



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

Tuesday, September 29, 2020

7:00 pm

Via Webex

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

	Pages
1. <u>ADOPTION OF THE AGENDA</u>	7:00 PM
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the September 29, 2020 Regular School Board meeting.	
2. <u>APPROVAL OF THE MINUTES</u>	7:05 PM
a. Minutes from the Open Meeting held: Regular Meeting, June 23, 2020 Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the June 23, 2020 Regular School Board meeting. b. Business Arising from the Minutes	
3. <u>PRESENTATIONS</u>	
a. Orange Shirt Week (M. Naser & Team)	
b. Strategic Plan Review (K. Hachlaf & Senior Management Team)	

4. COMMENT & QUESTION PERIOD FROM VISITORS

Please note questions will be answered during Question Period near the end of the meeting.

5. CORRESPONDENCE

8:00 PM

- | | | |
|----|--|-----|
| a. | Minister Selina Robinson, Ministry of Municipal Affairs and Housing, Response re TransLink Funding Advocacy, July 13, 2020 | 26 |
| b. | Letters re Anti-Racism Policy Work | 28 |
| c. | Letters re Return to School | 86 |
| d. | City of new Westminster, Application to Rezone 457 East Columbia Street to Operate a Liquor Primary Establishment, August 27, 2020 | 166 |
| e. | City of New Westminster, Proposed Official Community Plan Amendment for 350-362 Fenton Street to Facilitate an Affordable Housing Development, September 1, 2020 | 169 |

6. BOARD COMMITTEE REPORTS

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|----|---|---------|
| a. | Education Policy & Planning Committee, September 15, 2020 | 8:10 PM |
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i. Comments from the Committee Chair, Trustee Beattie

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| ii. Approval of the September 15, 2020 Education Policy and Planning Committee Minutes | 173 |
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the September 15, 2020 Education Policy & Planning Committee meeting.

176

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| iii. 2020-21 Board Annual Workplan - Board Policy 2 - Appendix A |
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) adopt the School District No. 40 (New Westminster) revised Board Policy 2 - Appendix A: Board Annual Workplan for 2020/2021.

b. Operations Policy & Planning Committee, September 15, 2020 8:20 PM

i. Comments from the Committee Chair, Trustee Connelly

ii. Approval of the September 15, 2020 Operations Policy and Planning Committee Minutes 180

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the September 15, 2020 Operations Policy & Planning Committee meeting.

iii. 2019-20 Financial Statements 186

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2019-20 Financial Statements as presented.

iv. Richard McBride Elementary School Re-naming Proposal 226

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the creation of the re-naming committee for Richard McBride Elementary School and the proposed timeline.

v. 2020-21 Board and Committee Meeting Schedule 231

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the revised 2020-21 Board Meeting Schedule as presented.

7. REPORTS FROM SENIOR MANAGEMENT

a. Superintendent Update (K. Hachlaf) 8:30 PM

i. COVID-19 Update 233

ii. Good Things Are Happening 2019-2020 Annual Report 243

b. Update: COVID-19 Special Purpose Funding Grants (B. Ketcham) 8:45 PM 267

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|-----|--|---------|-----|
| 8. | <u>NEW BUSINESS</u> | 8:55 PM | |
| 9. | <u>TRUSTEE REPORTS</u> | 9:00 PM | |
| 10. | <u>QUESTION PERIOD (15 Minutes)</u> | 9:10 PM | |
| | <i>Questions to the Chair on matters that arose during the meeting.</i> | | |
| 11. | <u>NOTICE OF MEETINGS</u> | 9:25 PM | |
| | Tuesday, October 13: Education Policy & Planning Committee Meeting,
5:00pm - Via Webex | | |
| | Tuesday, October 13: Operations Policy & Planning Committee Meeting,
6:15pm - Via Webex | | |
| | Tuesday, October 27: School Board Meeting, 7:00pm - Via Webex | | |
| | Reminders: | | |
| | September 30: Orange Shirt Day | | |
| | October 5: World Teachers' Day | | |
| 12. | <u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u> | 9:30 PM | |
| | a. Record of the June 23, 2020 In-Camera Meeting | | 269 |
| | b. Record of the August 20, 2020 Special In-Camera Meeting | | 270 |
| 13. | <u>ADJOURNMENT</u> | 9:35 PM | |

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

**Tuesday, June 23, 2020, 7:00 PM
Via Webex Livestream**

PRESENT Anita Ansari, Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Vice Chair Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Bruce Cunnings, Director, Instruction, Learning Services Kathy Guild, Inclusive Practices Review Laurie Meston, Inclusive Practices Review Kristen Keighley-Wight, Communications Manager Caroline Manders, Recording Secretary
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The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. ADOPTION OF THE AGENDA

Chair Ansari acknowledged the passing of former Trustee Lisa Graham and offered condolences to her family on behalf of the Board.

The Chair called the meeting to order at 7:04pm.

2020-039

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the June 23, 2020 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meeting held:

i. May 26, 2020 Regular Meeting

2020-040

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 26, 2020 Regular School Board meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes

Nil.

3. COMMENT & QUESTION PERIOD FROM VISITORS

Please note questions will be answered during Question Period near the end of the meeting.

4. CORRESPONDENCE

Chair Ansari acknowledged correspondence received and sent on behalf of the Board regarding TransLink advocacy; NWSS Auxiliary and a thank you letter from Game of Apps, which New Westminster Schools' won and congratulated all those involved.

5. BOARD COMMITTEE REPORTS

a. CANCELLED-Education Policy & Planning Committee, June 2, 2020

b. Operations Policy & Planning Committee, June 9, 2020

i. Comments from the Committee Chair, Trustee Connelly

Trustee Connelly thanked the Student Voice Student Trustees for sharing their survey on remote learning and thanked and wished them well in their future studies.

ii. Approval of the June 9, 2020 Operations Policy and Planning Committee Minutes

2020-041

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the June 9, 2020 Operations Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

iii. 2021-2022 Five-Year Capital Plan

Secretary-Treasurer Ketcham updated the Board regarding a change made to the Five-Year Capital Plan since the June 9, 2020 Operations Policy and Planning Committee meeting. Initially, the playground for Richard McBride Elementary was referenced as priority 1, however, since projects approved must be completed within one year, this is not possible as the location of the playground is part of the current construction site for the new school. Therefore, the priority was changed to 2.

2020-042

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2021-2022 Five-Year Capital Plan as outlined in the attached summary for submission, including the change to reflect that the Richard McBride Elementary School playground is a priority 2 project, to the Ministry of Education.

CARRIED UNANIMOUSLY

iv. 2020-2021 Annual Facility Grant Spending Plan

2020-043

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2020-2021 Annual Facilities Grant Spending Plan in the amount of \$1,141,892.00 as presented.

CARRIED UNANIMOUSLY

- v. Orange Shirt Week

2020-044

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) acknowledge Orange Shirt Week from September 28 - October 2, 2020 and encourage staff and student participation.

CARRIED UNANIMOUSLY

- vi. 2020-2021 School Fees

It was asked whether school fees could be standardized across elementary and middle school levels. For example, that all students attending Grade 1 within the District, would pay the same fee. The fees presented are based upon a full return to school in September.

Moved

THAT the Board of Education of School District No. 40 (New Westminster) request a full accounting to ensure that the School Fees be standardized between all levels of elementary and middle schools.

MOTION NOT SECONDED

2020-045

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2020-2021 School Fees as presented.

1 Opposed

CARRIED

6. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update

Superintendent Hachlaf recognized the many wonderful graduation ceremonies, which have taken place across the District. The video package, created by gradsbcc Photography & Video Company, of the NWSS graduation ceremony has been shared with the graduates and their families.

- i. COVID-19 Update

- A letter has been sent to parents and staff regarding COVID-19, current status and looking ahead to September. A [ThoughtExchange survey](#) for parents was launched and is open until June 29. District staff have also been asked for their feedback.
- Potential revisions to the school density targets in Stage 2 & 3. For instance, Stage 3 may increase to 25% for Grades 6-12 and in Stage 2, Grades 8-12 may increase to 50%.
- An ongoing review of our schedules to ensure we can transition between stages as seamlessly as possible. For instance, moving to full days during Stage 3 to better accommodate parent work schedules.
- In accordance with our health and safety guidelines, moving away from the “optional” clause for students to return to school.
- Discussions and planning continues and input from parents and staff is critical. Results of the survey and plans for September will be shared as soon as details are confirmed.

ii. Budget 2020-21 Summary Report

Secretary-Treasurer Ketcham presented the budget summary document, which has been posted on the District's [website](#).

iii. Good things are happening 2019/2020 year in review

Superintendent Hachlaf highlighted several initiatives that were launched in 2019-20. The Strategic Plan themes will be aligned to the many achievements of the District.

Communications Manager Keighley-Wight echoed that there has been a lot of great work done in the District before and during COVID-19. The completed report will be released in August and available on the District's website.

b. May 31, 2020 Financial Reports

Secretary-Treasurer Ketcham provided the following highlights:

Revenues:

- Year-end sits at about 10% budget remaining, which is on-target.
- Operating Grants have been received for the completed negotiations with CUPE and NWTU
- Rental Revenues are down
- Interest on Short Term investments also slightly lower

Expenses:

- Transferred additional amounts from local capital - Richard McBride and furniture for new NWSS (total \$2 million) which reflected in a slightly lower percentage at 9.06%.
- Payouts as per the recently negotiated teachers' collective agreement are included in teachers' salaries category.
- Support Staff Salaries - some significantly under-budget due to suspension of in-class instruction, thus not requiring Teachers Teaching On-Call (TTOC). Similarly, Services and Supplies items are also under-budget.

The Audit Findings Report will be presented at the September Operations Policy and Planning Committee meeting. Secretary-Treasurer Ketcham will also present a summary of the COVID-19 savings/expenses.

c. Inclusive Practices Review - Final Report

Director, Instruction, Learning Services Cunnings acknowledged the work of the Inclusive Practices Review Advisory Group throughout this process. Kathy Guild and Laurie Meston provided highlights of the final draft report. Superintendent Hachlaf, Associate Superintendent Naser and District staff were thanked for their work. There were many similarities between focus groups, which is presented as figure 1 in the report. Five areas of focus which are essential for students' success:

1. Effective Student Support - all students can learn; importance to support the whole child, not only academically;
2. Collaboration and Team Work - having all staff and stakeholder voices at the tables; this is sometimes difficult to have everyone participate; it is very important that all stakeholders are at the table;
3. Home School Partnerships - importance of effective communication - be clear and effective in communication (not use acronyms); ensure that they are a valued member of the team;

4. High-Quality Professional Learning - that staff is supported to learn; ongoing support;
5. Clearly Articulated Policies and Protocols - ensure that everyone is aware of the policies and protocols (consistency); everyone is integral to a successful outcome.

Kathy Guild provided highlights of the specific recommendations for the five areas, specific to Indigenous education.

1. More academic supports for Indigenous students, which must be built-in to the system early so that these kids do not fall behind;
2. Improving knowledge and understanding of Indigenous culture, which the entire District should participate in;
3. Social emotional support and access to authentic cultural teachings.

This report builds on the positive elements already in place within the District and it is hoped that this report will support and further that work.

Trustee Russell thanked the team, Advisory Group and Trustee Beattie for creating this report and all the work that has gone into the recommendations.

Director, Instruction, Learning Services Cunnings indicated that the staff handbook, student handbook, website portal will be first priority; any items with a budget attached will be brought to the Board for consideration, however, there are no items requiring additional budgetary support at this time.

It was asked how this report will dovetail into the Equity Scan work. Associate Superintendent Naser indicated that the Equity Scan has not yet been completed. There have been a number of consultations with parents, students and staff. Work will continue as we move into fall and consider the Equity Scan action plan.

Trustee Russell proposed the following motions, in two parts.

2020-046

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) 1. through this motion thanks all those who participated in the Review of Inclusive Practices in New Westminster School District in 2019-2020, acknowledges there is still much more to do to ensure equitable access to education for all students, and states our recommendations to actions.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) recommend that:

2. Staff prepare an Action Plan for the October Operations Committee meeting to outline implications of each recommendation and integration with the District Strategic Plan including:

- ***considerations for the Board in terms of policy, or additional budget required;***
- ***comprehensive, measurable indicators of success, and timeline, for each recommendation;***
- ***a plan for how the Board will ensure monitoring and evaluation;***

- ***a plan for ongoing consultation and engagement with students, families, staff, teachers, Principals and Vice Principals to support implementation, monitoring and evaluation.***

Superintendent Hachlaf and Associate Superintendent Naser indicated that the proposed work in the second motion will be a multi-year initiative. A September / October 2020 timeline for capturing this plan in its entirety would not be possible. Director, Instruction, Learning Services Cunnings echoed those sentiments.

It was requested and confirmed that the second part of the motion would be deferred to the September 22, 2020 Open Operations Policy and Planning Committee meeting.

MOTION POSTPONED

2020-047

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) postpone the second part of the motion for consideration to the September 22, 2020 Operations Policy & Planning Committee.

CARRIED UNANIMOUSLY

7. NEW BUSINESS

- a. September 2020 Committee and Board Meetings' Format

Chair Ansari shared that a discussion was held in the June 23 In-Camera Board meeting. A decision was made to review and revise the 2020-21 Board and Committee meeting schedule due to the ongoing challenges posed by COVID-19, which continues to limit the number of in-person meetings. Perhaps, meetings will continue as a hybrid of in-person and virtual formats. An updated schedule will be made public when confirmed.

8. TRUSTEE REPORTS

Trustee provided highlights of activities they participated in June.

Chair Ansari and the Trustees thanked the District for all their work this past year during these challenging times.

9. QUESTION PERIOD (15 Minutes)

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

Dave Bollen, Vice President CUPE Local 409, asked that the reduction of the administrative position at Hume Park Home Learners be reconsidered. Chair Ansari asked that he please send the Board an email with his questions/concerns as this topic was not part of the agenda.

10. NOTICE OF MEETINGS

This schedule may change. The revised meeting schedule will be made public in mid-August, once it has been confirmed.

Tuesday, September 15, 2020: Education Policy & Planning Committee, 6:00pm - TBD

Tuesday, September 22, 2020: Operations Policy & Planning Committee, 7:00pm - TBD

Tuesday, September 29, 2020: School Board Meeting, 7:00pm - TBD

Reminder:

Orange Shirt Day, September 30

11. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of May 26, 2020 In-Camera Board Meeting

12. ADJOURNMENT

The meeting adjourned at 8:57pm.

Chair

Secretary-Treasurer

DRAFT

Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: September 29, 2020

Submitted by: Karim Hachlaf, Superintendent & Senior Management Team

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

Subject: Strategic Plan Review

Background:

Our [five-year strategic plan](#) adopted in December 2019 outlines our school district's four strategic directions, goals and steps we will take to achieve those goals. It is these steps or actions ('the how') which ensure the successful implementation of our plan. Moreover, our actions are in service to our students, families, staff and community.

- *Transform the student experience*
- *Build meaningful relationships*
- *Lead into our future*
- *Ensure full participation of learning*

As a district team, our departments have developed their specific Objectives and Key Results (OKR's), which align with the strategic planning directions. The principles behind our Objectives and Key Results (*Measure What Matters, Doerr 2017*) include:

- Focus – commit to priorities, less is more
- Alignment – vertical and horizontal alignment across the organization
- Tracking – ongoing, visible and measurable
- Stretching – dare to fail

Attached you will find the current department OKR's (*Appendix A*) and the Senior Management Team will be presenting the goals, which will become a focus for 2020-2021.

INTERNATIONAL EDUCATION & DISTRICT NEWCOMER CENTRE 2020 – 2021 STRATEGIC PLAN

<u>STUDENTS</u>		Key Results
Objective 1: Students will be engaged and supported in their education programs to successfully reach their personal learning goals.		- Each quarter, provide students with available options for personalized flexible scheduling (F2F, online, remote & hybrid) that meets their needs, interests and comfort levels. - Connect with students regularly - in person, by phone and by email - to ensure they are engaged and doing well.
Objective 2: Students will be able to access a variety of district and community supports to ensure their focus is on learning and self-improvement.		- Communicate available district supports and resources for safe and healthy experiences (access to counsellors, wellness, healthy living, access to medical services). - Newsletter, website, direct email, social media.
<u>FAMILIES</u>		
Objective 1: Parents will have knowledge of available resources and information to facilitate the day-to-day support of their child.		- Build traffic to the website and increase followers on social media platforms where information is posted. - Investigate other possible platforms accessed by parent community (FB, etc.)
Objective 2: Parents and guardians will have confidence in timely and secure financial transactions.		Continue to move payments Online or EFT to minimize environmental impact and human resources.
<u>STAFF</u>		
Objective 1: IE/Newcomer staff will be committed to learning through team and individual professional development.		- IE/Newcomer staff will stay current by regularly accessing information from partner groups (e.g. IRCC, school sites, Parks & Rec.) - Increase profile of new Newcomer Centre. - IE/Newcomer staff will continue develop personal professional development plans and share departmental responsibilities.
Objective 2: The IE/Newcomer staff will maintain excellent customer service standards both domestically and internationally.		Provide language and cultural support to stakeholders - schools, SWIS, administrators, education agencies, exchange programs, clubs, etc.
<u>COMMUNITY</u>		
Objective 1: Student-community involvement will be encouraged through local activities, volunteering, and use of community facilities.		Canvas the community for volunteer opportunities for students as a way of immersing them in the community.
Objective 2: Program stakeholders including homestay families and event agents will have the opportunity to participate in and enhance their knowledge of district programs and services.		- Communicate with our international community to raise the profile of New Westminster Schools abroad through direct marketing and social media. - Build traffic to the website and followers on Twitter and other social media platforms.
Objective 3: Staff will partner with post-secondary institutions to provide international students with after-graduation planning and information.		Plan and host virtual international post-secondary info sessions through the fall.

Facilities Plan

DISTRICT GOAL: Be unwavering in our commitment to improve student success

Department Objective	Key Results and Actions
To ensure students learn/teachers teach in clean and healthy buildings	The importance of keeping our schools clean and ensuring proper disinfection is more important now than ever given school districts are delivering instruction during a pandemic. This objective has risen in priority during the current school year. By ensuring clean and healthy school buildings, the facilities department is assisting to ensure that we are doing what we can to improve student success by allowing staff and students to return to safe buildings. Action being taken in the current year include: - Adding additional custodial staff to bring day time custodians to keep up with the Health and Safety Protocols - Custodial and Maintenance on-going training on COVID-19 Health and Safety procedures - Procurement of equipment and supplies to keep schools safe - Identifying projects that are eligible for Covid-19 funding (outdoor play spaces, handwashing stations, sensor taps) - Placing signage, markers and sanitizing stations around our facilities. - Assessing ventilation within schools and made adjustments where necessary. - Carrying out COVID-19 medical accommodation requests (installation of plexi-glass barriers etc.) so staff can continue to work in the classroom. Ongoing work by the facilities department includes assessing and completing upgrades of critical systems within buildings (roofing, lighting, fire suppression, intrusion and HVAC) by utilizing Annual Facility Grant funding or School Enhancement Funding grant. These continuous evaluations also ensure the ongoing safety and integrity of the buildings.

DISTRICT GOAL: To Implement the District's long range facilities plan

Department Objective	Key Results and Actions
To ensure students will be able to learn in right-sized facilities that are in reasonable proximity to their homes	Please refer to "Capital Projects" for additional discussion (major capital projects). Part of our annual capital funding request (called the 5 year capital plan) are also requests for minor capital projects such as School Enhancement Program, Building Envelope Program, Carbon Neutral Capital Program and Playground Equipment Program. These funding allocations also contribute to allowing the district to address aspects of the long range facilities plan. For short-term interim measures, the facilities team assist in installing modular classrooms/portables to accommodate growing enrolment at sites until major capital projects are awarded.
Reduce district greenhouse gas emissions and carbon footprint	Of a particular focus in the current upcoming 5-year capital plan will be request under different envelopes of funding that provide upgrades to support our climate action initiative.
To ensure students will have equitable, inclusive, barrier-free access to physical indoor and outdoor learning environments	As we strive to ensure to have inclusive practices within schools, the facilities department works to reflect our beliefs, values and goals for inclusion in our buildings. Key results will include - Assessing all our sites compared to the "Building Access Handbook" to determine how to improve accessibility inside the school and on school play yards in consultation with school principal and PAC. - Request funding annually under the playground equipment program which funds universally accessible playgrounds.

Facilities Plan

DISTRICT GOAL: Staff are supported and encouraged to find purpose and meaning in their work and reach their full potential

Department Objective	Key Results and Actions
To ensure staff are engaged in purpose, and have access to safe, healthy working environments	See objective above on “To ensure students learn/teachers teach in clean and healthy buildings” which addresses the commitment to safe and healthy working environments. To ensure staff are being provided appropriate direction and guidance, we are committed to: - Providing relevant professional development guided by management with input from employees - Clear communication through staff meetings, Health and Safety meetings and through informal conversations to provide clarity and guidance - Creation of a custodial handbook to create consistency and host training for custodians regarding content
To ensure staff will receive support and the right tools to do the job	In order to have our staff reach their full potential, it is critical that they continue to be provided with the right tools – whether it be actual trade tools or training – to carry out their work. The key results and actions being taken include: - certify/train employees for career advancement which also helps to reduce costs to the district by bringing in in-house expertise - ensure new employees are trained to operate software necessary to do their work - ensure that staffing levels are adequate for our work load given the upcoming projects and work order work load

DISTRICT GOAL: Meaningful relationships with community partners to support our students and families

Department Objective	Key Results and Actions
To ensure we utilize community partnerships to support students and families	As a good community partner, the District’s actions to support this objective include: - Support City of New Westminster and Parks and Recreation in community based events by allowing the use of our sites - Analyze the cost of operating rental spaces and adjust rental rates within appropriate administrative procedure - Review rental hours and schools use of space afterschool to ensure the community is able to benefit from more spaces to lead active physical and social lives.
To ensure families will have opportunities to engage with operations to develop trusting relationships	The key results and actions related to this objective where the facilities department can have great insight and feedback is for the selection and installation of playgrounds. The facilities department will update the Guidelines for Playground Equipment Installations to distribute to schools and PAC, in order for there to be a clear and concise method of how PAC can use their funds to install playgrounds. The facilities team will commit to meeting with PACs at their request to discuss options available.

Human Resources

Providing the full range of human resources support, the New Westminster School District Human Resources team is skilled in recruitment, selection, staff development, human resources planning, performance management, labour relations, employee relations, management training, and OH&S. Ultimately, the team uses its expertise to support all district operations in the delivery of a superior educational experience to New Westminster students and a level of confidence for parents and guardians that their student is receiving the very best instructional support.

The objectives identified below are, where appropriate, supported by work plans that identify task sequencing, work schedule, and key results. Each key result is also bounded by dates and resource requirements.

Strategic Priority: Transform the student experience.

***Our Goal:** Staff are supported and encouraged to find purpose and meaning in their work and reach their full potential.*

Key Focus - HR	Reasoning & Results
Objective 1: To support all staff in their attendance at work within a culture of commitment and engagement, leading to a superior meaningful and motivating classroom experience.	Establishment of employee supports to encourage regular, consistent and engaged participation at work.
Objective 2: To monitor staff engagement, adjusting HR programming as required in support of enhanced relationships with families in support of student learning.	Implementation of the first phase of an attendance support program. Program was developed earlier under the lead of a Coop student employed last school year. Implement a monthly statistical report that identifies employees in need of attendance support.
Objective 3: Execute a workplace plan to source, select, hire, onboard and develop our staff to address competency needs and retain qualified talent aligned with the organization's strategic objectives.	Minimize classroom disruption and facilitate a seamless transition when replacements are required and reduce unfilled absences by 10%.

Human Resources

Strategic Priority: Build meaningful relationships.

Our Goal: Staff are valued and appreciated.

Key Focus - HR	Reasoning & Results
Objective 1: Staff will have a safe, inclusive, and inviting work environment that reflects best practice health and safety programs and services.	Establishment of employee supports to encourage regular, consistent and engaged participation at work. Effective recruitment and selection practices ensuring staff who are engaged possess optimal skills and abilities for their assignment.
Objective 2: Staff will receive support for their total health and will have access to the right tools and other support services necessary for maximum contribution.	Minimize classroom disruption and facilitate a seamless transition when replacements are required and reduce unfilled absences by 10% during 2020/21.
Objective 3: Staff will have available HR programming will be adapted to suit the individual and collective needs of employees in full consideration of their employment lifecycle and personal and professional needs.	Provide timely and regular performance feedback in support of personal and career growth. Prepare documentation in support of the performance management program, and support the professional development of site-based management in the administration of performance management reviews. Prepare and deliver a series of four (4) support programs for administrative staff in the effective site-based management practice to maximize staff engagement.

Human Resources

Strategic Priority: Build meaningful relationships.

***Our Goal:** Meaningful relationships with community partners to support our students and families.*

Key Focus - HR	Reasoning & Results
<u>Objective 1:</u> Maintain productive and cooperative relationships with the community of unions with which we deal.	Offer a series of four (4) Collective Agreement workshops on the more frequently used sections of the collective agreement. Work collaboratively and respectfully with union executives demonstrating transparency, honesty, integrity and a spirit of problem solving. Conduct 4 Respectful workplace seminars of ½ day each during 20/21.
<u>Objective 2:</u> Maintain productive and cooperative relationships with WorkSafe and other disability and return to work parties.	
<u>Objective 3:</u> Create and nurture the working relationship with all those assigned management responsibilities in the district.	

Human Resources

Strategic Priority: Lead into our future.

Our Goal: Attract, recruit, and retain staff.

Key Focus	Reasoning & Results
Objective 1: Ensure our recruitment and selection is aligned with the needs of our schools, our programs and the classroom experience.	Attend (in person or virtual) recruitment fairs.
Objective 2: Attract employees that possess skills, abilities and values that align with the district's mission, vision and values.	Implementation of an attendance support program including monitoring of staff absences and tardiness. Create and implement employee supports to encourage regular, consistent and engaged participation at work during 20/21.
Objective 3: Create employer branding statements, and supporting recruitment materials that attract the most appropriate candidates as applicants.	Effective recruitment and selection practices ensuring staff who are engaged possess optimal skills and abilities for their assignment. Use absence reporting to identify critical staffing areas modifying our recruitment and selection strategies accordingly.
Objective 4: Offer a second cohort of prospective EA's from our in-house training program (in collaboration with Burnaby School District) generating at least 25 trained recruits for the 21/22 school year.	Work closely with the Burnaby School District in the revision of the EA program curriculum and deliver a second program for 20/21.

Human Resources

Strategic Priority: Ensure full participation in learning.

Our Goal: Act as advocate for public education, in New Westminster and the province.

Key Focus	Reasoning & Results
Objective 1: New Westminster School District to be a Metro Vancouver employer of choice.	Advocating for New Westminster Schools provides community and stakeholder support and, from a recruitment and retention perspective, positions the district to attract the most valuable human capital. This is particularly so in respect of hard to fill specialist positions and other challenging to fill categories of employment that face competition between metro districts. This also serves to retain human capital value and increase pride in the work we do and the district we work for. A particular objective is branding New Westminster Schools as a “preferred” employer deserving of being considered one of the best school district employers in the metro region.
Objective 2: An employer branding statement and supporting recruitment materials that advocate for SD40 and attract the most appropriate employees as applicants.	

Finance Plan

Be Unwavering in our commitment to improve student success	
Objective	Key Results and Actions
Resource allocation in the budget process will align to learning priorities.	The most important objective with respect to finance is ensuring allocations within our operating budget support the learning priorities set forward by the Board of Education. The finance department plays a supporting role to the learning objectives we set for students. In order to create robust learning programs, they must be appropriately resourced. To do this, we have frequent internal discussions with our learning team who guide many of the resourcing decisions. These resourcing decisions are aligned with the Board's strategic plan which has been informed by an extensive public consultation process. Specific to the current year, the district is navigating a difficult financial (and academic year) due to the COVID-19 pandemic. The district anticipates a deficit for this operating year and the work in the current year is to mitigate the deficit. This means: - Utilizing special funding grants in the most efficient way possible - Being acutely aware of all changes in the district as they pertain to staffing (which is fluid this year) and the various requirements for stages of the education restart plan - Working with departments to reprioritize areas of focus in their budgets to adjust to the changes created by the pandemic - Ensuring areas such as technology and learning resources are appropriately resourced to be able to carry out the critical work to support the different learning structures - Having to pivot continuously based on an ever-changing environment and check in with departments to ensure consistency and alignment more than we ever have.
Classrooms will be provisioned with goods and services at the best price, quality and least environmental impact.	Once the budget has been set, the finance team works to ensure the district is able to obtain the best quality product which supports student learning and price, which ensures public funds are utilized as efficiently as possible. The district seeks out the most environmentally friendly options available and if possible, those that can be locally sourced. To do this we will: - Utilize our team of experienced purchasers who follow the administrative procedures surrounding purchasing. - Where possible, we utilize Focus Education Resources which is an entity designed to leverage the collective influence of the K-12 education sector to achieve better services and products from vendors in support of delivering education to students in BC. - As necessary, enter in to requests for proposals to ascertain the best pricing for the needs identified to various vendors. - Adhere to partner deadlines and support requests from partners, including suppliers. - Build and maintain positive relationships with suppliers to advance best price and product objective

Finance Plan

Be Unwavering in our commitment to improve student success	
Objective	Key Results and Actions
	In 2020-21 a catalogue for IT related equipment will be launched which will create consistency in computer technology across sites. A similar catalogue will be created for standard classroom furniture such as student and teacher desk and chairs. In this year in particular, additional technology, health and safety and learning resources and supports have to be provided to schools or distributed learning centres. Work is ongoing and will continually be adjusted throughout the year.

