

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

Tuesday, November 19, 2019

7:00 pm

School Board Office

811 Ontario Street, New Westminister

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

	Pages
1. <u>Approval of Agenda</u> 7:00 PM	
Recommendation: THAT the agenda for the November 19, 2019 Open Operations Policy and Planning Committee meeting be adopted as distributed.	
2. <u>Correspondence</u> 7:05 PM	
a. City of New Westminister - Queen's Park Heritage Conservation Area - Removal of Protection from Seven Properties - November 5, 2019	4
b. Lynn Roxburgh, City of New Westminister - Consultation on Proposed Community Plan Amendment - October 29, 2019	6
3. <u>Presentation</u>	
a. 2019-2020 Arts Surplus Allocation Update (K. Proznick) 7:10 PM	20
4. <u>Comment & Question Period from Visitors</u> 7:20 PM	
5. <u>Reports from Senior Management</u>	
a. Capital Projects Update 7:30 PM	
i. New Westminister Secondary School (D. Crowe / G. Lachmuth)	51

b.	Operations Update (B. Ketcham)	7:40 PM	
	November 2019 Operations Update		59
	i. October 31, 2019 Financial Report		61
c.	Funding Model Review Update (B. Ketcham)	7:50 PM	63
d.	Living Wage Update (R. Weston)	8:00 PM	66
e.	Memorialization Advisory Committee (MAC) Verbal Update (K. Hachlaf)	8:10 PM	
f.	Queensborough Middle School Childcare Verbal Update - City & District Partnership (M. Naser)	8:20 PM	
6.	<u>General Announcements</u>	8:30 PM	
7.	<u>New Business</u>	8:35 PM	

8. Old Business

a. Climate Action Recommendations (Trustee Dhaliwal)

8:40 PM

69

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to include a goal within its strategic plan to make climate action and environmental sustainability a priority, and to direct staff to incorporate environmental strategies when preparing and executing capital planning submissions (i.e. Annual Facilities Grant and 5-Year Capital Plan) to the Board of Education and Ministry of Education. Further, specific consideration of the following shall be made:

- Measurable targets and specific timelines and goals to reduce SD40's greenhouse gas emissions.
- Consideration to all SD40 schools and sites, transportation and purchasing and procurement functionalities.
- Costs associated to the plans put in place.
- Opportunities for stakeholder engagement and input.

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to include a goal within its strategic plan to provide leadership and support to increase learning opportunities for both students and staff towards climate literacy and environmental sustainability.

9. Question Period (15 Minutes)

8:50 PM

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

10. Adjournment

9:05 PM

NOV 12 2019

November 5, 2019

File 13.2605.40

Doc# 1504057

Theresa McFarland
Registrar
BC Registrar of Historic Places
Heritage Branch
PO Box 9818, Stn Prov Govt
Victoria, B.C. V8W 9W3

Re: Queen's Park Heritage Conservation Area- Removal of Protection from Seven Properties

A Heritage Conservation Area was implemented in the Queen's Park neighbourhood of New Westminster in June 2017. The goal of the Heritage Conservation Area is to retain the existing heritage values of the neighbourhood while, at the same time, managing change. Houses in the Queen's Park Heritage Conservation Area are categorized as either Protected or Non-protected. Based on the protection level, owners may be required to apply for a Heritage Alteration Permit for certain renovations, to demolish a home, to build a new home, or to build a laneway or carriage house. For more information on the study, please visit the City's webpage at www.newwestcity.ca/heritage/gphca.

Through the Heritage Conservation Area policy development process, a number of properties were identified for further study, prior to being classified as Protected or Non-protected. Phase one of the study assessed the heritage value, phase two reviewed development potential, and phase three reviewed building integrity and condition. Early findings from phase one resulted in an OCP amendment, adopted by Council on June 19, 2018, which removed Heritage Conservation Area protection from 34 properties. Now that all phases of the study are complete, an additional seven properties have been identified for which removal of protection is recommended:

209 Fifth Avenue (1908)	419 Oak Street (1921)	118 Queen's Avenue (1903)	117 Regina Street (1928)
308 Regina Street (1912)	125 Third Avenue (1905)	211 Third Avenue (1938)	

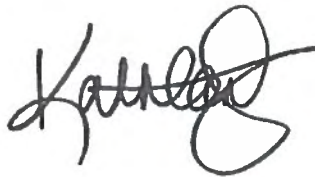
A copy the November 4, 2019 staff report to Council, related to this application, is attached. This report provides greater detail on the application. At their November 4, 2019 meeting, Council gave First and Second Reading to an Official Community Plan amendment bylaw which would allow the reclassification, and set a Public Hearing date for the community and interested stakeholders to provide input.

Section 475 of the *Local Government Act* requires that Council provide opportunities for consultation with organizations and authorities it considers might be affected. Accordingly, we wish to inform you that the date for this application's Public Hearing (and Council's consideration of Third Reading and Adoption of the bylaw) is **Monday November 25, 2019**. Comments or feedback related to the application from your organization would be welcomed.

To be considered, written comments should be submitted by the date of the Public Hearing. They may be submitted electronically to clerks@newwestcity.ca. Alternatively, physical copies of written submissions may be sent to Legislative Services Department (Clerks), 511 Royal Ave, New Westminster, BC, V3L 1H9.

If you require further information related to the Public Hearing or the Queen's Park Heritage Conservation Area, please don't hesitate to contact the undersigned.

Yours truly,



Kathleen Stevens
Heritage Planning Analyst
Development Services Department, Planning
604-527-4656 | kstevens@newwestcity.ca

Attachments: November 4, 2019 Council Report

From: [Caroline Manders](#)
To: [Lynn Roxburgh](#)
Cc: [Board of Education](#)
Subject: RE: Consultation on Proposed Official Community Plan Amendment
Date: Tuesday, October 29, 2019 2:23:59 PM
Attachments: [image003.png](#)
[image004.png](#)
[image005.png](#)

Good afternoon Lynn,

On behalf of the Board of Education of School District No. 40 (New Westminster), we hereby acknowledge receipt of your message. Please note that we have shared this email with Superintendent Karim Hachlaf and Secretary-Treasurer Bettina Ketcham. A more formal response and feedback regarding the suggested changes being considered will be forthcoming from the Secretary-Treasurer and District team.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Lynn Roxburgh <lroxburgh@newwestcity.ca>
Sent: Tuesday, October 29, 2019 8:11 AM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: Consultation on Proposed Official Community Plan Amendment

Dear Board of Education,

The City is considering an Official Community Plan (OCP) amendment. We are looking for feedback from the School District in advance of drafting the bylaws required to implement the proposed changes. We are requesting that feedback be submitted by Friday, November 22nd at 5:00pm. There will be a second opportunity to provide feedback, directly to Council, once the bylaws have been presented to Council and a Public Hearing date has been set.

In summary the three changes being considered at this time are:

- 1) Streamlining of the Development Permit application process by delegating the approval of Development Permits to the Director of Development Services, increasing the scope of Minor Development Permits, and by exempting more project types from Development Permit requirements.

- 2) Amending the Queensborough Community Plan (QCP) to bring the land use designations definitions into alignment with the 2017 Official Community Plan.
- 3) Amending the Official Community Plan (OCP) to make minor changes (e.g. correct grammatical errors) and to change the land use designation of three properties, such that the OCP designations match the existing zoning, or for other reasons that would normally have been supported during the creation of the OCP.

Further details can be found in the attached letter and Council report.

I would be happy to answer any questions about the proposed changes.

Regards,

Lynn Roxburgh, MCIP, RPP | Senior Policy Planner
T 604.515.3805 | E lroxburgh@newwestcity.ca

🏰 City of New Westminster | Development Services, Planning Division
511 Royal Avenue, New Westminster, BC V3L 1H9
www.newwestcity.ca | f [/newwestminster](https://www.facebook.com/newwestminster) | 🐦 [@newwestplanning](https://twitter.com/newwestplanning)

October 29, 2019

File: 13.2525.10

Doc# 1510133

Mark Gifford, Chair
New Westminster Board of Education
811 Ontario Street
New Westminster, BC, V3M 0J7

Dear Mr. Gifford,

Re: Feedback Opportunity – Proposed Initiative to Streamline Development Permits and Official Community Plan Amendments

Staff has been working to improve the development approvals regulations and procedures used by the Planning Division. One outcome of this initiative will be an improved development review process experience for Council, staff, applicants and the public. As part of this initiative, staff has proposed streamlining the Development Permit application process by delegating the approval of Development Permits to the Director of Development Services, increasing the scope of Minor Development Permits, and by exempting more project types from Development Permit requirements.

Staff has also proposed amendments to the Queensborough Community Plan (QCP) and Official Community Plan (OCP). The changes to the QCP would bring the land use designations definitions into alignment with the 2017 OCP. The increased consistency between the two plans would provide more clarity to the development community that does work throughout the city. Changes to the Official Community Plan (OCP) are also proposed. This would include changing the land use designation of three properties, such that the OCP designations match the existing zoning, or for other reasons that would normally have been supported during the creation of the OCP.

The proposed changes were presented to Council at their regular meeting on October 28, 2019. The staff report, which is included as Attachment 1 to this letter, provides further detail.

The implementation of the proposed changes requires amendments to City bylaws, including the Official Community Plan. Section 476 of the Local Government Act includes specific requirements for consultation with the School District Board of Education that must occur prior to the consideration of an amendment of the Official Community Plan. You are receiving this letter as part of this consultation process. Staff is happy to meet with you in person to discuss this further and to answer any questions you may have. You can also

submit feedback in writing in writing to staff (by email is sufficient) by **Friday, November 22nd at 5:00pm**. Staff will consider this feedback before presenting the required bylaws to Council for their consideration.

A Public Hearing would be held prior to Council considering the adoption of the proposed bylaw changes. Once a Public Hearing date has been set, the City would send a second letter to advising of the final opportunity to provide feedback directly to Council.

Please feel free to contact Lynn Roxburgh if you would like to set up a meeting or have any questions about this initiative, and what it means for the School District. Lynn can be reached by email at lroxburgh@newwestcity.ca or by phone at 604-515-3805.

Kind regards,



Jackie Teed
Senior Manager of Development Services



REPORT

Development Services

To: Mayor Côté and Members of Council **Date:** 10/28/2019

From: Emilie K Adin, MCIP **File:** 13.2525.10
 Director of Development Services 05.1020.20

Item #: 407/2019

Subject: Development Approval Process Streamlining: Proposed Changes to Development Permit Process and Official Community Plan Updates

RECOMMENDATION

***THAT** Council direct staff to bring forward an amendment to the Development Approvals Procedure Bylaw and the Development Services Fees and Rates Bylaw to facilitate Development Permit applications being delegated to the Director of Development Services, as outlined in this report.*

***THAT** Council direct staff to bring forward an amendment to the Official Community Plan to facilitate additional exemptions from Development Permit requirements, to update the land use designation definitions in the Queensborough Community Plan, and to implement other changes to the Official Community Plan, as outlined in this report.*

***THAT** Council, with regard to the Official Community Plan amendment:*

- a. give consideration to the requirements of Section 475 and 476 as well as other relevant sections of the Local Government Act;*
- b. direct staff to advise and consult with the Board of Education of School District No. 40;*
- c. not require consultation with the following, as none are considered to be affected by this process:*
 - i. any First Nations;*
 - ii. any Councils of immediately adjacent municipalities, as none are considered to be affected by this process;*

- iii. *any boards or regional districts or improvement districts; and*
 - iv. *any provincial or federal governments and their agencies.*
-

EXECUTIVE SUMMARY

Staff has been working to improve the development approvals regulations and procedures used by the Planning Division. One outcome of this initiative will be an improved development review process experience for Council, staff, applicants and the public. To date, a number of improvements have already been put into place, which have increased the efficiency of the approval process. A number of further improvements have been identified and will be brought forward to Council for consideration. This report outlines the changes proposed streamlining of the Development Permit application process. The process is proposed to be streamlined by delegating the approval of Development Permits to the Director of Development Services, increasing the scope of Minor Development Permits, and by exempting more project types from Development Permit requirements.

