transparent methodology
ACCOUNTABLE	Allocates resources to Boards of Education in the most efficient manner, and ensures that resources provided are being utilized as intended.

These principles are to be included in the Funding Allocation System Manual and to be incorporated into a broader Financial Framework for Enhancing Student Success.

Details

Responsive	Allocates resources amongst Boards of Education in consideration of unique local and provincial operational requirements a. Distribution of funding between Boards of Education should enable student success across the province; b. Funding allocations should reflect individual school district operational requirements; and c. Funding allocations should consider educational requirements established by the Ministry of Education, either provincially or for individual Boards of Education.
Equitable	Facilitates access to comparable levels of educational services and opportunities for individual students across the province a. Allocations should help ensure that individual students have access to comparable types of programs and services, regardless of where they live; b. Allocations should ensure that students requiring additional supports have access to services that further their educational success, regardless of where they live; c. Allocations should support measured improvements to student success; and d. Funding should be distributed consistently amongst districts, where there are provincial standards or programming required by the Ministry of Education.

Stable and Predictable

Supports strategic, multi-year planning for educational programming and school district operations

- a. Annual funding amounts are confirmed as early as possible to support the annual budgeting process;
- b. Where possible, future year funding forecasts are communicated to Boards of Education, to facilitate notional long-term planning; and
- c. Any major changes in the funding allocation model, or in the services that Boards of Education must provide, should contain an adjustment period and/or transitional funding arrangements.

Flexible

Respects the autonomy of, and does not unnecessarily restrict, individual Boards of Education in the spending of their allocations to further student success

- a. Enables Boards of Education to implement local approaches in delivering educational services to students;
- b. Spending restrictions placed on Boards of Education should be limited, except where required to meet provincial education requirements and/or good financial governance;
- c. Special grants should be exceptional and time-limited; and
- d. Boards of Education should be provided with an explanation of the intent and guiding principles behind any targeted or restricted funding.

Transparent

Is calculated using a clear and transparent methodology

- a. The allocation of funding by the Ministry should seek to be understandable both to those administering the funds and to the public, toward improved public confidence;
- b. The funding distribution model should be as simple and transparent as possible, without foregoing other principles; and
- c. There should be a clear understanding of when funds are general, special, or targeted, and of any associated reporting requirements.

Accountable

Allocates resources to Boards of Education in the most efficient manner, and ensures that resources provided are being utilized as intended

- a. The funding distribution model makes efficient use of the available funding envelope and recognizes that Boards of Education have a responsibility to use that funding in as effective a way as possible, for the benefit of individual students; and
- b. There should be clear reporting, both provincially and locally, on how funds are being allocated and spent.



K-12 Public Education Funding in British Columbia

FUNDING MODEL REVIEW DISCUSSION PAPER

Ministry of Education | March 2018

A Review of B.C.'s Public Education Funding Model is Underway

INTRODUCTION

The British Columbia (B.C.) Ministry of Education (the Ministry) is consulting with K-12 sector stakeholders to review B.C.'s public education funding model. The goal of the funding model review is to ensure that available funding is allocated equitably across B.C.'s 60 Boards of Education.

B.C.'s education system continues to generate positive student outcomes. More students are graduating than ever before, with an 84 percent six-year completion rate.¹ This includes significant increases in recent years among Indigenous students and students with special needs in recent years.² Further success has been demonstrated by B.C. students through strong results on national and international education skills assessments. B.C. ranked first in the world for reading, third for science, and ninth for mathematics in the 2015 Programme for International Student Assessment (PISA), out of 72 participating OECD jurisdictions.³

Building on this strong foundation, the Ministry is committed to fostering a flexible, personalized and sustainable education system, which is focused on strong outcomes and equitable access to educational opportunities for all students. While B.C.'s student outcomes are among the best in the world, there are still areas for improvement such as closing the gap between Indigenous students and children in care with all other students. Recognizing that funding is an influencing factor in the delivery of educational programs and services across the province, it is important to explore the ways in which B.C.'s funding model can support equitable access and improved outcomes.

In response to feedback from education sector stakeholders, the Minister of Education announced a funding model review, which is now underway. The review is focused on the way available funding (as determined by government through the annual budgeting process) is allocated to B.C.'s 60 Boards of Education. The funding model review will include several phases. The Ministry and the BC School Trustees Association (BCSTA) have developed a Statement of Principles for a new funding model. At the same time, the Ministry has conducted initial research, exploratory engagement meetings with stakeholders, and surveys during the fall of 2017 – a summary of emerging themes is included in this paper.

This paper will inform the work of an Independent Review Panel, which will make recommendations to the Minister of Education in summer 2018. Once government has an opportunity to review and consider the recommendations, the Ministry of Education will then develop options for transitioning to a new model, which is expected to be in place for the 2019/20 school year.

¹ The six-year completion rate is the proportion of students who graduate, with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C.

² Six-year Completion and Graduation Rates <http://www.bced.gov.bc.ca/reporting/province.php>

³ Measuring up: Canadian Results of the OECD PISA Study *The Performance of Canada's Youth in Science, Reading and Mathematics (2015)* funded by the Council of Ministers of Education of Canada http://www.cmec.ca/Publications/Lists/Publications/Attachments/365/Book_PISA2015_EN_Dec5.pdf

The purpose of this discussion paper is to summarize the feedback that has been heard through the process so far.

Interested parties are asked to submit written comments on this discussion paper to the panel (details are provided at the end of the paper).

BACKGROUND: CURRENT FUNDING MODEL

The current method of allocating funding to the province's 60 Boards of Education has been in place since 2002. In general, the model does not allocate funding for a specific purpose. Operating grants represent the vast majority of funding to school districts (over \$5 billion annually) with 79 percent of funding being allocated on a basic per student (full-time equivalent) basis, and the remaining funds being allocated based on unique student and district (geographic) needs.

Outside of operating grants, a series of 'special grants' totaling \$680 million annually provide additional funding for specific purposes—such as facilities maintenance, the operation of Strong Start Centres, etc. Only 10 percent of total operating funding is restricted for a specific purpose, while the remainder is flexible and available for Boards of Education to direct according to local priorities.

The current model was designed in an era of enrolment decline. Much has changed since that time, more specifically:

- Over the last 15 years, B.C. has experienced a lengthy period of enrolment decline followed by three years of significant enrolment growth (1 percent each year), which is forecast to continue for the foreseeable future; and
- Communities, industries, and populations have changed dramatically, for example, urbanization has led to population declines in some communities and rapid growth in others, resulting in major changes to local student populations across the province.

Further, as social, cultural, technological, and economic trends are rapidly shifting, so too are the ways in which students are learning and the skills they will require to succeed after graduation in an increasingly complex and interconnected world. This has led to new methods of education delivery, such as the Ministry's curriculum redesign, as well as changes to data collection through the implementation of a new student information system. At the same time, the expectations placed on schools and school districts by parents, stakeholders, and the public have also increased over time – especially in rural communities. Parents expect a highly personalized approach to educational programs and services for their children, focused on each individual student's specific learning needs. Industry expects that their immediate and future workforce needs will be met.

Currently, funding is not directly linked to furthering student success, but rather, is largely based on inputs (numbers of students reported by school districts in specific categories). This approach leads to more time and resources being spent on counting and assessing students, as opposed to delivering educational services and driving student outcomes. B.C.'s K-12 education system must prepare students for the future by helping them successfully transition to post-secondary education and the workplace, and to thrive in a rapidly changing world. The funding model has not adjusted to

reflect the changes noted above, with the same model having remained in place for more than 15 years.

In contrast, other jurisdictions have taken steps in recent years to adjust their models to reflect changes in their educational, legislative, community, and economic landscapes. B.C.'s funding model is becoming outdated relative to other provinces. For these reasons, now is an excellent time to review the funding model in B.C. to understand whether modifications should be made to ensure funding is dispersed in a manner that best contributes to individual student success, and aligns with the local and regional operational realities that school districts face.

REVIEW PROCESS TO DATE

Initial Steps

Since October 2017, a number of important steps have been completed in the early stages of the funding model review, including:

- Established a Statement of Principles in conjunction with the B.C. School Trustees Association (BCSTA) to ensure the new funding model reflects the priorities of the K-12 sector's co-governing partners;
- Completed a cross-jurisdictional analysis of funding models across Canada, as well as in-depth reviews of Ministry program areas, and a scan of key funding issues since 2002;
- Review of the rural education engagements completed by the Ministry in 2017;
- Administered a technical survey and a perspectives survey to 350 sector stakeholders, including Trustees, Superintendents, and Secretary-Treasurers;
- Invited Boards of Education and stakeholder groups to provide written submissions for the Independent Review Panel to consider; and
- Met one-on-one with several K-12 sector stakeholder organizations, with additional meetings planned over the coming months.

Statement of Principles

A Statement of Principles for the new funding model has been co-developed by the Ministry and the BCSTA to help ensure that the new funding model focuses on distributing available funding in an equitable manner that supports continuous improvement of student outcomes.

The principles are that the funding model will be:

- **Responsive:** Allocates available resources amongst Boards of Education in consideration of unique local and provincial operational requirements.
- **Equitable:** Facilitates access to comparable levels of educational services and opportunities for individual students across the province.
- **Stable and Predictable:** Supports strategic, multi-year planning for educational programming and school district operations.

- **Flexible:** Respects the autonomy of, and does not unnecessarily restrict, individual Boards of Education in the spending of their allocations to further student success.
- **Transparent:** Calculates funding using a clear and transparent methodology.
- **Accountable:** Allocates resources to Boards of Education in the most efficient manner and ensures that resources provided are being utilized as intended.

Emerging Themes

Seven key themes have emerged from the consultations and research to date. Each identified theme includes a description of the current state, a discussion of the issues, challenges, and opportunities that have been raised through the review process thus far—posing a number of key questions that can be considered in the next phase of this process. These themes may be adjusted over the course of the next stage of the funding model review process, depending on the feedback received and results of further research (see Next Steps section).

Theme 1: Student Success in the Context of an Evolving Education System

What We've Heard

The current model does not directly incent improvements to student outcomes, and may not provide sufficient flexibility to enable individualized and flexible educational approaches to further student success.

"Students in the province deserve a quality education no matter where they live. Any changes to the funding formula must maintain or improve equity and access for all students in the province."

– Survey Respondent

Current State

The funding model that has been in place since 2002 does not include any direct link between funding and student outcomes, and does not explicitly promote student success. However, there is no consensus amongst stakeholders on how to define meaningful, relevant outcomes either broadly or for individual students, and so this concern must be viewed in the context of a high-performing education system with graduation rates and other education outcomes at an all-time high.

The current model provides supplementary allocations to address the unique needs of students and characteristics of school districts. However, gaps in student achievement persist, for example, completion rates and assessment scores differ between rural and urban students, between Indigenous and non-Indigenous students, and for students with special needs or other vulnerabilities such as children in care. The 2016/17 six-year completion rates were 69 percent for students with special needs, 66 percent for Indigenous students, and 50 percent for Indigenous children in care, which fall well below the 84 percent completion rate for all students. The rural education

engagement process also highlighted that rural student completion rates were, on average, 7.7 percent below urban completion rates from 2013/14 to 2015/16. Current funding approaches for various educational services and programs may not be contributing to better outcomes for all students to the greatest extent. There may be opportunities to fund differently to support improved student outcomes.

In addition, the emergence of new technology and trends towards online and blended education delivery in some cases, require a funding model that can support multiple delivery methods while encouraging a flexible, personalized learning experience for all students.

B.C.'s new curriculum implementation began in 2016/17 for Kindergarten to Grade 9, and will continue with Grade 10 in 2018/19 and Grades 11-12 in 2019/20. While additional funding has been provided to support educators through this transition, feedback from stakeholder survey participants suggests that changes need to be made to the funding model to support the new curriculum by recognizing that the current course-based funding approach may not fully reflect the evolving ways in which educational programs will be delivered now and into the future.