Maintain Financial Accountability, transparency and stability	
Objective	Key Results and Actions
Inclusive annual budget process which encompasses students, staff, families and community	To ensure we allocate financial resources to what matters most, we gather feedback from students, staff, family and communities to better understand how we can best meet their needs as well as ensure continued alignment with our strategic plan. In recent years, we have implemented the following methods to engage stakeholders: - “Student voice” which allows students to participate in education committee meetings and bring issues forward - Student Symposium - Launch the Thought Exchange platform to collect parent, community, staff and student feedback - Hosting the annual “talking tables” session which include students, parents, staff from both union groups and administrators The District will continue to engage in consultation/information sessions for stakeholders to participate in for the upcoming budget season.
Parents will have secure access to on-line payments and custom forms to be confident in data and resource security	Student-led fundraisers for field-trips and other special events happen frequently, as do donations and payments for various extra-curricular fees. To protect parent’s/guardian’s money, the District wants to provide secure access to online payments such that resources remain secure. The District has launched KEV Schools Cash Online and has received a positive participation rate to date of over 90%. The target of full family participation across sites is 100%. The KEV system also allows for the completion of forms for fieldtrips and consents which ensures confidential data security of information. Delivered by: June 30, 2020

Finance Plan

Maintain Financial Accountability, transparency and stability	
Objective	Key Results and Actions
Staff will have access to customer service standards	As a finance department, we service the business needs of the District – whether it be payroll, payables, purchasing or budgets. The finance function performs many core business functionalities of the organization. We believe that for staff to do their jobs effectively, that finance can play a key role to streamline process to allow more time to focus on students. We want to strive for - excellence and reduce any errors staff may observe on pay cheques - ensure invoices or expense reimbursements are completed on a timely basis - school and department budgets that appropriately address the goals and objectives for the year We will achieve this through putting out a staff-wide survey to canvas feedback on the finance department (completed) and take this feedback to better understand the bottlenecks in our system to make further improvements. We will also achieve this through ensuring staff have access to relevant, clear procedures and processes. We will have monthly HR/Payroll meetings to discuss areas of concern impacting both departments (who make up the business side of the district) and work together to solve issues together to create a seamless experience for our staff (our customers). Delivered by: Ongoing

Staff are supported and encouraged to find purpose and meaning in their work and to reach their full potential	
Objective	Key Results and Actions
Finance staff will be committed to learning through professional development	Given the technical aspects of our jobs in finance, it is critical to ensure skills are maintain and updated through professional development of staff. We will achieve this through consultation with finance staff members on wat courses are required to keep requisite designations or credentials current. We will allocate budget resources annually. Delivered by: Ongoing

Learning Team: Objectives and Key Results 2020-2021

Students Will Thrive Emotionally, Socially and Academically

Objective 1: Literacy and Numeracy Improvements	Key Results 1: 1.1 Increase current and three-year trend for the number and percentage of students in grade 4 and 7 who are proficient or extending in literacy and numeracy expectations. 1.2 Increase current and three-year trend for the number and percentage of students who are proficient or extending in the Grade 10 Graduation Literacy and Numeracy Assessments. (link to slides from data presentation)
Objective 2: Transitions	Key Results 2: 2.1 Improve student transitions into Elementary, Middle and Secondary schools 2.2 Increase number and percentage of students who graduate within five years of starting grade eight. (Link to the outward facing side) 2.3 Increase number and percentage of students transitioning to Canadian post-secondary institutions within one to three years 2.4 Create efficient transitions between face-to-face and online learning options and ensure continuity of learning for all students
Objective 3: Wellness Supports	Key Results 3: 3.1 Develop a comprehensive social-emotional learning and mental health strategy for staff and students 3.2 Develop a comprehensive physical literacy strategy for staff and students 3.3 Increase number and percentage of students who feel welcome, safe, and have a sense of belonging in school 3.4 Increase number and percentage of students who feel there are two or more adults at their school who care about them 3.5 Provide increased child care opportunities in school district facilities 3.6 Develop a district-wide plan to address food security and healthy eating
Objective 4: Technology	Key Results 4: 4.1 Increase student, staff, and parent/caregiver comfort and proficiency with technology tools for learning (Microsoft Office 365) through professional development, help desk support and access to “how to” documents 4.2 Ensure adequate supply of devices to support in-class and remote learning 4.3 Ensure privacy and protection of information safeguards are in place and clear expectations are communicated for staff, students and parents/caregivers

Learning Team: Objectives and Key Results 2020-2021

Ensuring Inclusive Practices

Objective 1:

Improve the delivery of Inclusive Practices and Programs

Key Results 1:

- 1.1 Increase understanding of inclusive practices through the publication of the Inclusive Education Review
- 1.2 Ensure the Inclusive Education Review recommendations are prioritized and implemented:
 - a. Work in collaboration with community partners to enhance inclusive practices
 - b. Provide ongoing professional development opportunities to support inclusive practices
 - c. Provide staff and parents with easy access to policies and procedures
 - d. Increase capacity of School Based Teams to support students

Objective 2:

Ensure that the District's commitment to Truth and Reconciliation and equity are reflected in all practices

Key Results 2:

- 2.1 Engage in recruitment process for leadership position in this area
- 2.2 Complete Equity Scan process and create subsequent action plan
- 2.3 Engage school communities in consultation to learn about experiences with racism and discrimination in our district

Communication

Objective 1:

Families will have opportunities to connect to their children's experiences at school

Key Results 1:

- 1.1 Families will have a culturally safe and accessible location to receive support with registration and settlement through the creation of a district Welcome Centre
- 1.2 Provide parents with timely and specific information about their child's learning through effective online platforms
- 1.3 Increase parent participation in conversations about student progress
- 1.4 Increase opportunities for parents to learn about district programs of choice and career and post-secondary opportunities



July 13, 2020

Ref: 255017

Anita Ansari, Chair
Board of Education
School District No. 40
811 Ontario St
New Westminster BC V3M 0J7

Dear Anita Ansari:

Thank you for your letters addressed to the Honourable John Horgan, Premier, and the Honourable Rob Fleming, Minister of Education, regarding funding for TransLink. As Minister responsible for TransLink, I am pleased to respond and apologize for the delay.

During these unprecedented times, the Province of British Columbia recognizes that public transit remains crucial for thousands of people in the region who rely on TransLink to access essential services, including the students and families of New Westminster. The Province has been working closely with TransLink throughout the COVID-19 pandemic to assess the impact on their operations. I assure you that the Province remains committed to working collaboratively with all transit and transportation agencies in B.C., including TransLink, to ensure they can provide the safe service people need as ridership begins increasing.

The Province also recognizes the effect COVID-19 is having on our local economies and as we move forward with B.C.'s Restart Plan, we are focused on providing all sectors in B. C. with the critical support they need. Services like TransLink are key to the success of B.C.'s recovery. As you know, to help restart B.C., TransLink and its operating companies rescinded planned service reductions and have restored service to nearly pre-pandemic levels. In addition, TransLink will continue to monitor ridership daily to ensure transit is available for commuters around the region and enhanced health and safety protocols are maintained.

However, the Federal Government has a critical role to play in helping to ensure essential services like transit remain viable and available so Canadians across the country can safely return to work and help restart the economy. Our government looks forward to continuing discussions with the Federal Government to refine the details of the recently announced federal-provincial safe-restart agreement to ensure this support helps deliver the services that British Columbians need.

.../2

Anita Ansari, Chair
Page 2

Thank you for your efforts on behalf of the Board of Education of School District No. 40. We are all in this together, and together will come through this a stronger and more resilient B.C.

Sincerely,

A handwritten signature in blue ink, appearing to read 'S. Robinson', enclosed within a faint rectangular border.

Selina Robinson
Minister

pc: Honourable John Horgan, Premier
Honourable Rob Fleming, Minister of Education
His Worship Mayor Jonathan X. Cote, Chair, Mayors' Council on Regional Transportation

Letters re Anti-Racism Policy Work

From: [Caroline Manders](#)
To: "Alice"
Cc: [Board of Education](#); [Communications](#)
Subject: RE: Addressing systemic racism in New Westminster schools
Date: June 29, 2020 3:15:00 PM
Attachments: [image001.png](#)

Hello Alice,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Alice [REDACTED]
Sent: June 29, 2020 2:52 PM
To: cdas@newwestcity.ca; pjohnstone <pjohnstone@newwestcity.ca>; jmcevoy <jmcevoy@newwestcity.ca>; nnakagawa@newwestcity.ca; cpuchmayr <cpuchmayr@newwestcity.ca>; mtrentadue <mtrentadue@newwestcity.ca>; jcote <jcote@newwestcity.ca>; Anita Ansari <aansari@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Karim Hachlaf <khachlaf@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Mark Gifford <mgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>; Board of Education <boardofeducation@sd40.bc.ca>; nopolicesd40@gmail.com; Judy Darcy MLA <judy.darcy.mla@leg.bc.ca>; rob.fleming.mla@leg.bc.ca; premier@gov.bc.ca
Subject: ::External Email:: Addressing systemic racism in New Westminster schools

To New Westminster School Board, Mayor Cote and City Council,

On the heels of a disappointing review of the SLO program by the VSB (and particularly racist response by VSB Trustee Fraser Ballantyne) I am writing to express my support for the recent open letter released by a group of concerned parents and community members calling for the School Board, Mayor and City Council to do the following:

- 1. Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**
- 2. Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).**
- 3. Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
- 4. Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, I urge you to consider the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Apart from the proposals above, I would like to inquire what else New Westminster schools plan on doing to combat systemic racism and better educate teachers, parents, and students alike in providing/accessing more equitable education? Will there be any curricular changes for the coming fall?

Sincerely,

Alice Cho
Concerned New Westminster parent

From: [Communications](#)
To: [amangosa](#) [REDACTED] [Caroline Manders](#); [Anita Ansari](#); [Gurveen Dhaliwal](#)
Cc: [Board of Education](#)
Subject: Re: Work to do: a commitment against racism
Date: June 25, 2020 10:30:17 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Good morning Aman,

Thank you again for following up. And for the support you've shared around the goals of this upcoming work. And while I hate to linger on one line, I'm also more than happy to take a moment to see if I can properly speak to your concern.

As you noted, part of the impetus of the letter was certainly driven by recent race related deaths in the states and the uprising we're seeing, but it was also mindful of recent news stories coming from Canada of Indigenous deaths through interactions with police as well. This 2017 CBC report has a really powerful graph that breaks down acts of deadly force by race, showing that Indigenous and Black people (in Canada) are disproportionately represented and far more likely to be killed in confrontations with officers: <https://newsinteractives.cbc.ca/longform-custom/deadly-force>).

The statement that you're finding harsh, as you noted below, wasn't about casting judgement against a whole profession. We have really great relationships with our local police: liaison officers presented workshops for teens at our wellness fairs this year, a few years ago they helped support students and staff when a critical incident arose, and there are many more examples. The statement was made to name the stories we're all seeing, acknowledge the data that exists and then quickly moved on to talk about where we recognize this racism is affecting people in our schools too.

These issues are complicated. The fault and solutions don't lie within a single organization: we each have a role to play in looking at where systemic racism exists within the systems we affect ... so as a school district we'll be looking at schools, education and the communities we're connected to.

The delay to the Fall on the next steps is because that's when the next steps of engagement and outreach on this piece of work are set to happen (to make sure people in our community aren't missing opportunities to participate through summer and holidays).

Again, know that your communication here will be included as the Board moves forward. These are important conversations to have, thank you for your time to be part of them,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Aman Gosal [REDACTED]

Sent: June 23, 2020 3:19 PM

To: Communications <communications@sd40.bc.ca>; Caroline Manders <cmanders@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>

Cc: Board of Education <boardofeducation@sd40.bc.ca>

Subject: ::External Email:: Re: Work to do: a commitment against racism

Hi Kristen,

Thank you for your quick response. I also appreciate you informing me about the curriculum and five year plan regarding Aboriginal studies.

However, you did not address my concerns about the statement "too many Black and Indigenous people die at the hands of police, both in the US and here in Canada" which was then followed up with a sentence about racism. The whole reason for my email was the bold statement that was made about police which resulted in me discussing the residential schools and the involvement of the educators that have caused the Indigenous people to have more interactions with police.

Could you please address why you would make such a strong statement with no facts or references to back it up? I provided you a document which showed the statistics that "too many blacks and Indigenous people" are not dying at the hands of police. Where did Anita and Gurveen get their information, because I would like to know that.

The statement made to all parents of New Westminster school children about police was very harsh in my opinion. I understand that the Board of Education made a decision collectively to address current events. Canada is not like the US when it comes to police. As a person of colour who has experienced racism and discrimination, I think its important that the education system wants to do better in teaching our children about it. I am proud of that commitment that you are making. I am not proud that you are so quick to judge Canadian police based on US incidents. Like I said in my previous email, I want my daughter to go to the police for help and not fear them. I want her to respect the law and not automatically think police kill Black and Indigenous people because of what the media is showing on TV like you have done.

So it would be great if you could actually answer my questions about the policing aspect of the statement.

Also, I know you mentioned that Gurveen and Anita would reach out to me in the fall. I do not think that 4 months is appropriate for a trustee to get back a member of the public but I will

wait and look forward to speaking to them.

Thank you

Aman Gosal
[REDACTED]

From: Communications <communications@sd40.bc.ca>

Sent: June 22, 2020 9:50 AM

To: Caroline Manders <cmanders@sd40.bc.ca>; amangosa@sd40.bc.ca [REDACTED]

<amangosa@sd40.bc.ca> [REDACTED]

Cc: Communications <communications@sd40.bc.ca>; Board of Education <boardofeducation@sd40.bc.ca>

Subject: RE: Work to do: a commitment against racism

Good morning Aman,

I just wanted to follow up the message from Caroline, with another note – at the specific request of Anita and Gurveen.

They read your message and wanted to thank you for the feedback. They will take this, in addition to the wide array of the other messages, forward as they work through the process. And given the time of year we're in/the timeline being proposed for the next steps, they'll follow up with you further on the process come Fall.

More immediately, to answer your question about the curriculum around residential schools: yes, the role of educators and the educational system in perpetrating violence against Indigenous people *is* part of the curriculum. From a conversation I just had with our Director of Instruction, Learning and Innovation: that part of what is taught is about the "truth" part of our work toward Truth and Reconciliation. It is taught in age-appropriate ways, so the Kindergarten lessons would look different than the grade 12 ones. But that legacy and ownership in the educational system's role in creating the cycles trauma is taught, as one part of what is done.

On a related note, if you'd like to learn more about our five-year plan to support academic, social and cultural achievements of our district's Aboriginal students, you can read more and find the plan here: <https://newwestschools.ca/a-shared-responsibility/>

And, on a personal note I'll add: I know from the conversations I had with members of the board that it was important for them to name the current events that motivated this particular letter. But the effort to create policy that will drive anti-racism work is about looking at where systemic racism exists in education, in our schools, in our own beliefs and work ... and about where our district has opportunity to be part of helping drive change.

I hope that helps give you a bit more to sit on until Anita, Gurveen or other members or the Board are able to follow up.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Caroline Manders <cmanders@sd40.bc.ca>
Sent: June 19, 2020 3:12 PM
To: amangosa [REDACTED]
Cc: Communications <communications@sd40.bc.ca>; Board of Education <boardofeducation@sd40.bc.ca>
Subject: Re: Work to do: a commitment against racism

Hello Aman,

On behalf of the Board of Education, New Westminster Schools, we thank you for your email message. We welcome correspondence from the community and value feedback we receive on educational priorities in our district.

Please note that all correspondence addressed to the Board of Education is reviewed and should additional information be required, we will follow up with you accordingly.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Aman Gosal <amangosa [REDACTED]>
Sent: June 19, 2020 3:00 PM
To: Communications <communications@sd40.bc.ca>; Board of Education <boardofeducation@sd40.bc.ca>
Subject: Re: Work to do: a commitment against racism

Hi Anita and Gurveen,

I am a parent of a grade 3 student who attends public school in New Westminster.

I am quite disturbed by the message you have sent to all parents. As someone who represents the Board of Education, I find your message about police very uneducated. You have clearly been influenced by the media. Yes I have watched the media clips of police killings as it is currently the fad. As an educated person, one would know that the media only shows parts of video clips to taint viewer opinion. Not all police related deaths are unjustified or considered to be racist. You should educate yourself on the facts and statistics before you make a strong comment about "too many black and Indigenous people" dying at the hands of police. What research did you find and use to form the opinion that Blacks and Indigenous people are dying at the hands of police? I would like to know that.

I want my daughter to know that she can go to police for help and they don't go out killing Black and Indigenous people because of racism. So before you implement a curriculum and/or policy, please educate yourself on the matter, rather than listen to the media.

I would like to know what the Board of Education is doing about teaching our kids about systematic discrimination? I understand that you are teaching the kids about residential schools. But have you taught them what effects that residential schools have had on the Indigenous? That the people who taught Indigenous children raped and abused them which has led to them suffering trauma and addiction issues? That it was the EDUCATION system and government that caused it? That because of these issues, Indigenous people are more likely to come into contact with police. If you are going to make a statement about police killing Blacks and Indigenous people, then tell them that the educators raped and beat them in the residential schools.

I have attached a document that shows the real statistics about police related deaths of Indigenous people which discredits your statement.

I would like someone to contact me and answer my questions. As a tax paying citizen in New Westminster who voted for you and a parent of a child who attends public school in New Westminster, I have a right to be heard and my questions be answered.

Thank you

Aman Gosal

[REDACTED]

From: Board of Education, New Westminster Schools <info@sd40.bc.ca>

Sent: June 18, 2020 12:11 PM

To: amangosa [REDACTED] <amangosa> [REDACTED]

Subject: Work to do: a commitment against racism

On behalf of the Board of Education, we write as a show of our solidarity with our Black and Indigenous students, staff and families. But also, to make some hard commitments. Like you, we have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada. We recognize the pain and suffering that racism, in all its forms, creates.

Black lives matter. Indigenous lives matter.

At New Westminster Schools, we are proud of our commitment to inclusion and diversity, our efforts to move toward reconciliation and our work to create greater equity. Those are important values and actions. But that does not mean we don't also see that racism is at play in our schools. We recognize the overall existence of systemic racism, and the harmful impact it continues to have on our students, staff and the families in our community. We must be accountable and do the hard work to change that.

We are listening carefully right now. We hear what is being said, and we are here to learn and support when we can. It is where we must start. But it is also not enough.

We have a responsibility and an opportunity to do more than just listen and learn. We also have to find ways to apply those lessons. And we have to be part of creating meaningful action.

As people involved in influencing education, we must consider where we can be allies for our kids and our staff. And as allies we must look at the power we have to help change the systems that oppress those living in our community ... we have an obligation to seek opportunities to support the young people who are asking us to help lead them into a better future.

In the coming months we'll be doing more work to determine the most appropriate ways for our district to take action – including developing the framework of a policy that will move us beyond just the values of diversity and inclusion, and instead into a space where, at every level of this district, we are actively engaged in anti-racism work.

You can expect that members of our board will be reaching out in the Fall to help inform the policy development. You can expect there will be more actions to follow. You can expect we're in this for the long haul.

In the meantime we commit to continuing to listen and grow as we engage in a variety of learning opportunities. We will do this both as individuals and collectively ... looking at the roles we can each play in creating necessary and vital changes. And we take that responsibility very seriously, because our kids, our staff and our community deserve that.

On behalf of the Board of Education, we hope you will join us in this process,

Anita Ansari and Gurveen Dhaliwal

Board Chair and Vice-Chair, New Westminster Schools

[PDF: Anti-racism message from Board of Education, New Westminster Schools](#)

New Westminster School District 40 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact New Westminster School District 40 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Kristen Keighley-Wight](#)
To: [Beth Breisnes](#); [Board of Education](#)
Subject: RE: ::External Email:: Re: Work to do: a commitment against racism
Date: June 19, 2020 9:40:50 AM
Attachments: [image001.png](#)

Good morning Beth,

Thank you so much for showing your support for the work that's being done.

This email, along with the others we've received (representing a full range of reactions), will be collected for members of the Board to review next week. Either Caroline (who coordinates and supports the Board in their work) or I will follow up after that.

In the meantime, if you need anything else, let me know.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Beth Breisnes [REDACTED]
Sent: June 18, 2020 12:35 PM
To: Communications <communications@sd40.bc.ca>; Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Re: Work to do: a commitment against racism

I applaud these first steps at action. As you progress through a plan for incorporating anti-racism work in NW schools, please *remove police from the schools*.

Specifically, I call on the New Westminister School board to:

1. Advocate for an **immediate end to School Liaison Officer programs**
2. In direct consultation with school communities - particularly Black and Indigenous parents and students – to **create community-led programs that take a restorative and trauma-informed approach to creating safety and well-being for all students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the lack of evidence with regards to the effectiveness of such programs and the clear demands by racialized students and parents to end police involvement in schools, we urge you to read the following letter at the next Board meeting and consider the above proposals in full. It is written to the VSB, but the points made stand for New Westminister as well:

https://docs.google.com/forms/d/e/1FAIpQLSdw7TzWwIzUCAdBTaewwwckxjwuYOb9uwUeFyFZv14_vRAOBg/viewform

Thank you for your consideration.

Sincerely,
Bethany Breisnes,
parent of students in NW schools

On Thu, Jun 18, 2020 at 12:11 PM Board of Education, New Westminister Schools <info@sd40.bc.ca> wrote:

On behalf of the Board of Education, we write as a show of our solidarity with our Black and Indigenous students, staff and families. But also, to make some hard commitments.

Like you, we have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada. We recognize the pain and suffering that racism, in all its forms, creates.

Black lives matter. Indigenous lives matter.

At New Westminister Schools, we are proud of our commitment to inclusion and diversity, our efforts to move toward reconciliation and our work to create greater equity. Those are important values and actions. But that does not mean we don't also see that racism is at play in our schools. We recognize the overall existence of systemic racism, and the harmful impact it continues to have on our

students, staff and the families in our community. We must be accountable and do the hard work to change that.

We are listening carefully right now. We hear what is being said, and we are here to learn and support when we can. It is where we must start. But it is also not enough.

We have a responsibility and an opportunity to do more than just listen and learn. We also have to find ways to apply those lessons. And we have to be part of creating meaningful action.

As people involved in influencing education, we must consider where we can be allies for our kids and our staff. And as allies we must look at the power we have to help change the systems that oppress those living in our community ... we have an obligation to seek opportunities to support the young people who are asking us to help lead them into a better future.

In the coming months we'll be doing more work to determine the most appropriate ways for our district to take action – including developing the framework of a policy that will move us beyond just the values of diversity and inclusion, and instead into a space where, at every level of this district, we are actively engaged in anti-racism work.

You can expect that members of our board will be reaching out in the Fall to help inform the policy development. You can expect there will be more actions to follow. You can expect we're in this for the long haul.

In the meantime we commit to continuing to listen and grow as we engage in a variety of learning opportunities. We will do this both as individuals and collectively ... looking at the roles we can each play in creating necessary and vital changes. And we take that responsibility very seriously, because our kids, our staff and our community deserve that.

On behalf of the Board of Education, we hope you will join us in this process,
Anita Ansari and Gurveen Dhaliwal
Board Chair and Vice-Chair, New Westminster Schools

[PDF: Anti-racism message from Board of Education, New Westminster Schools](#)

New Westminster School District 40 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact New Westminster School District 40 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Caroline Manders](#)
To: [Brigit King](#)
Cc: [Board of Education](#); [Anita Ansari](#); [Karim Hachlaf](#)
Subject: RE: Questions re: NW school liaison officers
Date: June 15, 2020 1:50:13 PM
Attachments: [image001.png](#)

Hello Ms. King,

Thanks for reaching out. We're always happy to provide more information where we can.

On behalf of District Staff, we have compiled the following responses to your questions:

We currently have three liaison officers working alongside our district – one at the high school, one supporting all elementary and middle schools and a third who is attached to our district's alternate programs. The roles they take on in our schools can vary widely. They are intentionally not authorized to enforce school rules or regulations, but can be engaged in:

- providing legal information to students and staff who might need it,
- creating relationships with kids who may be vulnerable in some way and needing additional support,
- helping deliver crime prevention or other lessons (this year one of the officers delivered a workshop on the importance of not sharing revealing photos online at our middle school wellness fairs, or they might get asked to support a specific lesson in a Law 12 class, per se),
- investigating possible criminal offenses related to the school or affecting people connected to it
- working to enhance safety and security at our schools
- and they are available to support students and staff in the case of a critical incident in the community (e.g. a sudden death in the community where police may have been involved, like a car accident or something)

The three liaison officers are hired by the New Westminster Police, and as such any questions about salaries, etc. should be directed to them. You can reach Hailey Finnigan, Strategic Communications Coordinator, at hfinnigan@nwpolice.org

Any interactions that may have occurred between liaison officers and students within schools are confidential, to protect the privacy of our students. And while we can't say for sure when it comes to what is public record on the policing side, we will also add: most of our students are minors, and as such would be protected additionally when it comes to things like naming.

As for mental health resources available, there are many layers and ways we do this. Some of that includes:

- The K-12 curriculum for Physical and Health Education focusses on physical, social and mental wellness
- We target Social Emotional Learning in all schools through a wide range of programs, like: RULER (Recognizing, Understanding, Labelling, Expressing, and Regulating emotions), the Zones of Regulation, the Second Step Program, and the Third Path SEL framework ... to name a few. In Grade 9 there's a additional specialized curriculum around teen mental health. And our alternate program students all take a course called "self-efficacy" to help better support their understanding of their own behaviours and emotions.
- We have school counsellors trained in social, emotional learning, and Trauma Informed practices
- We partner with community agencies where appropriate, like MCFD or CYMH, to connect students to wrap-around supports in the community
- At two of the three middle schools this year we organized a day-long Wellness Fair (the third was missed to do COVID restrictions), where students selected workshops to support social, emotional,

mental and physical wellness learning opportunities

- Staff have training opportunities throughout the year at our Mental Health Dinner Series, where they learn more about supports and resources for students

We hope that helps give you a better sense of the role of liaison officers in the school, and our efforts to provide students with support when it comes to mental health.

Should you have further questions, please reach out to our Communications Manager, Kristen Keighley-Wight, and she can help connect you with the information you need: kkeighleywight@sd40.bc.ca

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Brigit King [REDACTED]
Sent: June 11, 2020 9:06 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: Questions re: NW school liaison officers

Hello,

I'm writing on behalf of myself and a few other concerned moms hoping to better understand the role of liaison officers within New Westminister middle schools and high schools. Would the board be able to help us in answering the following questions or directing us on where to find the information?

1. What is the number of liaison officer(s) within the New Westminister school system?
2. What is the job description and accountabilities of the liaison officer?
3. What is the salary of the liaison officer?
4. Who pays the salary of the liaison officer?
5. Is it possible to view the interactions/any arrests that have occurred between liaison officer and students over the past 5 years?
6. What mental health resources are available to students?

Thanks so much for your time.

Brigit King

From: [Caroline Manders](#)
To: [Brittini Thompson](#)
Cc: [Board of Education](#); [Communications](#)
Subject: RE: School anti-racist policies
Date: June 29, 2020 8:14:04 AM
Attachments: [image001.png](#)

Hello Brittini,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Brittini Thompson [REDACTED]
Sent: June 28, 2020 4:50 PM
To: Brittini Thompson [REDACTED]
Subject: ::External Email:: School anti-racist policies

To New Westminster School Board, Mayor Cote and City Council,

I am writing to express my support for the recent open letter released by a group of concerned parents and community members calling for the School Board, Mayor and City Council to do the following:

1. **Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**
2. **Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and**

parents).

3. **Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
4. **Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, I urge you to consider the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Sincerely,

Brittini Thompson

Resident, NWSS alumni and school psychology master student

From: [Caroline Manders](#)
To: [Cara Jacobsen](#)
Cc: [Board of Education](#); [Communications](#)
Subject: RE: Please remove police from schools
Date: June 19, 2020 10:03:38 AM
Attachments: [image001.png](#)

Hello Cara,

On behalf of the Board of Education, New Westminster Schools, we thank you for your email message. We welcome correspondence from the community and value feedback we receive on educational priorities in our district.

Please note that all correspondence addressed to the Board of Education is reviewed and should additional information be required, we will follow up with you accordingly.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

-----Original Message-----

From: Cara Jacobsen [REDACTED]
Sent: June 19, 2020 9:29 AM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: Please remove police from schools

Hello New Westminster School Board trustees,

I support the open letter calling police to be removed from schools.

Please end School Liaison Officer programs, end events that bring police into schools, and create community programs and resources that focus on community rather than policing, in consultation with BIPOC parents and students, with a restorative and trauma-informed approach to safety.

BIPOC students need to feel safe at school and police prevent that. Please prioritize safety over policing. It's time to take police out of schools.