This report also outlines the proposed amendments to the Queensborough Community Plan (QCP) and Official Community Plan (OCP). The changes to the QCP would bring the land use designations definitions into alignment with the 2017 OCP. The increased consistency between the two plans would provide more clarity to the development community that does work throughout the city. Changes to the Official Community Plan (OCP) are also proposed. As outlined in this report, staff proposes changing the land use designation of three properties, such that the OCP designations match the existing zoning, or for other reasons that would normally have been supported during the creation of the OCP.

PURPOSE

The purpose of this report is to request direction from Council to proceed with next steps for proposed improvements to the Development Permit application process, for updating the land use designation definitions in the Queensborough Community Plan, and for implementing other changes to the Official Community Plan

DISCUSSION

Development Approval Process Streamlining Initiatives

Staff has been working to improve the development approvals regulations and procedures used by the Planning Division. One outcome of this initiative will be an improved development review process experience for Council, staff, applicants and the public. To date, a number of improvements have already been put into place, which have increased the efficiency of the approval process. A number of further improvements have been identified and will be brought forward to Council for consideration.

This report outlines the changes proposed streamlining of the Development Permit application process. The application process is proposed to be streamlined by delegating the approval of Development Permits to the Director of Development Services, increasing the scope of Minor Development Permits, and by exempting more project types from Development Permit requirements. These changes, which are outlined below, would reduce the number and range of permits considered by Council, thereby reducing the length of Council agendas. The total number of permit applications would also be reduced. These changes will increase the efficiency of the permit process, and allow staff to maximize time available to meet Council strategic priorities.

Development Permits Proposed to be Delegated to Staff

As permitted through Provincial law, through the City's Development Approvals Procedures Bylaw, Council can delegate the approval of Development Permits to the Director of Development Services. Staff propose that this bylaw be amended to increase the range of applications that would be delegated to the Director.

The following Development Permit types are currently delegated to the Director:

- Development Permits under the Downtown Community Plan.
- Laneway and Carriage House Development Permits.
- Minor Development Permits.

Staff recommends that the bylaw be amended to also delegate approval all Development Permits, with the exception of those that involve a variance to the Zoning Bylaw. This would be consistent with the approach taken in other municipalities.

If supported, these changes would apply to relevant Development Permits and Development Permit Amendments under the Official Community Plan, Downtown Community Plan and Queensborough Community Plan. Staff could still choose to refer any permit to Council for consideration (for example, if staff has received complaints about the proposal). As well, the applicant, if not satisfied with staff's decision to accept or reject the Development Permit, has the opportunity to request that Council reconsider the issuance of the permit.

Council would continue to review all development applications that require a rezoning, Official Community Plan amendments, and/or Heritage Revitalization Agreements.

Minor Development Permits Proposed to be Delegated to Staff

Minor Development Permits are intended to capture projects that do not require as much staff review due to a limited scope of work and can therefore typically be processed with fewer resources. As noted, approval of these permits is currently delegated to the Director of Development Services.

Currently the following project types qualify as a Minor Development Permit:

- Flood Hazard Development Permits.
- Improvements with a total value of \$100,000 or less.
- Façade renovation for buildings affected by water penetration.
- A minor addition to an existing building (a maximum of 100 square metres or 10% site area).

Staff proposes expanding the project types considered to be a Minor Development Permit to include the following:

- Natural Features Development Permits.
- A minor addition to an existing building (a maximum of 500 square metres or 10% site area).

Projects Proposed to be Exempt from Development Permit Requirements

Increasing the range of projects that are exempt from Development Permit requirements would reduce the number of applications. Applications in this category would instead proceed directly to a Building Permit, when required.

The Official Community Plan currently includes the following exemptions:

- Construction of single detached dwellings.
- Routine maintenance of an existing building or structure that does not involve a change in the exterior design or material composition of the building or structure.
- Signs.
- Construction, building alterations or site alterations associated with approved temporary use permits.
- Internal alterations made to buildings and structures.
- Subdivision of land.

Staff proposes amending the Official Community Plan to also exempt:

- Routine maintenance of landscaping that does not involve a change in design.
- Construction of accessory buildings or structures with a floor area equal to or less than 10 square metres (108 square feet).
- Exterior building or structure painting.

Staff further proposes that the same list of exemptions also be included in the Downtown and Queensborough Community Plans.

Development Permit Application Fees

Implementation of these changes will also require an amendment to the Development Services Fees and Rates Bylaw. The existing fees for delegated Development Permits were established based on cost recovery for the amount of review required, and as a result not all Permits are charged the same fees. The changes, if supported, are proposed to be incorporated into the existing fee structure based on similar principles.

Official Community Plan Amendments

Queensborough Community Plan Amendments

The 2017 Official Community Plan (OCP) took a new approach to how land use designations are defined. These changes to the land use definitions would also be appropriate for the Queensborough Community Plan (QCP). Staff proposes amending the QCP land use designations to bring all definitions into alignment with the new OCP. The increased consistency between the two plans would provide more clarity to the development community that does work throughout the city. The changes would allow projects that align with the intent of the OCP, without requiring an amendment to the QCP.

The proposed amendments to QCP land use designations, if supported, would affect the following:

- *Institutional Uses*: One objective of the OCP was to provide more clarity and flexibility regarding the complementary uses permitted in each land use designation, such as small scale local commercial uses (e.g. corner stores), and small institutional uses (e.g. child care, care facilities, places of worship). Complementary uses can be permitted (through a rezoning) under most land use designations, as long as the proposed building does not exceed the maximum permitted density of the designation.
- *Heritage Revitalization Agreements*: An objective of the land use designation definitions included in the OCP was to increase awareness and expand the scope of incentives available through a Heritage Revitalization Agreement, or similar tool.
- *Consistent Land Use Designations*: To achieve consistency, the Queensborough land use designations would be revised to match the OCP designations.
 - The titles of some designations would be changed. For example: (RM) Residential – Medium Density would be changed to (RM) Residential – Multiple Unit Buildings. (MS) Queensborough Main Street would be changed to (ML) Mixed Use - Low Rise.

- Land use designations would not be combined when there is not enough consistency between the two. For example, (RL) Residential – Low Density, will not be changed to (RD) Residential – Detached and Semi-Detached Housing, and (RCL) Residential – Compact Lot will not be changed to (RGO) Residential Ground Oriented Housing, since a wider variety of housing forms are currently permitted in the OCP land use designations. However, the format of these land use designations would still be undated.
 - The (S) Schools land use designations would be deleted. The two school sites would be changed to Major Institutional.
 - The Heavy and Light Industrial designations would be combined into one Industrial land use designation. Changes would also be made to the Development Permit Areas to reflect this change.
- *Revisions to the definition of (RL) Residential – Low Density:* The proposed revisions would bring the definition into closer alignment with the OCP. Detached townhouses and low-density multi-family uses would be removed as permitted uses. This is a clarification of expectations, not a proposed reduction in development rights. This will ensure better alignment between City and developer expectations regarding permitted densities in this land use designations. A detached townhouse in this land use designation, must be low density (similar to a single detached dwelling). Building a medium density detached townhouse requires an OCP amendment to (RM) Residential – Medium Density.
- *Height Permitted in Medium Density Designations:* It has been the City's interpretation that a medium density apartment building includes all wood frame apartment buildings, which can now be built up to six storeys. In the OCP the (RM) Residential – Multiple Unit Buildings and (ML) Mixed Use – Low Rise designations state that “only in circumstances where the Development Permit Area guidelines can be met, a compelling case can be made, and appropriate amenities are provided will a five or six storey low rise building be considered”. This same text would now be included in the QCP, which is currently silent on height.
- *Updated Land Use Designation Map:* Changes will be made to the map to reflect the new land use designation titles and to change the colours to match those used in the OCP.
- *Updated Introduction:* Clarity would be added through expanded introduction, implementation and interpretation sections, which would now be consistent with the OCP.

Official Community Plan Amendments

Amendments to the Official Community Plan (OCP) are required to implement the Development Permit exemptions and to help achieve the objective of increasing consistency between the OCP and the Queensborough Community Plan (QCP). Additional minor amendments, such as addressing grammatical errors, are also proposed.

Staff proposes changing the land use designation of the following three properties:

1) 361 Keary Street

Staff proposes changing the land use designation to match the existing zoning and land use of the property. The property is zoned Multiple Dwelling Districts (Low Rise) (RM-2) but is designated (RD) Residential – Detached and Semi-Detached Housing in the OCP. Staff proposes changing the land use designation to (RM) Residential – Multiple Unit Residential, which allows for mid-rise apartment buildings. During the creation of the OCP, this land use designation change was made for other properties such as this. However, the change was not made to this property as an oversight. As a result, staff propose changing the designation at this time. To implement this change, staff also proposes adding this site to the appropriate Development Permit Area.

2) 345 Keary Street

During the creation of the OCP, staff proposed changing the land use designation for this property from (RD) Residential – Detached and Semi-Detached Housing to (RGO) Residential – Ground Oriented Infill Housing. The change was not made at the time in order to allow further conversations with the property owner. Now that these conversations have taken place, staff proposes changing the designation. The property owner supports this change in designation. To implement this change, the Development Permit Area for the property would also be revised.

3) 1906 River Drive

Staff proposes changing the land use designation and Development Permit Area for this property to match the existing zoning (but not land use). The property is currently designated (RD) Residential – Detached and Semi-Detached Housing but is zoned Heavy Industrial Districts (M-2). The current use of the property is a single detached dwelling.

The change of designation from Industrial to (RD) Residential – Detached and Semi-Detached Housing was made as part of the 2017 OCP as an oversight. The current amendment is proposed due to the existing zoning, and surrounding land uses which include heavy industrial uses and railway lines. In addition, the change would also bring the land use

designation back into alignment with the Metro Vancouver Regional Growth Strategy, which in any case restricts the ability for the City to support a rezoning of this property to a residential use.

CONSULTATION

Stakeholder Consultation

Sections 475 and 476 of the *Local Government Act* provides specific requirements for consultation that must occur prior to the consideration of an amendment of the Official Community Plan. The Act requires local government to provide one or more opportunities it considers appropriate for consultation with the organizations and authorities it considers will be affected by the OCP. Consultation under this section of the *Local Government Act* is in addition to the Public Hearing requirement.