The new curriculum is student-focused and does not specify delivery methods – learning happens in a variety of places with flexible time frames and pedagogical approaches. The current funding model distinguishes between different types of learning environments with varying levels of funding depending on whether it is distributed learning or in a 'bricks-and-mortar' school. As well, funding based on registration in an approved list of courses for certain grades can limit flexibility and choice for students, and in some cases, has inadvertently led to a focus on registering students to maximize funding rather than focusing on each student's learning needs, preferences and outcomes.

Seventy-four percent of survey respondents indicated that delivering personalized and competency-driven learning will result in operational challenges that may not be appropriately recognized in the current funding model. These challenges may vary by school district. The recent rural education engagement process found that many small school districts, or those where students are more geographically dispersed into smaller schools, already offer a high degree of personalization, while school districts operating a greater number of larger schools may find it more challenging to allocate appropriate resources and supplies to achieve a comparable level of personalization.

This funding model review is an opportunity to investigate whether different funding approaches could lead to further improvements in student achievement, greater equity of access to educational programs and services for all students, and better alignment with the changes that are underway in the delivery of educational services and implementation of the new curriculum.

Key Questions

Questions to explore through the next stage of the review could include:

- Should funding vary by method of delivery, by level of education, by subject matter, and/or by type of student, or should Boards of Education have the flexibility to develop programs and services without having to worry about multiple funding components?

- Could the funding model better support changes in educational program delivery, including more flexibility, individualized learning, cross-curricular studies, and teacher collaboration, in ways that result in better outcomes for students?
- Can the funding model be modified to help close educational gaps and improve equity of access to educational programs and services?
- Can different funding approaches be used to promote individual student choice?
- Should funding directly incent improvements to individual student success?
- Are there certain types of funding that should be targeted or restricted to allow government to direct funds for specific purposes or policy initiatives, and to track those expenditures and outcomes more rigorously?

Theme 2: Education for Special Needs, Vulnerable and Indigenous Students

What We've Heard

Inclusive education is the concept of integrating students with designated special needs, vulnerable students, and Indigenous students into a regular classroom setting in a manner that supports their individual success. Initial research and stakeholder feedback has revealed that education funding approaches for special needs, vulnerable and Indigenous students in B.C. lags in three key ways:

1. The current funding directs a disproportionate amount of time and resources towards administration, assessments, and paperwork, rather than direct services to students;
2. There are vulnerable student populations which are not specifically included within the funding formula, and the data being used to calculate existing allocations may not be comprehensive enough to capture the true landscape of vulnerable student populations in school districts; and
3. The rules around targeted funding for Indigenous students may be too restrictive and may not be enabling better outcomes for Indigenous students.

"Education is a basic right for ALL students - not just typical students but those with complex learning needs as well. I believe that if competencies are important to society, we need to shift our culture to that of complete inclusiveness.... and that means meeting the needs of all students - not just the majority."

– Survey Respondent

Current State

A summary of the challenges faced by the identified student groups (special needs, vulnerable and Indigenous students) is discussed in more detail below, and includes key questions for consideration in the next stage of the review for each of these student groups.

1. STUDENTS WITH SPECIAL NEEDS

“Support for inclusion of students with special educational needs is generally the most challenging area to address with the current system.”
– Survey Respondent

Challenges in providing support to all students with additional needs emerged as a strong theme in the stakeholder surveys. Seventy-seven percent of respondents had the opinion that there are students who require services and supports that are not receiving them within the context of the current process for assessing, designating, and issuing funding (some of whom have medical conditions, others who require social or other types of supports) not specifically captured within the model.

The current funding model incentivizes school districts to devote a great deal of time and resources towards assessing students in order to secure additional funding, which generates more paperwork and administration costs. Several school districts reported spending between 15 and 20 percent of their overall special education budget on administration, assessments, paperwork, and reporting, instead of services to students. Extrapolating provincially, this would equate to well over \$100 million per year that could be repurposed from administration to educational service delivery to support these students.

One unintended consequence of the current diagnosis-and reporting-based funding approach for special education services is long wait times for assessments, in both urban and rural districts, and a lag in access to services for these students. The recent rural education review found that wait times for assessments could be longer than one and a half years in some school districts, forcing many parents to pay up to \$3,000 to have their children assessed privately. In addition, students may require support that falls outside the current diagnosis-based system, and these students may not be offered the services that they require because they do not attract any supplemental funding. Although the percentage of students designated as having special needs within the broader B.C. student population has stayed relatively constant over the past 15 years, the number of students being diagnosed in supplemental funding categories has increased by 65 percent since 2002. Overall, student enrolment has fallen by 10 percent during this period.

Many other Canadian provinces such as Alberta, Saskatchewan, Manitoba, and Ontario use differential modifiers to predict vulnerability and the incidence of students with additional needs, and do not solely rely on assessments or reporting to determine funding levels. Only 15 percent of stakeholder survey respondents expressed a preference for keeping the current funding approach; the vast majority recommended moving away from a predominantly medical diagnosis-based model for special education funding.

Key Questions

Opportunities to be explored through the funding model review may include:

- Should an alternative, non-diagnosis (or reporting-based) model of funding students with special needs be considered?

- How can a new funding model ensure that individual students, in all parts of the province, receive the support they require in a timely manner?
- How can a new funding model reduce administrative costs and increase resources dedicated to services to students?
- Could the funding model better support special needs students in ways that result in better outcomes for students?

2. VULNERABLE STUDENTS

The current funding model includes a Supplement for Vulnerable Students, which is calculated based on economic conditions, demographic vulnerabilities, social conditions, and educational attainment. This supplement provides a small amount of additional funding to districts to assist with providing services to vulnerable students, on top of funding received through CommunityLINK. The CommunityLINK funding is a special purpose grant that has been in place since 2002/03, and is used to support meal programs, mental health services, and other initiatives for vulnerable students. A total of \$63.6 million was disbursed across all public school districts in 2017/18 for this purpose. Separate funding is also provided for provincial resource programs, which support educational services for students in hospitals, in youth custody, or in treatment centres.

However, preliminary findings from reports by B.C.'s Office of the Auditor General and from the B.C. Representative for Children and Youth, suggest that not all the needs of vulnerable students are being met by Boards of Education. In addition, there is a degree of inequity in the system where some school districts have local municipalities that match government funding or have more robust Parent Advisory Committee networks with the ability to raise significant funds for vulnerable student services.

Key Questions

The funding model review presents an opportunity to investigate whether there are more effective approaches to allocating funding for vulnerable students. Potential questions may include:

- How can a new funding model contribute to improved equity of access to services, and improved outcomes for vulnerable students?
- Should allocations for vulnerable students be combined with those for other students?
- Should the funding model differentiate between the needs of different types of vulnerable students?
- Are there data sources from other agencies that could be incorporated to better capture trends in vulnerable student populations in school districts?

3. INDIGENOUS STUDENTS

The current funding model provides an allocation to Boards of Education for each self-identified Indigenous student (over and above the basic per student amount). This funding is targeted and must be spent on the provision of Indigenous education programs and services, over and above the

regular education program. There were 58,283 self-identified Indigenous students in 2016/17 and total supplemental funding was \$70.3 million in 2017/18.

Many stakeholder survey respondents felt that targeted funding for Indigenous students is sufficient to address the development and delivery of Indigenous education programs. However, some feedback suggests that the current use of a per-pupil rate for self-identified Indigenous students is not equitable, because services cost more in some districts than in others, and because reliance on students to self-report may lead to under-representation and, therefore, a lack of services to some students.

In addition, while the completion rate for Indigenous students was 66 percent in 2016/17, up from 47 percent in 2003/04 (one year after the current funding formula was introduced), this is still significantly lower than the completion rate for all students. The current funding model may not be allocating funding in a manner that best improves outcomes for Indigenous students, and this warrants further analysis and discussions.

Funding for Indigenous student education is complex, as both the provincial government and federal government have different responsibilities, and there is a direct relationship between funding levels provided by each. Any changes to Indigenous student education funding must be discussed with the other levels of government involved in the education of Indigenous students, including the First Nations Education Steering Committee and the Government of Canada. Funding changes could impact federal funding allocated through the Tripartite Education Framework Agreement, which is currently being re-negotiated. The Province is also committed to implementing the UN Declaration on the Rights of Indigenous Peoples, which could manifest as a true educational partnership with Indigenous peoples based on rights, reconciliation and respect.

Key Questions

A recent report from B.C.'s Office of the Auditor General recommended evaluating the effectiveness of targeted funding and enhancement agreements as strategies to close the gaps in education outcomes between Indigenous and non-Indigenous students.⁴ There is now an opportunity to review and modify the current funding model with respect to this type of funding. Potential questions to be explored include:

- Should there be a more explicit link between funding and closing educational gaps for Indigenous students?
- Are there opportunities to improve the approach to funding services for Indigenous students in alignment with the UN Declaration on the Rights of Indigenous Peoples?⁵

⁴ AN AUDIT OF THE EDUCATION OF ABORIGINAL STUDENTS IN THE B.C. PUBLIC SCHOOL SYSTEM (November 2015), B.C. Auditor General, https://www.bcauditor.com/sites/default/files/publications/reports/OAGBC%20Aboriginal%20Education%20Report_FINAL.pdf

⁵ UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES (March 2008), United Nations, http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

- Should funding be allocated to Boards of Education for Indigenous students include a per-pupil amount based on self-identification, a grant based on general population data, or other criteria?

Theme 3: Responsiveness to Local Circumstances

What We've Heard

The funding model does not adjust sufficiently for enrolment dynamics between and within districts, differences in types, sizes and geography of schools, or composition of students.

"The proportion of funding that is directly variable with enrolment is too high."

– Survey Respondent

"The formula needs to recognize the unique characteristics of each school district."

- Survey Respondent

Current State

Enrolment in B.C. has been increasing over the past several years. Despite this provincial trend, there is significant variability in enrolment amongst different school districts and even schools within the same school district - some are experiencing rapid growth, while others are facing a continuous slow decline.

School district enrolment changes every year due to demographic changes, as well as migration between districts, to and from the independent school system, and between provinces. The current funding model cannot respond to real time enrolment changes within a school district; instead student counts are currently made at three points in the school year. In addition, some school districts have voiced concerns that the funding model is not responsive to demographic shifts during the school year for vulnerable student populations, including refugees.

The current model includes funding protection to ensure that no district experiences a decline in operating grants greater than 1.5 percent compared to the previous year's September funding. Funding protection is intended to support school districts experiencing significant enrolment decline, but does not benefit districts with relatively flat enrolment that have all of the same inflationary pressures that other school districts face, but may not receive additional funding year over year. Also, the current model does not consider potential economies of scale in those districts where enrolment is increasing and larger numbers of students attract significant amounts of funding.

The current funding model includes allocations for a range of geographic factors. However, 64 percent of stakeholder survey respondents felt that there are additional factors that are not captured by the current geographic supplements, such as differences in costs to provide transportation services, and differing incidences of poverty and vulnerability. Further, respondents suggested a preference for adjusting the funding mix to a more balanced ratio between base funding and supplemental funding, compared to the current ratio, which is more than 80:20.

Finally, the current model may not appropriately consider different enrolment and student population dynamics within a single school district, especially in those school districts that have both large urban centres and rural and remote satellite communities.

Key Questions

Potential questions and areas of investigation for the funding model review may include:

- Should a combination of base and supplemental funding be utilized? If so, what is the most appropriate balance of base funding compared to supplemental funding?
- Should the funding amount be calculated predominantly on headcount, course or credit-based, or another method?
- Should different districts receive different funding rates based on their size/enrolment context or other factors?
- Are the current factors weighted appropriately and do they cover all the required school district characteristics to generate equitable funding allocations?
- Are there other data sources that could be used to more equitably disperse funding based on current population and/or geographic dynamics?
- Should the funding formulae account for significant enrolment shifts within a school district (e.g. flat or declining overall but with large growth in parts of districts)?
- Should some remote schools and school districts be allocated funding through a different mechanism (e.g. should schools with fewer than 50 students, or alternate schools, be funded differently than the rest of the province)?