Sincerely,
Cara Jacobsen

From: [Caroline Manders](#)
To: [Carmen Fox](#)
Cc: [Board of Education](#); [Communications](#)
Subject: RE: Immediate Action Required
Date: June 26, 2020 2:20:38 PM
Attachments: [image001.png](#)

Hello Carmen,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

If any further information is required, someone will be in touch.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Carmen Fox [REDACTED]
Sent: June 26, 2020 11:53 AM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Immediate Action Required

To New Westminster Board of Education,

I am writing to express my support for the recent open letter released by a group of concerned parents and community members calling for the School Board, Mayor and City Council to do the following:

- **Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**
- **Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).**

- **Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
- **Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, I urge you to consider the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Sincerely,
Carmen Fox

[REDACTED]
New westminster [REDACTED]

From: [Caroline Manders](#)
To: [Emily MacDougall](#)
Cc: [Board of Education](#); [Communications](#)
Subject: RE: The end of policing in New Westminster Schools
Date: June 26, 2020 2:19:40 PM
Attachments: [image001.png](#)

Hello Emily,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

If any further information is required, someone will be in touch.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Emily MacDougall [REDACTED]
Sent: June 26, 2020 5:41 AM
To: cdas@newwestcity.ca; pjohnstone <pjohnstone@newwestcity.ca>; jmcevoy <jmcevoy@newwestcity.ca>; nnakagawa@newwestcity.ca; cpuchmayr <cpuchmayr@newwestcity.ca>; mtrentadue <mtrentadue@newwestcity.ca>; jcote <jcote@newwestcity.ca>; Anita Ansari <aansari@sd40.bc.ca>; gdhaliwal@sd.40.bc.ca; Karim Hachlaf <khachlaf@sd40.bc.ca>; dbeattie@sd.40.bc.ca; dconnelly@sd.40.bc.ca; mgifford@sd.40.bc.ca; mlalji@sd.40.bc.ca; mrussell@sd.40.bc.ca; Board of Education <boardofeducation@sd40.bc.ca>; nopolicesd40@gmail.com; Judy Darcy MLA <judy.darcy.mla@leg.bc.ca>; rob.fleming.mla@leg.bc.ca; premier@gov.bc.ca
Subject: ::External Email:: The end of policing in New Westminster Schools

To New Westminster School Board, Mayor Cote and City Council,

I am writing to express my support for the recent open letter released by a group of concerned parents and community members calling for the School Board, Mayor and City Council to do the following:

- 1. Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**
- 2. Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).**
- 3. Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
- 4. Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, I urge you to consider the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Sincerely,

Emily MacDougall

Former New West resident, born and raised for over 20 years

Aunt to several nephews and nieces who still reside in New West

Canadian Citizen and Voter

--

Emily MacDougall, PhD
Licensed Clinical Child Psychologist



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From: [James and Marian MacDougall](#)
To: [cdas@newwestcity.ca](#); [pjohnstone](#); [jmcevov@newwestcity.c](#); [nnakagawa@newwestcity.ca](#); [cpuchmayr](#); [mtrentadue](#); [jcote](#); [Anita Ansari](#); [gdhaliwal@sd40.bc.c](#); [Karim Hachlaf](#); [Dee Beattie](#); [Danielle Connelly](#); [Mark Gifford](#); [Mary Lalji](#); [Maya Russell](#); [Board of Education](#); [nopolicesd40@gmail.com](#); [Judy Darcy MLA](#); [rob.fleming.mla@leg.bc.ca](#); [premier@gov.bc.ca](#)
Subject: ::External Email:: Police in New Westminster schools
Date: July 10, 2020 8:49:48 AM

To New Westminster School Board, Mayor Cote and City Council,

In response to outcry from the community and an open letter released by a group of concerned parents and community members, The New Westminster Police Board has recently passed a motion focused on reforming the role of police in New Westminster. Unfortunately, this motion does not specifically address police programs in New Westminster Schools and does not satisfy the concerns and requests highlighted within the open letter.

We are writing in support of this open letter and call on the New Westminster School Board, Mayor and City Council to specifically address the key requests of the open letter:

- 1. Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**
- 2. Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).**
- 3. Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
- 4. Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, We urge you to respond to the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Sincerely,

James and Marian MacDougall

Residents of New Westminster

Sent from [Mail](#) for Windows 10

From: [Caroline Manders](#)
To: [Jessica Hart](#)
Cc: [Board of Education; Communications](#)
Subject: Re: Safety in our Schools
Date: August 4, 2020 6:58:06 AM
Attachments: [pastedImagebase640.png](#)

Hello Jessica,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Jessica Hart [REDACTED]
Sent: Monday, August 3, 2020 2:49 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Safety in our Schools

In the midst of a civil rights movement YOU are directly in the position to create change.

We know that cops in schools contribute to trauma, surveillance, and the school to prison pipeline for many students. Therefore, **call on your local school trustee, and ask them to:**

- 1)Immediately cancel all School Liaison Officer programs*
- 2)End events that bring police into schools*

3) In consultation with school communities, particularly Black and Indigenous parents and students, create programs that take a restorative and trauma-informed approach to creating safety and well being for all students

From: [Caroline Manders](#)
To: [Julie Row](#)
Cc: [Board of Education](#); [Communications](#)
Subject: RE: Police Free Schools are Safer Schools
Date: June 26, 2020 2:21:22 PM
Attachments: [image001.png](#)

Hello Julie,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

If any further information is required, someone will be in touch.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Julie Row [REDACTED]
Sent: June 26, 2020 1:37 PM
To: cdas@newwestcity.ca; pjohndstone <pjohndstone@newwestcity.ca>; jmcevoy <jmcevoy@newwestcity.ca>; nnakagawa@newwestcity.ca; cpuchmayr <cpuchmayr@newwestcity.ca>; mtrentadue <mtrentadue@newwestcity.ca>; jcote <jcote@newwestcity.ca>; Anita Ansari <aansari@sd40.bc.ca>; gdhaliwal@sd.40.bc.ca; Karim Hachlaf <khachlaf@sd40.bc.ca>; dbeattie@sd.40.bc.ca; dconnelly@sd.40.bc.ca; mgifford@sd.40.bc.ca; mlalji@sd.40.bc.ca; mrussell@sd.40.bc.ca; Board of Education <boardofeducation@sd40.bc.ca>; nopolicesd40@gmail.com; Judy Darcy MLA <judy.darcy.mla@leg.bc.ca>; rob.fleming.mla@leg.bc.ca; premier@gov.bc.ca
Subject: ::External Email:: Police Free Schools are Safer Schools

To New Westminster School Board, Mayor Cote and City Council,
I am writing to express my support for the recent open letter released by a group of concerned parents and community members calling for the School Board, Mayor and City Council to do the following:

1. **Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**
2. **Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).**
3. **Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
4. **Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, I urge you to consider the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Sincerely,

Julie Row

Resident of New Westminster and Parent

From: [Communications](#)
To: [L J](#)
Cc: [Board of Education](#)
Subject: Re: Work to do: a commitment against racism
Date: June 25, 2020 1:48:27 PM
Attachments: [image003.png](#)

Hi there,

(Sorry, I'm not sure of your name, given the limited info in your email address, otherwise I'd address you personally. ☺)

First, thanks for writing. These are tough conversations to have, and there will be many perspectives to consider as the Board moves forward around this policy and the subsequent action. So please know that this email, along with others, will be taken forward in the Fall to inform the next steps.

More immediately, to speak to the concerns you've raised: the statement around naming the specific news stories/events, was about contextualizing the impetus for the message – pointing to the motivating factors around “why this anti-racism policy work, and why now.” It was not intended to cast judgement against a whole profession, and nor does it negate the strong and valuable relationship we have with our local police: this year liaison officers presented workshops for teens at our middle school wellness fairs, a few years ago they helped support students and staff when a critical incident arose, and there are many more examples of how they work daily to make a difference (including examples you've raised).

The statement was made to name the specific stories we're all seeing, it called them out as wrong, and then quickly moved on to talk about where we recognize racism is harming people in schools too.

These issues are complicated. And, as you noted, the fault and solutions don't lie within a single organization: we each have a role to play in looking at where systemic racism exists within the systems we affect ... so first through the Board of Education, then as a school district, we'll be looking at schools, education and the communities we're connected to in order to do this.

As for your worries about your daughter specifically, the safety and security of every one of our students is always a top priority. I'm a parent too, as are most members of the Board and most staff at the District office ... I/we understand the concern that naturally comes with that role. And I feel very confident in saying: policies and decisions will always centre around the well-being of the students, staff and families. And your child should feel the same sense of safety and security in her school halls as any other child walking that hallway should.

When it comes your comments about the history of residential schools, yes, the role of the education system in that *is* part of what is taught. As our Director of Instruction for Learning & Innovation recently said to me: that's the truth part of “truth and reconciliation” curriculum. After all, we can't learn if we don't first speak the truth. Though, I'll note that it is taught in an age-appropriate way, so the kindergarten curriculum would be much less explicit than the understanding a grade 12 student would be given.

(On a related note, if you'd like to see the work we're doing to support our district's Indigenous learners, as part of our commitment to work towards reconciliation, you can find more information here:
<https://newwestschools.ca/programs-services/aboriginal-education/>)

Again, I want to thank you for the time to share your reactions and thoughts. This is obviously something you spent a good deal of time reflecting on. The message you've sent is being shared with the Board, and will be part of the package of information they'll have as they determine the next steps for engagement in the Fall.

(As it pertains to documenting your comments, it would help if you wouldn't mind sharing your name with us too. Thank you.)

The Board will be reaching out later, when there are more opportunities to engage in this process.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 |E kkeighleywright@sd40.bc.ca |W newwestschools.ca

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

Note: This email and any attachments are intended only for the named recipient and may contain confidential and/or privileged material. Any unauthorized copying, dissemination or other use by a person other than the named recipient of this communication is prohibited. If you received this in error or are not named as a recipient, please notify the sender and destroy all copies of this email immediately.

From: L J [REDACTED]
Sent: June 23, 2020 4:06 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: Work to do: a commitment against racism

The level of bias in your message is gravely irresponsible. Do better.

You've used your platform and targeted a single group of people because of their job. The job that 99% of the population doesn't have the bravery to do. The bravery it takes to put on a uniform, respond to the most horrific of calls, tell families their loved ones have been murdered and beyond, continue to go to work during a pandemic and be celebrated as an essential worker while also dealing with the pain of having to live in the garage so as not to endanger their own families. The bravery it takes to serve the community only to have people fight, scream, accuse, be belligerent, assault and insult them and claim they could do the job better in the same breath. The bravery to use every ounce of training to successfully mitigate a mental health crisis when someone calls the police for help, yet be criticized for not having a social worker on hand. The bravery to have guns pointed at them, knives pulled on them, chains pulled on them, any weapon pulled on them and to get everyone home safe.

You appear to be using the police to deflect from yourselves and historical failures with marginalized community members with your latest email sent on behalf of the school

board.

How dare you inflict an opinion of police brutally on the students and families of students on New Westminster. Yes, I am irate. You should not be inflicting any opinion. What you are doing is treacherous and irresponsible. Allow community members to form their own opinion without your skewed message that “police are bad, that’s why we should change.”

There was absolutely no reason for you to lead your message of “we will try to do better with systemic racism” with your comments on police brutality. You are biased and clearly anti police. Leave your bias out of this. My child feels safer with police in schools. My child feels safer when police are out front of her elementary school catching those speeders - that you all likely complain about and call the police about!! - yes, you and likely all your mom friends.

My daughter was born into a police family and now because of your bias and messaging, she will have a target on her back in the one place outside of her home that she should feel safe.

You claim that you’re trying to do better with BIPOC, as we all need to be, yet at the expense of another group of people. It is now at the expense of the children of law enforcement, some of whom fall into the BIPOC family. Take a second to think about that. If for once second you think that singling out police and subsequently their children is the right thing to do, you need to resign for your position.

My daughter loves going to the police soccer school. Do you send your kids or try to send your kids? I bet you have Or know someone who has. How about those PAC who consistently ask for a police presence at carnivals and school events? Do you attend those events? They’re packed with happy families who want to see the police cars and booths. The police soccer school has been an institution for somewhere around 35 years and there is not only is a massive lineup on registration day, but a wait list because members of the community actually like the relationship that kids can develop with police. By mentioning police brutality in your message, you’re conveniently forgetting all good initiatives that police take part in. I equate this to a Facebook mom’s group who have members who get on board with hating the police, yet also suggest the police be called on people doing nothing criminally wrong then rage saying “the police did nothing,” when in reality, these people don’t have a clue about the law. They claim they know better. Then they complain about getting pulled over when inevitably they’ve complained about speeders in their neighbourhood. Then they want to know when soccer school registration starts and what to pack for lunch. Whatever the issue is, if it’s convenient for them in the moment, it sits. This is what you’ve done here, mentioning police brutality conveniently allows you to deflect and not take responsibility for the historic failures of teachers and the school board.

It is irresponsible of you to single out police when messaging about systemic racism. It

was not necessary. You did not need to provide an irresponsible false context to your messaging that systemic racism is bad. No kidding it's bad. No kidding every level of government and every community group and member needs to do better.

Do you plan to send another message singling out the absolutely abhorrent actions of teachers toward Indigenous students in residential schools?

How about the number of teachers who have been charged with sex crimes? Not only in Canada, but in BC...and in New Westminster.

[REDACTED] Did I knee jerk and think that all teachers were sex offenders

[REDACTED] No I didn't. Why? A small percentage of people don't define a profession, race, sex etc. What she did was wrong and she was held accountable because of the police who did that investigation!

[REDACTED]

When just about a decade ago [REDACTED], did I steadfastly agree that all teachers are sex offenders even though it seems to be a common occurrence to hear about a teacher charged with sex crimes? No. Again, another example of a police investigation that resulted in accountability.

Neither should you when it comes to police. I will bet that each of you has, or has had someone close to you call the police for help, and that help has been what it was meant to be - helpful. So it's irresponsible that you are now, as a public school board, capitalizing on the narrative of police brutality and singling them out to deflect from the tragic actions of teachers and government.

I have serious concerns about my daughter in the district if this is the mentality you have.

Do better. Retract your statement.

info@sd40.bc.ca

On behalf of the Board of Education, we write as a show of our solidarity with our Black and Indigenous students, staff and families. But also, to make some hard commitments.

Like you, we have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada. We recognize the pain and suffering that racism, in all its forms, creates.

Black lives matter. Indigenous lives matter.

At New Westminster Schools, we are proud of our commitment to inclusion and diversity, our efforts to move toward reconciliation and our work to create greater equity. Those are important values and actions. But that does not mean we don't also see that racism is at play in our schools. We recognize the overall existence of systemic racism, and the harmful impact it continues to have on our students, staff and the families in our community. We must be accountable and do the hard work to change that.

We are listening carefully right now. We hear what is being said, and we are here to learn and support when we can. It is where we must start. But it is also not enough.

We have a responsibility and an opportunity to do more than just listen and learn. We also have to find ways to apply those lessons. And we have to be part of creating meaningful action.

As people involved in influencing education, we must consider where we can be allies for our kids and our staff. And as allies we must look at the power we have to help change the systems that oppress those living in our community ... we have an obligation to seek opportunities to support the young people who are asking us to help lead them into a better future.

In the coming months we'll be doing more work to determine the most appropriate ways for our district to take action – including developing the framework of a policy that will move us beyond just the values of diversity and inclusion, and instead into a space where, at every level of this district, we are actively engaged in anti-racism work.

You can expect that members of our board will be reaching out in the Fall to help inform the policy development. You can expect there will be more actions to follow. You can expect we're in this for the long haul.

In the meantime we commit to continuing to listen and grow as we engage in a variety of learning opportunities. We will do this both as individuals and collectively ... looking at the roles we can each play in creating necessary and vital changes. And we take that responsibility very seriously, because our kids, our staff and our community deserve that.

On behalf of the Board of Education, we hope you will join us in this process,
Anita Ansari and Gurveen Dhaliwal
Board Chair and Vice-Chair, New Westminster Schools

[PDF: Anti-racism message from Board of Education, New Westminster Schools](#)

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SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Caroline Manders](#)
To: [Manjot Kaur](#)
Cc: [Board of Education; Communications](#)
Subject: RE: No More Police In Schools
Date: June 22, 2020 9:57:11 AM
Attachments: [image001.png](#)

Hello Manjot,

On behalf of the Board of Education, New Westminster Schools, we thank you for your email message. We welcome correspondence from the community and value feedback we receive on educational priorities in our district.

Please note that all correspondence addressed to the Board of Education is reviewed and should additional information be required, we will follow up with you accordingly.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Manjot Kaur [REDACTED]
Sent: June 22, 2020 9:00 AM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: No More Police In Schools

Hi there,

I'm emailing you to express my concern for a fast growing police force, successfully operating to create a school to prison pathway for Black and Indigenous youth. While the VPD budget is said to have increased by 58% between 2007 and 2016, while BC public school expenditure has only increased by 12%.

Make it make sense, by pushing for the following small changes in the a progressive direction:

1)Immediately cancel all School Liaison Officer programs

2)End events that bring police into schools

3) In consultation with school communities, particularly Black and Indigenous parents and students, create programs that take a restorative and trauma-informed approach to creating safety and well being for all students

Best,

Manjot Kaur

From: [Kristen Keighley-Wight](#)
To: [Caroline Manders](#)
Subject: FW: ::External Email:: Re: Work to do: a commitment against racism
Date: June 22, 2020 3:19:21 PM
Attachments: [image001.png](#)

From: Communications
Sent: June 19, 2020 11:39 AM
To: 'zhoushiyi' [REDACTED]
Subject: RE: ::External Email:: Re: Work to do: a commitment against racism

Good morning Michelle!

That's a really great and very big question you've asked. And it's not one that I can give you "an official answer on" right now. Part of this process is going to be doing the work to identify what that really means and looks like here.

But, if you're interested in looking at the broader scope of what systemic racism is, I'll personally share this news story I saw recently that I thought did a good job of taking a look at how race-based data collection helps paint the picture: <https://www.ctvnews.ca/canada/five-charts-that-show-what-systemic-racism-looks-like-in-canada-1.4970352>

This story looks at data specifically around Black Canadians, but certainly there would be parallels and other findings that would be similarly discouraging, sad and wrong when we look at Indigenous or other racialized populations as well.

I hope this helps a little as an interim measure. And know that more will follow in a more formal way.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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

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From: zhou michelle [REDACTED]
Sent: June 18, 2020 9:00 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: Work to do: a commitment against racism

Dear school board,

Thanks for the email. This is a good topic and essential to teach our young generation to respect and treat everybody equally regardless of the race.

I would like to understand more about the definition of "systemic racism". May I request you to elaborate more about this concept and provide me some examples that happening in our community/schools and daily life. It is important to me as I need to fully understand what it is before I can educate myself and my child.

Thanks and regards,
Michelle



On Thu., 18 Jun. 2020 at 12:11 p.m., Board of Education, New Westminster Schools <info@sd40.bc.ca> wrote:

On behalf of the Board of Education, we write as a show of our solidarity with our Black and Indigenous students, staff and families. But also, to make some hard commitments.

Like you, we have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada. We recognize the pain and suffering that racism, in all its forms, creates.

Black lives matter. Indigenous lives matter.

At New Westminster Schools, we are proud of our commitment to inclusion and diversity, our efforts to move toward reconciliation and our work to create greater equity. Those are important values and actions. But that does not mean we don't also see that racism is at play in our schools. We recognize the overall existence of systemic racism, and the harmful impact it continues to have on our students, staff and the families in our community. We must be accountable and do the hard work to change that.

We are listening carefully right now. We hear what is being said, and we are here to learn and support when we can. It is where we must start. But it is also not enough.

We have a responsibility and an opportunity to do more than just listen and learn. We also have to find ways to apply those lessons. And we have to be part of creating meaningful action.

As people involved in influencing education, we must consider where we can be allies for our kids and our staff. And as allies we must look at the power we have to help change the systems that oppress those living in our community ... we have an obligation to seek opportunities to support the young people who are asking us to help lead them into a better future.

In the coming months we'll be doing more work to determine the most appropriate ways for our district to take action – including developing the framework of a policy that will move us beyond just the values of diversity and inclusion, and instead into a space where, at every level of this district, we are actively engaged in anti-racism work.

You can expect that members of our board will be reaching out in the Fall to help inform the policy development. You can expect there will be more actions to follow. You can expect we're in this for the long haul.

In the meantime we commit to continuing to listen and grow as we engage in a variety of learning opportunities. We will do this both as individuals and collectively ... looking at the roles we can each play in creating necessary and vital changes. And we take that responsibility very seriously, because our kids, our staff and our community deserve that.

On behalf of the Board of Education, we hope you will join us in this process,
Anita Ansari and Gurveen Dhaliwal
Board Chair and Vice-Chair, New Westminster Schools

[PDF: Anti-racism message from Board of Education, New Westminster Schools](#)

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SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Caroline Manders](#)
To: [neil.vandenbosch](#)
Cc: [Board of Education](#)
Subject: RE: Cops out of Schools
Date: August 10, 2020 8:19:21 AM
Attachments: [image001.png](#)

Hello Neil,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: neil.vandenbosch [REDACTED]
Sent: August 8, 2020 1:22 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Cops out of Schools

To all Contacted,

I would like to ask that you do the following for the harm and trauma that having police in schools causes. As an Indigenous Person, and a youth worker I see the negative effects that people of the BIPOC community face with contact with the police. Having the police in schools adds to this contact and thus the increase of young people facing profiling, injustice, time in juvenile detention, and trauma. Whatever the reasoning behind having them in schools, it's contributing to radicalized stigma and policing. Studies keep showing the negative effects of this and I'm not sure why it's still being practised?

I ask to:

1) Immediately cancel all School Liaison Officer programs

2) End events that bring police into schools

3) In consultation with school communities, particularly Black and Indigenous parents and students, create programs that take a restorative and trauma-informed approach to creating safety and well being for all students

Concerned Citizen and Community Worker,

Neil Vandenbosch

From: [Caroline Manders](#)
To: [Neve L](#)
Cc: [Board of Education](#); [Communications](#)
Subject: RE: No Cops in New West Schools: Reallocation of Funds
Date: June 29, 2020 8:15:22 AM
Attachments: [image001.png](#)

Hello Neve,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Neve L [REDACTED]
Sent: June 26, 2020 5:32 PM
To: cdas@newwestcity.ca; pjohnstone <pjohnstone@newwestcity.ca>; jmcevoy <jmcevoy@newwestcity.ca>; nnakagawa@newwestcity.ca; cpuchmayr <cpuchmayr@newwestcity.ca>; mtrentadue <mtrentadue@newwestcity.ca>; jcote <jcote@newwestcity.ca>; Anita Ansari <aansari@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Karim Hachlaf <khachlaf@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Mark Gifford <mgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>; Board of Education <boardofeducation@sd40.bc.ca>; nopoliciesd40@gmail.com; Judy Darcy MLA <judy.darcy.mla@leg.bc.ca>; rob.fleming.mla@leg.bc.ca; premier@gov.bc.ca
Subject: ::External Email:: No Cops in New West Schools: Reallocation of Funds

To New Westminster School Board, Mayor Cote and City Council,
I am writing to express my support for the recent open letter released by a group of concerned parents and community members calling for the School Board, Mayor and City Council to do the following:

1. **Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**

2. **Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).**
3. **Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
4. **Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, I urge you to consider the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Sincerely,

Neve La Rosa

[Redacted Signature]

From: [Kristen Keighley-Wight](#)
To: [patrickparkes](#) [REDACTED]
Cc: [Board of Education](#); [Karim Hachlaf](#); [Maryam Naser](#)
Subject: Re: Concerns Regarding Anti-Racism Commitment Message
Date: June 24, 2020 10:36:32 AM
Attachments: [image002.png](#)

Hi Patrick,

On behalf of the Board of Education, and our district leadership, I want to thank you very much for the time and thought you put into this thorough response. This message, in addition to others received (that span a wide array of reactions), will be kept and considered as the Board looks toward policy development and next steps in the Fall.

As the letter said and in line with your comments: we recognize and value the diversity we also see in our district's schools. The languages spoken, cultural contributions, and the values and connections that are shared across them. We also recognize that race is not the only factor applied when hate and violence are used against groups who identify in specific ways (nationality, sexual identity, gender and many other identities can also be used when being discriminated against).

While part of the impetus of the letter was certainly driven by recent race related deaths in the states and the uprising we're seeing, it was also mindful of recent news stories coming from Canada of Indigenous deaths through interactions with police as well. And, we know that's not new. This 2017 CBC report has a really powerful graph that breaks down acts of deadly force by race, showing that Indigenous *and Black people* (in Canada) are disproportionately represented and far more likely to be killed in confrontations with officers: <https://newsinteractives.cbc.ca/longform-custom/deadly-force>).

These issues are complicated. The fault and solutions don't lie within a single organization: we each have a role to play in looking at where systemic racism exists within the systems we affect ... so as a school district we'll be looking at schools, education and the communities we're connected to.

In fact, I recently read this article, which I thought did a really great job at looking at how race based data can paint a really clear picture of how systemic racism plays out in other ways (including looking at where education, aspirations, and more come in): <https://www.ctvnews.ca/canada/five-charts-that-show-what-systemic-racism-looks-like-in-canada-1.4970352>

The School Board and District will be doing some tough work to be accountable for where there are factors embedded in our systems, and also identifying where we have appropriate opportunities to affect positive change. It will, of course, involve making sure we're acting within a local context of what is happening here, it will involve looking at being better allies to all racialized people (including addressing the piece you noted around anti-Asian racism we've seen locally around COVID), and it will have to balance the need to name the specific type of racism being faced alongside the shared values we honour in our work toward celebrating diversity, inclusion and connectedness.

Again, I really want to thank you for taking your time to respond and be part of the conversation. This message you've sent will be part of the package the Board will work with in the Fall ... and there will be more opportunities to connect, discuss and engage when the next phases of this process kick in.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



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

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From: Patrick Parkes [REDACTED]
Date: Monday, June 22, 2020 at 9:39 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Cc: Karim Hachlaf <khachlaf@sd40.bc.ca>, Maryam Naser <mnaser@sd40.bc.ca>
Subject: Concerns Regarding Ant-Racism Commitment Message

Dear New Westminster School Board Trustees,

I am the parent of a student at Qayqayt Elementary, and I have some concerns and questions about the recent email message titled "Work to do: a commitment against racism."

Before presenting those concerns and questions, I first want to share some relevant personal and family background. I am of mixed Ukrainian, Irish, and Czech ancestry. As people committed to anti-racism, I am sure you know that Sunday was the 100th anniversary of the end of the Ukrainian internment in Canada, during which families were divided, thousands were interned and subjected to forced labour, and over one hundred died from various causes including suicide and being shot trying to escape. Although none of my Ukrainian ancestors were victims of that event, I do have a Czech ancestor who was interned as an enemy alien—fortunately in Britain and not in Canada, where conditions were in violation of international standards. One of my great grandfathers was a Protestant from Northern Ireland. He married a Catholic and immigrated to Canada. He had no use for factionalism, and therefore no desire to return to his home country. My wife is Japanese, and I am well aware of the treatment of Japanese Canadians during and after World War II. Our son went to preschool at the Japanese Hall in Strathcona, a building that was confiscated during World War II. He takes Ukrainian Dance lessons at the nearby Ukrainian Hall, which was likewise confiscated during World War II. (Ukrainians were targeted in both wars.) I provide this family background to illustrate my awareness of the cruelties that have been inflicted when ethnicity is used as a lever to divide people. I have never personally been a victim of such cruelties, but because I am aware of them, I feel obliged to oppose forces that stoke chauvinism and inter-ethnic distrust.

I also feel very protective of the integrated and ethnically diverse community in which I live. I like living in a place where my son can go to a Ukrainian bakery and order his babka in Japanese. He has been taking Ukrainian Dance lessons since just before he turned three, and his classmates, teachers, and friends at the Ukrainian Hall have been from various backgrounds including Ukrainian, Chinese, French, Indian, Peruvian, and Scottish. I am proud to be a part of an ethnic community that happily shares its artistic culture. Ethnic diversity also characterizes my son's school (Qayqayt), as well as our family friends, and we have developed these friendships through shared interests in artistic

creation, sports, and environmentalism, among other things. When I asked my son recently if he ever discusses race with his friends, he told me the only kind of race that ever comes up in conversation is running races. That's the world we live in. I acknowledge that others may have different experiences, but that's ours. Race (if you believe in the concept) and ethnicity don't divide us from others, and I want to keep it that way.

What I have presented above should background the concerns and questions I have about the aforementioned email message, which are as follows:

1) The email message is quite straightforward in identifying its instigating context: events in the United States. Canadian First Nations people are indicated as a group for whose well-being you are concerned, but this comes off as an afterthought when you should have known for years that First Nations people have disproportionately been victims of lethal police violence in Canada—so it raises the question of why you are so lately concerned. I am reminded here of Canadians' preoccupation with events that affect US Americans, and am taken back to my days as an anti-war activist. I recall that after the 2001 terrorist attacks in New York there was an outpouring of grief, which included letters from school administrators to parents. Three years later, during the invasion of Iraq, there was utter indifference from our school system. There was also utter indifference in the prior decade, when Iraqis were suffering under Canadian-supported sanctions. Can you imagine how this must have felt to our Iraqi community? But I digress. The point I want to make is that the USA is not Canada, and circumstances in the USA should not be used to inform policy enacted in Canadian communities. Policy should be appropriate to local circumstances, otherwise it is meaningless and potentially harmful.