Staff recommends consultation only with the School District, as required by the Act. A letter will be sent to the School District outlining the proposed changes and asking for feedback.

Given that the proposed changes will not impact City policy, nor the location or density of land use, staff does not feel any additional consultation with other stakeholders is required.

Development Community Consultation

Staff has been engaged in ongoing discussions with the UDI, through the New Westminster liaison committee, regarding the overarching initiative to streamline the development process. If the direction outlined in this report is supported by Council, staff would send a letter to the liaison committee outlining these specific streamlining measures proposed.

Community Consultation

If the direction outlined in this report is supported by Council, staff would send a letter to each of the Residents Associations. Staff would also offer to attend the November Queensborough Residents Association meeting, given the additional changes proposed to the Queensborough Community Plan.

Letters would also be sent to the owners of properties for which a change in land use designation is proposed.

Any members of the public would have an opportunity to share their feedback on the bylaw, either in person at the public hearing or through written submissions. After the public hearing, Council would consider whether to support the bylaws.

NEXT STEPS

Next steps in the application review process include:

1. Consultation, as outlined in this report (October/November)
2. Council consideration of first and second reading of the following bylaws (December):
 - Official Community Plan Amendment Bylaw
 - Development Approval Procedures Amendment Bylaw
 - Development Services Fees and Rates Amendment Bylaw
3. Public hearing, consideration of third reading, and adoption of bylaws (January)

OPTIONS

There are three options for Council's consideration; they are:

- 1) That Council direct staff to bring forward an amendment to the Development Approvals Procedure Bylaw and the Development Services Fees and Rates Bylaw to facilitate Development Permit applications being delegated to the Director of Development Services, as outlined in this report.
- 2) That Council direct staff to bring forward an amendment to the Official Community Plan to facilitate additional exemptions from Development Permit requirements, to update the land use designation definitions in the Queensborough Community Plan, and to implement other changes to the Official Community Plan, as outlined in this report.
- 3) That Council, with regard to the Official Community Plan amendment:
 - a. give consideration to the requirements of Section 475 and 476 as well as other relevant sections of the Local Government Act;
 - b. direct staff to advise and consult with the Board of Education of School District No. 40;
 - c. not require consultation with the following, as none are considered to be affected by this process:
 - i. any First Nations;
 - ii. any Councils of immediately adjacent municipalities, as none are considered to be affected by this process;

- iii. any boards or regional districts or improvement districts; and
- iv. any provincial or federal governments and their agencies.

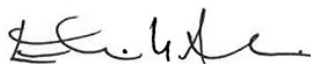
4) That Council provide staff with alternative direction.

Staff recommends Option 1, 2 and 3.

This report has been prepared by:
Lynn Roxburgh, Senior Planner

This report was reviewed by:
Jackie Teed, Senior Manager of Development Services

Approved for Presentation to Council



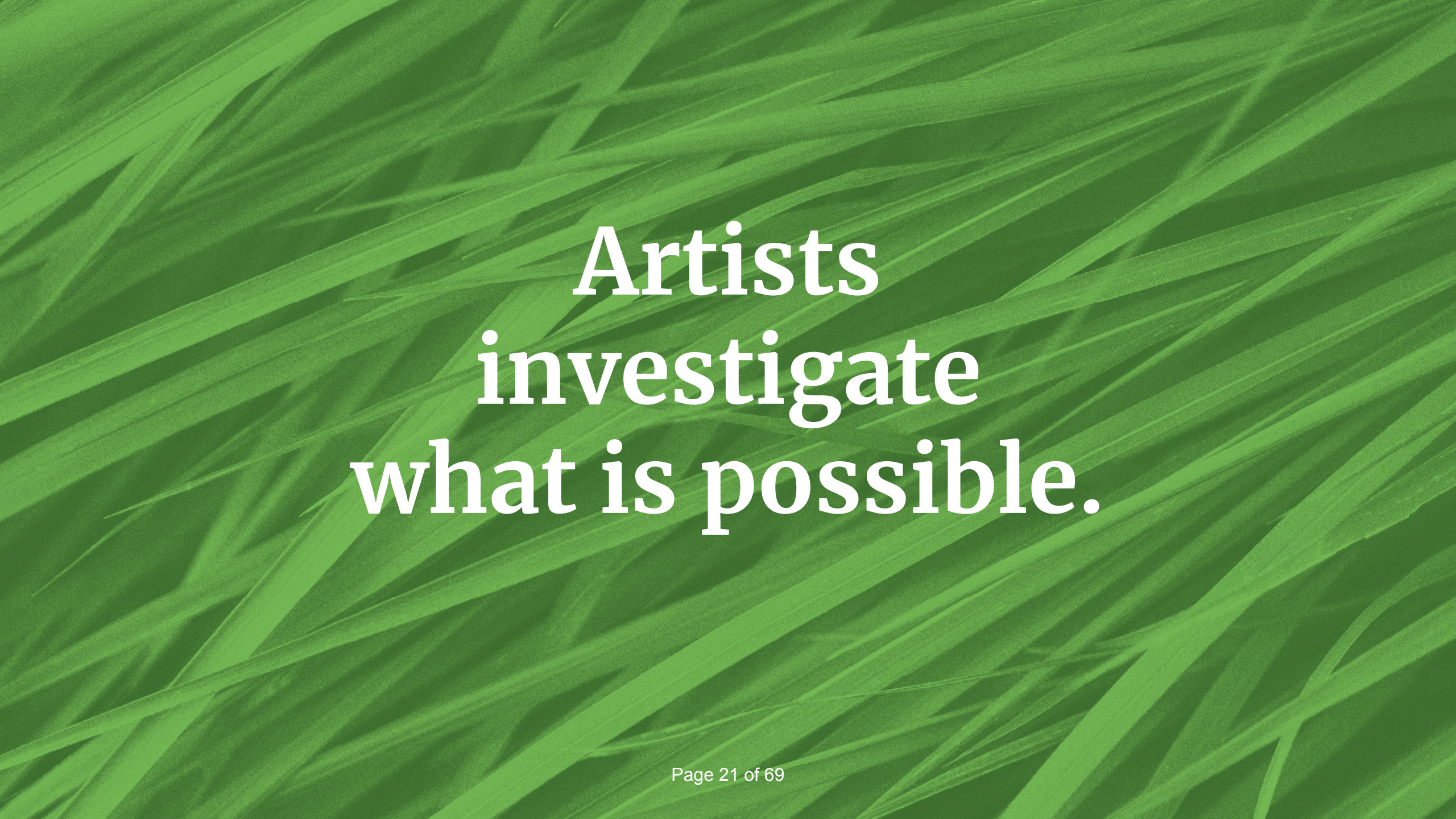
Emilie K Adin, MCIP
Director of Development Services



Lisa Spitale
Chief Administrative Officer

Arts Education in SD40

Presentation to SD40 School Board Operations Committee
November 19, 2019
Presented by Kelly Proznick, District Arts Facilitator

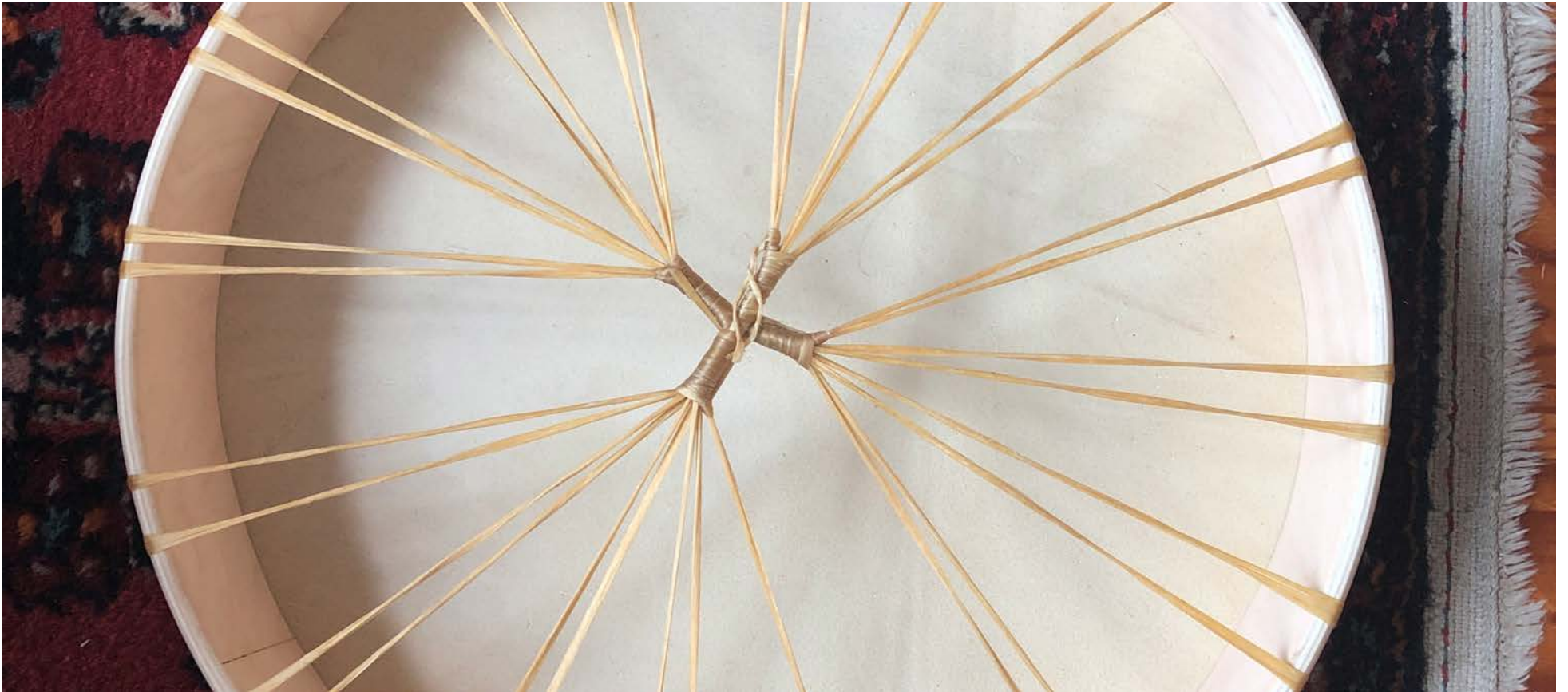


Artists
investigate
what is possible.