Theme 4: Flexibility

What We've Heard

Boards of Education have limited flexibility in budgeting, despite considerable local autonomy in the utilization of unrestricted operating funding. Special grants and targeted funding further restrict flexibility and there are no criteria for when they should be utilized.

"Continued flexibility for Boards to address the unique needs of their individual districts is of paramount importance. This can be facilitated by moving grants from special purpose into operating."

– Survey Respondent

Current State

Nearly all Canadian jurisdictions place a high value on the autonomy of Boards of Education and flexibility in education spending. British Columbia's approach resembles that of Alberta, Saskatchewan and Ontario, whereby only a small percentage of funding is enveloped or restricted for a specific use.

In addition, the number of special purpose grants provided outside of the operating grant determined by the funding allocation system (“outside the block”) has been growing, and since these allocations typically have restrictions and separate reporting requirements, they create less flexibility for Boards of Education. Moreover, reporting for special purpose grants takes up valuable staff time; over half of survey respondents indicated that reporting requirements impose a significant administrative burden relative to the amount of funding provided. On the other hand, targeting or restricting funding allows government to direct funding to specific purposes or policy initiatives, and to track those expenditures more rigorously where there is a need to do so.

Key Questions

The current review is an opportunity to investigate whether different funding approaches could resolve some of the challenges faced by Boards of Education with respect to flexibility. Questions to explore through the funding model review could include:

- Should the funding model be adjusted to provide Boards of Education with greater flexibility and autonomy in spending? If so, which areas require flexibility, and which areas require more targeted or restrictive approaches?
- Which types of funding should be targeted and/or restricted to support equity of access to educational programs and services across the province and continuous improvement of student outcomes?
- Should the number of grants “outside the block” be reduced, or have fewer restrictions?

Theme 5: Financial Management and Accountability

What We’ve Heard

Strong financial governance and accountability support the education sector goals of enhancing student learning. The current governance structure for Boards of Education leads to a conservative approach to budgeting. This, combined with the timing of funding payments, contributes to increasing accumulated surpluses and cash balances.

“If there is a funding protection component, it should be reviewed in conjunction with districts’ surplus and local capital balances that are accumulating on an ongoing basis.”

– Survey Respondent

Current State

The current funding model and legislative context (e.g. passing a balanced budget) drive school district processes and impact their ability to manage their budgets and plan for the long-term. Variability in the timing of funding means school districts receive some funds later in the school year, and there can be limited ability to add staff or make other longer-term, strategic investments. Unspent operating grants contribute to accumulated surpluses and cash balances, which is an area of concern for the Ministry of Finance and the B.C.’s Office of the Auditor General.

School districts often prepare conservative budgets based on initial enrolment figures, and use an overestimation of expenditures and underestimation of revenues to build a financial cushion. This approach avoids running a deficit, which is not permitted under the *School Act*, helps mitigate the risk of over hiring (beyond funding levels), and ensures that baseline programs continue.

Enrolment changes, particularly prolonged enrolment decline, have led to reduced operating grants for some Boards of Education. However, some Boards of Education have not reduced their operations to match lower levels of enrolment; instead, they use accumulated surpluses to balance their budgets, which means that they may offer a higher level of service to students than some of their counterparts who are also in enrolment decline, but run the risk of annual deficits. Other Boards of Education have made the difficult local decisions required to adapt to the new level of enrolment by generating accumulated surplus or redirecting surplus funds to new programming in anticipation of lower funding levels.

School districts are the only broader public sector entity that can carry forward prior years' accumulated surplus, and to use these funds to balance their current year budget. There was a total of \$300 million in accumulated surplus as at June 30, 2017. While a portion of these funds may be internally restricted (i.e. earmarked by the Board of Education for a specific use), some portion could be repurposed or reinvested by Boards of Education for other purposes.

Additional inequity exists as a result of the varying abilities of school districts to generate supplemental revenue, which leads to differences in educational opportunities across the province (e.g. some districts have extensive facility rental or lease programs, and some are able to attract significant numbers of international students, which generates tuition fee revenue, while other districts without this ability can be disadvantaged in comparison).

Key Questions

The funding model review presents an opportunity to explore these issues further, and to strengthen financial governance and accountability in the education sector. Possible areas of focus and questions may include:

- Should school district spending be monitored throughout the year and allocations adjusted if a surplus is projected? For example, ensure that funding provided is being utilized as intended?
- Should the manner in which funding is confirmed be restructured and flowed to minimize the growth of cash balances?
- Should there be a limit on the amount of accumulated operating surplus that can be carried over from year to year?
- What is the optimal timing for announcing and releasing funds throughout the school year?
- Should the funding model account for school district own-sourced revenues, ensuring equity of educational opportunities for all students, regardless of where they live in the province?

Theme 6: Predictability and Costs

What We've Heard

A model based largely on student enrolment means that funding can be unpredictable. At the same time, certain types of costs are more fixed than others and can often differ widely amongst school districts. This can limit flexibility for Boards of Education when it comes to financial planning and budget management.

"Our current financial forecasts indicate we will be in a deficit situation within the next two years as a result of declining enrolment at our remote schools, and we have very few cost-reducing measures available to address the anticipated funding losses." – Survey Respondent

Current State

Enrolment can shift amongst school districts, or between public and independent education systems in any given year, which can cause swings in funding. As an example, SD67 (Okanagan Skaha) has seen their annual funding change by +0.3 percent (2015/16), -1.4 percent (2016/17) and +3.0 percent (2018/19). A shift of only a few students in a small community can make planning a challenge in some locations. In addition, as the number of special purpose grants has increased over the past several years, a number of stakeholders have expressed concern regarding the predictability and certainty of funding going forward.

There are some types of costs, such as utility rates and statutory benefits that school districts have little ability to influence. As well, discretionary spending by Boards of Education is limited, as approximately 89 percent of all operating funding is spent on salaries and benefits, which is guided by 60 different local versions of the provincial collective agreement for teachers and 71 collective agreements for support staff and professional associations.

The added effect of restoring class size and composition language as a result of the Supreme Court of Canada decision in late 2016 has further reduced flexibility for Boards of Education in terms of how their schools and classrooms can be organized and staffed. The restored class size and language has impacted the costs to deliver educational services consistent with the terms outlined in the Memorandum of Agreement (MoA) with the BC Teachers' Federation. The number of staff required, and thus the costs of delivering services to students in the context of the MoA, varies amongst school districts.

In addition, school districts have their own local collective agreement with different class size and composition language, they also have different staffing processes and requirements for the determination of services to students with special needs. There are other collective agreement provisions, such as clauses regarding professional development, release time and remote allowances, which can also lead to greater (or lesser) costs amongst school districts that are not directly recognized in the current funding model. Further, while the current model contains an allocation to recognize variances in teacher compensation costs, differing costs for support staff compensation are not currently recognized.

In addition to these factors, Boards of Education in smaller, rural school districts have reported being more sensitive to changes in costs on an annual basis, and often find it more difficult to cope with unforeseen and/or escalating costs such as increased heating costs during a difficult winter, or cooling costs during a hot summer.

With a funding model that is not directly aligned to costs, and instead allocates funding largely based on enrolment, there can be a mismatch between service delivery costs and funding levels in some school districts, especially when enrolment changes dramatically year over year. School districts have stated that it can be difficult to increase or decrease costs annually to match funding levels. This can make it difficult for Boards of Education to perform strategic, long-term financial planning, and, in some cases, sustain core programs and services over time.

Key Questions

The funding model review presents an opportunity to investigate whether funding mechanisms can better support long-term budgeting and help school districts deal with fixed and variable costs more effectively. Possible questions to consider in the next phase of work may include:

- How can funding be confirmed earlier or in a multi-year timeframe to support strategic, long-term budget planning?
- Are there mechanisms that could be introduced to the funding model to reduce the fluctuations in funding year over year?
- Should the funding model, or the structure and process supporting the model, be modified to track unexpected cost increases or decreases, so that adjustments can be made if needed?
- Should new mechanisms be considered to equalize the cost differential amongst school districts for items that may be more fixed, such as compensation and staffing levels set by collective agreements?

Theme 7: Geographic, Economic and Demographic Factors

What We've Heard

The rural education review identified that the funding model may not fully recognize the unique needs of rural and remote school districts, or the additional costs to operate and maintain adequate service levels in rural and remote schools.

“Rural communities do not have the economy of scale to adequately offer programs and services to our students. There is a need for increased operating funds for rural schools for staffing and programming.”

– Survey Respondent

“The current funding model doesn't adequately address the issue of the different cost of living in different jurisdictions. Boards in certain geographic areas face challenges in attracting qualified

employees as there is little or no incentive for an employee to move to an area where they will earn the same but have to pay more for housing and other living expenses.” – Survey Respondent

Current State

Approximately 32 percent of students in B.C.’s public K-12 system attend schools located outside of the main urban centres of Greater Victoria, the Lower Mainland and Kelowna areas. There are approximately 140 communities with only one school; these schools tend to be highly integrated in the social, cultural and recreational network of the community.

There are currently several mechanisms of allocating funding to support rural areas. Inside the core operating grant, allocations for geographic supplements direct additional resources toward rural areas while the Rural Education Enhancement Fund, Student Transportation Fund, and the Rural and Remote Workplace Sustainability Fund, are special grants and programs that have been established specifically to support rural school districts. However, the rural education review process identified that challenges remain. Rural districts have expressed that recruitment and retention of staff, inability to provide adequate programming and services, transportation gaps, and school closures are critical issues that could be addressed in a more comprehensive manner through a new funding model.

Many stakeholder survey respondents felt that factors unique to their school district were not captured by the current geographic supplements, particularly in remote and rural areas. Rural districts emphasized factors such as higher costs of providing transportation in geographically-dispersed areas, especially where travel through difficult terrain, such as mountains or bodies of water, is required. Pressures unique to urban districts, such as a higher cost of living and greater competition for qualified resources, were also highlighted. Survey results generally suggest school districts would prefer that the funding mix include a higher weighting towards geographic or region-specific factors than the current model provides.

Key Questions

There is an opportunity to demonstrate through the funding model review that action is being taken to address the specific challenges identified through the rural education engagement process. Questions to be investigated may include:

- What geographic, economic and/or demographic modifiers should be part of the funding model and what weight should they have relative to overall student enrolment?
- Should different funding approaches be established for different groupings or types of school districts (Remote, Rural, Urban, and Metro)?

Next Steps

This discussion paper will serve as the frame of reference for the Independent Review Panel, which will lead the next phase of research and consultation as part of this process. The next phase of work will, include:

- Additional research and data gathering,
- Regional technical working sessions for trustees and senior staff in the spring of 2018,
- Meetings with other stakeholder groups, such as the B.C. School Trustees Association, B.C. School Superintendents Association, B.C. Association of School Business Officers, B.C. Confederation of Parent Advisory Councils, B.C. Principals and Vice Principals' Association, the B.C. Teachers' Federation, and the CUPE B.C. will also be arranged,
- Consultation with other levels of government involved in K-12 education in B.C., including the Department of Indigenous Services Canada and the First Nations Education Steering Committee, and
- An interim reporting out to confirm what the panel has heard to date.

The Chair of the Independent Review Panel will present a final report and recommendations to the Minister of Education in the late summer of 2018 for consideration, and the Ministry will work with the Technical Review Committee to model options going forward.

Once a decision has been made by government, the key features of the new model will be communicated in the winter of 2018/19, with preliminary grant announcements issued under the new funding model in March 2019 (for the 2019/20 school year), including transitional measures (if required).