2) I feel that your letter may be alarmist and potentially misleading. You write that you "have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada" but do not qualify this statement. Related to the first point—that is, relevance to our immediate community—the most recent use of lethal force by a police officer in New Westminster was in 2012 (unless I am mistaken), and the officer involved was not a member of the New Westminster Police Department. Within Canada as a whole, based on a survey of identified victims of lethal police force it is certainly true that First Nations people are vastly over-represented. It is unclear, however, that the same is true for people of African ancestry. I am aware of a case this year, and of a case in 2014, of lethal police force against a person identified as being of African ancestry in Ontario. To be sure, the information I have may be incomplete: based on a list of victims, it is hard to identify a victim's ancestry unless it is explicitly stated. If police use of lethal force against Canadians of African ancestry is of the same epidemic proportions as it is against Canadians of First Nations ancestry, it is indeed cause for concern, and you should to provide details in order to better inform the public.

3) In the context of "systemic racism" you assert that "racism is at play in our schools." To be sure, one can find racism anywhere; I believe we've all observed or have been targeted by it at some point in our lives. To be sure, I recently heard the report of a child at a local playground being the target of anti-Chinese COVID-related racism. (Such racism is a topic of recent local relevance that curiously goes unmentioned in your letter.) Encountering the occasional racist person is not the same, however, as systemic racism. I ask you to clarify whether you mean that New Westminster schools are participants in a system of racism. Here I want to emphasize that "systemic racism" certainly has not been my family's experience of Qayqayt Elementary, where the teaching staff is ethnically diverse, and my son reports that students are treated fairly and do not face ethnic discrimination. I have always felt that my son has been safe and cared for at his school.

4) I am somewhat reassured in the places where your letter takes a more measured approach, as where you indicate you will “determine the most appropriate ways for our district to take action”.

The key word for me here is “appropriate.” As I have indicated above, anti-racist action is most appropriate where it is based on actual local circumstances—not the circumstances of another country. Moreover, anti-racist action must not stoke racial tension. I can imagine some absolute nightmare situations: a Russian immigrant who is being raised in poverty by a single parent being told about their “white privilege”; inter-ethnic friends encouraged to interpret racial power dynamics in their friendships; an inter-ethnic child such as my son being alienated because he doesn’t fit into some clear racial category.

In closing, my hope is that you will pursue an anti-racism strategy that promotes connectedness, and liberation from stereotypes. What I fear is an anti-racism strategy that promotes division and resentment. I thank you for reading my concerns, and considering the questions I have raised.

Kind regards,

Patrick Parkes

From: [Kristen Keighley-Wight](#)
To: [Caroline Manders](#)
Subject: FW: ::External Email:: Re: Work to do: a commitment against racism
Date: June 22, 2020 3:19:57 PM
Attachments: [image002.png](#)

From: Communications
Sent: June 19, 2020 11:32 AM
To: 'Paul Drake' [REDACTED]
Subject: RE: ::External Email:: Re: Work to do: a commitment against racism

Good morning Paul,

Thanks for taking the time to email and share your thoughts. This and the other emails (representing a wide range of responses) will be collected and reviewed as part of the process the Board is committed to.

If you are interested in learning more about what systemic racism looks like (as it pertains to your comment about helping start to define what systemic racism is), I'll personally share this news story I saw recently that I thought did a good job of taking a look at how race-based data collection helps paint that picture: <https://www.ctvnews.ca/canada/five-charts-that-show-what-systemic-racism-looks-like-in-canada-1.4970352>

This story looks at data specifically around Black Canadians, but certainly there would be parallels and other findings that would be similarly discouraging, sad and wrong when we look at Indigenous or other racialized populations as well.

Again, thanks for reaching out ... conversations are an important part of this process.

Wishing you all the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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

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From: Paul Drake [REDACTED]
Sent: June 18, 2020 5:29 PM
To: Communications <communications@sd40.bc.ca>

Subject: ::External Email:: Re: Work to do: a commitment against racism

The vast majority of people want to do good. They also want to be seen to do good. I wouldn't feel the need to respond, but things are getting a little out of hand.

I'm incredibly disappointed in Jagmeet Singh. He's taken the lowest road possible. All you have to do to win an argument these days is to call someone a racist. Racism exists of course. It's terrible and cruel, but I'm still waiting for someone to define systemic racism. That these terms are mindlessly parroted by everyone with a keyboard is disheartening to say the least.

What we are dealing with in the news is a problem with police culture. Their armament and violence grow every year. We are all familiar with the anecdotal university experiment with the students arbitrarily divided into guards and inmates. It's not much of an extrapolation from there to where we find ourselves. And we invite them and their weapons into our schools as 'liaison officers'.

The solution does not involve pontification and self-flagellation. And it certainly does not involve jumping on the bandwagon with your torch. If there was such concern, where was this email last year? Or did the problem develop in the last few weeks?

For the record, I'm white and so are my kids. For some reason, almost all their friends are black. We eat together regularly and play Texas hold-em and we don't ever seem to get around to talking about systemic racism.

Imply whatever tone you'd like in this email. None is intended. I would like to invite you to do a little research before you decide to regurgitate any more headlines though. At least on this letterhead.

From: Board of Education, New Westminster Schools <info@sd40.bc.ca>

Sent: Thursday, June 18, 2020 12:11 PM

To: [pauldrake007](#) [REDACTED]

Subject: Work to do: a commitment against racism

On behalf of the Board of Education, we write as a show of our solidarity with our Black and Indigenous students, staff and families. But also, to make some hard commitments. Like you, we have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada. We recognize the pain and suffering that racism, in all its forms, creates.

Black lives matter. Indigenous lives matter.

At New Westminster Schools, we are proud of our commitment to inclusion and diversity, our efforts to move toward reconciliation and our work to create greater equity. Those are important values and actions. But that does not mean we don't also see that racism is at play in our schools. We recognize the overall existence of systemic racism, and the harmful impact it continues to have on our students, staff and the families in our community. We must be accountable and do the hard work to change that.

We are listening carefully right now. We hear what is being said, and we are here to learn and support when we can. It is where we must start. But it is also not enough.

We have a responsibility and an opportunity to do more than just listen and learn. We also have to find ways to apply those lessons. And we have to be part of creating meaningful action.

As people involved in influencing education, we must consider where we can be allies for our kids and our staff. And as allies we must look at the power we have to help change the systems that oppress those living in our community ... we have an obligation to seek opportunities to support the young people who are asking us to help lead them into a better future.

In the coming months we'll be doing more work to determine the most appropriate ways for our district to take action – including developing the framework of a policy that will move us beyond just the values of diversity and inclusion, and instead into a space where, at every level of this district, we are actively engaged in anti-racism work.

You can expect that members of our board will be reaching out in the Fall to help inform the policy development. You can expect there will be more actions to follow. You can expect we're in this for the long haul.

In the meantime we commit to continuing to listen and grow as we engage in a variety of learning opportunities. We will do this both as individuals and collectively ... looking at the roles we can each play in creating necessary and vital changes. And we take that responsibility very seriously, because our kids, our staff and our community deserve that.

On behalf of the Board of Education, we hope you will join us in this process,

Anita Ansari and Gurveen Dhaliwal

Board Chair and Vice-Chair, New Westminster Schools

[PDF: Anti-racism message from Board of Education, New Westminster Schools](#)

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SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Caroline Manders](#)
To: [Shannon Wright](#)
Cc: [Board of Education](#); [Communications](#); [info](#)
Subject: RE: Work to do: a commitment against racism
Date: June 19, 2020 10:07:11 AM
Attachments: [image002.png](#)

Hello Shannon,

On behalf of the Board of Education, New Westminster Schools, we thank you for your email message. We welcome correspondence from the community and value feedback we receive on educational priorities in our district.

Please note that all correspondence addressed to the Board of Education is reviewed and should additional information be required, we will follow up with you accordingly.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Shannon Wright <[REDACTED]>
Sent: June 18, 2020 1:32 PM
To: Communications <communications@sd40.bc.ca>; info <info@sd40.bc.ca>; Kristen Keighley-Wight <kkeighleywight@sd40.bc.ca>
Subject: Work to do: a commitment against racism

I am a good, fair, and honest police officer as are the majority of my peers and this email is offensive and demeaning toward the entire profession. I am greatly disappointed in the tone and implication in the email below and I am in disbelief this was sent on behalf of an educational institution.

Lumping all police officers in with a few bad ones screams bias and is hardly educational to impressionable young minds.

According to Stats Canada, there were 68,652 police officers in Canada in 2018. The negative stories making the news in today's climate involve a FRACTION of nearly 70,000 police officers. And none of the stories include the totality of the situation or the precipitating events.

Stats Canada shows that there were 408,810 "Educators" in Canada in 2016/2017. I can think of multiple headlines off the top of my head where there was sexual misconduct committed by a teacher against a student. Does that mean that teachers are sexual predators? Absolutely not.

But it's the same analogy as implied in your email.

It was explained to me by a communication strategist that outrage sells and it is all about the advertisers. If there are facts and truths that are going to diminish the current trend of upheaval that the media seems to enjoy, they do not want to hear it. This is not journalism – where you present two sides of the story and allow the public to decide which they want to believe, this is merely tabloid tactics where they just want to stir the pot of outrage and have people against a common enemy- which right now is the police.

I am extremely let down that police are continuing to be vilified, especially in a place of education. Teachers should be teaching children how to think independently and form opinions based on facts and evidence.

Police officers all over the world put their lives at risk daily to establish and maintain order. All first responders, police, fire, and ambulance, see the worst and most evil of society on a daily basis, things most people cannot even read about let alone physically experience. The police are not villains. We are not monsters.

Prejudice and bias are learned behaviours which start at home and have no place in schools. Children attend school to be educated. Providing young and impressionable minds with fallacies is reckless.

Please read the following text... I cannot take credit for it but I've been told it has been rejected by multiple news outlets as it does not fit the current trend. I do not know which force the author is from but it is applicable across the board.

This is a direct quote:

"FOR ANYONE INTERESTED: A police officer did the legwork and, complete with references, wrote this educational piece.

Feel free to share:

I'm a Canadian Police Officer. I have been stunned and concerned with the very constant media coverage which has labelled policing in Canada as a racist and broken system. I've also struggled to understand the public backlash at Police Officers in Canada. This has made me step back and ask some tough questions of myself. Am I a threat to the people I am supposed to protect?

One of the narratives that has struck me most is the claim that minorities in Canada are being murdered by Police. It's alarming and serious and is being pushed heavily by the media and is enraging people.

"We are here because police continue to murder Black and Indigenous people. We are here because state-sanctioned anti-Blackness continues to be a threat. Because Black and Indigenous people are not safe in cities, including the city of Hamilton." – Black Lives Matter Activists Canada. - <https://www.cbc.ca/news/canada/hamilton/black-lives-matter-1.5595584>

Is this true? Do police in Canada murder black and indigenous people? Are our Canadian Minorities safe? Are Canadian Police Officers a threat to public safety? Committing or

witnessing racial violence or murder by police officers has never been my lived experience as a police officer in Canada. That being said, racism, brutality and bad behaviour exists in my agency and probably every other police agency in Canada. To deny that would be statistically improbable. But what is the risk level? What are the actual facts and numbers when it comes to this serious claim of police murdering Black and Indigenous people in Canada? I turned to a media outlet I knew would not be soft or easy on the police and found a database created by CBC to assist in my understanding of murders committed by police in Canada.

<https://newsinteractives.cbc.ca/longform-custom/deadly-force>

According to this database, from 2000-2017 Canadian Police Officers had fatal encounters with 461 people. Once I started reading through the database it became clear that some of the deaths included in this database are those who died as a result of natural causes, medical complications, overdoses etc while having an encounter with police. In a few of these cases no force was actually used during the encounter at all. Either way, let's stick to the numbers and be objective when exploring the allegations that police are murdering Canadians. I began digging deeper and reading the case summaries, and this is what I have found so far.

Out of the 461 people who died during those police interactions, 43 were Black people. Out of those 43 Black people who died during a police encounter, 33 were armed with a weapon and 10 were unarmed.

A look at the 10 unarmed deaths should provide insight into the allegations of police murdering people for no reason. There are instances where armed people have been murdered by police (ex. Sammy Yatim in Toronto) but to truly investigate the claim that police are continuously murdering Canadians and to justify the rage and anger and fear that is directed at police, I looked into the unarmed encounters first.

Out of the 10 unarmed Black people that were killed;

3 were a result of a struggle with police in which tasers were used and the person later died (I noted that in each case the deceased had cocaine in their system) Police were cleared of wrongdoing in those cases and the taser (which is not meant to kill a subject) may have been a cause of the deaths in addition to complications from cocaine etc...

4 were the result of natural causes, cardiac arrest and cocaine ingestion after being arrested by police (No force or violence was cited in the summaries and police were not deemed responsible).

2 were a result of a physical struggle in which the officer punched/beat the person while subduing them. (1 of those cases resulted in the officer being charged with manslaughter, aggravated assault and that case is still in court)

1 was a result of a gunshot wound which was ruled accidental while a police officer struggled to arrest a male who had broken into a pharmacy. In this case I noted CBC says the male subject was shot in the back. Further searches show the SIU investigation into the police officer's action which say the subject was shot in the chest after grabbing the officer's wrist which was holding the gun. The Officer was cleared of wrongdoing.

<https://www.ontario.ca/page/siu-directors-report-case-08-tfd-036>

https://www.thestar.com/news/gta/2008/03/13/man_shot_by_officer_identified.html

Indigenous People Killed by Police in Canada

Out of the 461 people who died in a police encounter during 2000-2017 in Canada, 69 were indigenous.

Out of the 69 people, 12 were unarmed at the time of their death. Of the 12 unarmed people that died:

4 died as a result of an overdose and no force was used in the encounters.

5 died after a taser, beating or pepper spray was used during a forceful arrest. (Some of these summaries are troubling and I don't see if the officers were charged or cleared)

3 died after being shot. (1 was shot after ramming a police vehicle with a vehicle. 1 after placing an officer in a headlock during a physical struggle in which a baton and pepper spray had no effect, 1 after several suspects 'fanned out' around a lone officer at a traffic stop.) The officers were cleared of wrongdoing in these cases.

After reviewing this data I went to Statistics Canada website to see if this could shed some light on how at risk Canadians are of dying during a police encounter whether justified, accidental or murdered.

<https://www150.statcan.gc.ca/n1/pub/85-002-x/2019001/article/00015-eng.htm>

According to Statistics Canada, Canadian Police received 12.8 million calls for service during the 2017/2018 fiscal year. These are calls from the public to the police and does not include, proactive interactions with the public such as traffic stops, check stops, security at events, random patrols, school visits and street checks etc...

Let's say the average call load per year is lower than 12.8 million, let's say it's 10 million calls for service. Let's say for every call for service there could be one proactive encounter with the public. In my experience there would be far more of these but for arguments sake let's say there are also 10 million proactive police encounters each year in Canada. That would mean there are 20 million police interactions with the public in Canada per year. Once again I would estimate that there are far more and each interaction may be with multiple people at a time for example a traffic-stop with multiple people in the car, a noise complaint for a house party, a call for domestic or such with multiple people in the home. Police are likely encountering more than 20 million people per year in Canada.

If you take an average of 20 million interactions per year for 17 years you would have 340 MILLION police encounters with the public over that time period.

Out of those 340 million encounters, 461 people died. That's a 0.00013% death rate.

If you go further and look at the rate of unarmed Black people who died during a police encounter over that timeframe it's 0.000002% and around the same for Indigenous people. 461 deaths total. Including incidents which were not a police officer's fault and no force was used. 461 deaths in 17 years. That's an average of 27 deaths a year. That means out of the 37 Million People in Canada, 0.00007% OF ALL RACES die during a police encounter each year.

To give perspective:

About 10 people are killed by lightning each year in Canada, and the lightning season up here is rather short. If it lasted the full year, a Canadian of any race would have about the same chance of being killed by a Police Officer as being killed by lightning. -

<https://www.canada.ca/en/environment-climate-change/services/lightning/safety/fatalities-injury-statistics.html>

Since March of this year, 8,175 Canadian have died of Covid 19. In just a four-month period, a Canadian is 315 times more likely to die from Covid 19 than during an entire year of encounters with a Canadian Police Officer. -<https://www.covid-19canada.com/>

On a more human/systemic level, a Canadian is about 1,544 times more likely to die after encountering errors, mistakes etc in our Health Care System than by encountering our Law

Enforcement system. "In Canada, medical errors and hospital-acquired infections claim between 30,000 and 60,000 lives annually. Thousands more are injured." –
https://www.huffingtonpost.ca/kathleen-finlay/medical-error-deaths_b_8350324.html

After an objective look at the numbers, it is clear they do not support the claim that police "continue to murder" Black, Indigenous, or any people in Canada. The numbers do not support the claim that any Canadian citizen is at any real risk of dying in an encounter with a police officer, let alone being murdered in cold blood by one. The narrative being pushed by the media is not supported by the actual statistics in their own study.

Despite the hatred I see online, the misinformation I see spread by the media and the lack of support I feel from our leaders, I make this commitment to the people of Canada. As a Canadian Police Officer, I will continue to strive to ensure that I am in the 99.99987% of police encounters that do not result in the death of a Canadian; and I will strive to protect my life and the lives of other's and exhaust every possible option before I am in the 0.00007%."

Sincerely,

Shannon Wright

On Thu., Jun. 18, 2020, 12:12 Board of Education, New Westminster Schools,
<info@sd40.bc.ca> wrote:

On behalf of the Board of Education, we write as a show of our solidarity with our Black and Indigenous students, staff and families. But also, to make some hard commitments.

Like you, we have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada. We recognize the pain and suffering that racism, in all its forms, creates.

Black lives matter. Indigenous lives matter.

At New Westminster Schools, we are proud of our commitment to inclusion and diversity, our efforts to move toward reconciliation and our work to create greater equity. Those are important values and actions. But that does not mean we don't also see that racism is at play in our schools. We recognize the overall existence of systemic racism, and the harmful impact it continues to have on our students, staff and the families in our community. We must be accountable and do the hard work to change that.

We are listening carefully right now. We hear what is being said, and we are here to learn and support when we can. It is where we must start. But it is also not enough.

We have a responsibility and an opportunity to do more than just listen and learn. We also have to find ways to apply those lessons. And we have to be part of creating meaningful action.

As people involved in influencing education, we must consider where we can be allies for our kids and our staff. And as allies we must look at the power we have to help change the systems that oppress those living in our community ... we have an obligation to seek opportunities to support the young people who are asking us to help lead them into a better future.

In the coming months we'll be doing more work to determine the most appropriate ways for our

district to take action – including developing the framework of a policy that will move us beyond just the values of diversity and inclusion, and instead into a space where, at every level of this district, we are actively engaged in anti-racism work.

You can expect that members of our board will be reaching out in the Fall to help inform the policy development. You can expect there will be more actions to follow. You can expect we're in this for the long haul.

In the meantime we commit to continuing to listen and grow as we engage in a variety of learning opportunities. We will do this both as individuals and collectively ... looking at the roles we can each play in creating necessary and vital changes. And we take that responsibility very seriously, because our kids, our staff and our community deserve that.

On behalf of the Board of Education, we hope you will join us in this process,
Anita Ansari and Gurveen Dhaliwal
Board Chair and Vice-Chair, New Westminster Schools

[PDF: Anti-racism message from Board of Education, New Westminster Schools](#)

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From: [Kristen Keighley-Wight](#)
To: [Caroline Manders](#)
Subject: FW: ::External Email:: 回复:RE: ::Work to do: a commitment against racism
Date: June 22, 2020 3:19:05 PM
Attachments: [image002.png](#)

From: Communications
Sent: June 19, 2020 12:51 PM
To: 'Su' [REDACTED]
Subject: RE: ::External Email:: 回复:RE: ::Work to do: a commitment against racism

Hi Sue,
Thanks again for letting me share this.

Have a wonderful weekend,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Su [REDACTED]
Sent: June 19, 2020 12:36 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: 回复:RE: ::Work to do: a commitment against racism

Good morning Kristen,

Thank you for your quick response!

As you are aware, racism against Asian after Covid-19 outbreak did happen, but a lot of parents choose to keep silent, I really hope that they can speak out for both our kids and ourselves.

I don't mind your forwarding this email with the Principal at NWSS straight on or in any other ways. Thank you for your concerns and great help!

Kind regards,

Sue

----- 原始邮件 -----

发件人: "info"<communications@sd40.bc.ca>;

发送时间: 2020年6月20日(星期六) 凌晨2:02

收件人: "Su" [REDACTED];

主题: RE: ::Work to do: a commitment against racism

Good morning Sue,
Thanks for your email.

The Board and the District both value the lives and wellbeing of all our students, staff and family. And while the letter was specifically in reaction to a different series of events, the work that's being committed to be done will be about fighting all kinds of racism.

As it pertains to PPE, while Provincial Health leads have told us that it's not currently recommended to wear masks in schools, we fully understand and respect people's personal choices to do so. And we certainly expect that no student or staff person would ever be judged or discriminated against for doing so.

This is something we have been trying to monitor for, and certainly with awareness of the racism many Asian people have faced around COVID-19's outbreak.

With your permission, may I share this email with the Principal at NWSS? Not for individual follow up or address, but as a general flag as we build plans for the return in September. Every student should come back (in whatever capacity the province decides that should look like), feeling safe and welcomed in every way possible.

Please let me know if you would be comfortable with me either forwarding the message straight on, or if I can just flag for them a parent and student concern more generally.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 |E kkeighleywright@sd40.bc.ca |W newwestschools.ca

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From: Su [REDACTED]

Sent: June 18, 2020 1:17 PM

To: Communications <communications@sd40.bc.ca>

Subject: ::External Email:: 回复: Work to do: a commitment against racism

Dear Officer,

I totally agree with the message here. "Black lives matter. Indigenous lives matter." No doubt, we all should get together fight against racism.

One thing I wish to mention is that Asian students here in New Westminster Secondary School are also suffering racism especially during pandemic Covid, just because they are from Asian and they wear masks to protect themselves. My son even fears to wear masks because of the racism. I strongly hope the Board of Education let Asian students know "Asian Lives Matter" and try to protect them also.

Thank you for your kind understanding.

Warm regards,

Sue

----- 原始邮件 -----

发件人: "info" <info@sd40.bc.ca>;

发送时间: 2020年6月19日(星期五) 凌晨3:11

收件人: "Su" [REDACTED]

主题: Work to do: a commitment against racism

On behalf of the Board of Education, we write as a show of our solidarity with our Black and Indigenous students, staff and families. But also, to make some hard commitments.

Like you, we have watched too many Black and Indigenous people die at the hands of police, both in the US and here in Canada. We recognize the pain and suffering that racism, in all its forms, creates.

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Board Chair and Vice-Chair, New Westminster Schools

[PDF: Anti-racism message from Board of Education, New Westminster Schools](#)

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From: [Caroline Manders](#)
To: [Sydney Lynn](#)
Cc: [Board of Education](#); [Communications](#)
Subject: RE: End Policing in New Westminster Schools
Date: June 29, 2020 8:16:25 AM
Attachments: [image001.png](#)

Hello Sydney,

On Behalf of the Board of Education, New Westminster Schools, thank you for your message. This correspondence will be collected alongside others being received, and it will be reviewed.

As it speaks to the spirit of the message you've sent: know that the Board of Education has committed to doing anti-racism work – to be better allies to our Black, Indigenous and racialized students, staff and families. There will be upcoming opportunities in the Fall to participate in that process.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

From: Sydney Lynn [REDACTED]
Sent: June 26, 2020 3:59 PM
To: cdas@newwestcity.ca; pjohnstone@newwestcity.ca; jmcevoy@newwestcity.ca; nnakagawa@newwestcity.ca; cpuchmayr@newwestcity.ca; mtrentadue@newwestcity.ca; jcote@newwestcity.ca; Anita Ansari aansari@sd40.bc.ca; Gurveen Dhaliwal gdhaliwal@sd40.bc.ca; Karim Hachlaf khachlaf@sd40.bc.ca; Dee Beattie dbeattie@sd40.bc.ca; Danielle Connelly dconnelly@sd40.bc.ca; Mark Gifford mgifford@sd40.bc.ca; Mary Lalji mlalji@sd40.bc.ca; Maya Russell mrussell@sd40.bc.ca; Board of Education boardofeducation@sd40.bc.ca; nopolicesd40@gmail.com; Judy Darcy MLA judy.darcy.mla@leg.bc.ca; rob.fleming.mla@leg.bc.ca; premier@gov.bc.ca
Subject: ::External Email:: End Policing in New Westminster Schools

To New Westminster School Board, Mayor Cote and City Council,
I am writing to express my support for the recent open letter released by a group of concerned parents and community members calling for the School Board, Mayor and City Council to do the following:

1. **Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.**
2. **Implement evidence-based mental health and anti-racist training**

programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).

- 3. 3. Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.**
- 4. 4. Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.**

Many Black, Indigenous, and racialized students do not feel safe at schools where police are present. Given the ability for non-violent, trained professionals to replace the roles played by police officers within schools, the need for evidence based mental health programming and the clear demands by the community for action, I urge you to consider the above proposals in full. Please view the petition and letter for your reference here: <https://forms.gle/VaJMGdxNi8Wz6t1i9>

Sincerely,
Sydney Lynn

Letters re Return to School

From: [Communications](#)
To: ["catherine rogers"](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 4, 2020 1:43:00 PM
Attachments: [_Joint Partners Letter of Support for MoE schools reopening plan - July 31-2020\[1\].pdf](#)
[image002.png](#)

Hi Catherine,

Thank you for taking the time to share your very well thought out and articulated concerns.

As you know from the Superintendent's letter, we're awaiting more direction from the Ministry of Education and Dr. Bonnie Henry's office – as the two primary leads in developing the plan as it currently stands. The working groups, comprised of a wide range of stakeholders, are continuing to work on details and recommendations that will be integral in guiding each District's individual plans. And at the core of those plans will be recommendations based on what the medical science supports when it comes to safe operation of our schools.

In case you'd like to read it, I've attached a letter of support that was jointly released by a number of the organizations involved.

The plan that will be developed here in New Westminster will be developed under the guidance and direction of all the appropriate health and safety authorities (Office of the Provincial Health Officer, Ministry of Education, WorksafeBC). And it will be nuanced to meet the specific needs of our District and the students within them – taking into account everything from the larger size of our high school to the more individualized supports required by students with additional needs.

I think it's safe to say we don't have all the answers yet. We're working hard to quickly pull together what we can. But every decision will take into account the health and safety of students, staff and families.

Thank you for reaching out to share your thoughts. If you have a particular question, I can try and answer that for you. Though most of details will be coming in then next few weeks as things get locked better into place.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: catherine rogers [REDACTED]
Sent: July 29, 2020 5:02 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

The plan that was put forth today for “Back to School” in September seems counterintuitive to the restrictions and guidelines that the Government and Bonnie Henry have put in place. Due to increases in daily cases, new restrictions are put on bars and vacation rentals. However, fully opening elementary and high schools, and as such relaxing restrictions in that setting, is fine. This plan seems rushed and not particularly well thought out. I look forward to more details on the plan, but time is not on your side as school is set to start in just over 5 weeks.

During this pandemic, I have followed all the guidelines that the Government has put out to help control the spread of this virus. I have a high school aged son and I am not comfortable expanding my bubble to include the other 119 other students in my son’s learning/social group, their families and others that are in their bubble. What happened to minimizing your bubble and keeping social gatherings to family and close friends? A return to school will mean that my family will not be able to interact with older family members.

High School students (and young adults) are known to be able to spread the virus and are in fact culpable for the up tick in new cases seen recently. However, you have decided to give the largest learning streams to the students with the biggest risk of spreading the virus. Do you really believe that schools will be able to enforce social distancing etc and make the return to school safe. My daughter’s graduation ceremony and celebrations were cancelled last month as it was not deemed safe. Was that for naught?

Also each school has special needs and unique infrastructure. A one size fits all plan will not work. Please do not pass the buck to the schools, teachers and most importantly the parents. We look to our Government for consistent messaging and regulations to keep us safe. Some people I am sure are thrilled with this plan as it allows them to be able to ignore the restrictions they have had to deal with for the last few months. However, safety and common sense needs to be used in the decisions you make for a return to school. Don’t drop the ball now!

Regards,

Catherine Rogers

Sent from my iPhone

On Jul 29, 2020, at 4:58 PM, Karim Hachlaf, Superintendent <info@sd40.bc.ca> wrote:

(To read this letter in a language other than English, follow this link and use the Google Translation option: <https://newwestschools.ca/september-return-to-full-time-instruction-for-most/>)

Dear parents, students and staff,

As you may have heard, today the Provincial Government – led by both the Provincial Health Officer and the Minister for Education – announced most students will be returning to schools for full-time instruction in September.

We welcome this news as we know how important schools are to the development and growth of all kids ... for their learning needs as well as their social and emotional health. We also know how tough the last months have been and the many ways this will enable families to work with more certainty, access supports they count on through our schools and more.

As we act on the direction we've been given – and develop the best plan for New Westminster – we do so remaining committed to keeping the health and safety of kids, staff and families as our top priority, under the continued lead of the appropriate health and workplace-safety authorities.

We will also use the in-depth feedback you provided us in June to help steer and refine the plans that will allow us to meet this direction given today:

- **Students in both elementary and middle schools will see a full return to classroom time in September.**
- **All students attending our high school will also return to in-class instruction at that time, with more details coming later this summer on what that will look like. As one of the largest high schools in the province, New Westminster Secondary School falls into the category of schools that will need to look at a variety of options to safely maximize in-class learning ... and may need to offer a hybrid model that would include some remote or self-directed learning.**

In order to facilitate the return in a safe and measured way, the Province's updated five stage plan will shift to a cohort-based model – establishing set learning groups of staff and students and introducing new protocols that will maintain small circles of contact within our schools. Elementary and middle schools will be organized in learning groups of 60, with older students better able to safely learn and distance in cohorts of up to 120 people ... reducing unnecessary exposure and keeping people safer through limiting contact.