Increased continuity between school programs that links priorities in Arts Education with goals of the district's strategic plan



Partnering with Indigenous Education to better align SD40 Arts Education principles and processes with Indigenous Knowledge practices



Developing budgets that maintain programming, build capacity and consider repairs, maintenance and replacement of equipment



Creating plans to manage and maintain arts-specific spaces and their equipment within SD40 buildings



Supporting district-wide resource sharing of arts resources and supplies



Partnering with community organizations to maximize resources, increase inclusion and equitability and enhance opportunities



Supporting teachers to grow and thrive by offering professional development and collaborative opportunities in arts



Planning to meet NWSS needs for continued access to Massey Theatre into the future



Working with parents and families to set goals and leverage opportunities



Legacy projects Inquiry projects Performative experiences

Possible projects that may be percolating

Grade 8 Mural Project at École Glenbrook Middle School

District Choral Festival

Totem project at Qayqayt Elementary

District Band Festivals (January and May)

NWSS Indigenous Gateway Legacy Project

Vancouver Symphony Orchestra Connects Pilot Project

2020/2021 Educational Programming at Massey Theatre– ArtsStarts District Grant

What's been done so far

\$70,000 EQUIPMENT AND SUPPLIES ALLOCATION

- MET WITH ALL PRINCIPALS, ELEMENTARY MUSIC TEACHERS, MIDDLE SCHOOL ART/MUSIC/DRAMA TEACHERS AND SECONDARY ART/MUSIC/DRAMA/DANCE/PHOTO TEACHERS TO SEE WHAT EQUIPMENT EACH SCHOOL HAS AND DISCUSS EQUIPMENT NEEDS
- CREATED A SPREADSHEET OF ALL NEEDS THAT ALSO GIVES A SNAPSHOT OF REQUIRED SUPPLIES FOR PROGRAMMING IN THE ARTS DISCIPLINES AT ELEMENTARY, MIDDLE AND SECONDARY LEVELS.

NEXT STEPS: COST ALL ITEMS ON THE LIST AND START TO PRIORITIZE NEEDS THROUGH CONTINUED CONSULTATION. USE THE DATA COLLECTED TO INFORM THE CREATION OF SUSTAINABLE AND APPROPRIATE BUDGETS.

\$50,000 MASSEY THEATRE FUNDING ALLOCATION

- AT MEETINGS, OFFERED ACCESS TO EVERY PRINCIPAL AND ARTS SPECIALIST
- CREATED A BUDGET SPREADSHEET OF SD40 MASSEY THEATRE EVENTS FOR 2019/2020 THAT INCLUDES PROJECTED COSTS FOR THE NEXT TWO YEARS

NEXT STEPS: HAVE THE 2019/2020 MASSEY THEATRE FUNDING ALLOCATION AS INDICATED BY THE SPREADSHEET APPROVED.
GET DIRECTION ON PROCEDURE FOR CONTRACT SIGNING AND PAYMENT OF DEPOSITS/INVOICES
LOOK AT CREATING A SUSTAINABLE AND SUPPORTED PLAN FOR FINANCING ACCESS TO MASSEY THEATRE INTO THE FUTURE.

Thank you

Questions?
Queries?
Revelations?
Epiphanies?



APPENDIX 1

School	Teacher	Subject	Equipment	Cost/unit	Number needed	Total
Fraser River Middle School	Jack Colish	music	Tuba (pay remaining balance)	\$3,000	1	
			Print resources (music)	\$100	5	
			Timpani (3rd drum)	\$5,500	1	
			Chimes	\$6,000	1	
			Symphonic Gong	\$2,200	1	
			Auxiliary Percussion	\$1,500	1	
			Practice Mutes		5	
			French Horn		1	
			Bass Clarinet		1	
			Bari Sax		1	
			Tuba		1	
			Mixer (8 channels)		1	
			Monitor speakers		2	
			Main speakers		2	
			microphones		4	
			Mic cables		4	
			Mic stands		4	
			Ukeleles		26	
			Soprano Recorders		26	
			Orff Mallets			
Queen Elizabeth Elementary	Lindsay Mellor	Music	Orff Bass Bars		4 (to complete set)	
			Ribbon scarves		15	
			vibraslap		1	
			set of bongos		1	
			whip crack		1	
Queensborough Middle School	Sukh Rai	Musical Theatre	hand drums		? (how many to complete a class set?)	
			"Nice" 1/4" Ply	\$30	8	\$240
			"Nice" 3/8 Ply	\$50	6	\$300
			3/8" Ply	\$20	18	\$360
			2x4 (8')	\$4	24	\$96
			2x4 (10')	\$5	24	\$120
			Screws	\$50	2	\$100
			Hinges	\$20	16	\$320
			Hooks	\$10	16	\$160
			Locks	\$20	12	\$240
			Paint	\$40	4	\$160
			Primer	\$40	4	\$160
			Straps/Clamps	\$40	24	\$960
			Layout Tools	\$50	10	\$500
			Electric Drills	\$250	2	\$500
			Battery Charging Station	\$250	1	\$250
			Oscilating Multi Tool	\$150	1	\$150
			Mini Circular Saw	\$150	1	\$150
			Circular saw track	\$120	1	\$120
			Pocket Hole System	\$150	1	\$150
			Pocket Screws (500)	\$10	1	\$10

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School	Teacher	Subject	Equipment	Cost/unit	Number needed	Total
Connaught Heights	Grace Weick	Music	3-step choral risers		5	
			Bluetooth speakers that will also work with a CD player		2	
	Jovana Petrovska-Ko	Music	Music stands (10)		10	
			Snare drum		1	
			Snare drum stand		1	
			Hi Hat and stand		1	
			full set of Orff bass bars		1	
			alto xylophones		2	
			soprano xylophones		2	
			Ukeleles		4	
			set of bluetooth speakers		1	
			Floor music stands		12	
			Set of conga		1	
			Orff instruments		3	
			Upper C bass bar		1	
			djembe		2	
McBride Elementary	Shannon Lange	Music	Display cabinet for artwork		1	
POWER Secondary	Tim Deng	Visual Arts	easle		6	
			Stone carving tools (sets)		15	
			Dremel tools (How many??)			
			Kiln		1	
			Air brush system		1	
Connaught Elementary	Jennifer Scorda	Principal	Paint			
Howay Elementary	Sarah Phelan	Principal	Transfer sheets			
			tracing paper			
			self-drying clay			
			photograh equipment			
			Stage lights for gym	where did they old ones go after renovation?		
Lord Kelvin Elementary	Barb Paul	Music	No needs :-)			
Herbert Spencer Elementary	Rhonda Jeschke	Music	stools for larger orff intruments		5	
	Suzanne Cameron	Principal	Ribbon scarves		30	
			rhythmic gymnastic ribbons		30	
Tweedsmuir Elementary	Jen Richter	Principal	Visual Art supplies (need to make list)			
Qayqayt Elementary	Kathy Catherwood	Principal	No needs? Confirm.	Wants support with sourcing, coordinating and resourcing arts activities		
			Visual Art supplies (need to make list)	Source a list from colleagues		
McBride Elementary	Kathleen Chad	Principal	No needs (differ to teacher requests)			
Queensborough Middle School	Lisa Nasato	Principal	No needs (differ to teacher requests)			
Fraser River Middle School	Jen Harrison	Vice Principal	No needs (differ to teacher requests)			
Glenbrook Middle School	Chris Evans	Principal	No needs (differ to teacher requests)			
Queen Elizabeth Elementary	Paul Manville	Principal	Visual Art supplies (need to make list)			
Fraser River Middle School	Audrey McMann	Drama	Meeting scheduled for Friday November 15 2:10pm			

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New Westminster Secondary	Kelly Proznick	Choir	Print Resources (music)	\$100	15	
			Stamping blocks		60	
	Keith Randall	Visual Art				\$132
			Carving tools Essdee : Lino Carving Tool Set		24	
			Bench hook: INOVART Inking Plate/Bench Hook		24	
			7.8 Inch Soft Rubber Brayer,Rubber Brayer Roller			
			Paint Brush Ink Applicator Art Craft Oil Painting Tool	\$17	2	
			4 inch Hard Rubber Brayer Roller,4-Inch Heavy Duty Rubber Brayer Roller Print Brush Ink Art Craft Oil Painting Too	\$18	4	
			6 inch Hard Rubber Brayer Roller 10cm Paint Roller Ink Oil Paint Art Craft Painting Tool	\$18.50	4	
			Printing paper: 30pcs PCalligraphy Rice Paper Art Paper Xuan Paper Sumi Painting Kit	\$19	2	
			box sets of Sumi inks for marbling paper	\$16	3	
			ipad		20	
			ipad storage cart (lockable and chargeable)		1	
			Document camera and stand/bed	\$2,500	1	
			Light tables		10	
			Video Stabalizers	\$159	5	
			Printing press	\$1,500	1	
			Easle: Free standing		24	
			Easle: tabletop		24	
			drying rack	\$260	4	
			Kiln			
			pottery wheel		4	
			matt cutter (wall mounted)		1	
			Generic tool kit (sander, drill and bits, saws, clamps, chisels, mallets, hammers)	\$1,000	1	
			Brayer		10	
			Printing paper: 30pcs PCalligraphy Rice Paper Art Paper Xuan Paper Sumi Painting Kit	\$20	2	
			Westcott All Temperature Mini Glue Sticks	\$5	2	
			Elmer's Glue large jug	\$30	1	
			Joint compound (tub)	\$35	1	
			aluminum foil	\$3	4	
			exacto blades		24	
			cutting mats		24	

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School	Teacher	Subject	Equipment	Cost/unit	Number needed	Total
Glenbrook Middle School	Angela Jurgensen	Visual Art/ Drama	Plywood Mural Paint Paint brushes paint rollers			
New Westminster Secondary School	James Paterson	Strings/Music Comp	Logic Pro X (software) Cello Cello cases: hard shell		30 1 3	
Qayqayt Elementary	Martha Leigh	Music	Tambourin and Stick by Izzo 9" Djembe Kambala Caxixi Shaker 11" Djembe Kambala Zoco Cajon Cajito Cajon Suzuki Replacement Bar Nails -A-4 bar nails -2 pkg. Med. Rubber mallets for alto xylophone/soprano metallophone -KR2 Hard Rubber mallets for soprano xylophone -KR 3		2 4 8 4 4 8 3 4 3	
Howay Elementary	Jeane Kentel	Music/dance/drama	Medium felt mallets for alto metallophone -KF1 Baritone Ukeleles Djembes BAss Metallophone Bass Xylophone Soprano Xylophone Soprano Mellophone Soprano Glockenspiel Mallets: Double ended Mallets: Soft rubber yarn covered Mallets: Medium yarn covered Mallets: BM2 Mallets: BX1 Dry Erase Staff Magnet Temple Blocks Buffalo Drums (various sizes) Snare Drum African Talking Drum Tongue Drum Large Darbuka Small Cajon Tabuno Digeridoo		1 10 3 1 1 1 1 1 5 3 3 1 2 1 1 23 1 2 2 2 2 2 1	
New Westminster Secondary School	Steve Clements	Music (band)	Timpani (replace broken) Vinyl Music Folders (set) Print Resources (music)	\$5,500 \$1,200 \$100	1 1 15	