Boards of Education are encouraged to work with their local stakeholder groups, including parents, to gather their views on how funds should be allocated for K-12 public education, and provide this feedback to the Independent Review Panel in writing. Written submissions and questions about the funding model review can be sent to: k12fundingreview@gov.bc.ca before the end of April 2018.

F. Regional Working Sessions with Senior Leadership Teams

Regional Meetings		
Date	Location	Attendees (SDs)
2018-03-12	Nanaimo	SD62 (Sooke) SD64 (Gulf Islands) SD68 (Nanaimo-Ladysmith) SD69 (Qualicum) SD70 (Alberni) SD71 (Comox Valley) SD72 (Campbell River) SD79 (Cowichan Valley)
2018-03-16	Victoria	SD61 (Greater Victoria) SD62 (Sooke) SD63 (Saanich) SD84 (Vancouver Island West)
2018-04-05	Abbotsford	SD33 (Chilliwack) SD34 (Abbotsford) SD35 (Langley) SD42 (Maple Ridge - Pitt Meadows) SD49 (Central Coast) SD75 (Mission) SD78 (Fraser-Cascade)
2018-04-09	North Vancouver	SD39 (Vancouver) SD44 (North Vancouver) SD45 (West Vancouver) SD46 (Sunshine Coast) SD49 (Central Coast) SD82 (Coast Mountains)
2018-04-10	Burnaby	SD36 (Surrey) SD38 (Richmond) SD40 (New Westminster) SD41 (Burnaby) SD43 (Coquitlam) SD48 (Sea to Sky) SD93 (Conseil scolaire francophone de la Colombie-Britannique)
2018-04-13	Kamloops	SD58 (Nicola-Similkameen) SD73 (Kamloops/Thompson) SD74 (Gold Trail) SD83 (North Okanagan-Shuswap)

Date	Location	Attendees (SDs)
2018-04-16	Kelowna	SD19 (Revelstoke) SD22 (Vernon) SD23 (Central Okanagan) SD53 (Okanagan Similkameen) SD67 (Okanagan Skaha) SD83 (North Okanagan-Shuswap)
2018-04-24	Prince George	SD27 (Cariboo-Chilcotin) SD28 (Quesnel) SD57 (Prince George) SD59 (Peace River South) SD60 (Peace River North) SD91 (Nechako Lakes)
2018-04-26	Richmond	SD6 (Rocky Mountain) SD37 (Delta) SD47 (Powell River) SD50 (Haida Gwaii) SD52 (Prince Rupert) SD59 (Peace River South)
2018-04-30	Nelson	SD8 (Kootenay Lake) SD10 (Arrow Lakes) SD20 (Kootenay-Columbia) SD51 (Boundary)
2018-05-04	Smithers	SD54 (Bulkley Valley) SD82 (Coast Mountains) SD87 (Stikine) SD92 (Nisga'a)
2018-05-08	Victoria (Conference Call)	SD81 (Fort Nelson) SD85 (Vancouver Island North)

Independent Review Panel – Report Out on What We Heard From School Districts

Introduction

This paper provides a brief summary of what the Independent Review Panel (the Panel) has heard from school districts so far as part of the K-12 public education sector funding model review process. The Panel met with all 60 school districts between mid-March and early May 2018, through 10 face-to-face meetings and one teleconference meeting. This paper does not include feedback from stakeholder/partner meetings and it should not be read as the views or conclusions of the Panel.

Themes and Issues

Part I: Overarching Themes – Independence, Funding and Certainty

We have heard a range of different comments and suggestions on many specific issues, but also heard some consistent messages. Overall, it is clear that British Columbia is a large and diverse province, and the issues faced by individual school districts reflect this – growing or declining enrolment, recruitment and retention issues, access to services, weather, transportation, and facilities condition were identified in meetings as examples of challenges that vary significantly from district to district. For this reason, there is not a great deal of consensus amongst districts on the most pressing issues/challenges that need to be resolved.

In general, Boards of Education agreed that they:

- Do not want to lose funding through reallocation of existing funding or have a “win” at the expense of another district.
- Want the ability to plan for the future, which means some certainty of funding for several years.
- Are concerned that any move to performance-based funding would punish districts (and students) that need the support the most.
- Appreciate additional funding that shows up from the Ministry, but expressed frustration about the timing and administration of some grants. In the past, some special grants have come too late in the school year to be spent effectively.
- Believe that surpluses and cash balances are needed to deal with uncertainty and cover unfunded items.

However, there were some differences that we observed as well. Specifically:

- Some Boards of Education and school district staff have an in-depth understanding of the funding model and its reporting processes, while others do not.
- Boards and staff are protective of their independence, and there are a range of perspectives on how accountable they should be to the Ministry, ranging from not at all to fulsome.

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- Funding levels, which are outside of this Panel’s mandate, are an issue for many, but a few indicated that their current funding level is sufficient.

Part II: Specific Issues Identified

1. Special Education

Special education funding was a topic at all meetings. All school districts are committed to meeting the diverse learning needs of students despite a number of concerns expressed about how difficult and expensive it is to diagnose and report them to the Ministry, especially within the parameters of strict funding eligibility policies. Other issues identified included out of date linkages to collective agreement language; diagnoses that create expectations for service that may not be required to meet student learning needs; spending far in excess of supplemental funding; lack of access to specialists (especially for rural and remote districts); and some parental resistance to assessment due to concerns about labelling.

A number of districts suggested moving to a prevalence model based on the incidence of special needs in the population as an alternative to the current assessment and reporting-driven funding model. While concerns were raised about data sources, all agreed that this approach would reduce the administrative burden and provide districts with more time and resources to deliver services to students.

2. Collective Agreements

Each school district has its own collective agreement which includes different class size and composition limits. This is a source of frustration and is leading to service inequities across districts, and is being exacerbated by the implementation of the restored collective agreement language and the Classroom Enhancement Fund (CEF) process, which is complex, time consuming and has a high administrative burden.

3. Targeted Funding for Indigenous Students

A few school districts said that funding should not be targeted, while most said that the current model works well. Not all supports that are needed by students can be funded from the targeted funding in its current form.

4. Unique School District Features

Rural and remote school districts highlighted a number of characteristics that increase their operating costs, including the delivery of goods to remote locations, transporting students across expansive areas, accessing professional development or specialist services and higher utility costs. The requirement for a certain level of administrative support does not change with

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smaller schools. These examples were used to support continuation of the unique district feature of the current funding model.

As well, districts experiencing rapid enrolment growth or decline may require constant reorganization of school boundaries, putting significant pressure on school facilities as districts try to ‘right size’ their facilities and operations to match enrolment. Some districts commented that there should be more incentives for regional shared services.

5. Recruitment and Retention

Virtually all school districts cited challenges with recruitment and retention of staff. Barriers included high costs of housing in urban and metro areas and lifestyle in rural and remote districts. Specialist teachers are difficult to attract to small, rural, or remote districts. One-time grant funding provided to assist with recruitment and retention in rural districts has worked well.

6. Learning Transformation and Choice for Students

There was no agreement of whether funding by course or by individual student better supports the curriculum changes underway. On the one hand, per course funding can support student engagement, but smaller schools struggle to offer enough courses to maintain flexibility and choice for students under this approach. Some of the suggestions put forward included base funding up to a certain amount and per course funding over the base, or providing higher per course funding for secondary schools with smaller student populations.

The current model of funding distributed learning (DL) is not working for most school districts. There is an artificial division in the current model between ‘bricks-and-mortar’ and DL which should not exist, especially in the context of the new curriculum.

7. Community Use of Facilities

In many rural and remote school districts, schools are community resources, but there is no reimbursement of costs. In urban districts, there are more opportunities to recover costs.

8. Special Grants (outside of Operating Grants)

Government has provided school districts funding outside of operating grants to meet specific needs or requirements. There were a number of comments on these grant programs including:

- The CommunityLINK formula is out of date.
- The level of government support for the Strong Start program is not clear.

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- Provincial Resource Programs are insufficient, unpredictable, and the pre-existing programs may not align with new challenges that have emerged.
- REEF program was welcomed by school districts that use it, but those that had previously closed schools felt disadvantaged.
- Annual Facilities Grant does not meet the needs of many school districts, which means that they have to supplement this grant with surpluses to address facility maintenance issues, which can be costlier in the context of older and/or underutilized facilities.

The timing of these grants, which often come too late in the school year to use effectively, was also an issue for many districts.

9. Capital

Though out of scope for this review, most Boards of Education and school district staff expressed frustration with the capital program. In larger, faster-growing districts, new space is not coming online fast enough, while smaller, rural districts struggle with higher costs to operate older inefficient buildings, deferred maintenance, and 'right-sizing' their operations. All districts pointed out the need to use accumulated surpluses to deal with these and other capital issues – buying portables, undertaking renovations, and making minor capital purchases such as white fleet and IT infrastructure.

10. Funding Protection

School districts not in funding protection tended to criticize it. Their view is that it allows those districts to postpone the difficult decisions needed to 'right size' their operations. Districts in funding protection indicated that, although it has some design issues, it provides the means to continue to offer a reasonable level of service to students over time. One design issue highlighted was that, for districts coming out of funding protection it is difficult when overall enrolment continues to decline, but the number of students with special or additional needs increases without a resulting increase in funding to account for the higher cost of these students. It is also a challenge for districts coming out of funding protection if regular enrolment increases because there is no new funding for that either.

11. Locally-Generated Revenues

Locally-generated revenues are an important source of revenue for a number of school districts. However, not all districts have the same ability to generate revenues. While there were some suggestions for some sort of equalization to account for this, most districts felt that these revenues should remain outside the funding model.

Independent Review Panel – Report Out on What We Heard From School Districts

12. Compliance Audits

Ministry compliance audits, whether for special needs funding, enrolment or targeted grants were criticized by most school districts. They are not seen as a learning opportunity, were characterized as punitive and time consuming, and are sometimes viewed as a barrier to innovative education practice.

13. Implementation Issues

Two quite different perspectives were presented on implementing any changes to the funding formula. Some school districts were in favour of an immediate implementation, while others supported a phased approach over multiple years with assurances that no funding decreases would occur. Any changes to special education funding may require more focused consultation.

There was agreement that the funding model should be reviewed on a regular cycle.

14. Other Provincial Services Supporting Youth

Over time, school districts have had to deal with complex socio-economic issues such as poverty, mental health, and addictions. These issues can require additional social services and supports for students which are not always readily available in their community. Districts often step in to provide these services even though they are not directly within scope of their educational mandate and are not recognized in the current model. Some concerns were expressed about the offloading of services by other provincial Ministries on to districts. A number of districts asked for greater coordination between Ministries to support the increasing complexity of issues being dealt with in schools.

15. Accumulated Surpluses

School districts are protective of their annual and accumulated operating surpluses, noting that surpluses are needed to fund portables for enrolment growth, renovate facilities (funds often saved over multiple years), or pay for other minor capital items that are not funded through the capital program. Districts are also frustrated that they are expected to contribute to capital projects, as requested by Treasury Board.

16. Unpredictable Funding

A number of school districts felt that it was difficult to plan properly because of the lack of predictability in costs and/or funding. Specific examples cited include:

- Fluctuations in the salary differential supplement, which does not recognize all employee groups.

Independent Review Panel – Report Out on What We Heard From School Districts

- Changes in what gets funded from year to year (e.g. move from head count to per course, DL per-pupil not increased to recognize labour settlement costs, move to completion-based funding for graduated adults, etc.).
- Federal/Provincial changes to the cost base that are not specifically recognized (e.g. Employer Health Tax, Canada Pension Plan and EI premiums, exempt staff compensation, etc.).
- Administrative savings exercise, which meant cuts that impacted school districts and students.

Many districts were supportive of having three year rolling budgets.