This new model ([find out more here](#)) was developed under the guidance of many experts and stakeholder groups, and will continue to be relevant should we need to adjust phases at some later point.

As per today's announcement, we'll now be able to access additional funds to support new safety measures: increased cleaning and disinfection, additional hand-washing stations if necessary, optional reusable masks and more. Daily health

assessments that were introduced in June will continue to be required. And we'll be looking at adjusting bell schedules and break times, new distancing measures and many other factors as we plan for new requirements and protocols.

We know there are still many questions to be answered. Work is still happening at a Provincial level to guide and direct the process, and much will need to be done locally as well. But this news today will allow us to start making concrete plans that will set both our District and each of our schools on the right path.

Please know we'll continue to communicate with you as we know more. You can anticipate that we'll be in touch again in the middle of August with an update, with final plans for each school ready by August 26th.

With warm wishes as we build for a new year,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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July 31, 2020

Re: Support for the BC Ministry of Education Schools Reopening Plan

On Wednesday, July 29th B.C.'s Minister of Education Rob Fleming and Chief Medical Health Officer Dr. Bonnie Henry announced the comprehensive plan for the reopening all of our province's schools this September. Our associations jointly wish to express our support for the reopening of all of B.C.'s schools this fall as well as our appreciation for the collaborative approach taken by both the Ministry of Education and the Public Health Office.

Faced with the unprecedented challenges created by the current COVID-19 outbreak, we believe it is critical that both students and staff be provided the opportunity to return to schools this fall on a full-time basis. By September, the majority of students will have been away from classrooms for more than five months. This has a significant negative impact on all children and youth, but especially on our most vulnerable students. We believe the schools reopening plan announced this week is a significant positive step in that direction.

Parents, guardians, staff and members of the public should be reassured by the consultation that has taken place with our associations and many other education employee groups, stakeholders and rightsholders in developing the initial plan, and that discussions will continue right through August and into the new school year. The use of learning groups is a practice, based in science, requested by the provincial health office. Our associations fully support the continued reliance on medical science to guide decisions regarding the safe operation of schools for the duration of this pandemic. While reopening schools under the current circumstance is complex and challenging, a great deal of thought and caring has gone into the initial planning and will continue to inform how best to reopen this critical part of our communities. Student and staff health and safety is at the forefront of every decision, and will continue to guide our input to how critical educational programs and services might best be delivered to all of B.C.'s 600,000 Kindergarten to grade 12 students.

Our associations look forward to continuing our work with the Ministry of Education and the Public Health Office to ensure a safe, productive and inclusive start to the 2020-2021 school year. The students of B.C. deserve our support and we will continue to work diligently through the summer to meet their needs. Yesterday's announcement of B.C.'s school reopening plan is the first step in allowing that to happen.



S. Higginson

President
BCSTA



A. Sinclair

President
BCCPAC



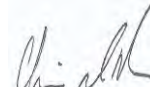
F. Coughlan

President
BCASBO



D. Danyluk

President
BCPVPA



C. van der Mark

President
BCSSA

From: [Communications](#)
To: ["Chris Dutton"; Communications](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 12, 2020 9:33:55 AM
Attachments: [image001.png](#)

Hi Chris,

First: thanks for reaching out.

Second: I have to apologize as I was reviewing this inbox to see this response got stuck. So sorry for the delay in getting back to you.

Now...

Personally, I get the complicated space we're all in. I'm a mom of two myself, and there are a tonne of other parents here as well. This has been a really challenging year to navigate, and every family has their own unique situation they are facing.

What was great about the announcement of the framework coming early was that it has given us more time to adjust for the changes in the phases and start doing some of the bigger picture things we needed to do. What was challenging about the announcement was that it came while details were simultaneously still being decided on.

What I can tell you right now is: we are working under the lead and direction of all the appropriate health and safety leads (Provincial Health Officer, BC CDC, WorksafeBc, Fraser Health) as we develop the New Westminster plan, that will meet the direction we've been given by the Ministry of Education. We are working hard on that right now, to build a detailed plan that explores all the options we can, while we consider the diverse needs of our learners, our staff and the families that make up this community. The plan will be submitted no later than August 21st and we should be approved and in a position to communicate the exact picture of what schools will look like (including what the actual health and safety guidelines and recommendations that are currently being developed and applied are) by no later than August 26th.

I'll add an additional piece in here: as you may have heard, it's just been announced that the first day of kids re-entering the schools has now been delayed ... as an additional measure to make sure everyone and every site is fully ready to go.

When we communicate what the exact plan is, I hope it will speak to the concerns you currently have. But know it will also lay out the limited options we're able to offer families who will need to decide what's the best path for their kids and their households.

Expect a brief update next week, with much more to follow early-to-mid the following week.

All the best,

Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Chris Dutton [REDACTED]
Sent: July 29, 2020 5:11 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

I am terrified about this idea of full-time, full-size classes. I have seen my daughter's classroom at Fraser River Middle School. There is no way safe social distancing can occur. It is an outbreak waiting to happen.

Will parents be allowed to opt out of sending their kids to school and have an option for virtual learning support?

Sincerely,
Chris Dutton

On Wed, Jul 29, 2020 at 3:58 PM Karim Hachlaf, Superintendent <info@sd40.bc.ca> wrote:

(To read this letter in a language other than English, follow this link and use the Google Translation option:
<https://newwestschools.ca/september-return-to-full-time-instruction-for-most/>)

Dear parents, students and staff,

As you may have heard, today the Provincial Government – led by both the Provincial Health Officer and the Minister for Education – announced most students will be returning to schools for full-time instruction in September.

We welcome this news as we know how important schools are to the development and growth of all kids ... for their learning needs as well as their social and emotional health. We also know how tough the last months have been and the many ways this will enable families to work with more certainty, access supports they count on through our schools and more.

As we act on the direction we've been given – and develop the best plan for New Westminster – we do so remaining committed to keeping the health and safety of kids, staff and families as our top priority, under the continued lead of the appropriate health and workplace-safety

authorities.

We will also use the in-depth feedback you provided us in June to help steer and refine the plans that will allow us to meet this direction given today:

- **Students in both elementary and middle schools will see a full return to classroom time in September.**
- **All students attending our high school will also return to in-class instruction at that time, with more details coming later this summer on what that will look like. As one of the largest high schools in the province, New Westminster Secondary School falls into the category of schools that will need to look at a variety of options to safely maximize in-class learning ... and may need to offer a hybrid model that would include some remote or self-directed learning.**

In order to facilitate the return in a safe and measured way, the Province's updated five stage plan will shift to a cohort-based model – establishing set learning groups of staff and students and introducing new protocols that will maintain small circles of contact within our schools. Elementary and middle schools will be organized in learning groups of 60, with older students better able to safely learn and distance in cohorts of up to 120 people ... reducing unnecessary exposure and keeping people safer through limiting contact.

This new model ([find out more here](#)) was developed under the guidance of many experts and stakeholder groups, and will continue to be relevant should we need to adjust phases at some later point.

As per today's announcement, we'll now be able to access additional funds to support new safety measures: increased cleaning and disinfection, additional hand-washing stations if necessary, optional reusable masks and more. Daily health assessments that were introduced in June will continue to be required. And we'll be looking at adjusting bell schedules and break times, new distancing measures and many other factors as we plan for new requirements and protocols.

We know there are still many questions to be answered. Work is still happening at a Provincial level to guide and direct the process, and much will need to be done locally as well. But this news today will allow us to start making concrete plans that will set both our District and each of our schools on the right path.

Please know we'll continue to communicate with you as we know more. You can anticipate that we'll be in touch again in the middle of August with an update, with final plans for each school ready by August 26th.

With warm wishes as we build for a new year,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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From: [Communications](#)
To: ["Christine Hearn"](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 4, 2020 1:13:40 PM
Attachments: [image002.png](#)

Hi Christine,
Thanks for taking the time to share your worries.

There is a lot of work happening now and over this month – at many levels – to make sure that the return is conducted in a way that has the health and safety of every student, staff person and their families as the top priority.

We're awaiting further direction from the Ministry and the Provincial Health Officer that will help direct that. And we'll be sharing more as the plans get locked further in place.

I know that likely doesn't quell your concerns yet, but hopeful that may change when we're able to paint a clearer picture. In the meantime if you have specific questions you can ask me, and if I have the answers yet, I'd be happy to share what I do know.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Christine Hearn [REDACTED]
Sent: July 29, 2020 5:02 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

Hello my name is Christine hear I love i new west an my daughter is 11 years old an will be going into grade 6 in the fall I have many worries an anxiety bout her return to in classroom learning I worry for her health an safety

On Wed, Jul 29, 2020 at 4:58 PM Karim Hachlaf, Superintendent <info@sd40.bc.ca> wrote:

| (To read this letter in a language other than English, follow this link and use the Google Translation option:

Dear parents, students and staff,

As you may have heard, today the Provincial Government – led by both the Provincial Health Officer and the Minister for Education – announced most students will be returning to schools for full-time instruction in September.

We welcome this news as we know how important schools are to the development and growth of all kids ... for their learning needs as well as their social and emotional health. We also know how tough the last months have been and the many ways this will enable families to work with more certainty, access supports they count on through our schools and more.

As we act on the direction we've been given – and develop the best plan for New Westminster – we do so remaining committed to keeping the health and safety of kids, staff and families as our top priority, under the continued lead of the appropriate health and workplace-safety authorities.

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In order to facilitate the return in a safe and measured way, the Province's updated five stage plan will shift to a cohort-based model – establishing set learning groups of staff and students and introducing new protocols that will maintain small circles of contact within our schools. Elementary and middle schools will be organized in learning groups of 60, with older students better able to safely learn and distance in cohorts of up to 120 people ... reducing unnecessary exposure and keeping people safer through limiting contact.

This new model ([find out more here](#)) was developed under the guidance of many experts and stakeholder groups, and will continue to be relevant should we need to adjust phases at some later point.

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We know there are still many questions to be answered. Work is still happening at a Provincial level to guide and direct the process, and much will need to be done locally as well. But this news today will allow us to start making concrete plans that will set both our District and each of our schools on the right path.

Please know we'll continue to communicate with you as we know more. You can anticipate that we'll be in touch again in the middle of August with an update, with final plans for each school ready by August 26th.

With warm wishes as we build for a new year,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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From: [Communications](#)
To: [julie.rousell](#); [Communications](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 4, 2020 2:00:00 PM
Attachments: [image002.png](#)

Hi Julie,

Thanks for sharing your thoughts. I'll pass this along to those involved in developing the plan.

I do know Coquitlam had coordinated their June return by last name, I haven't heard yet if they'll be organizing the September return in the same way (I'm a single mom of two myself, with my little guy starting there in September). I know every District is hard at work trying to figure out how to execute on the direction we've been given in the safest and best way possible – keeping the health of our students, staff and families at the centre of the plans, while juggling many factors along the way ... because as you know, September will be much different than the June period.

Again, I'll pass this along. Thanks for taking the time to reach out and share your thoughts.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: julie rousell [REDACTED]
Sent: July 29, 2020 5:05 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

Hello!

Coquitlam and Port Coquitlam base it all on last names so siblings are together. I think using last names and grouping siblings with last names together will and can limit exposure . I work in surrey School district and if both my kids are in the same cohort bubble that decreases exposure by 120 students (because they won't be In different cohorts). As a single parent and an employee of another school district limiting exposure and keeping siblings in the same

cohort group would be the best and safest decision for all families in my opinion. Also with single parents who coparent with another parent the exposure doubles there too. My kids are both at Glenbrooke. This consideration like the tri cities districts doing this would be very much appreciated to keep exposure lowest for all families with siblings

Kindest

Julie rousell

On Wed, Jul 29, 2020 at 4:58 PM Karim Hachlaf, Superintendent <info@sd40.bc.ca> wrote:

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Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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From: [Communications](#)
To: [Avalanche 1](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 4, 2020 2:32:34 PM
Attachments: [image002.png](#)

Hi Patrick,

Thanks for reaching out ... always happy to answer questions and concerns where we can.

On the Principal this year, that depends on what school your child goes to. If you can provide me that info, I can look the information up and let you know.

On the Learning Groups, that's something we're currently working on. We'll communicate that as soon as we have a clearer picture of the organization, precautions taken to distance cohorts, etc. Sorry to not be able to answer that one yet, but know more will come within the next few weeks on that.

Though, more generally, in case you haven't read it, here's a document produced by the Provincial Health Officer and Ministry of Education that speaks quite a bit to what Learning Groups are and how they could be organized by various districts, to reflect the needs at various stages of school: <https://newwestschools.ca/wp-content/uploads/2020/07/k-12-education-restart-plan-1.pdf>

Again, we'll communicate more within the next few weeks to let parents and students know what the New Westminster plan looks like.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Avalanche 1 [REDACTED]
Sent: July 29, 2020 6:45 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

Thank you for your email.

I have a few questions and concerns about this particular subject.
Who will be the principal this year and how the learning group will be soart it out?

Thanks in advance for any information you can provide. Kind regards

Patrick Boulanger

On Wed., Jul. 29, 2020, 4:58 p.m. Karim Hachlaf, Superintendent, <info@sd40.bc.ca> wrote:

*(To read this letter in a language other than English, follow this link and use the Google Translation option:
<https://newwestschools.ca/september-return-to-full-time-instruction-for-most/>)*

Dear parents, students and staff,

As you may have heard, today the Provincial Government – led by both the Provincial Health Officer and the Minister for Education – announced most students will be returning to schools for full-time instruction in September.

We welcome this news as we know how important schools are to the development and growth of all kids ... for their learning needs as well as their social and emotional health. We also know how tough the last months have been and the many ways this will enable families to work with more certainty, access supports they count on through our schools and more.

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- **Students in both elementary and middle schools will see a full return to classroom time in September.**
- **All students attending our high school will also return to in-class instruction at that time, with more details coming later this summer on what that will look like. As one of the largest high schools in the province, New Westminster Secondary School falls into the category of schools that will need to look at a variety of options to safely maximize in-class learning ... and may need to offer a hybrid model that would include some remote or self-directed learning.**

In order to facilitate the return in a safe and measured way, the Province's updated five stage plan will shift to a cohort-based model – establishing set learning groups of staff and students and introducing new protocols that will maintain small circles of contact within our schools. Elementary and middle schools will be organized in learning groups of 60, with older students better able to safely learn and distance in cohorts of up to 120 people ... reducing unnecessary exposure and keeping people safer through limiting contact.

This new model ([find out more here](#)) was developed under the guidance of many experts and stakeholder groups, and will continue to be relevant should we need to adjust phases at some

later point.

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Please know we'll continue to communicate with you as we know more. You can anticipate that we'll be in touch again in the middle of August with an update, with final plans for each school ready by August 26th.

With warm wishes as we build for a new year,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Communications](#)
To: [Sarina Prasad](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 4, 2020 2:41:21 PM
Attachments: [image002.png](#)

Hi Sarina,

Thanks for your email. As mom myself, I appreciate all the worry we have for our kids, in so many ways right now ... and how layered these issues are.

Unfortunately, the District does not provide transportation between schools.

Within the next few weeks we'll have a better idea of what the New Westminster plan will look like and we will communicate as soon as we know more – to help address the many questions we know people have. Please keep an eye out for that.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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

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From: Sarina Prasad [REDACTED]
Sent: July 29, 2020 7:07 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

Hello there,

Thank you for the information.

As a parent my greatest concern is in my child taking public transportation to and from school everyday.

When we moved to new west and Fraser middle school was being built we were told French immersion would continue at Fraser middle school. Unfortunately it didn't continue and my daughter has been taking public transportation to glenbrooke since grade 6 2018.

We were also told that a school bishop would be available from qayqayt to glenbrooke but that

didn't happen either.

Now with covid I am gravely worried for my child to take public transportation to school.

I am just wondering if there is any program we can sign up for to allow my child to travel safely to school. Any type of assistance would be greatly appreciated. Any school bus service from Fraser middle school or qayqayt to glenbrooke?

Regards,

A concerned mom

Sarina Prasad

On Wed., Jul. 29, 2020, 4:58 p.m. Karim Hachlaf, Superintendent, <info@sd40.bc.ca> wrote:

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In order to facilitate the return in a safe and measured way, the Province's updated five stage plan will shift to a cohort-based model – establishing set learning groups of staff and students and introducing new protocols that will maintain small circles of contact within our schools.

Elementary and middle schools will be organized in learning groups of 60, with older students better able to safely learn and distance in cohorts of up to 120 people ... reducing unnecessary exposure and keeping people safer through limiting contact.

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Please know we'll continue to communicate with you as we know more. You can anticipate that we'll be in touch again in the middle of August with an update, with final plans for each school ready by August 26th.

With warm wishes as we build for a new year,
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Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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From: [Communications](#)
To: [Ted Genereux](#); [Communications](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 4, 2020 2:44:00 PM
Attachments: [_Joint Partners Letter of Support for MoE schools reopening plan - July 31-2020\[1\].pdf](#)
[image003.png](#)

Hi Ted,

The plan to return to school has been lead by the Provincial Health Officer, Dr. Bonnie Henry, and the team of medical experts she works with ... as well as being designed in collaboration by education leaders at the Ministry of Education. I've also attached a joint letter that was released last week by some of the stakeholder groups who have been (and continue to be) engaged in this process.

Hopefully that helps.

If you have any further questions, please feel free to reach out again. Otherwise, know we'll communicate more within the next few weeks, as plans get locked into place.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Ted Genereux [REDACTED]
Sent: July 29, 2020 10:23 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

Hello. You have been hard at work planning for September. Just curious who are these steak holders groups and experts. Do they have a name? Without a name or group affiliation that means nothing. Please don't be snowballed by the employer. We are week to week here and will be for a while yet. Keep up the good work.

Get [Outlook for Android](#)

From: Karim Hachlaf, Superintendent <info@sd40.bc.ca>

Sent: Wednesday, July 29, 2020 4:58:07 PM

To: tedgenereux@ [REDACTED]

Subject: September return to full-time for most

*(To read this letter in a language other than English, follow this link and use the Google Translation option:
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With warm wishes as we build for a new year,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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From: Communications
To: Michael Morin; Communications
Cc: "Sara"
Subject: RE: ::External Email:: RE: September return to full-time for most
Date: August 4, 2020 3:08:31 PM
Attachments: image004.png
image002.png

Hi Michael,

As Karim's message outlined, there is continued work happening at a Provincial level. Some of that work is around the exact health and safety guidelines we'll be working under (including direction on where PPE and masks are/are not recommended or required). We're working now at developing the broader framework and will communicate the fuller picture of what health and safety guidelines will be once we've received direction and have time to apply the guidelines to meet our District and individual school needs.

At that point parents will have to make decisions about what's best for their family – as we recognize the needs, comfort and challenges are different for each household.

For those families who want to look at other options, there will be opportunities for them to consider whether they'd like to instead register in New Westminster's home schooling program (Home Learners at Hume Park, who support families' educational needs, with kids in K-9: <https://humpark.ca/>) or full online learning options (for students in grades 10-12: <https://newwestonlinelearning.ca/home/>).

As mentioned above, we'll have more to communicate within the next few weeks, as we receive more guidance and have time to build the New Westminster plans out.

In the meantime, let me know if there are additional questions I can help with.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Michael Morin [REDACTED]
Sent: July 30, 2020 11:34 AM
To: Communications <communications@sd40.bc.ca>
Cc: 'Sara' [REDACTED]
Subject: ::External Email:: RE: September return to full-time for most

Hello Karim,

I appreciate the work that the schools are doing to making back to school a possibility.

However, What about parents who still do not feel comfortable sending the kids to school yet with no mask mandates and these kids not having constant supervision to prevent social distancing. I know there will be parents who are not comfortable we have people in our circle and household that have underlying health issues and no matter what they say that children cannot get and pass it on this is more an assumption than anything and we feel that risking children is not the answer. There has to be options for those parents not willing to take that chance with their children.

I would like to see more options available during these times I know I cannot be the only one with concerns with cases back on the rise if things keep tracking like this our child will not be attending in September.

Michael Morin [REDACTED]
[REDACTED]
[REDACTED]

From: Karim Hachlaf, Superintendent [<mailto:info@sd40.bc.ca>]
Sent: Wednesday, July 29, 2020 4:59 PM
To: Michael Morin [REDACTED]
Subject: September return to full-time for most

(To read this letter in a language other than English, follow this link and use the Google Translation option: <https://newwestschools.ca/september-return-to-full-time-instruction-for-most/>)

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From: [Kristen Keighley-Wight](#)
To: [andrew_krol](#) [REDACTED]
Cc: [Karim Hachlaf](#); [Board of Education](#); [Judy Darcy MLA](#); [peter.julian.c1@parl.gc.ca](#)
Subject: Re: Students returning to school
Date: August 13, 2020 2:42:36 PM
Attachments: [image001.png](#)

Hi Andrew,

Thank you very much for your message and the time you've taken to share your family's personal circumstances.

On behalf of the District, I wanted to let you know that we are currently working hard to execute on the direction we've been given by the Ministry of Education – under the guidance and leadership of the appropriate health and safety authorities (including the Provincial Health Officer, WorksafeBC and the BC CDC) – to create a plan that will best meet the needs of the New Westminster community. And we are actively exploring all our options to make sure, where we can, that we build in contingencies for the layered and diverse needs of our students ... also taking into account the feedback we've been actively collecting throughout the Spring and Summer.

Please know that, continuing on as we have to this point, the safety and wellbeing of kids, families and our staff will remain our top priority.

You're correct in that the plan includes students in both elementary and middle schools returning for full-time instruction. As our secondary school is one of the largest in the province, we have the opportunity to consider whether a hybrid model might best serve our kids, staff and community ... though that's not settled yet as we are still doing the work needed to determine exactly what it should look like.

The plan we're building will be submitted to the Ministry for review by no later than August 21st, and we should be in a position to share the full details no later than August 26th. It will include specific information about new protocols, recommendations and changes. *It will also include outlining what limited alternate options parents and students may want to consider as they determine what's best for their family in these challenging times.*

We'll be sending more information out to the full community soon.

Again, thank you for the time you've taken to connect. As a single parent of two myself, I know this outbreak has presented each family with their own set of complications. And, on a personal note, my thoughts go out to the additional health challenges your family is navigating on top of the other pieces.

Best regards,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: andrew kroll [REDACTED]
Date: Thursday, July 30, 2020 at 6:46 PM
To: Karim Hachlaf <khachlaf@sd40.bc.ca>, Board of Education
<boardofeducation@sd40.bc.ca>, Judy Darcy MLA <judy.darcy.mla@leg.bc.ca>,
"peter.julian.c1@parl.gc.ca" <peter.julian.c1@parl.gc.ca>
Subject: Students returning to school

Dear elected school Trustees, MLA's, MP's, and Superintendent,

I am very concerned about the back to school plan that has been presented to SD40 (New Westminster).

The latest information that I have received says that younger children will be attending school full time, 5 days per week. I also understand that High School students will be attending 2 days per week with 3 days of E-learning.

This will not work for my family.

I have asthma and [REDACTED]. We have been self isolating, wearing masks when we leave the house, and washing or sanitizing our hands constantly.

I respectfully request that the New Westminster School District prepare a back to school plan that allows all children to learn while minimizing the health risks to their family and community.

I cannot accept the danger that my family will be facing with the current return to school plan WRT full time, 5 day per week in class instruction.

Regards,

Andrew Kroll

From: [Communications](#)
To: "Sergio"; [Communications](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 4, 2020 3:51:00 PM
Attachments: [image003.png](#)

Hi Sergio,

In the name of giving you a more prompt return, I'll step in here to address some of your questions (as Karim is "on vacation" this week ... though more at a half-pace given the needs of this particular year, and the full launch in that will come next week).

First: thanks for the time and thought you've put into this note.

These are complicated issues with so many individual factors that affect the relative success of the modified learning we've all had to engaging in.

On the point of the high school, there will be discussions happening about how we safely achieve all the things we need to, given the fact we have one of the largest high schools in the province. And it's likely that we'll be looking at a new version of learning that will include a combination of face-to-face instruction, along with remote or self-directed learning to compliment that.

The work happening right now at a Provincial level includes the exact guidelines on health and safety requirements that we'll be applying to the District and the individual schools. We'll communicate what the fuller New Westminster plan will look like as soon as we can.

At that point parents will have to make decisions about what's best for their family – as we recognize the needs, comfort and challenges are different for each household.

For those families who want to look at other options, there will be opportunities for them to consider whether they'd like to instead register in New Westminster's home schooling program (Home Learners at Hume Park, who support families' educational needs, with kids in K-9: <https://humepark.ca/>) or engage in full online learning options (for students in grades 10-12: <https://newwestonlinelearning.ca/home/>).

And as you noted, many of the decisions that we're acting on are being made at a different level: both by the Office of the Provincial Health Officer and the Ministry of Education. Here's a directory listing that can help you find possible contacts if you'd like to reach out: <https://dir.gov.bc.ca/gtds.cgi?showPage=ministries&subPageTitle=Ministries>

If you have any further questions, please let me know. Otherwise, know we'll be reaching out with more as soon as we can.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Sergio [REDACTED]
Sent: August 3, 2020 6:07 PM
To: Communications <communications@sd40.bc.ca>; Sergio Massarelli [REDACTED]
Subject: ::External Email:: Re: September return to full-time for most

Hello Karim,

Thank you for your email and the detailed explanation regarding the upcoming new school year.

As feedback, I would like the school board to consider giving parents a choice to have their child continue to go through remote learning as they had done towards the end of last school year when the pandemic started.

I understand some students did not thrive during this sudden new way of learning. But my child did thrive and do well. And I assume others also did thrive or go through it satisfactorily well during the rest of the school year.

I believe giving parents the option to continue with the remote learning for their children will be beneficial to them and ourselves as parents to keep safe from catching the virus. As well, it will help in decreasing the spread of this to the community overall.

Also I believe more high school students should be learning remotely during this ongoing pandemic. As they are more easily able to do so than middle school or elementary school children. I know this was a new way of learning for everyone involved and hard to get used to. But I think it is just a matter of giving this type of learning more time for students to get used to. I believe that with time they will all do better as they get used to it. This was something brought to them so suddenly and there is a learning curve to this new type of learning.

I also understand that this is a Provincial decision and it may be out of your control to implement this type of option. If that be the case, can you kindly provide an email contact of who I should send my feedback about this to?

Thank you for your time and attention,
Sergio

On Wed, Jul 29, 2020 at 4:58 PM Karim Hachlaf, Superintendent <info@sd40.bc.ca> wrote:

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<https://newwestschools.ca/september-return-to-full-time-instruction-for-most/>)*

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As you may have heard, today the Provincial Government – led by both the Provincial Health Officer and the Minister for Education – announced most students will be returning to schools for full-time instruction in September.

We welcome this news as we know how important schools are to the development and growth of all kids ... for their learning needs as well as their social and emotional health. We also know how tough the last months have been and the many ways this will enable families to work with more certainty, access supports they count on through our schools and more.

As we act on the direction we've been given – and develop the best plan for New Westminster – we do so remaining committed to keeping the health and safety of kids, staff and families as our top priority, under the continued lead of the appropriate health and workplace-safety authorities.

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level to guide and direct the process, and much will need to be done locally as well. But this news today will allow us to start making concrete plans that will set both our District and each of our schools on the right path.

Please know we'll continue to communicate with you as we know more. You can anticipate that we'll be in touch again in the middle of August with an update, with final plans for each school ready by August 26th.

With warm wishes as we build for a new year,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: September return for most announcement](#)

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SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Kristen Keighley-Wight](#)
To: katannoliphant@gmail.com
Cc: [Anita Ansari](#)
Subject: re: September return
Date: August 5, 2020 2:09:00 PM
Attachments: [image002.png](#)

Hi Kathleen,

I just wanted to reach out quickly to let you know that Chair Ansari has connected with the staff here at the District office around your below message.

As you can likely appreciate, last week's (earlier than anticipated) announcement was welcomed in that it is helping us see the broad strokes we need to plan for in September. But much work at both the Provincial level and locally still has to be done in order of us to paint the full picture of what parents, students and staff will see in September.

If you can give us a few weeks, we'll be in a much better position to communicate what the New Westminster plan looks like, including laying out the limited options parents and students may want to consider as they decide what is the best for their family.

As a mom of two, and a "planner-type" myself, I know this is a really challenging time to navigate. As soon as we have more we'll you'll hear from us.

Thanks for your patience as all walk this new path together,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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

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Date: August 4, 2020 at 6:33:22 AM PDT
Subject: Form Submission - Foundry Contact page form
Reply-To: katannoliphant [REDACTED]

Name: Kathleen Oliphant

Email Address: katannoliphant@fraser.k12.bc.ca

Message: Hi Anita,

I have read the statement from the province and our local superintendent regarding the reopening of schools. And I'd like to express my concern.

I am very lucky- my daughter is self motivated and resilient and did very well learning from home last spring. Given that I am working from home, I don't think the benefits of in class instruction outweigh the risks of her bringing home COVID-19 to our household, with some of my household being immune compromised.

I'd like an online option that doesn't mean I have to enrol her in a whole other program and school in order to keep her at home. From what I can tell from the SD-40 website, the online learning program is only run out of Hume Park.