APPENDIX 1

School	Teacher	Subject	Equipment	Cost/unit	Number needed	Total
New Westminster Secondary school	Jeff Meville/ Brent Fo: Photography		Studio Lighting			\$5,000
			Studio Lighting Modifiers			\$1,500
			Cameras and Additional Batteries			\$5,500
			Camera Lenses			\$4,000
			Tripods			\$1,200
			Background			\$1,500
			Constant/location lighting			\$2,000
New Westminster Secondary School	Megan Alandi/Lindsay dance		Studio Stereo System	\$1,000	1	
			Bluetooth Speakers	\$225	6	
			Dongle/Iphone Adapter	\$10	5	
			Ipads	\$600	2	
			Exercise Mats	\$40	30	
			Portable Ballet Bar	\$800	2	
			Resistance Bands - low resistance	\$4	20	
			Resistance Bands - medium resistance	\$4	20	
			Resistance Bands - high resistance	\$4	20	
			Weights - 2lb	\$3	30	
			Weights - 3 lb	\$5	20	
			Weights - 5 lb	\$8	20	
			Weights - 10 lb	\$10	20	
			Agility Ladders	\$25	2	
			Skipping Ropes	\$4	20	
			Medicine Ball	\$25	5	
			Large Exercise Ball	\$40	5	

APPENDIX 2

EVENT	SCHOOL	DEPARTMENT	DATES	ESTIMATED COST	ACTUAL COST	COST FOR 2020/2021	COST FOR 2021/2022
Remembrance Day	NWSS	Schoolwide (dance, drama, music)	Nov 7-8, 2019	\$2,500		\$2,500	\$2,500
Winter Band Concert	NWSS	Music	Dec 4, 2019	\$1,800		\$1,800	\$1,800
McBride Winter Concert	McBride	Schoolwide	Dec 12, 2019	\$2,367		\$2,367	\$2,367
Dance Show semester 1	NWSS	Dance	Jan 14 to 16, 2020	\$3,800		\$3,800	\$3,800
Choir Show semester 1	NWSS	Choir	Feb 4-5, 2020	\$3,200		\$0	\$0
District Band Festival	NWSS, GMS, FRMS, QMS	Music (band)	January 13 2020	\$1,800		\$2,000	\$2,000
District Choir Festival	All Elementary schools/ NWSS	Music (K-5, 9-12)	May, exact date TBA	\$1,800		\$2,200	\$2,200
Beauty and The Beast	NWSS	Musical Theatre	Feb 20-29, 2020	\$22,000		\$0	\$22,000
RockSolid: Social Justice Theatre	NWSS	Drama	June 1-3, 2020	\$3,800		\$0	\$0
June Revue Concert and Awards	NWSS	Band, Strings, Choir	June 10, 2020	\$2,100		\$2,100	\$2,100
Dance Show semester 2	NWSS	Dance	June 15-18, 2020	\$3,800		\$3,800	\$3,800
Glenbrook Talent Show	Glenbrook	Schoolwide	May 13, 2020	\$1,600		\$2,200	\$2,200
			TOTAL	\$50,567		\$22,767	\$44,767
Musical Theatre Revue Show (at Anvil Centre Theatre)	NWSS	Musical Theatre Foundations	May 19-21, 2020	\$4,100		\$0	\$0
			NWSS Only: Costs for 2019/2020	\$40,500			

Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: November 19, 2019

Submitted by: Kelly Proznick, District Arts Facilitator

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

Subject: Arts Education – District Strategic Plan Update

Background:

At the May 28, 2019 Regular Open Board meeting, the following motion was carried unanimously:

THAT the Board of Education of School District No.40 (New Westminister) allocate \$180,000 from surplus on the condition that staff provide a funding plan to the Board at the November 19, 2019 Operations Policy and Planning Committee meeting, to support an investment that strengthens capacity of art education in our schools as follows:

Initial one-year commitment to 0.5 FTE District Arts Facilitator position and program costs, to support development of a comprehensive District creative and performing arts strategy, delivery of curriculum, programs, partnerships that strengthen learning and engagement of students, teachers, and staff. Cost: \$60,000

Facility Rental: Access to Massey Theatre is important to the District, NWSS, Fine Arts programs, as well as elementary and middle schools. Fine Arts alone can use 30 days per year, which can cost more than \$1,500/day. One-year enhancement funding to support 2019-20 costs at Massey Theatre, and to ensure each District elementary and middle school has option to cover costs of one day or evening use of Massey Theatre, in addition to NWSS for fine arts, learning, and ceremonial uses. Cost: \$50,000

Supplies and Equipment: one-time enhancement funding to support equitable refresh of K-12 District fine arts equipment and supplies. Cost: up to \$70,000 on the condition that district staff present an update on the dispersal of the supplies and equipment on or before the November 26, 2019 Board meeting.

SD40 Objective: Students will thrive emotionally, socially and academically and become whole and healthy learners.

There is exceptional work being done by teachers, administrators and schools in SD40 in Arts Education. To further enhance this work, continuity needs to be developed between elementary, middle and secondary levels to support students as they go through their learning journey in New Westminister School District.

Currently all SD40 elementary students have instruction in music by a music specialist and are also exposed to music through integrated arts experiences with their classroom teacher. Explicit music instruction by a music specialist varies from 25 minutes a week to 55 minutes a week, with all elementary programs being delivered on a prep-coverage model. Music specialist Full Time Equivalent (FTE) ranges from 0.2 to 1.0 depending on the school population or variations on prep-

coverage. Elementary music teachers currently do not have collaboration time with colleagues due to prep-coverage. Music teachers are required to report on all students in the school. Most elementary music specialists use the Orff method as their pedagogical basis for teaching, and all schools have some variation of an Orff instrument setup. Singing and percussion are two other main areas of content in music classrooms, and many teachers also use movement practices to teach musical concepts. The other three areas of arts education (dance, drama, visual art) are taught and assessed by classroom teachers.

SD40 Middle Schools offer Arts Education along with ADST using an exploratory model, with some variations between schools. The exploratory delivery model gives students a multi-week immersion into one arts discipline. The length of the exploratory rotation varies between schools, as does the content, which is often based on teacher expertise/interest, resources or available teaching spaces. Glenbrook and Fraser River Middle Schools offer music, visual art and drama. Students may not receive instruction in all three areas in a single year, but the goal is to ensure that all students will have the opportunity to experience all areas over their middle school residency. Schedules are built by the school's administration, with classes moving as cohorts to exploratory classes. The exploratory model provides prep-coverage for classroom teachers. Queensborough Middle School offers art and drama in an exploratory model but music education is offered all-year, with all students guaranteed access. Queensborough Middle School focuses on an annual school-wide cross-curricular integrated arts project that culminates in the production of a musical in December. None of the Middle Schools currently offer dance as an exploratory, and all have off-timetable instrumental music (band) for grades 7 and 8 as a program-of-choice which is included in the music teacher's FTE. Each Middle School is furnished with enough equipment to support programming, although upgrades and additional pieces are needed in each school.

New Westminster Secondary School (NWSS) has exceptional arts instruction in a variety of different areas of art practice, offered using the elective mode of delivery. Students choose their own courses and administration works within the challenges of the schedule building limitations to honour student choice. In the last few years, changes to the timetabling process have resulted in barriers to student access to programs of choice. This problem has been identified by the current administration, and they are working in collaboration with teachers to make student choice a priority during the scheduling process. Grade 9 to 12 arts programs are accessible, inclusive and widely regarded as having exceptional outcomes for diverse learners. There needs to be a District plan for use, management and maintenance of the theatre in the new NWSS building that maintains equipment and prioritizes student learning and arts activities in that space. The Visual and Performing Arts department budget has been decreasing over the last decade.

Traditional western schooling places value on intellectual knowledge over any other, but the format and structure of new BC curriculum is beginning to challenge this viewpoint and look at learning much more holistically. The most obvious example of this is the infusion of First Peoples' Ways of Learning through all grades and curricular areas.

Arts processes are not traditionally academic in that they often involve doing before knowing. Or, to see it another way, knowledge emerges from the experience of the process rather than intellectualizing. Arts practices require patience and time, as well as attention to the soulfulness of learning as well as the mind and body. The structures and systems of traditional schooling often ignore the spirit, and we are called by the BC curriculum to re-humanize the education system.

Limiting or denying access to a knowledge area that is the dominant voice of a student is a way of devaluing that way of being. For students who are expressive, creative, sensitive or performative, the lack of access and is a challenge to their identity and erodes their sense of belonging.

While all students in New Westminster schools are meeting the curricular requirements of mandatory arts education from Kindergarten to Grade 9, it is beneficial to examine if the programming is equally exposing children to exceptional opportunities and interactions with the arts, meeting individual student learning goals, enhancing the sense of aesthetics for individuals and communities and realizing goals of social and emotional health.

SD40 OBJECTIVE: Families will have opportunities to engage with the educational system to develop trusting relationships. Parents will have opportunities to connect with their children's learning. Families will have opportunities to be enriched by ideas, perspectives and cultural experiences.

Teachers and administrators have expressed that school communities value coming together to celebrate student learning in the form of a school performance.

Tradition has schools doing performances at certain times of the year, and there is a strong community expectation that this will be part of the family experience connected to school. However, changes in education as well as growing school populations provide school communities with the opportunity to look at diverse options for school performances.

Administrators and teachers have expressed the need for support to meet community goals of performance while balancing teacher work-load and logistical limitations. As well, performances should be rooted in curricula and should leave space for the diversity of voices within our communities, with themes and structures that reflect and celebrate student learning and show process as well as product.

SD40 OBJECTIVE:
Staff will receive support and encouragement to find purpose and meaning in their work.
Staff will receive support to reach their full potential. Staff will be valued and appreciated.

The arts activate stories, experiences and emotions into communication.

The SD40 community is a diverse spectrum of people who are Indigenous, settlers, newcomers and visitors. The BC Curriculum is challenging educational leaders to zoom out for a wider perspective that includes many knowledge practices rather than one that favours Western-European standards of knowledge. This is key to meeting goals of inclusion, connectivity and belonging for staff, students and families.

This is a pedagogical shift, and is unfamiliar territory for many experienced teachers. Most arts teachers are trained in western classical traditions, and they need opportunities to learn and expand their perspective such as:

- Regular targeted professional development for arts teachers with the goal of building an expert base that can be a resource and support for other teachers in school communities.
- Collaboration time that includes arts specialists.
- Opportunities for arts educators to come together as a district-wide cohort of specialists to learn and share.
- Support for delivery and assessment of arts curriculum by classroom teachers. Classroom teachers are required to report on three out of four areas of arts education (dance, drama, visual arts) but few have experience in these specializations.

- Helping arts teachers through mentorship, increased collaboration and increased professional development opportunities to realize the potential of arts education to serve as a model for our learning community.
- Integrating diverse curricular areas into experiential, community-based arts practices will allow space for exploration of identity, belonging, expressiveness and connectedness.

Another area where staff have expressed the need for support is assessment:

- Assessment support for elementary music specialists, who are required to report on all students in the school at least once a year.
- Assessment support for middle school exploratory teachers, who are required to collaboratively evaluate all students in the school.

SD40 Objective: Develop meaningful relationships with community partners. Utilize community partnerships to support students and families.