Members of the Independent Review Panel:

- *Chris Trumpy (Chair)*
- *Philip Steenkamp*
- *Kelly Pollack*
- *Piet Langstraat*
- *Angus Wilson*
- *Flavia Coughlan*
- *Lynda Minnabarriet*

H. Education Partners and Stakeholder Meetings

Education Partners and Stakeholders – Conference Calls	
Date	Attendees
2018-05-16	BC Principals' and Vice Principals' Association
2018-05-16	BC Teachers' Federation
2018-05-17	BC Confederation of Parent Advisory Councils
2018-05-17	BC School Superintendents Association
2018-05-17	BC School Trustees Association
2018-05-17	First Nations Education Steering Committee
2018-05-22	Association of School Transportation Services of BC
2018-05-22	Group ABA Children's Society
2018-05-22	Gifted Children's Association of BC
2018-05-22	Peace River Regional District
2018-05-22	Rural Education Advisory Council
2018-05-29	BC Association of School Business Officials
2018-05-29	Canadian Union of Public Employees BC
2018-05-30	Department of Indigenous Services

I. Funding Model Review Submissions

Submissions Received from School District or Key Sector Partner/ Organization
Association of School Transportation Services of BC
BC Association of School Business Officials*
BC Confederation of Parent Advisory Councils*
BC Council of Administrators of Special Education
BC Distributed Learning Administrator's Association
BC Primary Teachers' Association
BC Principals' and Vice-Principals' Association
BC School District Continuing Education Directors Association
BC School Superintendents Association
BC School Trustees Association*
BC Teachers' Federation*
BCEdAccess
Bulkley Valley Teachers' Union
Burnaby Teachers' Association
Canadian Union of Public Employees BC
CM Finch School PAC
Coquitlam Teachers' Association
Dyslexia BC
Educational Facilities Managers Association
Federation of Independent School Associations
First Nations Education Steering Association
Gifted Children's Association of BC
Group of Greater Vancouver Area Teachers
Nanaimo District Teachers' Association
Parent Advocacy Network for Public Education*
Peace River Regional District
Powell River District Teachers' Association
Prince Rupert District PAC
Prince Rupert District Teachers' Union
Rural Education Advisory Committee
SD5 (Southeast Kootenay)
SD8 (Kootenay Lake)

Submissions Received from School District or Key Sector Partner/ Organization
SD10 (Arrow Lakes)
SD19 (Revelstoke)
SD27 (Cariboo-Chilcotin)
SD28 (Quesnel)
SD34 (Abbotsford)
SD37 (Delta)
SD40 (New Westminster)
SD41 (Burnaby)
SD42 (Maple Ridge-Pitt Meadows)
SD43 (Coquitlam)
SD44 (North Vancouver)
SD46 (Sunshine Coast)*
SD57 (Prince George)
SD60 (Peace River North)
SD61 (Greater Victoria)
SD62 (Sooke)
SD63 (Saanich)
SD64 (Gulf Islands)
SD71 (Comox Valley)
SD74 (Gold Trail)
SD78 (Fraser Cascade)
SD79 (Cowichan Valley)
SD93 (Conseil scolaire francophone de la Colombie-Britannique)
South Island Partnership
South Park Family School PAC
Surrey District PAC
Uplands School PAC
Vancouver Elementary School Teachers' Association
Vancouver Island North Teachers' Association
Vancouver Secondary Teachers' Association

*Indicates that the organization provided more than one submission

Note: Where permission was received, submissions were posted to the BC Ministry of Education website

J. Governance

BC's education system is governed by legislation and regulations and the roles and responsibilities of the Ministry of Education and the Boards of Education are outlined in the *School Act*. The Minister's powers and duties, under section 168 of the *School Act*, include:

- advising on the provincial budget for education and allocating budgetary resources to Boards of Education;
- determining general requirements for graduation;
- determining the general nature of, and assessing the effectiveness of educational programs;
- preparing a process for measuring individual student performance; and
- approving educational resource materials in support of educational programs.

Under Section 85 of the *School Act*, Boards of Education have powers, functions and duties, including but not limited to:

- determining local policy for operating schools in the school district;
- making rules about student suspension and attendance;
- setting policies for the operation, administration and management of schools and transportation equipment operated by the board; and
- developing and offering local programs for use in schools in the school district.

Within the K-12 public education school system, the Superintendents and Secretary Treasurers are responsible for the operational decisions of the school districts and have key and distinct roles and responsibilities.

Under Section 22 of the *School Act*, the Superintendent of Schools, under the general supervision of the Board, has general supervision and direction over the educational staff employed by the board of that school district. The Superintendent is responsible to the board, for improvement of student achievement in that school district, for the general organization, administration, supervision and evaluation of all educational programs provided by the Board, and for the operation of schools in the school district, and must perform other duties set out in the regulations.

The Superintendent of Schools assists in making the *School Act* and regulations effective and in carrying out a system of education in conformity with the orders of the minister, advises and assists the Board in exercising its powers and duties under the *School Act*, investigates matters as required by the minister and after due investigation submits a report to him or her, and performs those duties assigned by the Board,

Under Section 23 of the *School Act*, the Secretary Treasurer is the Board's corporate financial officer and must perform those duties set out in the regulations.



Improving Equity and Accountability

Report of
the Funding
Model Review Panel
2018

Continuing and Online Education

Stephen Inniss
January 29, 2019

Adult Learning Centre



Pearson Adult Learning Centre

Current Offerings

- **LITERACY OR NUMERACY COURSES**
- **SECONDARY SCHOOL GRADUATION**
- **COURSES TO QUALIFY FOR POST-SECONDARY PROGRAMS**
- **COURSES THAT LEAD TO IMPROVED JOB PROSPECTS OR PROMOTION**



Adult Learning Centre

Basic Statistics

THEN:

STARTED IN 1984 WITH TWO STAFF TEACHING GED PREPARATION COURSES

NOW:

AVERAGES 1800 HEADCOUNT STUDENTS MOSTLY PART-TIME; TOTAL VARIES FROM 500 TO 525 F.T.E. IN ANY GIVEN YEAR

50 COURSE OFFERINGS, VIA 15 (12.8 F.T.E.) TEACHERS



Adult Learning Centre

Location

CURRENTLY ON NWSS SITE

4 CLASSROOMS AND A DROP-IN SUPPORT CENTRE IN A PORTABLE COMPLEX

OFFICE AND SOME CLASSROOMS IN NWSS BUILDING



Adult Learning Centre

Hours and Days

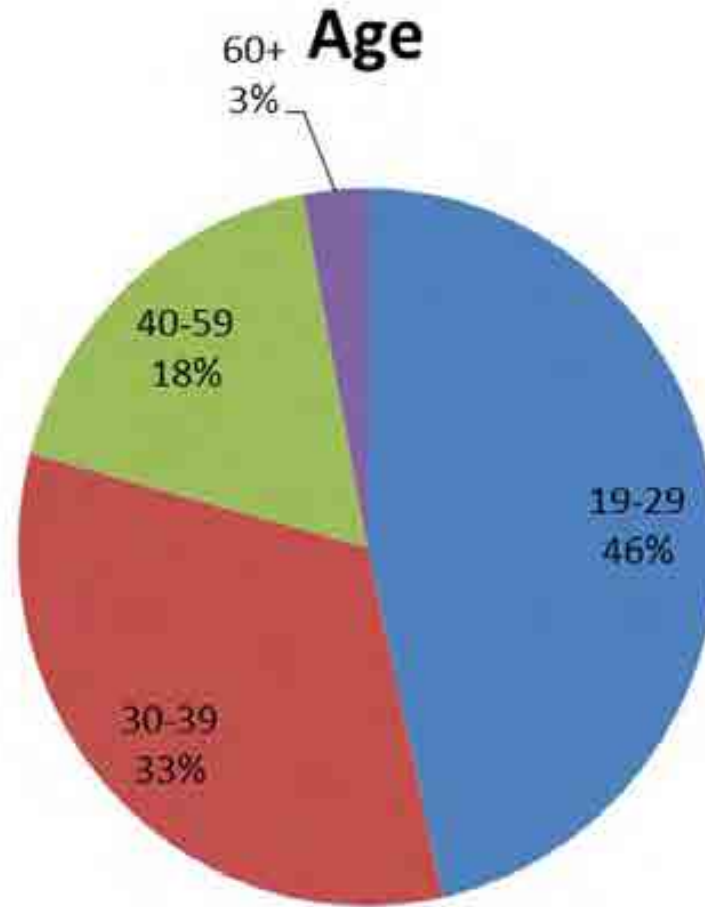
OPEN 8:30 AM TO 9:30 PM MONDAY TO THURSDAY (8:30 AM TO 3 PM ON FRIDAYS)

OPERATES EVERY MONTH OF THE YEAR (2 SEMESTERS AND A SUMMER SESSION) WITH THE EXCEPTION OF A 3 WEEK CLOSURE IN AUGUST



Adult Learning Centre

Student Age Distribution



Adult Learning Centre

Brochure – Grade 11 & 12 Courses

New Westminster Community Education

Pearson Adult Learning Centre

835 Eighth Street, New Westminster BC V3M 3S9

Classes are held in the Portable Complex on 10th Avenue Room #2



For information call: 604-517-6286

Or visit our website at www.newwestschools.ca

GRADE 11 AND 12 CLASSES Academic Credit Courses

**Age
18 and over**

Winter 2018 – Term 4- Registration

Wednesday January 31st **or**

Thursday February 1st at

9:30 am, 1:00 pm, 4:00 pm or 7:00 pm



New
Westminster
Schools

Adult Learning Centre

Brochure – English Upgrading

New Westminster Continuing Education

Pearson Adult Learning Centre

**Winter
2018**

835 Eighth Street, New Westminster BC V3M 3S9
Portable 2 Complex on 10th Avenue Room #2

For Information and Registration: 604-517-6286

Or visit our website at www.newwestschools.ca

ENGLISH LANGUAGE LEARNING

ENGLISH LANGUAGE LEARNING ALL LEVELS REGISTRATION

All new students must complete an assessment.

Assessments are designed to enroll students at the correct level of language ability.

Teachers will help students register for the appropriate classes.

Please register in person and bring proof of status in Canada and Residency in BC.