I am ok if she doesn't get instruction from the same teacher as she would in class at Fraser River middle school - but I don't want her to lose her spot or connection to that school because I don't want to send her in person. I'd like some way that I can keep her learning from home while still having her be a student of Fraser River. I'd have her return to in person class as soon as a vaccine is available.

I really hope this request can be accommodated- I can't be the only one who wants this.

Thank you for your time,
Kathleen Oliphant

From: [Communications](#)
To: [Shane Schoonen](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 6, 2020 10:07:03 AM
Attachments: [image002.png](#)

Good morning Shane,

As a parent of two myself (my dad having his own pre-existing condition), I understand the concerns you've taken time to communicate with us.

As you can likely appreciate, last week's (earlier than anticipated) announcement was welcomed in that it is helping us see the broad strokes of what we are being directed to plan for in September – as we continue to take recommendations and guidance from all the appropriate health, safety and Ministerial leads as we navigate this unprecedented scenario. But much work at both the Provincial level and locally still has to be done in order of us to paint the full picture of what parents, students and staff will see in September.

If you can give us a few weeks, we'll be in a much better position to communicate what the New Westminster plan looks like, including laying out the limited options parents and students may want to consider as they decide what is the best for their family.

Thank you again for taking time to share your thoughts. We'll have more coming soon, but feel free to reach out if there's anything else in the meantime.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Shane Schoonen [REDACTED]
Sent: August 5, 2020 7:53 AM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

Hello,

I have significant concerns about the return to school plans - the lack of information is also very disconcerting. I have two children in high school. I am also high risk category in terms of health - to be clear I am at risk of death if I were to contract covid19. In addition we have elderly parents within our bubble. As a family we have taken this pandemic very seriously taking a variety of actions, including wearing masks while in public. I am having trouble understanding how exposing my children to 120 other family bubbles - as a reflection of society, some not even believing there is a pandemic. I would also think that any return to school without alternate options opens up opportunity for liability. I would ask that you consider my concerns, and look forward working with the schools to find solutions that provide our children with the education that they need as well as the safety protocols in place, to minimize risk.

Kind Regards,

Shane Schoonen

On Wed., Jul. 29, 2020, 16:58 Karim Hachlaf, Superintendent, <info@sd40.bc.ca> wrote:

(To read this letter in a language other than English, follow this link and use the Google Translation option: <https://newwestschools.ca/september-return-to-full-time-instruction-for-most/>)

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[PDF: September return for most announcement](#)

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From: [Communications](#)
To: [ева зорина](#)
Subject: RE: ::External Email::
Date: August 10, 2020 10:48:00 AM
Attachments: [image001.png](#)

Hi there,
Thanks for reaching out.

One of the things we're waiting to hear from the Provincial Health Officer (and the working workgroups tasked by the Ministry of Education to build the guidelines, including representation from organizations like WorksafeBC) is around the exact health and safety requirements and recommendations. When that's been laid out, we'll be applying and following those guidelines around what is appropriate and recommended when it comes to ensuring safe and healthy schools.

Within the next few weeks we'll be able to share more about what that will look like.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: ева зорина [REDACTED]
Sent: August 9, 2020 12:27 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email::

hello, I am the mother of one of your students Eva Zorina .. as a safety, can I make a mandatory virus test .. so that all students and teachers do it before starting school .. thank you..

29 липня 2020, 16:58:36, від "Karim Hachlaf, Superintendent" <info@sd40.bc.ca>:

(To read this letter in a language other than English, follow this link and use the Google Translation option:
<https://newwestschools.ca/september-return-to-full-time-instruction-for-most/>)

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[PDF: September return for most announcement](#)

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From: [Communications](#)
To: ["Dave White"](#)
Cc: [Board of Education](#)
Subject: RE: ::External Email:: Re: September return to full-time for most
Date: August 11, 2020 4:19:00 PM
Attachments: [image001.png](#)

Hi Dave,

First: thank you for reaching out to share your thoughtfully and thoroughly articulated concerns.

These are unprecedented times that sometimes have felt like they are more full of uncertainty than anything else. And that's exceptionally challenging ... especially as each family faces their own individual sets of concerns and issues. (And I say that as a mom of two, with my eldest about to start Kindergarten.)

As you know, the government (under the leadership of both the Provincial Health Officer and the Ministry of Education) has given us the broad strokes of the requirements we need to meet as a District, and they are continuing to add more detail and direction throughout the next few weeks. Locally, we will continue to follow the leadership and mandates of these organizations (and others, like WorksafeBC), as we build and submit the best possible plan for New Westminster Schools.

We know that, just as you said, there are many types of diverse needs and circumstances the plan will have to address. And we'll be actively looking to try and find solutions wherever we can.

As New Westminster has one of the largest high schools in the province, and as our Superintendent's letter laid out, we'll also be looking at opportunities that other smaller secondary schools won't: like considering where we can supplement some in-class time with remote or self-directed learning through a hybrid model.

The health and safety of kids, staff and families will continue to be our top priority. In fact, as you may have heard, it's just been announced that the start date for kids re-entering the school has been pushed back to enable more time to make sure everyone and every site is fully equipped. More to come on that.

Once we have the complete picture ready to share (and in the period leading up to that) we'll be communicating more with all families. In terms of timelines, our District's plans will be submitted to the Ministry by no later than August 21st, and we anticipate our final and approved plan being ready to share no later than August 26th.

I wish I could give you more, faster (I'm a planner myself), but know that as soon as we have more to share, we will. I've also CC'ed the official email address for the Board of Education into this reply to ensure that your comments and concerns are appropriately captured with them.

All the best,

Kristen.

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Dave White [REDACTED]
Sent: August 10, 2020 3:59 PM
To: Communications <communications@sd40.bc.ca>
Cc: info <info@sd40.bc.ca>
Subject: ::External Email:: Re: September return to full-time for most

Hello,

My son is going into Grade 12 in September and I am seriously concerned about this new plan. It is bad enough that the government is acting in such a cowardly way and not mandating masks or other precautions showing a stupendous disregard for people's well being but this school reopening plan is shocking in it's disregard for students and families of students that are high risk. Much like in the official communications from the government the plight of high risk people has been entirely forgotten as time goes on. This comment for instance is a clear violation of the duty to protect students and their families. *"Wearing non-medical masks will be a personal choice for students and teachers and will be made available and provided upon request."*

It is clear that for 90% of the population all precautions have gone out the window and nobody is following the rules in businesses or with their social interaction and the school reopening will be no different. By not mandating masks for instance you ensure nearly no masks will be present as most people simply do not care about others well being. The general public has no concern for this virus anymore which is clear to anybody who leaves their house even briefly.

Given this situation and given that students at NWSS are packed shoulder to shoulder both in classrooms and in hallways, how is it possible to enforce any kind of distancing or safety measures? Clearly it is not possible and this is hygiene theater. One way hallways only help if you have them available and if students are walking single file 6 feet apart. This is simply not going to happen. There will simply not be any voluntary physical distancing of any shape or form happening in the school within or between Learning Groups. Any notion that students

will do this is naive at best and willfully intellectually dishonest at worst. Anywhere that students are not forcibly separated they will be in close contact.

The measures in place are there only to limit the spread of inevitable outbreaks and not to protect individual students and their families. For most of the population who are at normal risk this is perhaps a risk calculation they are OK with. For many high risk people however who are being forgotten it is not. Zero risk is impossible to achieve, Every student being at home and actively learning remotely is also not possible i understand that. Given the risks and given that my son has learned a lot more at home than he did with all in class instruction though i think some accomodations can be made.

My wife has a compromised immune system and I have several chronic illnesses. My son also has some asthma which is not severe but still adds some risk. He simply can not bring home Covid or my wife will be in the hospital and likely the ICU for an extended time. We have friends with children with Type 1 diabetes and other ailments as well and they are also at serious risk.

While I am trying my best to get my son to have as much safe distanced social time as possible because I know he and other students in this category need it as much as everybody else. It is however exceptionally difficult even in his small friend group as the majority of teenagers simply have no concern for any safety protocols and this won't improve at school. I am concerned about these students' mental heath and have seen the impact the isolation has on them. I think however bringing home Covid from school and hospitalizing one or both of his parents might be worse.

This notion of forcing all in classroom instruction for all students is the catalyst that will start the next big wave of Covid. A plan has to be made and communicated for exceptions and for at risk students or students with at risk families.

I would like to know why the most vulnerable parts of the student population are being ignored in these plans and what the school board plans to do to remedy this?

Dave White

On Wed, Jul 29, 2020 at 4:58 PM Karim Hachlaf, Superintendent <info@sd40.bc.ca> wrote:

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From: [Caroline Manders](#)
To: [Faye Luk](#)
Cc: [Board of Education](#)
Subject: RE: Inquiry / Concerns
Date: August 18, 2020 3:05:53 PM
Attachments: [image001.png](#)

Good afternoon Jo,

On behalf of the Board of Education, New Westminster Schools, we thank you so much for reaching out, and for the enthusiasm you've shared around your local school. We're always so happy to hear when others share the pride in our District and our schools that we have.

An update will be coming from the Superintendent either today or tomorrow around timelines. And, once the Ministry of Education approves the plan, we should be in a position to share the details no later than August 26th.

At that point we will lay out the options and limited alternatives we'll be able to offer, including clearly articulating what the policies and implications of any decisions might be... as we recognize that families will have to select the option that's best for them in this challenging time, and we want to make sure any decision is properly informed.

Please watch for more coming soon, including an opportunity to participate in a digital event that should help answer more questions.

Kind regards,
Caroline

Caroline Manders Executive Assistant, Board of Education



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

-----Original Message-----

From: Faye Luk [REDACTED]
Sent: August 16, 2020 5:04 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Inquiry / Concerns

>
> Hi there
>
> As COVID cases trend upwards and gearing up for a full time return to school, many are concerned.

>

> I am personally immune compromised and my daughter has asthma, thus I am personally very worried and concerned. Plus my elderly mother lives with us.

>

> I have 2 children, 3 years apart, so according to BC's proposed plan they will be exposed to 60 families each, so 120 for us.

>

> I LOVE our school and if we enrol in distributed learning program to essentially not risk our lives, we would lose our spot in a wonderful choice program. :(

>

> So I am writing to ask whether there will be a hybrid or online or part-time available ? Something in between? Any other options for families such as ours ? Can we stay registered, supplement with DL or Homeschool until a vaccine is available ?

>

> Thank you for your time and I know we are all in this boat together and working to balance education vs health. Thanks for all to ur hard work.

>

> Cheers

> Jo

>

From: [Kristen Keighley-Wight](#)
To: [lisamcal](#) [REDACTED]
Cc: [Board of Education](#)
Subject: Re: Orientation week and return to schools
Date: August 19, 2020 10:36:27 AM
Attachments: [image001.png](#)

Hi Lisa,

First, as a single mom of two myself (who lost day care for both of them through most of the last 5 months), I understand the pressure child care adds. And you're not alone in having a child who really needs the support schools offer ... it's why we're so glad to be heading back into our schools.

As we build the New Westminster plan for the return, we do so taking direction from the Ministry of Education (in addition to the guidance and recommendation we're taking from the health and safety authorities). Included in that is the additional measure they've taken in requiring the first week of school be an orientation week – with the 8th and 9th being an opportunity for staff who will be returning for the first time to get oriented to new protocols and guidelines (some of which have only come as recently as Monday), and the 10th and 11th will help students get reacquainted with new protocols around safety (seeing their altered classrooms, learning about safe movement through halls and new measures introduced to keep them as safe as possible while in our schools).

The delayed entry is about making sure both staff and then students are given time to learn about what will be new processes for most. And every public and independent school in this province has been directed to use these days, in this way.

Hopefully that helps provide you the understanding behind the decision that was made.

I've copied our Board of Education into this reply to ensure that, as they review feedback, your personal situation is included in that.

You also mentioned that your son was waiting for some answers that didn't come in the spring as anticipated. If you'd like to follow up with me about what those were, I can see if I can connect you with someone who might be able to help on that front. I can't make any promises, but I will try.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



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From: lisamcall [REDACTED]

Sent: August 17, 2020 4:32 PM

To: info <info@sd40.bc.ca>

Subject: ::External Email::

Hi there

So i just have a question I don't understand why we are delaying school more

[REDACTED]
[REDACTED]
[REDACTED] and he struggled more when the schools

closed last year

Now because of covid they need time to plan and prepare ?!? For what exactly were they not back at the end of the year last year never mind they are usually back at the school the week before it starts im sorry but I work [REDACTED] I can not take more time off because you guys want to give more and more time and I'm a single parent I can't afford more daycare so either shut it down or bring them back but stop playing around this is seriously ridiculous there has been ample time covid isnt new now people like me who work at [REDACTED] are stuck because kids aren't going back and it puts my job at jeopardy because they don't want to give me the time so I'd appreciate answers

Lisa

From: [Kristen Keighley-Wight](#)
To: [Lcopperopolis](#) [REDACTED]
Cc: [Board of Education](#)
Subject: Re: School restart
Date: August 19, 2020 10:14:25 AM
Attachments: [image001.png](#)

Hi Lawrence,

As Superintendent Hachlaf has alluded to in the last two updates: we're working on our plans, considering all options as we proceed.

When it comes to NWSS, we are actively seeking to pursue a hybrid model that will both maximize in-class time, while also supplementing with online or self-directed learning where needed. Our fully online offerings (which are much more self-directed than what was being provided in the interim solution through the Spring), are not run out of the high school. Instead they can be found here:

<https://newwestonlinelearning.ca/home/>

Part of the work we're quickly doing is seeing where we can expand previous offerings to give as many families as possible the options they may want to consider.

As a small district, we're channeling the opportunities we can, but also know it will present us with limits as well.

More will come next week on what this will look like. Please watch for communication coming from the District and your child's school. Or if you'd like to participate in the Townhall event Superintendent Hachlaf will speak the broad strokes and answer the sorts of questions you've raised.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: lawrence solkoski [REDACTED]
Sent: August 18, 2020 5:45 PM
To: info <info@sd40.bc.ca>
Subject: ::External Email:: SCHOOL RESTART

SUPT. K. Hachlaf: In rcpt. of your email Aug 18-2020

I failed to read anything on ONLINE CLASSES FOR N. W. SECONDARY students. WHY? If there are no openings for students at N. W. Secondary HIGH SCHOOL for online classes then your lengthy report to me is all political rhetoric.

It may be necessary for our child to complete HIGH SCHOOL thru another venue. If THIRD WORLD COUNTRIES. SUCH. AS PHILIPPINES for example can carry out online learning in HIGH SCHOOLS,, whats wrong with this country problems on this issue? Is someone, or something behind the 8 BALL HERE?? Parent

From: [Kristen Keighley-Wight](#)
To: [Board of Education](#)
Subject: FW: ::External Email:: Parent townhall
Date: August 19, 2020 1:01:07 PM
Attachments: [image001.png](#)

From: Communications
Sent: August 19, 2020 1:01 PM
To: 'Tony Black' [REDACTED]
Subject: RE: ::External Email:: Parent townhall

Hi Tony,

As we build the overall plan, we are certainly aware that there are kids like yours who have very serious concerns and will need contingencies or options to help them continue to learn in a safe way. We're working to build in flexibility where we can (acknowledging that our District's small size provides us with both opportunities and limitations).

Next week's announcements will lay out some of those options. But I'd also encourage you to loop back once you see more and I can try and connect you with the right person to help guide the best path forward for your family.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Tony Black [REDACTED]
Sent: August 18, 2020 6:20 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Parent townhall

Hi,

My son has a serious health condition [REDACTED] and we are not going to be sending him in September. Do you have a plan for students who have serious health conditions to learn from home for now? We were thinking of if a camera could be in the classroom and [REDACTED] could participate from home that way.

Tony & Wendy Black

From: [Communications](#)
To: [babita fisher](#)
Cc: [Board of Education](#)
Subject: RE: ::External Email:: Grade 11
Date: August 19, 2020 12:49:33 PM

Hi Babita,

Next week, when we are able to fully share the plans, we'll also be in a better position to speak to a few things. That includes:

- an outline of the hybrid model of learning we're considering offering through NWSS (maximizing face-to-face time, while also supplementing with online or directed learning),
- and information about full online learning options (including outlining how they're different than the model that was provided by schools in the Spring, what the registration process would be, and the considerations families need to weigh when making a choice about what's best for their family).

You can participate in the Townhall to hear the broad strokes presented, or watch your inbox for the detailed information that will come on either the 25th or 26th (depending on when the Ministry approves our plan).

Thanks for your patience,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager

C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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-----Original Message-----

From: babita fisher [REDACTED]
Sent: August 18, 2020 6:03 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Grade 11

Hi.

My son starts grade 11 and

I am concerned about in class sessions for my son as I have underlying health conditions which puts me in a high risk group. I am more comfortable with online learning and need some information about setting my son up for this option. I just wanna make sure he is set up for school and not late to enroll at last min or what other options I have.

Babita

From: [Communications](#)
To: [Gina Hansen](#); [Communications](#); [Eric M. Hansen](#); [Gina Hansen](#)
Cc: [Board of Education](#)
Subject: RE: ::External Email:: Re: Return to school: timelines & what's to come
Date: August 19, 2020 1:12:55 PM
Attachments: [image001.png](#)

Hi Hansen family,

Thank you for taking the time to share your concerns, thoughts and questions with us.

We know every family has faced different circumstances throughout this crisis, and everyone comes at this topic from a different lens ... though what we all share is the concern about what's best for our kids and our families. (And I say that as a mom of two, who is sending my eldest off into Kindergarten in this unusual year.) Included in what will be outlined next week – both by Superintendent Hachlaf in the Townhall and through the following communications – will the picture of how schools will look and operate differently to keep students and staff as safe as possible, as well as an outline of the limited options our District is working hard to provide for families who feel they need to consider alternatives.

Thanks again for submitting questions for the Townhall. We look forward to an opportunity to speak to these and other questions on Monday.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Gina Hansen [REDACTED]
Sent: August 18, 2020 6:37 PM
To: Communications <communications@sd40.bc.ca>; Eric M. Hansen [REDACTED]; Gina Hansen [REDACTED]
Subject: ::External Email:: Re: Return to school: timelines & what's to come

Hello

We are NOT confident in this plan and do not want our children to return to school as this does not feel like the right thing to do at this time. We need online options. Young people infection rates are increasing as is the entire province. Why would put our children and in turn those who are in contact with them at risk? Just because it seems like what we should because we “normally do this” does not make it the right thing to do. Are we not saying this is a new normal - so why try to do the same things? We need to think differently- behave more creatively together as families and together our school system find answers. How can we accept this is how we must do this for now - why are we not implementing online classrooms and staying out of a classroom putting so much at risk?

Questions:

Who is deep cleaning between classes?

How much learning is lost due to required protocol because they are in a classroom?

When will the teachers be able to teach versus monitor this pandemic / protocol in class?

Why is there not a staggered schedules and start times with online / in class times? Extended school days to do this?

How will children get to and from school safely and on time? Transit issues???

What about children with learning challenges? How will they be supported? How will those support systems be supported?

I know teachers are not in support of this how will this translate in class and on their mental health?

How will we deal with the heightened mental health support required for our students?

What if I choose not to send my children back to school? What are my options?

~ The Hansen Family

Sent from my iPhone

On Aug 18, 2020, at 5:21 PM, Karim Hachlaf, Superintendent
<info@sd40.bc.ca> wrote:

To read this in a language other than English, please click the following link and use the Google Translate tool to select your language of choice: <https://newwestschools.ca/planning-the-return-timelines-and-whats-to-come/>)

Dear parents, students and staff,

Thank you. Thank you for the patience you're showing as we work to collect all the guidance and answers we need from our various partners ... information that's helping us build the best possible plan for New Westminster Schools.

As recently as yesterday the operational guidelines for school districts were sent out – including direction on mandatory mask use in shared or busy spaces for all staff and students at middle and secondary schools – and now these and other pieces are now being layered into our local plan. *(To read the Ministry's full operational guidelines: <https://www.openschool.bc.ca/covidguidelines/>)*

We know you still have many questions. We know the uncertainty, particularly around this next stage, can be challenging. And we appreciate the thoughts, concerns and support you've shared with us throughout this process.

More will come very soon. But today I want to give you a general picture of what you can expect to come, when.

First, and always, the safety and well-being of students, staff and our community remain our top priority. Nothing has changed there. So while we execute on the direction we're been given by the Ministry of Education (<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school>), we do so continuing to work under the guidance of the Provincial Health Officer, WorksafeBC, Fraser Health and the BC Centre for Disease Control.

The plan we're building in New Westminster is based in recommendations from all these organizations, it is informed by what we've learned and the feedback we've collected along the way, and it seeks to channel innovation as we explore all our options, while considering the best way to support the diverse needs of our many school communities.

Right now we are drafting a plan that provides as much flexibility as possible – using the small size of our District to capitalize on opportunities, while acknowledging where it also presents limits.

By August 26th you'll get a detailed message that will include painting a picture of how our schools will look different in September, detailing how we've addressed the needs of our diverse learners, and providing health and safety requirements we're working under.

While we work hard to build the plan for our District's schools, we know that each family faces its own set of individual challenges in this crisis – from acute and existing health concerns to the varying levels of caution being taken. Next week's communication will also outline the alternatives we're working hard to provide for families ... including defining relevant information people will need to consider when deciding what will be best for their kids and individual household needs.

So, as we look at the path ahead, here are the key dates to keep track of:

- Friday August 21 – by no later than this date, we will have submitted our plan to the Ministry of Education for review and approval
- Monday August 24 – Parent Townhall (see notes below)

- Wednesday August 26 – by no later than this date we'll be sharing the approved details of our New Westminster plan
- September 8 & 9 – Orientation days and set-up time for staff (no students or parents in schools)
- September 10 & 11 – Orientation days (shortened days) for students
- September 14 – Start of regular schedules for all schools (schools will communicate gradual entry needs for Kindergarten students)

Again, we know you have questions. And we want to give you the most up-to-date answers, so we're setting up a series of townhall-type opportunities. The first will be for parents ... where I'll provide an overview of what the plan will be, and then answer your questions as best I can.

What: Townhall Talk with Superintendent Karim Hachlaf

When: Monday August 24, 7-8pm

Join online: (best option as we will have a few graphics)

[https://zoom.us/j/98263401630?
pwd=QUovbUFwY3JIUkorpG1MOHh4dGdFZz09](https://zoom.us/j/98263401630?pwd=QUovbUFwY3JIUkorpG1MOHh4dGdFZz09)

Join by Phone: (+1) 778 907 2071

Meeting ID: 982 6340 1630

Passcode: 681321

Questions: Please submit your questions in advance to
communications@sd40.bc.ca

A student Townhall event is currently being organized for August 27th, and the staff Townhall will take place closer to the beginning of the working year.

As we also head into this new school year, this is a great opportunity to make sure you're connected to all the right channels:

- Important updates like this will continue to come via the email addresses you've provided your local school (updates to those addresses need to happen through the school's office)
- News, guidelines, resources and the most in-depth content will be posted to our District's website: <https://newwestschools.ca/>
- Follow our Facebook channel for updates and to learn more about interesting things happening across our school communities:
<https://www.facebook.com/newwestschools/>
- And our Twitter feed will give you the most current news and links to community resources: <https://twitter.com/newwestschools>

With much more to come, I want to thank you again.

With great appreciation,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: Return to school update for Aug 18th](#)

New Westminster School District 40 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact New Westminster School District 40 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Kristen Keighley-Wight](#)
To: [Board of Education](#)
Subject: FW: immune compromised child
Date: August 19, 2020 10:16:08 AM
Attachments: [image001.png](#)

For documenting...

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Christine Mendoza [REDACTED]
Sent: August 19, 2020 10:15 AM
To: Kristen Keighley-Wight <kkeighleywight@sd40.bc.ca>
Subject: Re: immune compromised child

Hi Kristen,
Thank you so much for your reply. I look forward to more info as they become available to parents.
Take care !!

Christine Mendoza

Sent from my iPhone

On Aug 18, 2020, at 2:00 PM, Kristen Keighley-Wight <kkeighleywight@sd40.bc.ca> wrote:

Hi Christine,

First: thanks for reaching out. Being a mom myself, I know how challenging this general health crisis has been for families. I can't imagine the compounding nature of the additional worry that it sounds like you've lived with for so long.

Our Superintendent will be sharing an update either today or tomorrow that will speak to the "what is coming and when to expect it" pieces. We're working hard right now to build a plan that looks at all the options available

to us. *Included in the plan will be an outline of the limited options or alternatives we're working to make available for families with concerns like yours.*

That more fulsome information will come no later than August 26th (we have to wait on Ministry approval of the plans).

At that point we'll communicate more about options (like DL/online learning). We'll hopefully give you some tools to make your decision clearer or better informed. We're also organizing a series of townhall type events where you can ask questions in advance to have our Superintendent speak to them.

I'm sorry I can't give you more, today. But please know there's more coming soon.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager

<image001.png>

C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Christine Mendoza [REDACTED]
Sent: August 18, 2020 8:45 AM
To: info <info@sd40.bc.ca>
Subject: ::External Email:: TO: Superintendent Karim Hachlaf (Immune compromised child)

Hello,

I am sure that you are being bombarded with a lot of emails from a lot of parents in regards the full time in class back to school this September, I wanna start off by saying thank you for taking your time in reading my email and my concerns and that I and my family truly appreciate all you've done and the planning and efforts in this matter.

All my four children are currently in the New Westminster school district 40.

In the school year 2020/2021 they will be in grades:

([REDACTED]) - gr.11 NWSS
([REDACTED]) - gr.9 NWSS
([REDACTED]) - gr.8 FRMS
([REDACTED]) - gr.5 Lord Tweedsmuir

.....(removed for privacy)....

I know that back to school often comes side by side with seasonal flu, and having 4 children with that many contacts, even if it's the same cohorts bubble is just too many and too dangerous for us. We just cannot risk it.

I don't know what the districts plan is for immune compromised students and family. I'd love to keep my Childrens spot in the school if I go the DL route. I don't know if this is a decision the district can decide or if it's the school board. As I'm sure a lot of parents are, we are also feeling overwhelmed and filled with much anxiety as I try to figure out and navigate DL. There are informations I read online but I still have so many questions about it and this is so new to me. Homeschooling is not the best choice for us, as I feel that I cannot simply provide the proper education for all four of them without any support from a teacher.

I am hoping that by writing my concerns that some questions I have would be answered or I be pointed and guided to alternatives. I know that all educators and staff are now busy and preparing for back school and I really wish you all the best. We appreciate everything.

Ps. I have forwarded this email to multiple schools in the district and their respected principals.

Thank you again for your time!!!

Sincerely,
Christine Mendoza

[REDACTED]

From: [Kristen Keighley-Wight](#)
To: ashika.singh@cw.bc.ca
Cc: [Board of Education](#)
Subject: Re: question
Date: August 19, 2020 10:49:37 AM
Attachments: [image001.png](#)

Hi Ashika,
Thanks for your question!

Because this situation continues to change and evolve, I do need to preface my next comment with this: in the face of an unprecedented health crisis, we are going to have to continue to be adaptable this year and ready to respond should the need arise. We take lead from the health and safety authorities who are managing this outbreak, and we will continue to do so throughout this coming year.

That said, we're being directed by the Ministry of Education (in collaboration with the Provincial Health Officer), to open to students on September 10th. And we have been given no reason to believe that would change. All the of the work we're doing right now is about getting our schools and staff ready to welcome students back on September 10th.

I hope that helps,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywight@sd40.bc.ca | W newwestschools.ca

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From: Singh, Ashika [REDACTED]
Sent: August 19, 2020 8:19 AM
To: info <info@sd40.bc.ca>
Subject: ::External Email:: question:

Hi Karim,

Is there a possibility that school might not even start for elementary on September 10th?

From: [Communications](#)
To: [Remo Pistor](#); [Anita Ansari](#); [Karim Hachlaf](#)
Cc: [Kathleen Carlsen-Locatelli](#); [Board of Education](#)
Subject: RE: ::External Email:: Re: Return to school: timelines & what's to come
Date: August 20, 2020 2:51:27 PM
Attachments: [image001.png](#)

Hi Remo,

Thank you for taking time to reach out to us and share your concerns. This is a very uncertain time and we're all navigating a lot of challenging, and sometimes conflicting, pieces in our lives. In fact, I know, as a mom of two myself, this wasn't the way I imagined introducing my son to Kindergarten ... but I did appreciate his joy when his pencil box arrived and he rushed to organize his crayons and glue sticks into it.

To address some of the pieces you've raised, much of the information you're asking about is what will come next week. We want to make sure that when we communicate these pieces, we do so with the certainty of knowing we're providing parents information that's thorough, grounded in all the recommendations and guidance we're receiving from the Ministry and the health and safety authorities (all plans will follow recommendations and guidelines provided by the Provincial Health Officer, WorksafeBC, Fraser Health and the BC Centre for Disease Control), and that we communicate what we know we can deliver on.

The date of the Townhall was selected for just that reason. By that evening we will be able to speak to the broad, more wide-reaching portions of the plan that we will know to be approved at that point. (The detailed level, coming no later than the 26th, will include bell schedules at each school and an overall greater depth than we'll get into in the Townhall.)

On Monday night Superintendent Hachlaf will be:

- Presenting the overall plan for the Stage 2 return in New Westminster
- Speaking to how schools look and operate differently, and the health and safety protocols that schools will be working under – including where and when mandatory mask use will be required, cleaning protocols, and much more
- Expanding on his promise in his email to “outline the alternatives we’re working hard to provide for families ... including defining relevant information people will need to consider when deciding what will be best for their kids and individual household needs.” ... which will speak to the point you raised about knowing that we have students and families who are facing real health concerns, and may need options
- Addressing the many questions we’ve received from parents so far.