Since being appointed in this position, I've been approached by many community non-profit arts organizations on possible partnerships and opportunities. With coordination at the district level, financial and administrative resources can be maximized to provide equitable access to professional arts performances and workshops for SD40 learning communities. As well, coordination can help guide the community partners to present artists that align with school learning plans or curricular focus areas. In other words, the presentations could be curated to support school and/or district goals. Working toward this objective would also expose students to opportunities that may not otherwise be accessible to them:

- Vancouver Symphony Orchestra
- Vancouver Opera
- Chamber Music In Schools
- Massey Theatre Society
- ArtsStarts
- Arts Council of New Westminister

There are five community music groups that rent the NWSS music rooms weekly; New Westminister Symphony Orchestra, Greater Vancouver Youth Music Academy Jazz Bands, New Westminister Alumni Band and New Westminister District Jazz Band. These groups rent the rooms in order to access music equipment that has been purchased largely through parent and student fundraising efforts through the NWSS Music Auxiliary. The NWSS Music Department receives no revenue from these rentals to support the maintenance and replacement of the equipment used. It should be considered that a portion of the rental income collected by SD40 for rental of the music rooms be allocated to the NWSS music department for upkeep and replacement of equipment.

Please see Appendix 1 for breakdown of \$70,000 Funding Requests; and Appendix 2 for the Massey Theatre \$50,000 Allocation for 2019/2020.

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			Auxiliary Percussion	\$1,500	1	
			Practice Mutes		5	
			French Horn		1	
			Bass Clarinet		1	
			Bari Sax		1	
			Tuba		1	
			Mixer (8 channels)		1	
			Monitor speakers		2	
			Main speakers		2	
			microphones		4	
			Mic cables		4	
			Mic stands		4	
			Ukeleles		26	
			Soprano Recorders		26	
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			Ukeleles		4	
			set of bluetooth speakers		1	
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	Suzanne Cameron	Principal	Ribbon scarves		30	
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Glenbrook Middle School	Jen Harrison	Vice Principal	No needs (differ to teacher requests)			
Queen Elizabeth Elementary	Chris Evans	Principal	No needs (differ to teacher requests)			
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			pottery wheel		4	
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Glenbrook Middle School	Angela Jurgensen	Visual Art/ Drama	Plywood Mural Paint Paint brushes paint rollers			
New Westminster Secondary School	James Paterson	Strings/Music Comp	Logic Pro X (software) Cello Cello cases: hard shell		30 1 3	
Qayqayt Elementary	Martha Leigh	Music	Tambourin and Stick by Izzo 9" Djembe Kambala Caxixi Shaker 11" Djembe Kambala Zoco Cajon Cajito Cajon Suzuki Replacement Bar Nails -A-4 bar nails -2 pkg. Med. Rubber mallets for alto xylophone/soprano metallophone -KR2 Hard Rubber mallets for soprano xylophone -KR 3		2 4 8 4 4 8 3 4 3	
Howay Elementary	Jeane Kentel	Music/dance/drama	Medium felt mallets for alto metallophone -KF1 Baritone Ukeleles Djembes BAss Metallophone Bass Xylophone Soprano Xylophone Soprano Mellophone Soprano Glockenspiel Mallets: Double ended Mallets: Soft rubber yarn covered Mallets: Medium yarn covered Mallets: BM2 Mallets: BX1 Dry Erase Staff Magnet Temple Blocks Buffalo Drums (various sizes) Snare Drum African Talking Drum Tongue Drum Large Darbuka Small Cajon Tabuno Digeridoo		1 10 3 1 1 1 1 1 5 3 3 1 2 1 1 23 1 2 2 2 2 2 1	
New Westminster Secondary School	Steve Clements	Music (band)	Timpani (replace broken) Vinyl Music Folders (set) Print Resources (music)	\$5,500 \$1,200 \$100	1 1 15	

APPENDIX 1

School	Teacher	Subject	Equipment	Cost/unit	Number needed	Total
New Westminster Secondary school	Jeff Meville/ Brent Fo: Photography		Studio Lighting			\$5,000
			Studio Lighting Modifiers			\$1,500
			Cameras and Additional Batteries			\$5,500
			Camera Lenses			\$4,000
			Tripods			\$1,200
			Background			\$1,500
			Constant/location lighting			\$2,000
New Westminster Secondary School	Megan Alandi/Lindsay dance		Studio Stereo System	\$1,000	1	
			Bluetooth Speakers	\$225	6	
			Dongle/Iphone Adapter	\$10	5	
			Ipads	\$600	2	
			Exercise Mats	\$40	30	
			Portable Ballet Bar	\$800	2	
			Resistance Bands - low resistance	\$4	20	
			Resistance Bands - medium resistance	\$4	20	
			Resistance Bands - high resistance	\$4	20	
			Weights - 2lb	\$3	30	
			Weights - 3 lb	\$5	20	
			Weights - 5 lb	\$8	20	
			Weights - 10 lb	\$10	20	
			Agility Ladders	\$25	2	
			Skipping Ropes	\$4	20	
			Medicine Ball	\$25	5	
			Large Exercise Ball	\$40	5	

APPENDIX 2

EVENT	SCHOOL	DEPARTMENT	DATES	ESTIMATED COST	ACTUAL COST	COST FOR 2020/2021	COST FOR 2021/2022
Remembrance Day	NWSS	Schoolwide (dance, drama, music)	Nov 7-8, 2019	\$2,500		\$2,500	\$2,500
Winter Band Concert	NWSS	Music	Dec 4, 2019	\$1,800		\$1,800	\$1,800
McBride Winter Concert	McBride	Schoolwide	Dec 12, 2019	\$2,367		\$2,367	\$2,367
Dance Show semester 1	NWSS	Dance	Jan 14 to 16, 2020	\$3,800		\$3,800	\$3,800
Choir Show semester 1	NWSS	Choir	Feb 4-5, 2020	\$3,200		\$0	\$0
District Band Festival	NWSS, GMS, FRMS, QMS	Music (band)	January 13 2020	\$1,800		\$2,000	\$2,000
District Choir Festival	All Elementary schools/ NWSS	Music (K-5, 9-12)	May, exact date TBA	\$1,800		\$2,200	\$2,200
Beauty and The Beast	NWSS	Musical Theatre	Feb 20-29, 2020	\$22,000		\$0	\$22,000
RockSolid: Social Justice Theatre	NWSS	Drama	June 1-3, 2020	\$3,800		\$0	\$0
June Revue Concert and Awards	NWSS	Band, Strings, Choir	June 10, 2020	\$2,100		\$2,100	\$2,100
Dance Show semester 2	NWSS	Dance	June 15-18, 2020	\$3,800		\$3,800	\$3,800
Glenbrook Talent Show	Glenbrook	Schoolwide	May 13, 2020	\$1,600		\$2,200	\$2,200
			TOTAL	\$50,567		\$22,767	\$44,767
Musical Theatre Revue Show (at Anvil Centre Theatre)	NWSS	Musical Theatre Foundations	May 19-21, 2020	\$4,100		\$0	\$0
			NWSS Only: Costs for 2019/2020	\$40,500			

1. Project Summary

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

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

2. Project Structure

The Project Team are identified in Appendix 1.

3. Scope

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

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

4. Schedule

The following Table 1 sets out target milestone dates.

Table 1 – Tentative Timetable for Key Milestones

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

5. Budget

Contract expenditures to date total to an aggregate value of \$48,630,000

6. Communications

a) General

- NWSS staff and administrators continue to be consulted on classroom requirements, project updates and transition plan to new school. Transition Team meeting held November 13, 2019.
- Weekly stakeholder consultation meetings regarding delivery of civil works between Massey Theatre and Moody Park Arena (Works underway August – November 2019). **Representation from SD #40 Project Team, City of New West (Engineering), Graham DB, Massey Theatre Society, Moody Park Arena, NWSS Principal.**

- Ongoing communications with adjacent stakeholders (one-on-one) and surrounding community by door-to-door flyers (as required) and web updates, as and when required.
- Memorialization Advisory Committee (MAC) – ongoing.

7. Procurement

- Completed

8. Work Completed or Underway - See photos page 5-8

Over the course of October:

- **Civil works:**
 - New Storm and Sanitary lines have been completed between the Massey Theatre and Moody Park Arena, as per City of New West requirement. A number of undocumented asbestos pipes (storm) were encountered during excavation process.
 - New (larger capacity) water line has been installed to 8th Avenue connection.
 - BridgeNet Fibre Optic line has been installed.
 - Interior wall framing on Main Floor, Level 2 and Level 3 completed.
- **Concrete Work** – All concrete floors on Level 1 have been completed, including tiered seating for Theatre.
- **Structural Steel Construction** –COMPLETED.
- **Roadworks** – road-base sub-excavation and reconstruction underway. New subbase and base course materials being placed in preparation for bottom-lift asphalt (paving).
- **Drywall** – Interior walls on Level 2 and 3 is underway.
- **Exterior boarding** – completed around the Theatre and moving towards gymnasium.
- **Exterior Glazing** – window installation is well underway on all floors.
- **M/IT Building** – foundations and footings are completed. Commencing with superstructure.

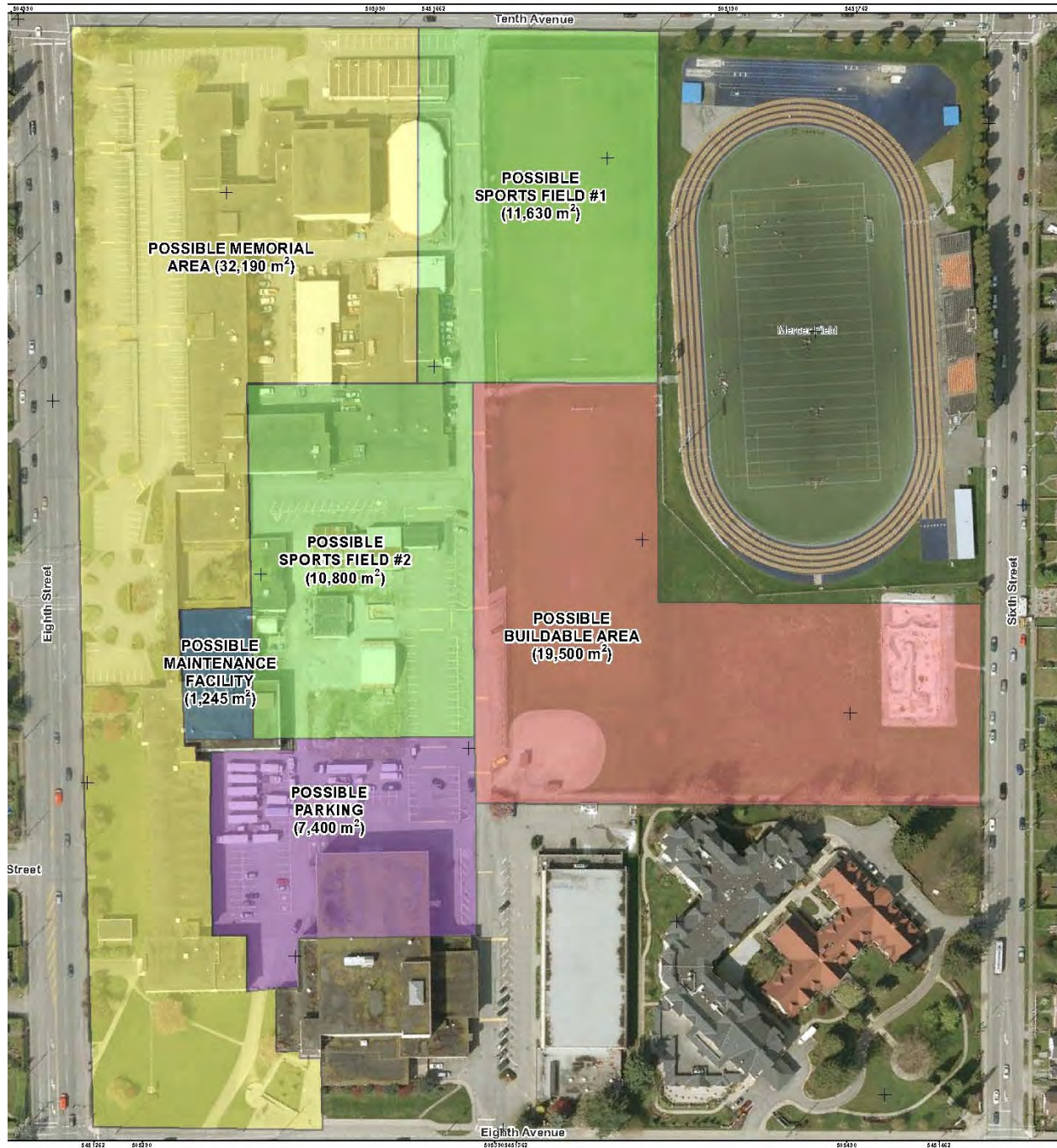
Looking into November/December:

- **Roadworks** – continuing between Massey Theatre and Moody Park Arena with scheduled completion for early December.
- **Interior** – drywall, electrical, plumbing and heating duct installation - ongoing.
- **Maintenance/IT (MIT) Building** – superstructure continues. Building is scheduled for completion in April 2020.
- **Site workers** – current level is 120 – 130.

Notes:

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

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



Appendix 1 – Project Team

- **School District #40:**
 - Karim Hachlaf, Superintendent
 - Murray McLeod, NWSS Principal
 - Dave Crowe, Director, Capital Projects
 - Grant Lachmuth (Black Wolf Consulting Inc.), Project Officer

New Westminster Secondary School Replacement Project SD 40 Board Report #26



View from Mercer Field – Note the Science Labs



Exterior view from Massey Theatre



View of Glazing Installation



View of 3rd Floor wall installation



View of Level 2 floor area



View of Mercer Field from level 2



Roof Cam View

Capital Projects, Operations and Planning

Lord Tweedsmuir Elementary

The Lord Tweedsmuir Seismic project continues to be ahead of schedule. The music room, room 110 and maker space room are now completed. The flooring has been completed in all classrooms, hall ways and all stairs ways. The new stairs have been installed at the Gym exit. The Library cabinets will be completed by November 29, 2019.

The move from the portables into the music room and room 110 was done November 8, 2019. The portables from Tweedsmuir have been moved to Queensborough Middle on November 14, 2019 for the before and after school care use.

The canopy on the lower level is in the process of being seismically upgraded and will be completed November 16, 2019.

Unitech is a head of schedule we should have all seismic work and deficiencies completed by the end of November.

Other Projects

Lord Kelvin Elementary

Complete boiler and air handler upgrade has been completed. The commissioning and balancing has been done.

Sprinkler piping refit replacing all dry system piping and straps tees is not finished will be completed by the end of December.

The PAC and Ken have installed a swing set we have prepped the site and installed all of the drainage and overseeing the installation. They still need to install wood chips and they are waiting on the seats for the swing should be here in three weeks.

Queensborough Middle

The site for the new before and after daycare portables is completed and ready for the new portables. The portables from Tweedsmuir have been moved on November 14, 2019 we should have all services hooked up and ready for use the first week of December.

Staff continues to work on planning for future projects.

Finance

The finance department is currently working on the Statement of Financial Information (SOFI) and the charity return due December 31.

Due to the ratification of the CUPE collective agreement, payroll is currently working on the retroactive pay of 2% to July 1st and is anticipating this payment to be completed by the end of November.

An RFP has just closed for multi-functional devices and we will be evaluating the submissions and moving forward on improving services district wide and enhancing workflow solutions.

Strategic Planning

Finance team and Operations team have met in October to continue to refine and finalize the department objectives and key results for respective strategic plans as well as determined the “as measured by”, timelines and owners for the work. Monthly meetings have been scheduled to ensure progress is being made on the targets until the end of June.

The finance team is currently working on creating a roles and responsibilities chart for others in the district to better understand the work each individual does in the finance department to create a customer service experience.

Ministry & Other Submissions: November 2019

Submitted to:	Description	Date
Ministry of Education	Classroom Enhancement Fund (CEF) & Remedies	November 15, 2019

Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Range: 201901 End Date: JULY 31, 2018 To 202004 End Date: OCTOBER 31, 2019

	Description	Revenues	Original Budget	Revised Budget	Bud Remain \$	Bud Remain %	2019 Ytd Revenue	2019 Annual Budget	Bud Remain \$	2019 % Remaining
619	OTHER FEDERAL GRANTS	0	0	0	0	0.00	-1,735	0	1,735	0.00
621	OPERATING GRANT MINISTRY OF EDUCAT	-13,426,203	-62,799,325	-62,799,325	-49,373,122	78.62	-13,056,217	-62,284,003	-49,227,786	79.04
629	OTHER MINISTRY OF EDUCATION GRANTS	-147,480	-1,275,983	-1,275,983	-1,128,503	88.44	-84,980	-746,237	-661,257	88.61
641	PROVINCIAL GRANTS OTHER	-56,388	0	0	56,388	0.00	-23,500	-112,000	-88,500	79.02
643	SUMMER SCHOOL FEES	-45,802	-90,000	-90,000	-44,198	49.11	-90,694	-90,000	694	-0.77
644	CONTINUING EDUCATION	-7,105	-257,100	-257,100	-249,995	97.24	-46,938	-200,000	-153,062	76.53
645	INSTRUCTIONAL CAFETERIA REVENUE	-23,530	-130,000	-130,000	-106,470	81.90	-20,270	-130,000	-109,730	84.41
647	OFFSHORE TUITION FEES	-1,119,984	-3,726,000	-3,726,000	-2,606,016	69.94	-1,157,600	-4,184,289	-3,026,689	72.33
649	MISCELLANEOUS REVENUE	-12,988	-281,050	-281,050	-268,062	95.38	-43,697	-126,050	-82,353	65.33
651	COMMUNITY USE OF FACILITIES	-80,189	-230,000	-230,000	-149,811	65.14	-90,123	-200,000	-109,877	54.94
661	INTEREST ON SHORT TERM INVESTMENT	-187,925	-400,000	-400,000	-212,075	53.02	-155,874	-400,000	-244,126	61.03
670	APPROPRIATED SURPLUS	0	-928,832	-928,832	-928,832	100.00	0	-1,625,236	-1,625,236	100.00
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	Grand Total	-15,107,594	-70,118,290	-70,118,290	-55,010,696	78.45	-14,771,628	-70,097,815	-55,326,187	78.93

Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Range: 201901 End Date: JULY 31, 2018 To 202004 End Date: OCTOBER 31, 2019

	Description	YTD Exp	YTD Com	YTD Exp + Com	Budget	Bud Remain \$	Bud Remain %	2019 YTD Exp	2019 Ytd Comm	2019 Total Exp.	2019 Final Budget	2019 Bud Remaining	2019 Bud %
105	PRINCIPALS & VP SALARIES	1,250,174	0	1,250,174	3,552,923	2,302,749	64.81	1,200,046	0	1,200,046	3,599,590	2,399,544	66.66
110	TEACHERS SALARIES	6,116,177	0	6,116,177	30,058,836	23,942,659	79.65	5,870,799	0	5,870,799	30,356,751	24,485,952	80.66
120	SUPPORT STAFF SALARIES	1,654,499	0	1,654,499	5,615,546	3,961,047	70.54	1,732,667	0	1,732,667	5,252,058	3,519,391	67.01
123	EDUCATIONAL ASSISTANTS SALARIES	1,133,690	0	1,133,690	5,769,519	4,635,829	80.35	1,043,093	0	1,043,093	5,270,343	4,227,250	80.21
130	OTHER PROFESSIONAL SALARIES	876,806	0	876,806	2,903,030	2,026,224	69.80	787,771	0	787,771	2,644,725	1,856,954	70.21
140	SUBSTITUTE SALARIES	401,252	0	401,252	1,662,860	1,261,608	75.87	340,647	0	340,647	1,658,604	1,317,957	79.46
200	EMPLOYEE BENEFITS	2,956,133	0	2,956,133	12,716,097	9,759,964	76.75	2,707,640	0	2,707,640	12,725,627	10,017,987	78.72
310	SERVICES	634,996	122,647	757,643	2,243,923	1,486,280	66.24	729,798	182,540	912,338	2,002,008	1,089,670	54.43
312	LEGAL COSTS	25,327	0	25,327	135,000	109,673	81.24	7,424	0	7,424	135,000	127,576	94.50
330	STUDENT TRANSPORTATION	35,503	89,553	125,056	202,149	77,093	38.14	36,357	119,130	155,487	179,150	23,663	13.21
340	PROFESSIONAL DEVELOPMENT & TRAVEL	53,329	2,715	56,044	523,115	467,071	89.29	73,615	0	73,615	559,800	486,185	86.85
360	RENTALS & LEASES	103,546	1	103,547	224,000	120,453	53.77	112,386	41,176	153,562	278,500	124,938	44.86
370	DUES & FEES	61,748	3,801	65,549	83,150	17,601	21.17	99,931	0	99,931	117,900	17,969	15.24
390	INSURANCE	103,278	0	103,278	121,000	17,722	14.65	21,541	0	21,541	111,000	89,459	80.59
510	SUPPLIES	515,989	345,457	861,446	2,110,955	1,249,509	59.19	500,406	616,377	1,116,783	2,658,731	1,541,948	58.00
540	UTILITIES	101,061	7,560	108,621	443,800	335,179	75.52	118,698	8,429	127,127	459,800	332,673	72.35
551	GAS - HEAT	25,110	0	25,110	407,500	382,390	93.84	30,054	0	30,054	441,500	411,446	93.19
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	71,789	0	71,789	270,900	199,111	73.50	69,887	0	69,887	270,900	201,013	74.20
570	GARBAGE & RECYCLE	19,663	11,681	31,344	89,000	57,656	64.78	21,623	14,059	35,682	89,000	53,318	59.91
580	FURNITURE & EQUIPMENT REPLACEMENT	77,266	35,909	113,175	437,653	324,478	74.14	35,749	22,794	58,543	139,770	81,227	58.11
590	COMPUTER & EQUIPMENT REPLACEMENT	200,611	22,187	222,798	497,334	274,536	55.20	222,485	152,405	374,890	1,097,058	722,168	65.83
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	Grand Total	16,417,947	641,511	17,059,458	70,118,290	53,058,832	75.67	15,762,617	1,156,910	16,919,527	70,097,815	53,178,288	75.86

Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: November 19, 2019

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Funding Model Review Update

Background:

On October 3, 2019 the working group reports related to the funding model review were disseminated for topics including: online learning, adult and continuing education, financial management, inclusive education and head-count based funding. Below is an overview of the recommendations put forward by the working groups. Please refer to the individual reports for a more fulsome discussion. Presently, there is no date for release of the new funding formula for review and analysis by the sector. The Ministry of Education has said it may be as early as January or as late as March 2020 before districts see the model and begin to understand the impact to the overall system.