Winter Registration for New Students

Wed. January 31 or Thurs. February 1 at

9:30 am, 1:00 pm, 4:00 pm OR 7:00 pm

Winter Registration for Returning Students:

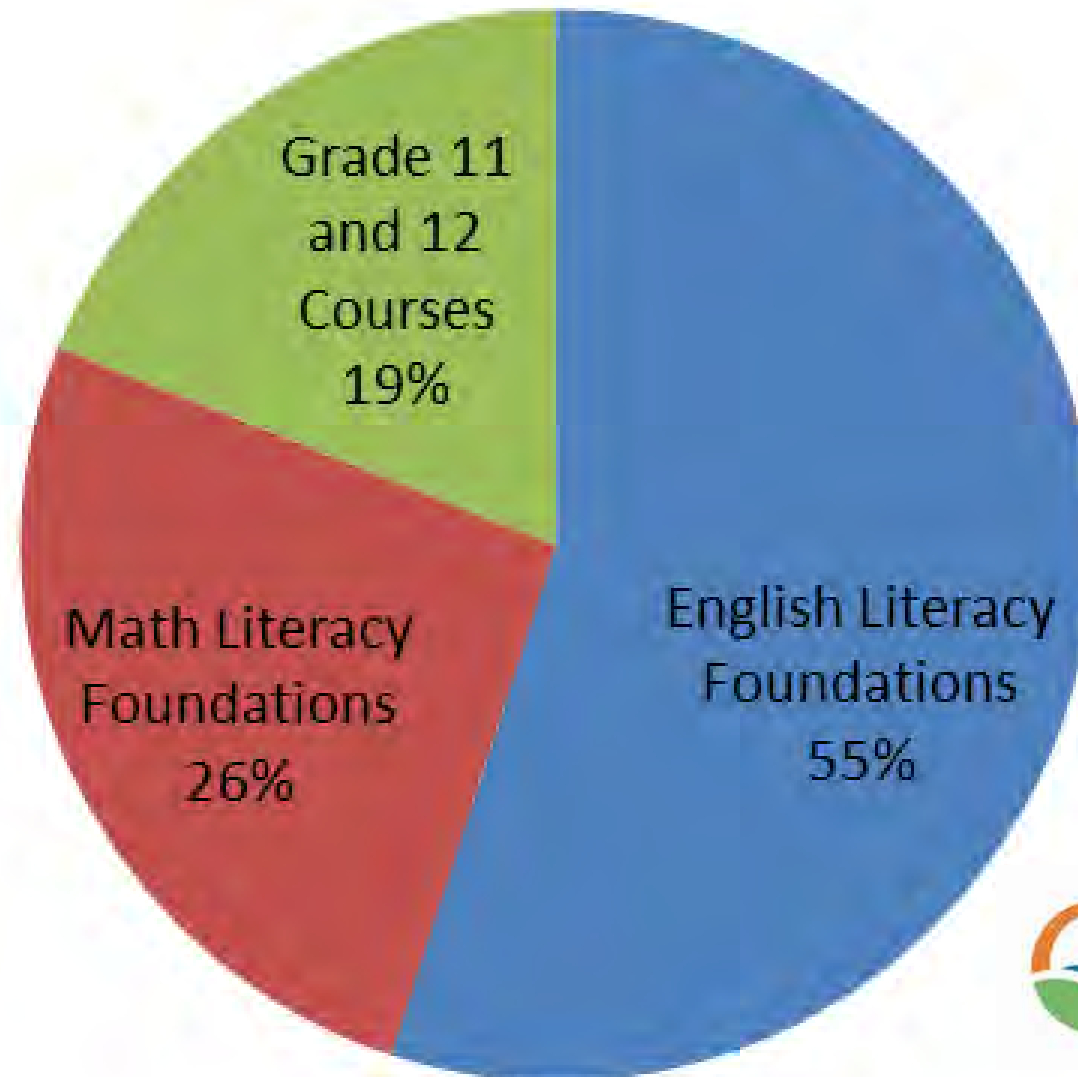
Tuesday Jan 30 from 9:00 am – 9:00 pm

Classes start – February 5, 2018 – June 15

Continuous Registration - Register Every Thursday at 1

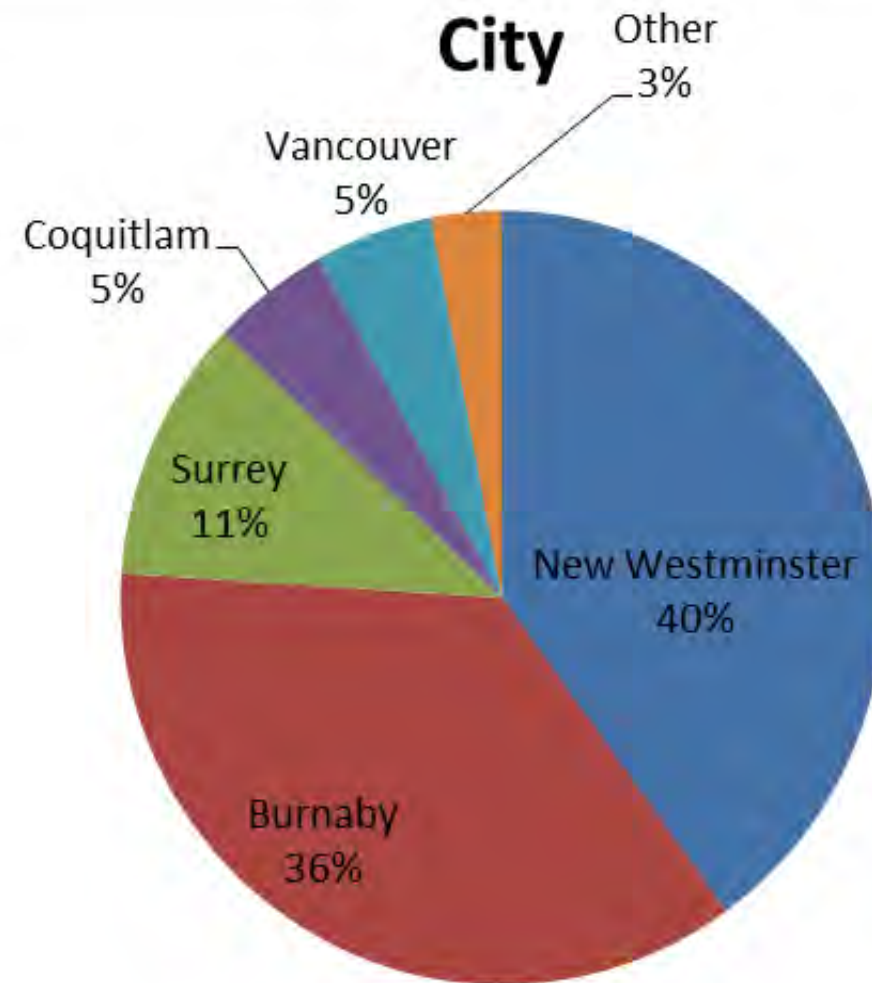


Courses Taken



Adult Learning Centre

Student Residence



Adult Learning Centre

Challenges and Directions

AUDIT

SCHOOL GOAL

INNOVATION GRANT

PROGRAM REVIEW (& NEW LOCATION!)

Adult Learning Centre

Community and Support



Adult Learning Centre

Enhancing Lives Through Learning



Virtual School



Virtual School

Basic Statistics

ONLINE SINCE 2006

2000+ COURSES DELIVERED PER YEAR
(200 F.T.E. STUDENTS)

41 COURSE OFFERINGS



Virtual School

Locations

COLUMBIA SQUARE EDUCATION CENTRE



NEW WESTMINSTER SECONDARY SCHOOL (ROOM 187)



Virtual School

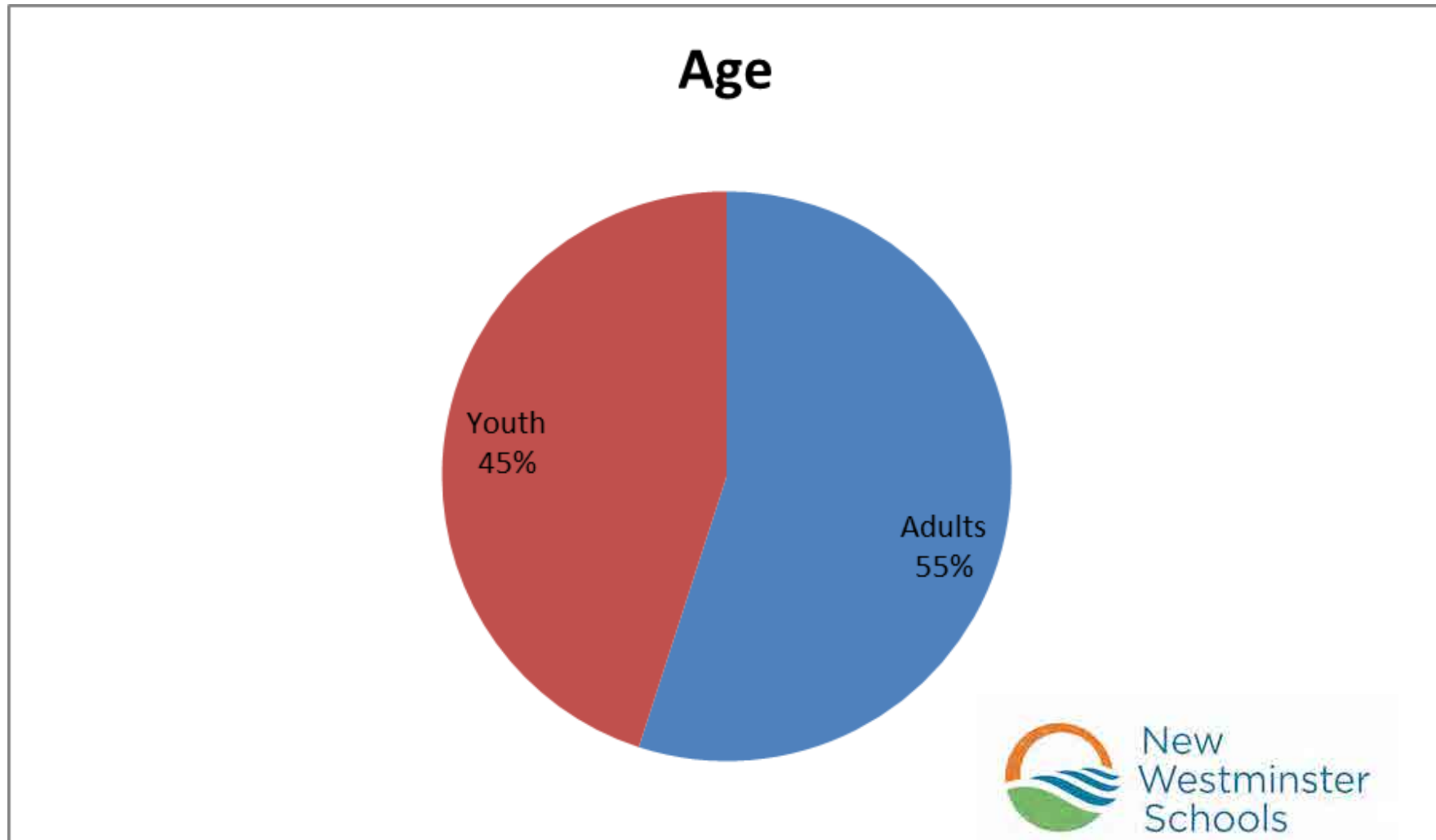
Hours and Days

COURSES ARE OPEN ONLINE EVERY MONTH OF THE YEAR.

**SUPPORT AND TESTING CENTRES ARE OPEN WEEKDAYS 10 AM TO 8 PM
(TO 4 PM ON FRIDAYS)**

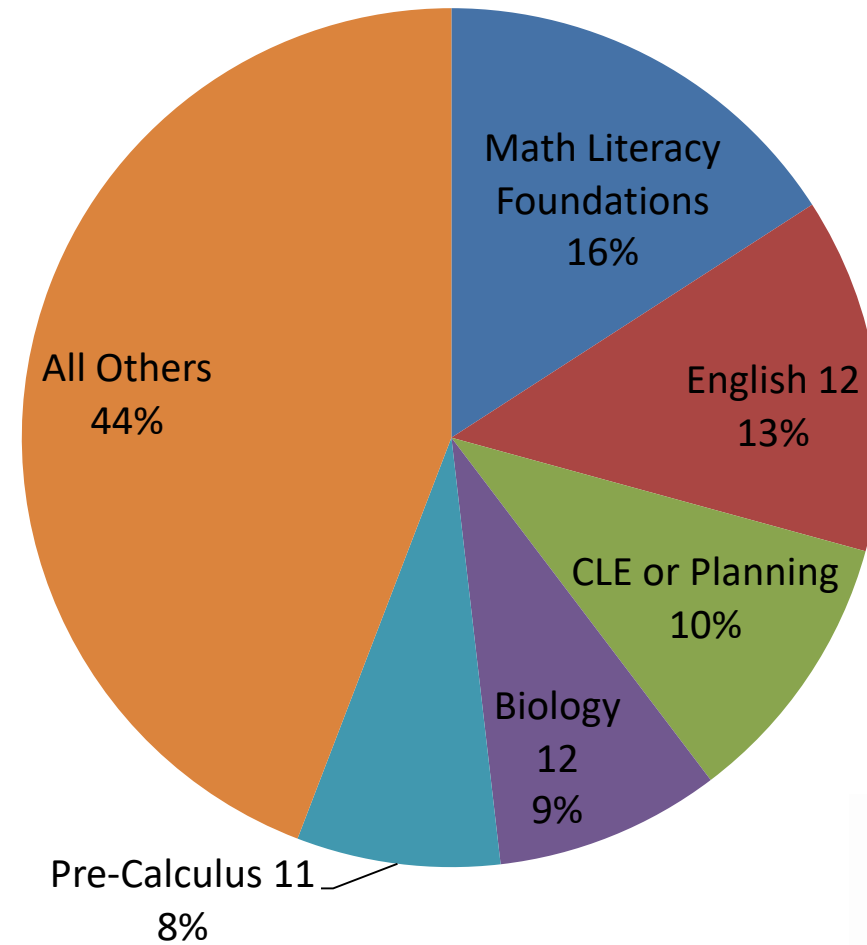
Virtual School

Age Distribution of Students (last 3 school years)