I imagine it will be a very full hour of information.

As to your questions about custodians, I do want to add that they have been a very important part of our work to keep students, staff and families safe throughout this outbreak. When this crisis started to really rise, over spring break they were engaged in doing deep cleans of every facility, and then from the first day we had people back

inside our buildings, they were in our schools, on daytime shifts, managing regular thorough cleans and disinfecting high-touch surfaces a minimum of twice a day.

I hope you'll be able to join our Townhall on Monday to hear the plan laid out and hear parents' questions answered. Should you miss it, we will be recording it to share later. And there will be more detail coming to your inbox next week that will speak to many of the issues you've raised.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Remo Pistor [REDACTED]
Sent: August 19, 2020 4:24 PM
To: Communications <communications@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Karim Hachlaf <khachlaf@sd40.bc.ca>
Cc: Kathleen Carlsen-Locatelli <newwestdpacchair@gmail.com>; pactweets@gmail.com;
Tips@globaltvbc.com; ViewerContactBC@globalnews.ca; educ.minister@gov.bc.ca;
hlth.minister@gov.bc.ca
Subject: ::External Email:: Re: Return to school: timelines & what's to come

Dear Karim Hachlaf:

I am writing to you today to express my immense concern with the current back to school plan, or lack thereof, for New Westminister students. As parents, educators, students, and taxpayers, we should not have to choose between safety and education for BC students. I am sending this to you as Chair, and I would like my concerns to be shared with all trustees.

The letter you sent out provides no further information on top of what the provincial government has already offered. Nothing addressing cohort size, and if it will vary from the provincial guidelines. No information about the at-

home learning plan, and to whom it is available. No information regarding if you intend on forcing students, who opt for remote learning, to have to give up their spot at their catchment school or French immersion program. No mention of whether you intend on meeting the WHO's 3-C's advice. Nothing addressing masks and whether ALL students and teachers will be mandated to wear masks (if possible) not just older children. And what should families do when their child is immunocompromised, or lives with someone who is, like a parent or grandparent?

Additionally infuriating is that either by design or incompetence, the parent townhall has been scheduled for after you've submitted the plan to the Ministry of Education for approval, but before you publish the plan to New Westminster parents. Is not providing parents with any meaningful information and having a townhall after the plan is approved, an attempt to exclude parents? You stated that you will "use the in-depth feedback you provided us in June to help steer and refine the plans." The feedback that I provided via your questionnaire back in June was hardly "in-depth" as you've stated, or questionably no longer relevant as the infection numbers continue to rise and shift in the population.

The Calgary Board of Education has come up with a [Hub Online Learning model](#) that allows parents choice to either register their child for in-class learning at their local school, or register for the Hub Online Learning program. In this model the **child keeps their spot in their local school**, and is grouped with peers from their school or surrounding schools as much as possible. Calgary is an example of a jurisdiction that has chosen to **fund their district properly and is looking for solutions that match community concerns**, instead of playing Russian Roulette with my child's and family's health!

One of the lessons learned after the 1918 pandemic was to invest in school nurses. In 1918 New York City Health Commissioner Royal Copeland said in a report titled "Epidemic Lessons

Against Next Time" that being under "the constant observation of qualified persons" gave students "a degree of safety that would not have been possible otherwise." Is there any plan to reintroduce the School Nurse?

And in that same vein, do you plan to return to full-time (on-site) school custodians or will it be left up to teachers to clean and disinfect surfaces and other areas of the school? Will you continue to ask students to bring possibly infected garbage and other items home with them?

Finally, what is the threshold for acceptable number of deaths of students or student's family members, in order to have all students return to class? With the current guidelines from the province, it's not a matter of if but when we see our first school infection related death.

Sincerely an extremely concerned parent,
Remo Pistor

On Tue, Aug 18, 2020 at 5:21 PM Karim Hachlaf, Superintendent <info@sd40.bc.ca> wrote:

To read this in a language other than English, please click the following link and use the Google Translate tool to select your language of choice: <https://newwestschools.ca/planning-the-return-timelines-and-whats-to-come/>)

Dear parents, students and staff,

Thank you. Thank you for the patience you're showing as we work to collect all the guidance and answers we need from our various partners ... information that's helping us build the best possible plan for New Westminster Schools.

As recently as yesterday the operational guidelines for school districts were sent out – including direction on mandatory mask use in shared or busy spaces for all staff and students at middle and secondary schools – and now these and other pieces are now being layered into our local plan. *(To read the Ministry's full operational guidelines: <https://www.openschool.bc.ca/covidguidelines/>)*

We know you still have many questions. We know the uncertainty, particularly around this next stage, can be challenging. And we appreciate the thoughts, concerns and support you've shared with us throughout this process.

More will come very soon. But today I want to give you a general picture of what you can expect to come, when.

First, and always, the safety and well-being of students, staff and our community remain our top priority. Nothing has changed there. So while we execute on the direction we're been given by the Ministry of Education (<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school>), we do so continuing to work under the guidance of the Provincial Health Officer, WorksafeBC, Fraser Health and the BC Centre for Disease Control.

The plan we're building in New Westminster is based in recommendations from all these organizations, it is informed by what we've learned and the feedback we've collected along the way, and it seeks to channel innovation as we explore all our options, while considering the best way to support the diverse needs of our many school communities.

Right now we are drafting a plan that provides as much flexibility as possible – using the small size of our District to capitalize on opportunities, while acknowledging where it also presents limits.

By August 26th you'll get a detailed message that will include painting a picture of how our schools will look different in September, detailing how we've addressed the needs of our diverse learners, and providing health and safety requirements we're working under.

While we work hard to build the plan for our District's schools, we know that each family faces its own set of individual challenges in this crisis – from acute and existing health concerns to the varying levels of caution being taken. Next week's communication will also outline the alternatives we're working hard to provide for families ... including defining relevant information people will need to consider when deciding what will be best for their kids and individual household needs.

So, as we look at the path ahead, here are the key dates to keep track of:

- Friday August 21 – by no later than this date, we will have submitted our plan to the Ministry of Education for review and approval
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- September 10 & 11 – Orientation days (shortened days) for students
- September 14 – Start of regular schedules for all schools (schools will communicate gradual entry needs for Kindergarten students)

Again, we know you have questions. And we want to give you the most up-to-date answers, so we're setting up a series of townhall-type opportunities. The first will be for parents ... where I'll provide an overview of what the plan will be, and then answer your questions as best I can.

What: Townhall Talk with Superintendent Karim Hachlaf

When: Monday August 24, 7-8pm

Join online: (best option as we will have a few graphics)

<https://zoom.us/j/98263401630?pwd=QUovbUFwY3JIUkorpG1MOHh4dGdFZz09>

Join by Phone: (+1) 778 907 2071

Meeting ID: 982 6340 1630

Passcode: 681321

Questions: Please submit your questions in advance to communications@sd40.bc.ca

A student Townhall event is currently being organized for August 27th, and the staff Townhall will take place closer to the beginning of the working year.

As we also head into this new school year, this is a great opportunity to make sure you're connected to all the right channels:

- Important updates like this will continue to come via the email addresses you've provided your local school (updates to those addresses need to happen through the school's office)
- News, guidelines, resources and the most in-depth content will be posted to our District's website: <https://newwestschools.ca/>
- Follow our Facebook channel for updates and to learn more about interesting things happening across our school communities: <https://www.facebook.com/newwestschools/>
- And our Twitter feed will give you the most current news and links to community resources: <https://twitter.com/newwestschools>

With much more to come, I want to thank you again.

With great appreciation,
Karim Hachlaf
Superintendent of Schools / CEO

[PDF: Return to school update for Aug 18th](#)

New Westminister School District 40 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact New Westminister School District 40 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Communications](#)
To: [Parm Malhi](#)
Cc: [Board of Education](#)
Subject: RE: ::External Email:: Re: Return to school: timelines & what's to come
Date: August 20, 2020 3:04:14 PM
Attachments: [image001.png](#)

Hi Parmindar,

Thanks for reaching out. We certainly understand the worry people have right now, especially in this stage of transition and uncertainty.

The communications that will come next week (the Townhall with Superintendent Hachlaf, through email and content that will be on our website) will paint a better picture of how our schools will look and operate differently than before – and all the health and safety guidelines that will be in place. He'll answer questions that will help people see the impact of the many layers of the plan. And he will also speak to the options families may want to consider as they figure out what's best for their particular kids and household needs.

So, that information will come next week. Thanks for your patience.
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Parm Malhi [REDACTED]
Sent: August 19, 2020 7:25 PM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Re: Return to school: timelines & what's to come

Hi this is the parent of [REDACTED] [REDACTED], I was wondering if we have to send our children to school or if we can just do online. it is very stressful for me as a parent to think about how my child might get corona or the other lives of people that could be effected tremendously because the school board thinks it's a good idea to send our own children to a place with many others because you think that they NEED in school instructions for things like math, history, or science when it was completey fine for our to do it online with more resources that helped my

child understand their materials when the teachers couldn't. Again I don't feel comfortable with sending my child to school and if we can work this out I would be happy to do so.

Best regards,
Parmindar malhi

On Tue., Aug. 18, 2020, 5:21 p.m. Karim Hachlaf, Superintendent, <info@sd40.bc.ca> wrote:

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When: Monday August 24, 7-8pm

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- And our Twitter feed will give you the most current news and links to community resources: <https://twitter.com/newwestschools>

With much more to come, I want to thank you again.

With great appreciation,

Karim Hachlaf
Superintendent of Schools / CEO

[PDF: Return to school update for Aug 18th](#)

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From: [Communications](#)
To: [Earl & Dessie Read](#)
Cc: [Board of Education](#)
Subject: RE: ::External Email:: Townhall Talk - Aug 24th
Date: August 20, 2020 12:03:49 PM
Attachments: [image001.png](#)

Hi there Read family!

Thank you for taking the time to share your questions. We're looking forward to providing clarity around these and other issues on Monday.

And, just a flag that I've CC'ed the Board of Education into this reply, as we also appreciate you sharing the more general concerns you have right now ... your comments will now be added to the collection of messages the Board will be reviewing as part of our collective efforts to make sure the breadth of experiences are being considered, wherever we can, as we move forward.

All the best,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Earl & Dessie Read [REDACTED]
Sent: August 20, 2020 10:46 AM
To: Communications <communications@sd40.bc.ca>
Subject: ::External Email:: Townhall Talk - Aug 24th

Hello,

As working parents who have to go to our job sites, we are concerned about our safety and that we may have to take additional time off work (most likely without pay, depending on the length of time off) if we have to quarantine. It may be once, twice or more. It is concerning having our child go to school with hundreds of other kids, but we also have to work and pay bills. We understand that every family has different situations and one solution does not fit everyone's situation. Thank you for taking the time to hear our concerns.

A few questions for the townhall meeting:

1. If a child/parent/family member/teacher/staff has Covid-19 symptoms, what is the protocol for parents and the school? Do we get tested right away? Who do we contact to notify the school, the school directly or a general SD40 phone/email so other schools can get notified more quickly (in case there are siblings that go to other schools or the child goes to an out of school care with other children who go to other schools)?
2. If a child/parent/teacher/staff has Covid-19, does the whole classroom or the whole school quarantine for 14 days?
3. How many times do we quarantine before the whole school shuts down?
4. Could our elementary school aged child wear PPE even though it is not required?

Best regards,
Read Family

From: [Communications](#)
To: [Anne Whitmore](#)
Cc: [Board of Education](#)
Subject: RE: ::External Email:: Our families response and requests for return to school
Date: September 3, 2020 10:49:00 AM
Attachments: [image001.png](#)

Hi Anne,

I just wanted to quickly thank you for copying us into the letter you submitted to the Provincial education and health leaders... around the concerns you've raised and priority considerations you shared.

I'm copying in the Board of Education email address in this reply, to make sure this letter is available for them to review as they take in community feedback from many avenues.

If you have any questions about the New Westminster Schools plan, please feel free to reach out.

Best regards,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C 778.789.7172 | E kkeighleywright@sd40.bc.ca | W newwestschools.ca

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From: Anne Whitmore <anne.whitmore@gmail.com>
Sent: August 21, 2020 2:46 PM
To: educ.minister <educ.minister@gov.bc.ca>; Rob.fleming.MLA@leg.bc.ca; Premier@gov.bc.ca; HLTH.Minister@gov.bc.ca; Adrian.Dix.MLA@leg.bc.ca; Communications <communications@sd40.bc.ca>; info <info@sd40.bc.ca>
Subject: ::External Email:: Our families response and requests for return to school

My first open letter to Minister Fleming, Minister Dix, and Superintendent Hachlaf (SD 40),

Since the Great Spring Break, my family has diligently followed the guidance of the Public Health

Officer and kept our bubble small and our activities isolated. I have watched most of the Ministry of Health briefings with a Facebook group who actively discusses how to abide by The Rules, admires the compassionate, thoughtful and evidence-based leadership partnership between Dr. Bonnie Henry and Minister Dix and shares notes (aka venting) about how neighbors and friends are breaking the guidelines.

Two of my three younger children are in elementary school (heading into 1st and 3rd grade). This spring had some rough moments as teachers were adapting to a new delivery platform and also juggling their own households. With no set curriculum, it was not easy to begin remote learning quickly. And then when we were provided plenty of content and materials, the instruction was left up to parents to deliver with one weekly meeting for the kids to connect online with their classmates. One of my children is neurodiverse and receives a lot of support through her school's resource center, classroom EA and adapted curriculum as per her IEP. We were fortunate that she was able to have 1:1 time with the classroom EA over video online. We kept our kids out of the June school as my parents are part of our extended household, provide care for my kids and we support their household so that they aren't out in the community. My parents are in their silver years and my mom has had a lung infection that took months for her to fully recover. We have been conservative in our family's behaviour to do our part to flatten the curve and keep our family safe.

As September approached, I was preparing myself (and my kids) for the return to school. We practice thorough hand washing, extended mask wearing and physical distancing from other people. What I was not prepared for was the announcement of learning groups or cohorts that would extend our family's interaction far outside the 20ish of each of their classes. Our little bubble of 7 could include up to 120 other kids, their families and their extended bubbles. I appreciated Superintendent Hachlaf's recognition that families have had varying levels of caution as I struggle with how our cautious family will be sorted into the mix. And as reports of children contracting Covid-19 have been coming out around the world and our BC numbers rise, I feel less certain that our school will be a safe place for my kids and that our education system will be able to provide consistency for my children.

I know that I am not alone in feeling this way as I see other parents join the homeschooling groups that I am in and scramble for Distributed Learning spots or feel overwhelmed about homeschooling in general. As a supporter of our school community, I am also deeply concerned about the impact that this might have on our school. If 1/4 of our students withdraw, that is roughly \$1 million in basic funding that our school won't receive. With my 2 kids and low incidence designation funding, that is \$34,190 just for our kids. We plan to return to our catchment school once we feel safe to do so, provided that there is space.

In the Ministry of Health briefings, we are asked to use our Covid Sense and to commit to being all in. My family has done that from the beginning. We ask that in return, our school plan is under the same care and consideration as other workplaces:

- Remove the larger group cohort model to provide safety for staff, teachers and our kids.

- Place restrictions on TOC and Lunch Supervisors who have previously worked in multiple sites.

- Reexamine how physical distancing, as listed in the layers of protection in the school environment, is actually implemented. It is not logistically possible with full classrooms. Either reduce class sizes or alternate attendance days to allow for distancing.

And

- Make accommodations for families who wish to homeschool this year and free up space in the school system -

allow families who are homeschooling to stay enrolled in their catchment schools. This keeps our schools funded and also means that we don't lose our place in an at capacity school.

- Make and implement plans for essential health and nutritional services to be delivered independently of our school system.

I know that as you make these complex, interdependent decisions, you are dealing with health orders, union contracts and systemic limitations but I trust that all of those creative solutions that are being mentioned in briefings can be gathered and implemented to re-establish BC's place as the leader in Covid-19 management by protecting our most precious assets: our children.

Respectfully,

anne

Anne Whitmore
Let's connect:
604.722.4983
anne.whitmore@gmail.com
Most sm: @divafish

August 27, 2020 | File: REZ 00199

Mr. Karim Hachlaf, Superintendent
School District 40 (New Westminster)
811 Ontario Street
New Westminster, BC V3M 0J7

Dear Mr. Hachlaf:

Re: An application to rezone 457 East Columbia Street, New Westminster, BC and to operate a Liquor Primary Establishment

A rezoning application from Capital City Arcade Inc., has been received regarding the property at 457 East Columbia Street (*shown hatched on the sketch plan attached*) from Community Commercial Districts (High rise) (C-3) and Community Commercial Districts (Medium rise) (C-2A) to Comprehensive Development District (457 East Columbia Street) (CD-93) that would allow the use of an amusement arcade that is: not within a mall, larger than currently permitted, and has reduced restrictions on game content, extended hours of operations and revised business licence fees. **A 50 seat Liquor Primary license in Unit 'A' (the arcade) is also being applied for** that would permit liquor to be sold and served in the games area Monday to Sunday 9:00am to 1:00am without restrictions on whether minors may be present.

An amendment to Appendix H of the Zoning Bylaw will be necessary to add the site to the list of Liquor Primary Licences. An amendment to the Business Licence Bylaw will be necessary to permit the proposed operations of the arcade, as well as an amendment to the Development Services Fees and Rates Bylaw to align arcade business licence fees with those of businesses based on employee count (e.g. retail, restaurants).

A Temporary Use Permit to allow an arcade on the site was approved in February 2018. After operating the arcade business since opening in July 2019, the applicant has made the Rezoning and Liquor Primary application to permit the long-term use of an arcade on the site, as well as the ability to serve and sell liquor.

There are no plans available for this application as no alternations are being made. **Further information on the proposal can be found under the project address (457 East Columbia Street) at www.newwestcity.ca/public-engagement-opportunities.**

COVID-19 Interim Development Review Process

In response to the COVID-19 pandemic, the City has established an interim development review process to enable applications to move forward for review and public engagement, while maintaining safe physical distancing measures. Under this interim process, applications will be able to proceed to committee review and public consultation if they address one of Council's

strategic priorities (e.g., affordable housing, non-profit child care, or reconciliation) and/or will generate relatively low public interest, and do not require an amendment to the Official Community Plan. Once the interim development review process has been tested, a broader range of applications will be able to move forward for committee review and public consultation.

For applications which require a Public Hearing, project specific consultation led by city staff will be conducted prior to an application being advanced to Council for formal consideration. After gathering feedback from the community, staff will summarize the consultation in a report to Council. This report will recommend whether or not to waive a public hearing, with a view to waiving the public hearing if sufficient support and/or the applicant had addressed public feedback to the City's satisfaction. To learn more about the COVID-19 Interim Development Review Process, please visit <https://www.newwestcity.ca/devprojects>

As part of the interim development review process, **input from relevant stakeholders** of a site proposed for Planning regulation change **are encouraged, and as such, your opinion would be appreciated.**

How to submit your views

To ensure your correspondence can be included, please submit your comments regarding these proposals from September 3 - 24, 2020, to

In Writing:

Email: devfeedback@newwestcity.ca

Mail: Development Services – Planning Division
511 Royal Avenue, New Westminster, BC V3L 1H9

In Person: Appointments with staff (physically distanced in-person or via phone) may also be arranged to answer questions. Please contact the Planning Division at 604-527-4532 or devfeedback@newwestcity.ca to arrange.

Online survey: An online survey can be found under the project address (457 East Columbia Street) at www.newwestcity.ca/public-engagement-opportunities.

Provincial consideration of comments relating to the liquor license application require a name and address to be provided and may be made publically available. Petitions will not be considered.

Questions

If you would like further information on this proposal, contact the Planning Division at devfeedback@newwestcity.ca or 604-527-4532.



Subject Site – 457
East Columbia
Street

September 1, 2020

Doc # 1652679

Dear : Board of Education of School District 40
811 Ontario Street,
New Westminister,
BC V3M 0J7

Re: Proposed Official Community Plan amendment for 350 to 362 Fenton Street to facilitate an affordable housing development.

The purpose of this preliminary letter is to advise that City of New Westminister has received an application for an **Official Community Plan (OCP) Amendment** to change the Land Use Designation in the Queensborough Community Plan for 350 to 362 Fenton Street (Map 1) from Residential – Low Density (RL) to Residential – Multiple Unit Dwellings (RM).



WHAT IS THE PROPOSAL?

The OCP amendment would allow for the construction of an affordable housing project proposed by the Vancouver Native Housing Society (VNHS). The proposed project is a three storey apartment building, with a total of 51 units, including a mix of studio, one-, two- and three-bedroom units. The target population of the project is low- to moderate-income singles and families with a focus on Indigenous singles and families.



HOW DO I GET MORE INFORMATION?

This proposal is related to the City's Small Sites Affordable Housing Initiative, through which the City is leveraging its land to secure development of below- and non-market housing. More information on the Small Sites Affordable Housing Initiative and the details of this proposed project can be found at: <https://www.newwestcity.ca/qbss>.

This page will be updated regularly as the project advances.



HOW CAN I BE HEARD?

There will be opportunities for you to provide feedback at three milestones:

1. **Applicant-Led Consultation (September 2020)** – You can provide feedback on the project directly to the applicant prior to them making revisions.
2. **City-Led Consultation (November 2020)** – You can provide feedback directly to City staff after initial revisions have been made.
3. **Public Hearing (January 2021)** – You can provide feedback directly to Council related to whether or not to support the proposed bylaw changes.

You will receive information about each of these opportunities to provide feedback once their dates have been set.



QUESTIONS?

Please feel free to contact Lynn Roxburgh, Senior Planner, if you would have any questions or would like to set up a meeting.

Email: lroxburgh@newwestcity.ca

Phone: 604-515-3805

Post: Planning Division, Development Services Department
511 Royal Avenue New Westminister, BC V3L 1H9

Sincerely,

Emilie K. Adin
Director of Development Services

Map 1: 350 to 362 Fenton Street - Proposed OCP Amendment Area



 Area proposed to be amended from Residential – Low Density (RL) to Residential – Multiple Unit Dwellings (RM).

From: [Lynn Roxburgh](#)
To: [Board of Education](#)
Cc: [Karim Hachlaf](#); [Victoria Cuipka](#)
Subject: RE: Proposed Official Community Plan amendment, City of New Westminster September 24, 2020
Date: 1:30:55 PM
Attachments: [image002.png](#)
[image003.png](#)

Dear Board of Education,

In follow up to the information provided below I would like to share that Vancouver Native Housing Society is now moving forward with the applicant led consultation. As noted in the previous letter, they are proposing an Official Community Plan and Zoning Bylaw amendment to allow a project that will provide 51 units of affordable rental housing with an emphasis on serving Indigenous people. The project is located on City-owned properties at 350-362 Fenton Street.

The applicant has now developed a project webpage with more information about the proposed project: www.vnhsfentonstreet.ca

Both City staff and the applicant team would be happy to meet to discuss any feedback you may have about the project. Please let me know if you would like us to set up a virtual meeting. You can also contact Vancouver Native Housing Society directly at info@vnhsfentonstreet.ca.

Regards,

Lynn Roxburgh, MCIP, RPP | Senior Policy Planner
T 604.515.3805 | C 604.345.2978 | 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](#) | 🐦 [@new_westminster](#)

From: Nazanin Esmaeili <nesmaeili@newwestcity.ca>
Sent: September 1, 2020 8:42 AM
To: 'boardofeducation@sd40.bc.ca' <boardofeducation@sd40.bc.ca>
Cc: 'khachlaf@sd40.bc.ca' <khachlaf@sd40.bc.ca>; 'vcuipka@sd40.bc.ca' <vcuipka@sd40.bc.ca>; Lynn Roxburgh <lroxburgh@newwestcity.ca>
Subject: Proposed Official Community Plan amendment, City of New Westminster

Hello,

Please find attached the preliminary letter indicating details regarding an application for an Official Community Plan (OCP) Amendment. A hard copy will be mailed out to you as well.

As outlined in the letter, the OCP amendment would allow for the construction of an affordable housing project proposed by the Vancouver Native Housing Society. The proposed project is a three storey apartment building, with a total of 51 units, including a mix of studio, one-, two- and three-bedroom units.

Please feel free to contact Lynn Roxburgh, Senior Planner, if you would have any questions or would like

to set up a meeting.

Email: lroxburgh@newwestcity.ca

Phone: 604-515-3805

Post: Planning Division, Development Services Department
511 Royal Avenue New Westminster, BC V3L 1H9

Warm Regards,

Nazanin Esmaeili | Planning Assistant

T 604.636.4357 | 🏰 City of New Westminster

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

**Tuesday, September 15, 2020, 5:00 PM
Via Webex Livestream**

PRESENT	Anita Ansari, Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Vice Chair Mark Gifford, Trustee Maya Russell, Trustee	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director of Human Resources Caroline Manders, Recording Secretary Guests: Members of the Public Julie MacLellan, Reporter, New Westminister Record
REGRETS	Mary Lalji, Trustee	

Chair Dhaliwal 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

Trustee Beattie asked that Trustee Dhaliwal chair the meeting on her behalf.

The following motion was introduced for consideration by the Trustees as the Board of Education:

2020-048

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve that the 2020-21 Board and Committee meetings may be held, as needed, via videoconference and/or a hybrid of videoconference and in-person, according to COVID-19 health and safety guidelines.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the agenda for the September 15, 2020 Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Comment and Question Period

Nil.

3. Reports from Senior Management

a. COVID-19 Update

Superintendent Hachlaf provided an overview of the current status of the September Restart Plan:

- The District's priorities during the pandemic are set out in its Guiding Principles:
 - o Maintain a healthy and safe environment for all students, staff and families;
 - o Provided the services needed to support the children of our essential workers;
 - o Support Vulnerable students who may need special assistance;
 - o Provide continuity of educational opportunity for all students.

- Currently in Stage 2, the District's cohort/learning group sizes are well within the recommended targets.
- The June 2020 survey feedback was briefly highlighted; the primary concern expressed was regarding the use of multiple platforms for online learning. The District is now moving away from using Google and has recently upgraded to Office 365 and the use of Microsoft Teams.
- Executive Director of Human Resources Weston provided a brief overview of the WorkSafeBC initiatives relating to COVID-19 and the various health and safety protocols introduced in the District. An updated Health and Safety Plan will be released this week.
- The Stage 2 Restart Plan was reviewed. Highlights included:
 - o Learning Groups & Distancing
 - o Masks & Face Coverings
 - o Controlling Access & New Safety Protocols
 - o Hand & Respiratory Hygiene
 - o Cleaning & Disinfection
- Safe Return to School Grant (Provincial) and Actions Taken
 - o One-time funding for safe return to school grant - to handle cost pressures as a result of new required health and safety measures:
 - District's share is \$488,210 and is comprised of:
 - Custodial staffing: \$269,238 (5 additional custodians hired)
 - Hand hygiene: \$107,344 (30 portable pump wash stations added)
 - Cleaning supplies: \$59,701
 - Reusable masks: \$26,241 (2 reusable face masks for all employees and students in middle and secondary school – 10,000 masks; 1,500 child-size masks for K-5, if requested)
 - Technology: \$25,686 (online support – loaning of computers or software; working on a strategy to best apply these funds)
- Safe Return to Class (Federal Funding): \$2,548,446 was made available to the District; some flexibility in being able to spend these funds. The District is still working through prioritizing the expenditure of these funds, however, it will generally look like this:
 - o \$1,543,750 allocated for the implementation of online and remote learning options including internet access; hiring additional teachers and staff; health and safety training for staff.
 - o \$978,696 for health and safety such as costs related to meet health & safety guidelines in schools; installing plexiglass and other barriers; outdoor learning spaces and adapting classrooms and school buses to minimize physical contact; improving air systems in schools; purchasing additional cleaning supplies; purchasing additional masks, face shields or other personal protective equipment.
 - o \$6,000 for supporting students with special needs who may have mobility challenges through the provision of school bus rides.
 - o \$nil for before and after school care, the District's partners in providing care have sufficiently met the demand for before and after school care.
- Mental health supports for schools, at the time of writing, school districts had not yet received their allocations. However, the District expects to receive \$23K (based on FTE allocations). Based on reports, districts will determine how funds are best used to support students.

Associate Superintendent Naser indicated that in-person and Distributed Learning (DL) options are available to accommodate unique family circumstances. The school nutrition program will return on September 21 with a family-friendly meal plan; meal delivery and packaging will follow COVID-19 health and safety guidelines.

Strong Start Centres are available by appointment, with distancing measures in place.

Distributed Learning (online) and Home Learners Program (HLP) registrations' list is changing daily. At the time of this meeting, 491 students were registered online; 38 in Home Learning Program; Adult Learning: 88 full-time students and 118 part-time online students. Students who have registered for any of these 2020-21 learning options will remain connected to their home schools and it is hoped that they will be able to rejoin their schools next year for in-class instruction.

Executive Director of Human Resources Weston provided an update on the status of staffing of the online option. Teachers who requested accommodation were divided into two groups: first group with those who were able to be accommodated in the school i.e. with the addition of plexiglass barriers, etc.; and the second group who were not able to go into the classroom. The second group comprises 8.2 FTE who have been assigned to DL; this is in addition to the 9 FTE who were already assigned to DL, totaling 17.2 FTE. An office has been setup for DL instructors at NWSS. HLP staffing has increased to 4.3 FTE from 3.6 FTE and support staff has also been enhanced at HLP and the counselling centre at NWSS.