The overall quantum of funding was not in scope of this review by any of the working groups. It is unclear whether more dollars would be added to the system when the new model is presented as that is driven by budget lock up decisions which take place in February 2020. The Ministry has stated that in the initial year(s) of implementation that districts will have a transition period to adjust to the new funding formula however, there is no information on how this would be completed.

Online Learning

There is the recognition that high quality 21st century e-learning option is a necessity given that it provides access to students across the province regardless of where students are located and their personal circumstances. The group is proposing developing a provincially supported and funded infrastructure to provide a platform for consistency across the system. Along with a provincially funded infrastructure, a master agreement and approved provincial e-learning service providers would also be contemplated such that there is a level of expertise and consistency in delivery.

This is a longer term strategy that is not likely to be implemented for the 2020/21 school year.

Adult Learning and Continuing Education

The recommendation for both adult learners and continuing education centres is to keep the course-based funding. The current funding formula also uses a course-based funding approach. There were some additional considerations recommended to be made such as more funding for students with special needs, English language learners and indigenous learners related to specific supports for adult and continuing education learners.

Presently, districts are funded on a per course basis as per the recommendation, however, until the new funding model is unveiled, the District cannot be sure what impact this recommendation will have as it is not clear if the Ministry will entertain other considerations put forward by the working group.

Financial Management

The Financial Management Working Group (FMWG) agreed with the of the independent funding model review which suggested a need to:

- Identify net cost pressures and bring them to treasury board for consideration for the overall funding being set in public education;
- Support multi-year financial planning and;
- Establish clear provincial policies on reserves.

The FMWG presented some very clear advice for implementation to support the above recommendations and while not confirmed this is the approach the Ministry will require, would enhance better planning and transparency of the process. It contemplates avenues for Districts and respective associations in the sector gather and share information, completing a three-year rolling cycle for financial planning and considerations for surpluses such as benchmarks and disclosures for what districts have planned for surplus dollars.

Staff at School District No.40 (SD40) support the recommendations put forward by the FMWG. The FMWG put together draft templates as a starting point for discussion with the Ministry and the standardization and transparency would be welcomed by the District. Again, it is unclear what policies may come out from the Ministry as a result of these recommendations. Any policy recommendations put forward by the Ministry will take time to implement and thus we can anticipate transition periods for district's to adjust.

Inclusive Education

The inclusive education supplement contemplates one single supplement which would roll-up various categories of funding including ready set learn, ELL, Community Link funding. The single inclusive education supplement allocates funding based on two components:

1. Students who have complex needs and high cost supports where use of a medical diagnosis would be required to obtain a higher level of funding.
2. The remaining inclusive education funding would be allocated through a prevalence model where factors and weightings **may be** as follows: health factors (50%), children/youth in care (20%), income and earnings (20%) and English/French language development (10%).

There has been no economic modelling of the prevalence model shared with districts which may help us to better understand the current vs. proposed funding implications. However, the Ministry's goal in changing its model for inclusive education is to try to prevent service decisions based on funding and instead drive districts to provide services to students based on need. The thought of this change is that it will give districts access to funding to support students on a timelier basis rather than waiting for assessments or having students not fall into a funded category even when there is a clear need for supports.

We understand that medical information cannot be verified or audited due to the confidential nature of student info held by other ministries (Ministry of Children and Family Development, Ministry of Health, Ministry of Social Development, etc.) thus the working group noted there will need to be a rigorous data collection method with the proper quality assurances.

The funding impact related to inclusive education for SD40 remains unknown at this time.

Head-Count Based Funding

The recommendation is to change to head-count from FTE funding.

Headcount at NWSS is 1,776 and the FTE is 1,765.81 – a nominal difference for the 2019/20 year. DL/Online learning funding would be captured here also (example, cross enrolled students that take classes in brick and mortar classes and some DL).

Conclusion

Districts across the province continue to wait for some economic modelling of the new formula to better understand impacts. At this time, it is unclear to what extent these recommendations of the working group may be built in to the model and how the transition period will work.

Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE**Date:** November 19, 2019**Submitted by:** Robert Weston, Executive Director of Human Resources**Item:** **Requiring Action** **Yes** ☐ **No** ☒ **For Information** ☒**Subject:** Living Wage Update**Background:**

A Living wage is a concept identified by a variety of organizations most notably the Living Wage for Families Campaign and the Canadian Centre for Policy Alternatives. Many other agencies have addressed the definition and implementation of a “Living Wage”. Advocacy groups have also taken the concept and modified it, but such are often distorted in their definition to advance specific political and social agenda’s. This backgrounder addresses the mainstream definition, as put forward by the above two organizations and adopted by VanCity and the City of New Westminster.

Most generally, the concept of a living wage is related to the opportunity for working people to earn a *minimum hourly wage* that is not set arbitrarily by legislation but in reference to actual costs of living in a particular geographic area. It is also a concept that must remain grounded in employee choice and respectful of the work life preferences of diverse groups within society (men, women, the elderly, disabled etc.), particularly those based upon prohibited ground for discrimination as identified in various federal and provincial legislation including the Charter of Rights and Freedoms, and provincial human rights legislation.

Defined

A living wage is defined as an hourly rate of pay that is proportionate to an annual income level sufficient to support a family of 4 in the identified geographic area. For Metro Vancouver that is \$19.50 per hour (down slightly from last year). For those choosing to work in full time employment (35 - 40 hours per week +/-) that translates into an annual income which when combined with spousal income and any government subsidies and transfer payments permits a family of 4 to live with the basic necessities of life in the specified geographic area. Those in less than full time capacities are respected to have decided to work part time and if they had wanted more work hours, they would NOT have chosen to work in sectors characterized by less than full time hours/days/months. Respecting personal choice and work life balance preferences is important when considering generational preferences and family and personal circumstance in choosing work.

Application

The experience of VanCity and the city of New Westminster are valuable prototypes. From their programs we can confirm that by becoming a Living Wage Employer, New Westminster Schools would be voluntarily agreeing to adhere to the basic obligations of a Living Wage Employer. In both cases the policy applies to both full time and part time employees and temporary/casuals employed for more than 16 (+/-) days per year.

Those obligations WOULD include:

- Paying all employees of the district at least \$19.50 per hour. The calculation includes all benefits paid by the employer to the benefit of the employee (e.g. vacation, medical, dental, pension etc.). Currently those benefits vary by employee group but are approximately 25%. The hourly minimum hourly wage, therefore, would be about \$15.20 per hour (after accounting for the statutory minimum vacation obligations). The Living Wage of \$15.20 is above the minimum wage (\$13.85) as per the Employment Standards Act.
- Ensuring that all contracts for labour services provided on Board of Education property are paid the minimum of \$19.50 (including all benefits, commissions and tip paid by the contracted employer over and above statutory minimums or as above \$15.20 plus benefits).
- Establishing a process to monitor the program and the Living Wage calculation regularly and periodically to account for changes in the minimum requirements.

These obligations DO NOT involve:

- Monitoring the wages paid to suppliers, contractors, external agencies that provide products and services that are other than labour services provided on our sites. For example, a supplier of office supplies would not subject to the criteria, nor would a delivery company (e.g. FedEx). If we were to contract out for a roofing company to replace a roof on ONE OF OUR schools; that would be included.
- Modifying or increasing the hours of work of any employee, or restructuring positions in order to modify daily, weekly or annual earnings. Employees are still free to apply for the jobs that suite their circumstance with the hours/days/weeks that are advertised in the sectors that are best suited to them. For example, people wishing to be employed in the public sector are entitled to decide that would like to work full time with or without shift work in the healthcare sector or, in contrast, lesser hours permitting the maintenance of family obligations in education which is structured around instructional days over a reduced annual calendar. Their reasoning for making this selection is not questioned as freedom of choice is a respected freedom.
- Upwardly adjusting wages for those casual employees working less than 120 hours (approximately 16 days) per year (this would not apply to New Westminster Schools as all our casuals are paid well above the Living Wage already).
- Requiring employers who rent or lease property from the employer to pay the Living Wage. The leased/rented property is deemed to be outside of the districts operations and the Living Wage does not apply.
- Renegotiating any existing and binding contracts with labour service providers. The Living Wage would apply only after the contract expires.

Experience

In this paper, the Living Wage experience of two large and progressive employers were considered; the City of New Westminster and VanCity. Both employers have adopted the living wage concept and have been certified as living wage employers. They apply the concept as noted above to full and part time employees and contractors providing direct service to the employer on the employer's property (e.g. contracted out labour services). The experience of both employers is self-reported as positive. The terms of their commitment include the earlier noted proviso's. VanCity started their Living Wage initiative in 2008. In 2012 they had completed their deliberations and research and were ready to enroll. They have modified and revised their program somewhat since then. The City of New Westminster adopted its Living Wage program on January 2011. The programs of the two are very similar and the criteria and application are the fundamentally the same.

Discussion

With the appropriate lead time and funding for the program development, which can be discussed, New Westminster Schools could become a Living Wage Employer. In that way, New Westminster Schools, will join the increasing cohort of employers that recognize that an hourly wage and benefit package, that meets a basic minimum based upon the realities of the market and needs of employees to earn a living wage, is a social and business necessity.

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

Date: November 19, 2019

Submitted by: Gurveen Dhaliwal, Trustee

Item: Requiring Action Yes ☒ No ☐ For Information ☐

Subject: Climate Action

Background:

The Intergovernmental Panel on Climate Change (IPCC) published a report on October 8, 2018 that found we must limit global warming by 1.5 degrees Celsius by 2030 and that doing so “would require rapid, far-reaching and unprecedented changes in all aspects of society.”

The New Westminister Board of Education has heard loud and clear from the student population locally and across the globe about the urgency of our climate emergency. While the impacts of climate change are detrimental to the environment and are a matter of livelihood, the cultural change that is occurring as a result impacts vulnerable and marginalized communities the hardest, including Indigenous communities across Canada and more widely, across the Global South.

We are privileged to be in a position of power where we can meaningfully respond and act on the demands of climate action. While the New Westminister School District is small, it is our responsibility to *lead into our future* and support the systemic changes required to limit global warming. The following recommendations are a follow up to October’s climate emergency declaration by the Board of Education.

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) to include a goal within its strategic plan to make climate action and environmental sustainability a priority, and to direct staff to incorporate environmental strategies when preparing and executing capital planning submissions (i.e. Annual Facilities Grant and 5-Year Capital Plan) to the Board of Education and Ministry of Education. Further, specific consideration of the following shall be made:

- ***Measurable targets and specific timelines and goals to reduce SD40’s greenhouse gas emissions.***
- ***Consideration to all SD40 schools and sites, transportation and purchasing and procurement functionalities.***
- ***Costs associated to the plans put in place.***
- ***Opportunities for stakeholder engagement and input.***

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) to include a goal within its strategic plan to provide leadership and support to increase learning opportunities for both students and staff towards climate literacy and environmental sustainability.