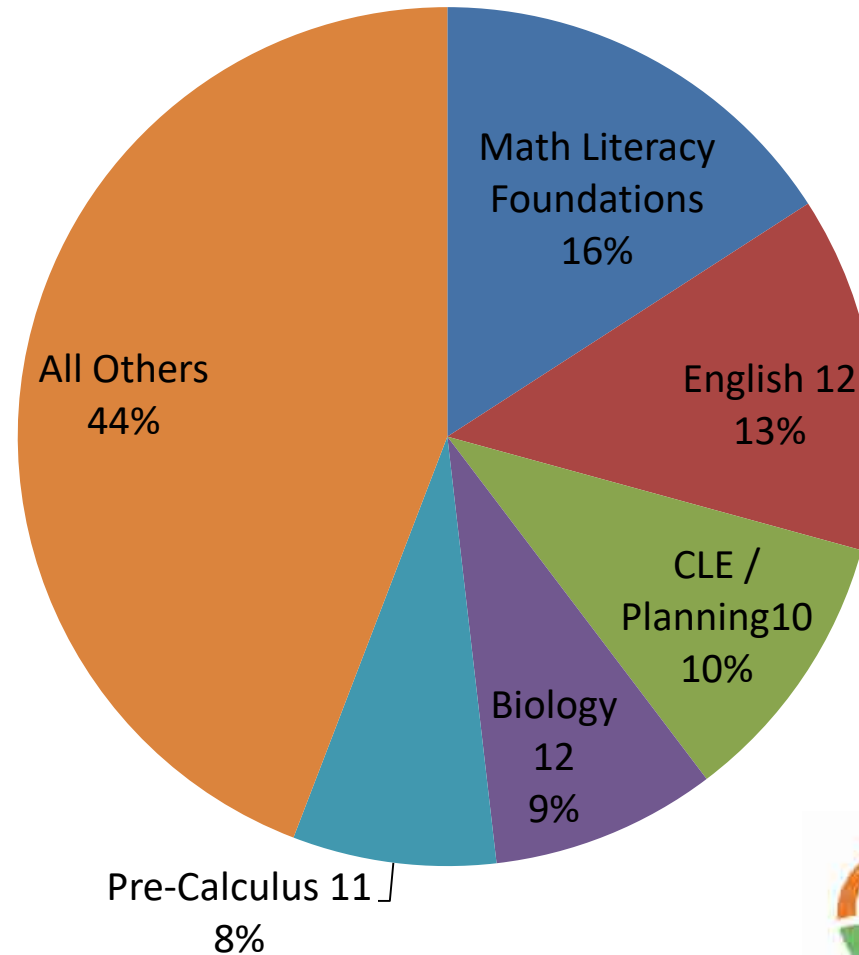
Virtual School

Courses Taken



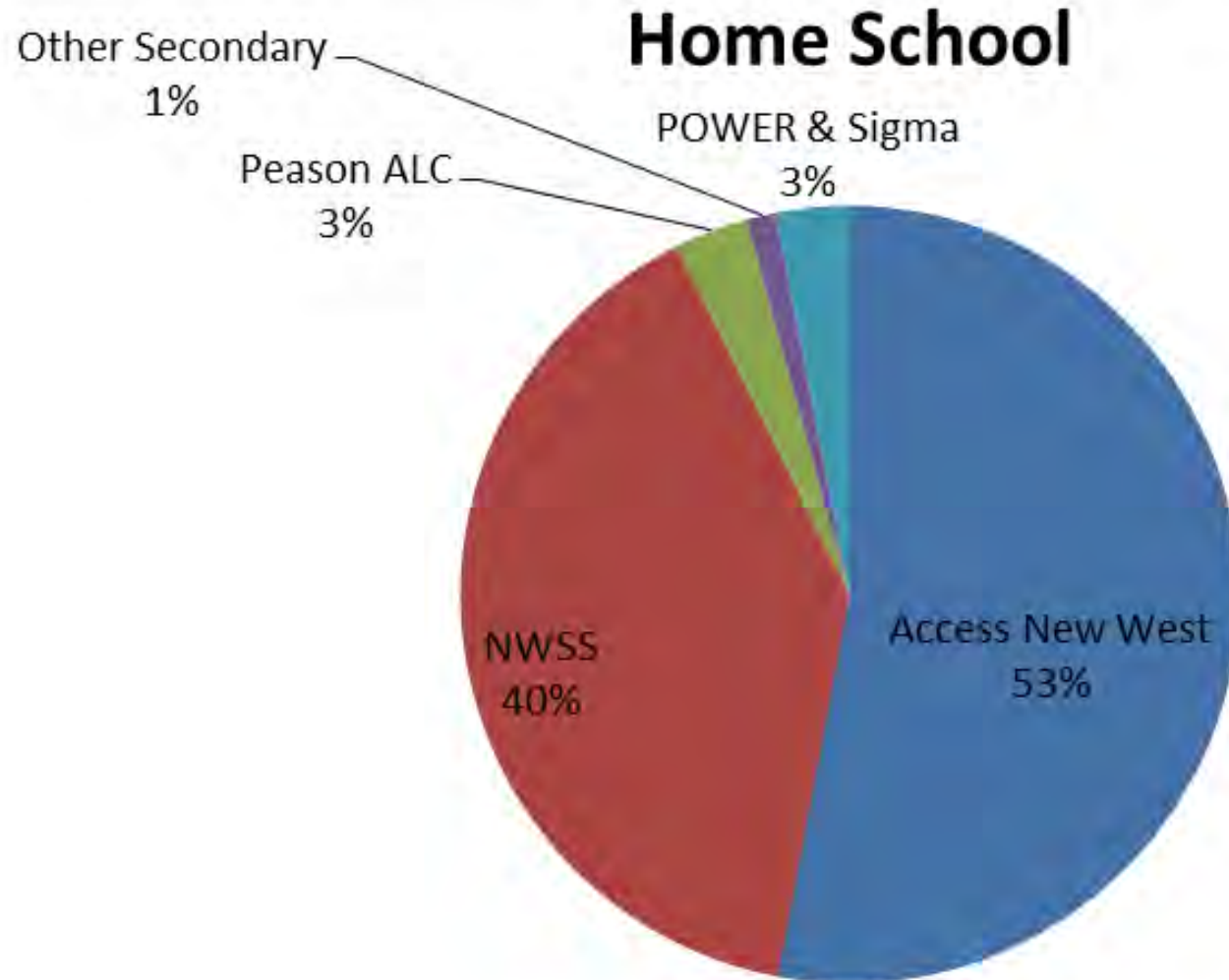
Virtual School

Courses Taken



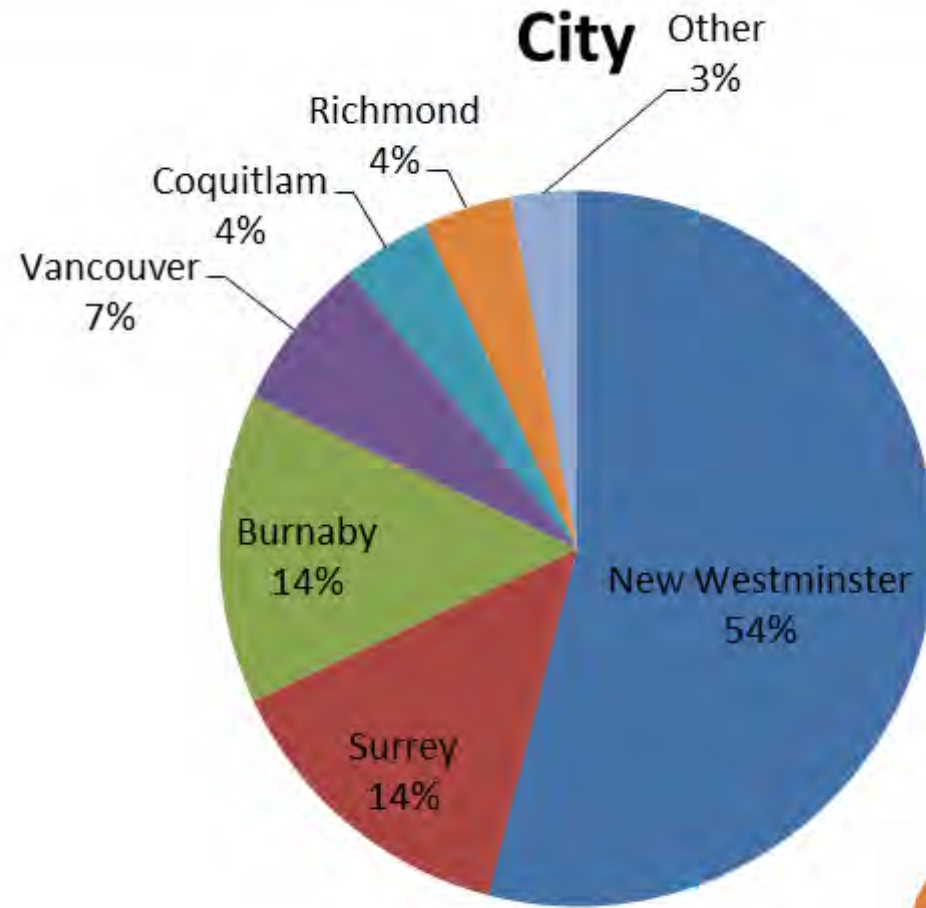
Virtual School

Students' Home School (Last 3 school years)



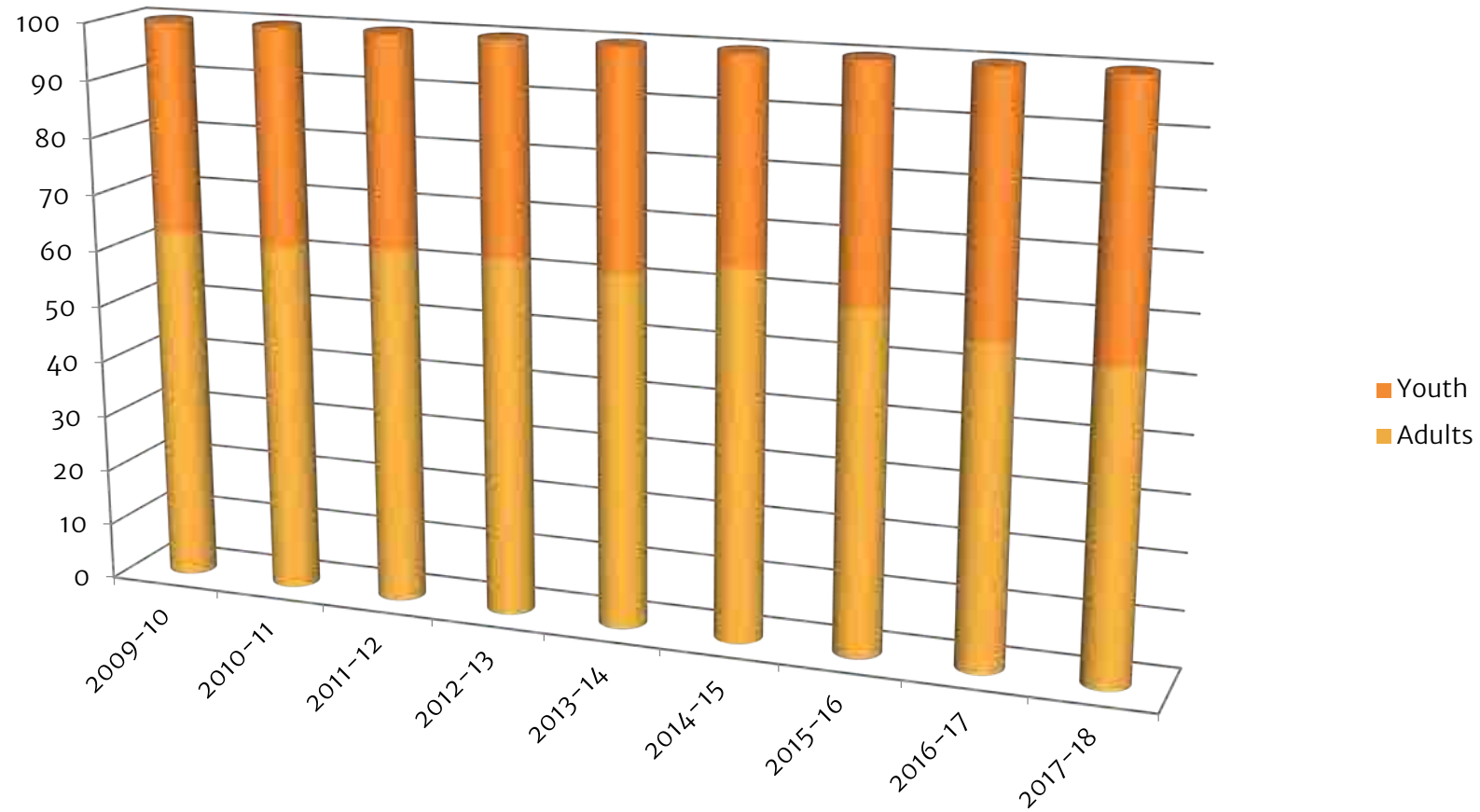
Virtual School

Student Residence



Virtual School

Trends in Student Ages



Virtual School

New Directions

INNOVATION GRANTS PROJECTS

SCHOOL GOAL

FUTURE ROLES AND LOCATION

Virtual School

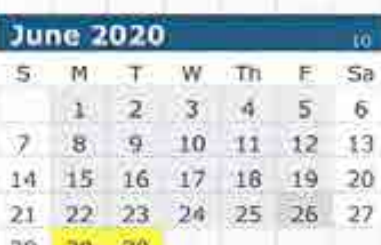
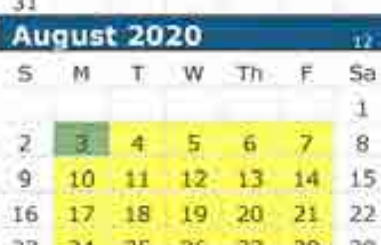
Any Time Anywhere Access to Education

THE FLEXIBILITY OF ONLINE

THE SUPPORT OF DIRECT ACCESS



2019-2020 Proposed School Calendar

September 2019 	October 2019 	November 2019 
December 2019 	January 2020 	February 2020 
March 2020 	April 2020 	May 2020 
June 2020 	July 2020 	August 2020 

REVISED Tuesday, January 22, 2019

2019-2020 PROPOSED School Calendar

KEY

	Statutory Holiday
	Opening Partial Day
	Non-Instructional Day (NI Day)
	Administrative Day
	School Vacation
	Days of Instruction

2019

Tuesday, September 3	- Opening Partial Day
Monday, September 23	- NI Day
Monday, October 14	- Thanksgiving Day
Friday, October 25	- Provincial Pro-D Day
Monday, November 11	- Remembrance Day
Tuesday, November 12	- NI Day
December 23, 2019 – January 3, 2020	- Winter Vacation

2020

Monday, January 6	- Schools reopen
Friday, February 14	- NI Day
Monday, February 17	- Family Day
March 16 – 27	- Spring Break
Monday, March 30	- Schools reopen
Thursday, April 9	- NI Day
Friday, April 10	- Good Friday
Monday, April 13	- Easter Monday
Friday, May 15	- NI Day
Monday, May 18	- Victoria Day
Thursday, June 25	- Last day - students
Friday, June 26	- Administrative Day

Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201906 End Date: DECEMBER 31, 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	-25,188,645	-61,585,932	-61,585,932	-36,397,287	59.10	-24,794,657	-60,471,507	-35,676,850	59.00
629	OTHER MINISTRY OF EDUCATION GRANTS	-119,005	-616,113	-616,113	-497,108	80.68	-261,886	-960,567	-698,681	72.74
641	PROVINCIAL GRANTS OTHER	-61,000	0	0	61,000	0.00	-64,100	-100,000	-35,900	35.90
643	SUMMER SCHOOL FEES	-90,827	-120,000	-120,000	-29,173	24.31	-140,561	-140,562	-1	0.00
644	CONTINUING EDUCATION	-56,546	-200,000	-200,000	-143,454	71.73	-101,463	-240,000	-138,537	57.72
645	INSTRUCTIONAL CAFETERIA REVENUE	-52,795	-130,000	-130,000	-77,205	59.39	-53,158	-130,000	-76,842	59.11
647	OFFSHORE TUITION FEES	-2,157,024	-3,584,000	-3,584,000	-1,426,976	39.82	-4,871,829	-4,880,000	-8,171	0.17
649	MISCELLANEOUS REVENUE	-65,379	-230,000	-230,000	-164,621	71.57	-58,743	-230,000	-171,257	74.68
651	COMMUNITY USE OF FACILITIES	-123,985	-200,000	-200,000	-76,015	38.01	-135,618	-250,000	-114,382	45.75
661	INTEREST ON SHORT TERM INVESTMENT	-243,405	-100,000	-100,000	143,405	-143.41	-165,361	-200,000	-34,639	17.32
		-----	-----	-----	-----	-----	-----	-----	-----	-----
	Grand Total	-28,160,346	-66,766,045	-66,766,045	-38,605,699	57.82	-30,647,376	-67,602,636	-36,955,260	54.67

Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201906 End Date: DECEMBER 31, 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	1,820,196	0	1,820,196	3,404,592	1,584,396	46.54	1,710,506	0	1,710,506	3,477,995	1,767,489	50.82
110	TEACHERS SALARIES	11,766,104	0	11,766,104	30,092,833	18,326,729	60.90	11,384,301	0	11,384,301	30,799,642	19,415,341	63.04
120	SUPPORT STAFF SALARIES	2,549,252	0	2,549,252	5,639,086	3,089,834	54.79	2,542,972	0	2,542,972	5,561,961	3,018,989	54.28
123	EDUCATIONAL ASSISTANTS SALARIES	2,013,065	0	2,013,065	4,722,864	2,709,799	57.38	1,794,188	0	1,794,188	4,636,047	2,841,859	61.30
130	OTHER PROFESSIONAL SALARIES	1,205,536	0	1,205,536	2,589,109	1,383,573	53.44	1,206,613	0	1,206,613	2,344,201	1,137,588	48.53
140	SUBSTITUTE SALARIES	791,230	0	791,230	1,438,967	647,737	45.01	746,641	0	746,641	1,372,706	626,065	45.61
200	EMPLOYEE BENEFITS	4,539,595	0	4,539,595	12,400,181	7,860,586	63.39	4,630,451	0	4,630,451	12,079,069	7,448,618	61.67
310	SERVICES	975,334	134,154	1,109,488	2,127,890	1,018,402	47.86	916,882	219,422	1,136,304	1,660,930	524,626	31.59
312	LEGAL COSTS	21,745	0	21,745	30,000	8,255	27.52	3,473	0	3,473	30,000	26,527	88.42
330	STUDENT TRANSPORTATION	58,077	118,487	176,564	165,880	-10,684	-6.44	42,496	21,720	64,216	157,800	93,584	59.31
340	PROFESSIONAL DEVELOPMENT & TRAVEL	445,005	2,715	447,720	559,000	111,280	19.91	408,959	4,659	413,618	498,300	84,682	16.99
360	RENTALS & LEASES	157,355	33,586	190,941	278,500	87,559	31.44	124,840	35,094	159,934	260,000	100,066	38.49
370	DUES & FEES	105,303	0	105,303	135,800	30,497	22.46	90,989	13	91,002	130,800	39,798	30.43
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	905,676	487,803	1,393,479	2,486,244	1,092,765	43.95	885,136	642,383	1,527,519	2,549,135	1,021,616	40.08
540	UTILITIES	187,486	6,700	194,186	443,800	249,614	56.24	194,544	5,237	199,781	443,800	244,019	54.98
551	GAS - HEAT	73,915	0	73,915	278,500	204,585	73.46	51,456	0	51,456	278,500	227,044	81.52
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	96,435	0	96,435	270,900	174,465	64.40	94,920	0	94,920	270,900	175,980	64.96
570	GARBAGE & RECYCLE	32,309	13,846	46,155	89,000	42,845	48.14	33,751	9,097	42,848	73,000	30,152	41.30
580	FURNITURE & EQUIPMENT REPLACEMENT	39,877	16,400	56,277	93,900	37,623	40.07	50,617	11,305	61,922	286,150	224,228	78.36
590	COMPUTER & EQUIPMENT REPLACEMENT	306,110	70,415	376,525	1,105,922	729,397	65.95	568,547	166,718	735,265	1,005,550	270,285	26.88
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	28,111,146	884,106	28,995,252	68,533,968	39,538,716	57.69	27,617,516	1,139,815	28,757,331	68,097,486	39,340,155	57.77

Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: January 29, 2019

Submitted by: Robert Weston, Director of Human Resources

Item: Requiring Action Yes ☐ No ☐ For Information ☒

Subject: December (Dec 1-21, 2018) Non-Replacement Data (Staffing)

Background:

The data chart below is provided in response to the following Board motions:

MOTION: 2018-118 - Teachers Teaching On Call (TTOC) Shortages, and

MOTION: 2018-119 - Educational Assistants Absence Coverage

NOVEMBER 2018	Total Teacher or EA days 18	Total absence days replaced in month	Total absence days not replaced by TTOC's/Casuals	Covered by School based administrators	Covered by Non-enrolling teachers
A. Enrolling	7686	399	61**	30	31
B. Non-Enrolling	2106	17	81	0	N/A
C. Education Asst.	2880	169	145	N/A	N/A

DECEMBER 2018	Total Teacher or EA days 15	Total absence days replaced in month	Total absence days not replaced by TTOC's/Casuals	Covered by School based administrators	Covered by Non-enrolling teachers
A. Enrolling	6885	347	67	20	47
B. Non-Enrolling	1230	26	69	10	N/A
C. Education Asst.	2400	263	100	N/A	N/A

** All such absences were covered by the reassignment of non-enrolling teacher's or school-based administrators

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF DECEMBER 11, 2018 IN-CAMERA MEETING**

ADOPTION OF AGENDA – 7:12 pm.

INSERTIONS & DELETIONS – Personnel

MINUTES FOR APPROVAL – November 27, 2018 & December 4, 2018

CORRESPONDENCE – Received

REPORTS FROM SENIOR MANAGEMENT – Property

Meeting recessed at 7:30 pm

Meeting resumed at 8:14 pm

OTHER BUSINESS – Personnel, Legal

ITEMS TO BE REPORTED OUT AT OPEN MEETING - Nil

NOTICE OF MEETINGS

ADJOURNMENT – 8:44 pm.