Associate Superintendent Naser explained that classroom density (class-size limits) are being met, nearly all classes are below the learning groups' size recommendations. Students are being reconnected with their respective counsellors; to ensure that counselling is supported within their schools; where necessary, a district counsellor will be connected to the DL program.

i. "Good things are happening"

Superintendent Hachlaf briefly spoke about the annual report, which will be reviewed in greater detail at the September 29, 2020 Board meeting.

b. 2020-21 Board Annual Workplan-Board Policy 2-Appendix A

Superintendent Hachlaf reviewed the 2020-21 Board Annual Workplan.

Moved and Seconded

THAT the Education Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to adopt the School District No. 40 (New Westminster) revised Board Policy 2 - Appendix A: Board Annual Workplan for 2020-2021.

CARRIED UNANIMOUSLY

4. General Announcements

World Teachers' Day - October 5

5. Adjournment

The meeting adjourned at 5:58pm.

BOARD ANNUAL WORKPLAN

September

Regular Board Meeting Agenda Items

- Approve Annual Board Work Plan – Education Committee
- Review audit report and management letter – Operations Committee
- Approve the audited financial statements and review audit reports - Operations
- Approve appointment or reappointment of auditor - Operations
- Consider Motions to BCSTA - Operations
- Receive Executive Compensation Disclosure Statement

Events

- Orange Shirt Day – September 30
- Recognize World Teachers' Day – October 5

October

Regular Board Meeting Agenda Items

- Review Strategic Direction
- Surplus Appropriation Approval
- Review Class Size Report

Events

- *CANCELLED due to COVID-19* - Represent Board at BCPSEA Symposium (November 2-3, 2020)
- Represent Board at BCSTA Provincial Council Meeting (October 23-24, 2020)
- BCSTA Trustee Academy (November 26-28, 2020)
- World Teachers' Day – October 5

November

Regular Board Meeting Agenda

- Review International Program Report – Education Committee
- Review and Approve Board Authorized Courses - Education
- Approve Budget Development Process and Timelines – Operations Committee
- Receive Statement of Financial Information (SOFI) Report
- Elect Chair/Vice-Chair
- Chairs Annual Report

Events

- BCSTA Trustee Academy (November 26-28, 2020)
- Remembrance Day Ceremonies, November 11

December**Regular Board Meeting Agenda Items**

- Receive School Learning Plans to be presented to the Board annually by the Superintendent
- Approve trustee school liaison assignments
- Make Trustee appointments to committees and community liaison groups

Events

- Discover New Westminister Schools 2021 – January 11, 2021

January**Regular Board Meeting Agenda Items**

- Review Career Programs Report - Education
- Review Recommended 2-year District Calendar – Education
- 2021-2022 Budget Process Update – Operations (ongoing)
- Review Board Policy Handbook
- Provide direction through our Board representative to BCSTA Provincial Council Meeting regarding provincial policy matters
- Review policy positions for submission to BCSTA Annual General Meeting
- Distributed Learning & Continuing Education Report – Board

Events

- Discover New Westminister Schools 2021 – January 11, 2021
- Represent Board at BCPSEA AGM (January 30-31, 2021)
- Represent Board at BCSTA Provincial Council Meeting (February 19-20, 2021)

February**Regular Board Meeting Agenda Items**

- Review Student Learning/Welfare Accountability Report – reference Policy 12 – Education Committee
- Approve Amended Budget for Current Fiscal Year
- 2021-2022 Budget Process Update – Operations (ongoing)
- Review Report on Aboriginal Education Including Progress Update on Implementation of the Truth and Reconciliation Commission's Calls to Action – Operations
- Report on Committees – SD40 Staff Representative

Events

- Aboriginal Education Report – Student Welfare Report
- BCSTA Provincial Council Meeting – February 19-20, 2021
- Pink Shirt Day – February 24

March

Regular Board Meeting Agenda Items

- Approve District Calendar
- 2020-2021 Budget Process Update – Operations (ongoing)

Events

- Attend and participate in BCSTA Provincial Council & AGM – April 15-18, 2021
- District Volunteer Recognition – April 18-24, 2021
- Recognize Administrative Professionals' Day – April 21, 2021
- National Day of Mourning – April 28

April

Regular Board Meeting Agenda Items

- Approve Budget for upcoming fiscal year
- Approve Calendar for Board and Committee meetings

Events

- Attend and participate in BCSTA Provincial Council & AGM – April 15-18, 2021
- District Volunteer Recognition – April 18-24, 2021
- Administrative Professionals' Day – April 21, 2021
- National Day of Mourning – April 28

May

Regular Board Meeting Agenda Items

- Superintendent/CEO evaluation and Board evaluation
- Approve school fees
- Approve terms of engagement with auditor and audit plan
- Review Sexual Orientation and Gender Identity (SOGI) Report
- Review Sanctuary Schools Report
- Review 5-year Capital Plan – In-Camera Board

Events

June

Regular Board Meeting Agenda Items

- Approve 5-year Capital Plan & Bylaw
- Approve Annual Facilities Grant Spending Plan
- Receive Audit Planning Report
- Review/Approve signing authorities

Events

- Host employee Retirement Dinner Ceremony

July/August

- Meetings to be scheduled as needed

As Required

- Attend trustee development/orientation sessions
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Attend school functions (as invited)
- Represent Board at BCSTA Metro Branch Meeting
- Advance Board Positions through BCPSEA
- Meetings with elected officials
- Hear appeals as needed
- Review the District Strategic Plan
- Make disbursements from Capital Reserve Fund
- Approve tender selection for contracts
- Declare facilities surpluses to general school needs
- Approve disposition and acquisition of real property (lands and buildings)
- Ratify memoranda of agreement with bargaining units
- Ratify Collective Agreements

Monthly/Quarterly

- Operations Update (capital projects, legal, contracted management services, financial variances, budget updates and significant tendering awards) (Monthly Operations)
- Human Resources Update (Staffing) (Monthly Board In-Camera)
- Non-Replacement Data (Staffing) (Quarterly Operations)
- Student Withdrawal & New Registration Report (Quarterly In-Camera & Open Board)

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

*Revised: September 29, 2020
September 24, 2019
September 25, 2018*

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

Tuesday, September 15, 2020, 6:15 PM

Via Webex Livestream

PRESENT	Anita Ansari, Chair Dee Beattie, Trustee Danielle Connelly, Trustee Gurveen Dhaliwal, Vice Chair Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Members of the Public Andrew Bordignon, Senior Manager, KPMG Kathleen Chad, Principal, Richard McBride Elementary Dave Crowe, Director of Capital Projects Tim Holloway, Engagement Partner, KPMG Jen Knight, Richard McBride Elementary PAC Grant Lachmuth, Black Wolf Consulting Julie MacLellan, Reporter, New Westminster Record Cheryl Sluis, Richard McBride Elementary PAC Caroline Manders, Recording Secretary
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Chair Connelly recognized and acknowledged 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.

1. Approval of Agenda

The meeting was called to order at 6:16pm.

Moved and Seconded

THAT the agenda for the September 15, 2020 Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentation

a. 2019-20 Audit Findings Report

Andrew Bordignon, Senior Manager, and Tim Holloway, Engagement Partner of KPMG presented highlights of the Audit Findings Report:

- No significant concerns were identified. Auditor Bordignon indicated that he is very pleased with the audit and has no reservations about sharing any information pertaining to the audit in public.
- Asset-retirement obligation has been deferred by a year due to COVID-19.
- Areas of Audit Focus and Results:
 - o Audit response to COVID-19 pandemic, which caused ways-of-work to change with people working from home. No gaps in management reporting were identified.
 - o Non-capital deferred contribution: no anomalies and/or issues were identified.
 - o Tangible capital assets and deferred capital contributions: assess reasonable assessments for District.

- o School generated funds: no issues were noted in audit testing.
- o Employee future benefits and salaries are a significant portion of the District's operations. The calculation is generated usually in March, however, this year COVID-19 and the teachers' contract changed the assumptions slightly but were deemed immaterial.
- o Financial statements are prepared using public standards regulations.
- o Fraud risk from management override controls: none were identified.
- o Adjustments & differences: none were identified as material; some left uncorrected as they are immaterial.
- o Control and Other Observations: Auditors have no recommendations and no control deficiencies identified within the District.
- o Management Representation Letter is signed upon completion of the audit.

KPMG Engagement Partner, Tim Holloway left the meeting at 6:31pm.

i. 2019-20 Year-End Review

Secretary-Treasurer Ketcham thanked the Finance Team and the Auditors for their work in completing a successful audit.

An overview of the 2019-20 budget year was provided:

- Significant impact to assumptions in budget due to COVID-19:
 - o Reviewed enrolment which impacts funding.
- Highlighted surplus initiatives approved for operationalization.
- Reviewed capital projects underway.
- Funds:
 - o Financial statements are comprised of three funds:
 - o The surplus funds were reviewed.
 - o Surplus/Accumulated Surplus over time was highlighted.
- 2020-21 Budget:
 - o Challenging year with much uncertainty:
 - International student revenue decline.
 - Decreases in funding due to distributed learning or home schooling options available (District has taken steps to mitigate impact).
 - In May 2020, a deficit budget was approved; COVID-19 contingency of \$1.7 million to be internally restricted to deal with any possible future expenses related to COVID-19.
 - o Reviewed Statement of Financial Position:
 - Financial Position Health Indicators: everything is on-track; no areas for concern.
- Operating Fund:
 - o Includes teachers' labour settlement funding.
 - o Differences from budget to actual resulting from pandemic.
 - o Savings due to suspension of in-class instruction.
 - o Anticipated deficit of \$545,205; actual surplus of \$1,038,252
 - o \$1 million of additional local capital approved for NWSS furniture and equipment after amended budget approval.
 - o Significant over-spending for inclusive education compared to funding.
 - o Operating Fund Health Indicators were reviewed.

Auditor Bordignon explained that enrolment testing was completed and no issues were identified. The Auditors then confirm the accuracy of the numbers directly with the Ministry of Education.

School-generated funds are a common identified risk for all Districts. As more Districts have moved to an online payment platform, this will minimize risk. Internal audits are conducted for various school sites throughout the year.

- Special Purpose Fund: monies received for a specific purpose, have restrictions for their use. Renewed Ministry focus on keeping unused balances low; therefore Districts should keep school-generated funds low; New Westminster Schools has reduced their special purpose deferred balances by nearly \$1 million, which is a good thing.
- Capital Additions:
 - o Facility improvements - \$9.5 million.
 - o \$37.3 million is included for the current school construction projects.

Secretary-Treasurer Ketcham cautioned the Board that the 2021-2022 budget year will continue to be challenging in light of so many unknown variables due to COVID-19.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the 2019-20 Financial Statements as presented.

CARRIED UNANIMOUSLY

KPMG Senior Manager, Andrew Bordignon left the meeting at 7:30pm.

3. Comment & Question Period from Visitors

Please note that we will answer questions during Question Period near the end of the meeting.

4. Reports from Senior Management

a. Capital Projects Update

i. Richard McBride Elementary School

Director of Capital Projects Crowe provided highlights:

- Progress on the project has not been impeded by COVID-19.
- Building Permit has been issued by the City of New Westminster.
- Installation of steel frame structure will start soon.
- Budget is on-track; change-orders had caused the budget to fluctuate more than usual; change-order strategies has been implemented to mitigate budget fluctuation.
- Playground structure was completed ahead of schedule due to students not being onsite over the past several months.

Trustee Ansari thanked the project team for their work in moving along this project and for completing the playground in time for school re-opening.

ii. New Westminster Secondary School

Chief Project Officer Lachmuth provided an update:

- \$80 million of the construction budget has been spent.
- Overall completion is at 75% (Phase 1 & 2); workers onsite 150-170.
- Maintenance/IT building construction is going well. Should be completed the same time as the high school.

- July and August saw the installation of various mechanical and other equipment; installation of doors, Gym equipment, partitions, stair railings, final paint, completion of pedestrian crossing on 6th Street.
- September to mid-October will see completion of millwork, commissioning of fire alarm system, completion of cladding, concrete sidewalks and final paving of roadways, start of soft landscaping.

Superintendent Hachlaf hopes to provide an update soon regarding a mid-year move to the new high school.

b. Operations Update

i. July-September 2020 Operations Update

Secretary-Treasurer Ketcham provided highlights of the Operations Report. Superintendent Hachlaf briefly described the re-configured classrooms, installation of directional signage, and the additional/enhanced cleaning protocols put in place within the District's sites.

ii. COVID-19 Special Purpose Funding Grants

Secretary-Treasurer Ketcham explained the funding received from the provincial and federal governments.

Safe Return to School Grant (Provincial Allocation) is: \$488,210:

- Custodial staffing: \$269,238 (5 additional custodians hired)
- Hand hygiene: \$107,344 (30 portable pump wash stations added)
- Cleaning supplies: \$59,701
- Reusable masks: \$26,241 (2 reusable face masks for all employees and students in middle and secondary school – 10,000 masks; 1,500 child-size masks for K-5, if requested)
- Technology: \$25,686 (online support – loaning of computers or software; working on a strategy to best apply these funds)

Safe Return to Class (Federal Funding) \$2,548,446, draft general plan of expenditure, may be subject to change:

- \$1,543,750 for learning resources and supports.
- \$978,696 for health and safety.
- \$6,000 for transportation.
- \$nil for before and after school care.

Management to report back on final expenditure plans at the September 29 Regular Open Board meeting.

Mental health supports for schools, at the time of writing, school districts had not yet received their allocations. However, the District expects to receive \$23K (based on FTE allocations). Based on reports, districts will determine how funds are best used to support students.

Trustee Connelly provided the following overview of 2020/21 operating grant security due to COVID-19:

Given the current funding formula allocation and the difference between in-class (\$7,560 per FTE), Distributed Learning funding (\$6,100 per FTE), and home schooling (\$250 per headcount) there is a potential for school districts to lose significant money in their operating grants as they try to accommodate the needs of all students during this global pandemic. Discussion followed. It was felt that the majority of Trustees would like to wait for the results of the 1701 report at the end of September and evaluate at that time whether the following motion would be necessary.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) advocate to the Ministry of Education (The Honorable Rob Fleming) to commit that no school district in British Columbia will incur a negative impact to their operating grants this school year (2020/2021), regardless of how students in their districts opt to have their education delivered.

MOTION DEFEATED

c. Richard McBride Elementary School Re-naming Proposal

Superintendent Hachlaf provided the following overview.

- June 17, 2020 District received letter from Richard McBride Elementary School Parent Advisory Council (PAC) to initiate a re-naming process.
- Consistent with [Administrative Procedure 542 – Re-naming of Schools and District Facilities](#), the Board has agreed to move forward with the activation of the re-naming committee. This initiative also has the support of both Unions.
- Timeline:
 - o September to mid-October: Superintendent will coordinate invitation and confirmation of representatives for re-naming Committee.
 - o Mid-October to November 12: Committee Chair sets meeting(s) to develop consultation plan and timeline.
 - o November 17: Operations Committee presents plan and timeline to the Board of Education.

On behalf of the Board, Trustee Ansari thanked the Richard McBride PAC for their thoughtful letter and the important work that is being embarked upon.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the creation of the re-naming committee for Richard McBride Elementary School and the proposed timeline.

CARRIED UNANIMOUSLY

d. 2020-21 Board and Committee Meeting Schedule

Secretary-Treasurer Ketcham provided highlights of the revised 2020-21 Board and Committee meeting schedule:

- One In-Camera meeting per month to take place before the Regular Open Board meeting.
- That Education (5:00pm) and Operations (6:15pm) meetings be held on same day.
- December and March Committee meetings – these months are compressed due to winter and spring breaks respectively; proposed that committee meetings not be held in December and March and rely on the board meeting immediately preceding and succeeding these normally scheduled committee dates.
- Since the pandemic was declared in March 2020, the Board of Education has been conducting its meetings virtually, which have been very successful and have helped to engage a number of participants who otherwise would not normally participate.
- Neighbouring districts were canvassed and there are combinations of in-person and online and other various hybrid versions.

- The cost to retrofit the School Board Office's Board Room to host virtual meetings is approximately \$9,000.

The Trustees indicated that they wish to pursue a hybrid-approach of both in-person and online. Superintendent Hachlaf indicated that the addition of this technology would be helpful to other meetings held within the District such as District Leadership and staff meetings. Trustee Connelly asked that further discussion regarding the method of delivery of 2020-21 Board meetings take place at the October 13, 2020 Operations Committee meeting.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the revised 2020-21 Board and Committee Meeting Schedule.

CARRIED UNANIMOUSLY

5. General Announcements

An in-depth discussion on the Board's anti-racism initiative will take place at the November 17, 2020 Operations Committee meeting.

6. New Business

- a. Motions to BCSTA Provincial Council (Oct.23-24, 2020)
None to submit.

7. Old Business

Nil.

8. Question Period (15 Minutes)

Superintendent Hachlaf thanked the Richard McBride Elementary School Principal, Kathleen Chad and PAC representatives Jen Knight and Cheryl Sluis for bringing forward the renaming proposal.

9. Adjournment

The meeting adjourned at 8:52pm.

Audited Financial Statements of

School District No. 40 (New Westminster)

And Independent Auditors' Report thereon

June 30, 2020

School District No. 40 (New Westminster)

June 30, 2020

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School District No. 40 (New Westminster)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 40 (New Westminster) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 40 (New Westminster) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 40 (New Westminster) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 40 (New Westminster)

DRAFT	
Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed



KPMG LLP
PO Box 10426 777 Dunsmuir Street
Vancouver, BC V7Y 1K3
Canada
Telephone (604) 691-3000
Fax (604) 691-3031

INDEPENDENT AUDITORS' REPORT

To the Board of Education of School District No. 40 (New Westminster), and

To the Minister of Education, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 40 (New Westminster), (the "Entity"), which comprise:

- the statement of financial position as at June 30, 2020
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements of the Entity as at and for the year ended June 30, 2020 are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditors' Responsibilities for the Audit of the Financial Statements***" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. Other information comprises:

- Unaudited Schedules 1-4 attached to the audited financial statements

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the unaudited schedules as at the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

DRAFT

Chartered Professional Accountants

Vancouver, Canada

School District No. 40 (New Westminster)

Statement 1

Statement of Financial Position

As at June 30, 2020

	2020 Actual \$	2019 Actual \$
Financial Assets		
Cash and Cash Equivalents	28,007,468	25,994,954
Accounts Receivable		
Due from Province - Ministry of Education (Note 3)	4,909,628	2,825,308
Other	547,146	709,794
Total Financial Assets	33,464,242	29,530,056
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	15,877,654	12,150,840
Unearned Revenue (Note 5)	1,651,089	2,863,174
Deferred Revenue (Note 6)	1,434,242	2,446,324
Deferred Capital Revenue (Note 7)	163,296,804	118,413,076
Employee Future Benefits (Note 8)	3,392,522	3,398,453
Total Liabilities	185,652,311	139,271,867
Net Debt	(152,188,069)	(109,741,811)
Non-Financial Assets		
Tangible Capital Assets (Note 9)	180,681,821	137,060,366
Prepaid Expenses	173,054	178,346
Total Non-Financial Assets	180,854,875	137,238,712
Accumulated Surplus (Deficit) (Note 16)	28,666,806	27,496,901

Contractual Obligations (Note 13)

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

School District No. 40 (New Westminster)

Statement 2

Statement of Operations

Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	72,568,307	73,332,619	70,183,558
Other	162,000	206,780	153,896
Municipal Grants Spent on Sites			1,749,209
Federal Grants			1,735
Tuition	3,588,290	3,597,541	4,425,875
Other Revenue	2,634,962	2,413,239	2,399,658
Rentals and Leases	255,000	207,144	216,373
Investment Income	500,500	378,916	517,607
Amortization of Deferred Capital Revenue	2,344,524	2,344,524	2,315,150
Total Revenue	82,053,583	82,480,763	81,963,061
Expenses			
Instruction	68,717,172	67,641,445	67,054,043
District Administration	3,583,197	3,354,175	3,473,798
Operations and Maintenance	10,211,236	10,003,553	9,705,936
Transportation and Housing	340,231	311,685	252,253
Total Expense	82,851,836	81,310,858	80,486,030
Surplus (Deficit) for the year	(798,253)	1,169,905	1,477,031
Accumulated Surplus (Deficit) from Operations, beginning of year		27,496,901	26,019,870
Accumulated Surplus (Deficit) from Operations, end of year		28,666,806	27,496,901

School District No. 40 (New Westminster)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Surplus (Deficit) for the year	<u>(798,253)</u>	<u>1,169,905</u>	<u>1,477,031</u>
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(41,934,900)	(46,939,341)	(34,623,861)
Amortization of Tangible Capital Assets	3,317,886	3,317,886	3,096,279
Total Effect of change in Tangible Capital Assets	<u>(38,617,014)</u>	<u>(43,621,455)</u>	<u>(31,527,582)</u>
Acquisition of Prepaid Expenses	180,000	(173,054)	(178,346)
Use of Prepaid Expenses	(178,346)	178,346	200,734
Total Effect of change in Other Non-Financial Assets	<u>1,654</u>	<u>5,292</u>	<u>22,388</u>
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>(39,413,613)</u>	<u>(42,446,258)</u>	<u>(30,028,163)</u>
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(42,446,258)	(30,028,163)
Net Debt, beginning of year		(109,741,811)	(79,713,648)
Net Debt, end of year		<u>(152,188,069)</u>	<u>(109,741,811)</u>

School District No. 40 (New Westminster)

Statement 5

Statement of Cash Flows
Year Ended June 30, 2020

	2020 Actual \$	2019 Actual \$
Operating Transactions		
Surplus (Deficit) for the year	1,169,905	1,477,031
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(1,921,672)	(2,505,978)
Prepaid Expenses	5,292	22,388
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	3,726,814	5,505,691
Unearned Revenue	(1,212,085)	(612,800)
Deferred Revenue	(1,012,082)	(692,146)
Employee Future Benefits	(5,931)	126,318
Amortization of Tangible Capital Assets	3,317,886	3,096,279
Amortization of Deferred Capital Revenue	(2,344,524)	(2,315,150)
Recognition of Deferred Capital Revenue Spent on Sites		(1,749,209)
Total Operating Transactions	1,723,603	2,352,424
Capital Transactions		
Tangible Capital Assets Purchased	(2,595,923)	(4,349,139)
Tangible Capital Assets -WIP Purchased	(44,343,418)	(30,274,722)
Total Capital Transactions	(46,939,341)	(34,623,861)
Financing Transactions		
Capital Revenue Received	47,228,252	32,209,228
Total Financing Transactions	47,228,252	32,209,228
Net Increase (Decrease) in Cash and Cash Equivalents	2,012,514	(62,209)
Cash and Cash Equivalents, beginning of year	25,994,954	26,057,163
Cash and Cash Equivalents, end of year	28,007,468	25,994,954
Cash and Cash Equivalents, end of year, is made up of:		
Cash	28,007,468	25,994,954
	28,007,468	25,994,954

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12, 1946 operates under authority of the *School Act* of British Columbia as a corporation under the name of “The Board of Education of School District No. 40 (New Westminster)”, and operates as “School District No. 40 (New Westminster)”. A board of education (“Board”) elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district and is principally funded by the Province of British Columbia through the Ministry of Education. The School District is a registered charity under the Income Tax Act and is exempt from federal and provincial corporate income taxes.

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the School District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1 with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the School District is not practicable at this time.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except regarding the accounting for government transfers as set out in notes 2(e) and 2(k).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(e) and 2(k), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue.

b) Cash and cash equivalents

Cash and cash equivalents include deposits in the Provincial Ministry of Finance Central Deposit Program that are readily convertible to known amounts of cash and that are subject to insignificant risk of change in value. These cash equivalents are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

e) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in note 2(k).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the Statement of Operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished.

f) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs including non-vested benefits under employee future benefit plans. Benefits include accumulating non-vested sick leave, early retirement, retirement/severance, vacation and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARS�) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2019 and projected to March 31, 2022. The next valuation will be performed at March 31, 2022 for use at June 30, 2022. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

g) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

h) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction.
- Donated tangible capital assets are recorded at their fair value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

i) Prepaid Expenses

Amounts for insurance and other services are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

j) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved.

k) Revenue recognition

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District must meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned, or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed, and services received during the year is expensed.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, allocations of expenses to functions are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

m) Financial instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable, and other current liabilities.

All financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the Statement of Re-measurement Gains and Losses. Upon settlement, the cumulative gain or loss is reclassified from the Statement of Re-measurement Gains and Losses and recognized in the Statement of Operations. Interest and dividends attributable to financial instruments are reported in the Statement of Operations.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

n) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

o) Future Changes in Accounting Policies

PS 3280 Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2021. A liability will be recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government pending approval in the Fall of 2020. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 3 ACCOUNTS RECEIVABLE

	<u>2020</u>	<u>2019</u>
Due from Province		
Ministry of Education (OLEP French)	\$ 44,774	\$ 44,774
Ministry of Education (Bylaw Projects)	4,406,937	2,780,534
Ministry of Education (Annual Facility Grant)	457,917	-
	<u>\$ 4,909,628</u>	<u>\$ 2,825,308</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2020</u>	<u>2019</u>
Accounts Payable Other		
Trade payables	\$ 13,099,765	\$ 7,825,180
Employee Vacation Payable	443,067	369,479
Salaries and Benefits Payable	2,334,822	3,956,181
	<u>\$ 15,877,654</u>	<u>\$ 12,150,840</u>

NOTE 5 UNEARNED REVENUE

	<u>2020</u>	<u>2019</u>
Balance, beginning of year	\$ 2,863,174	\$ 3,475,974
Changes for the year:		
Increase:		
Tuition fees collected	1,651,089	2,863,174
	4,514,263	6,339,148
Decrease:		
Tuition fee revenue recognized	2,863,174	3,475,974
Balance, end of year	<u>\$ 1,651,089</u>	<u>\$ 2,863,174</u>

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 6 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	<u>2020</u>	<u>2019</u>
Balance, beginning of year	\$ 2,446,324	\$ 3,138,470
Increases:		
Provincial Grant - Ministry of Education	8,315,653	7,444,782
Other Revenue	1,436,762	2,241,849
	<u>9,752,415</u>	<u>9,686,631</u>
Decreases:		
Allocated to Revenue	10,694,723	9,466,195
Recovered	69,774	912,582
Net Change for the year	<u>(1,012,082)</u>	<u>(692,146)</u>
Balance, end of year	<u>\$ 1,434,242</u>	<u>\$ 2,446,324</u>

NOTE 7 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	<u>2020</u>	<u>2019</u>
Balance, beginning of year	\$ 118,413,076	\$ 90,268,207
Increases:		
Provincial Grant - Ministry of Education	45,389,955	31,808,478
Provincial Grants – Other	1,260,246	32,485
Other Revenue	473,256	290,508
Investment Income	104,795	77,757
	<u>47,228,252</u>	<u>32,209,228</u>
Decreases:		
Amortization	2,344,524	2,315,150
Site Purchase	-	1,749,209
	<u>2,344,524</u>	<u>4,064,359</u>
Net Change for the year	<u>44,883,728</u>	<u>28,144,869</u>
Balance, end of year	<u>\$ 163,296,804</u>	<u>\$ 118,413,076</u>

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 8 EMPLOYEE FUTURE BENEFITS

Benefits include accumulating non-vested sick leave, early retirement, retirement/severance, vacation and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets.

	<u>2020</u>	<u>2019</u>
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 2,871,430	\$ 2,996,163
Service Cost	234,792	249,035
Interest Cost	74,708	86,411
Benefit Payments	(242,570)	(190,337)
Actuarial (Gain) Loss	<u>70,753</u>	<u>(269,842)</u>
Accrued Benefit Obligation – March 31	<u>\$ 3,009,113</u>	<u>\$ 2,871,430</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$ 3,009,113	\$ 2,871,430
Market Value of Plan Assets – March 31	-	-
Funded Status – Deficit	<u>3,009,113</u>	<u>2,871,430</u>
Employer Contribution after Measurement Date	(46,359)	(20,060)
Employer Expense after Measurement Date	79,863	77,375
Unamortized Net Actuarial (Gain) Loss	<u>349,905</u>	<u>469,708</u>
Accrued Benefit Obligation – June 30	<u>\$ 3,392,522</u>	<u>\$ 3,398,453</u>
Accrued Benefit Liability -July 1		
Accrued Benefit Liability - July 1	3,398,453	3,272,135
Net expense for Fiscal Year	262,939	304,442
Employer Payments	<u>(268,870)</u>	<u>(178,124)</u>
Accrued Benefit Obligation – June 30	<u>\$ 3,392,522</u>	<u>\$ 3,398,453</u>
Components of Net Benefit Expense		
Service Cost	\$ 238,241	\$ 245,474
Interest Cost	73,748	83,487
Amortization of Net Actuarial Gain	<u>(49,050)</u>	<u>(24,519)</u>
Net Benefit Expense	<u>\$ 262,939</u>	<u>\$ 304,442</u>
Assumptions		
Discount Rate – April 1	2.50 %	2.75%
Discount Rate – March 31	2.25 %	2.50%
Long Term Salary Growth – April 1	2.50 % + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50 % + seniority	2.50% + seniority
EARS L – March 31	11.0	11.0

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 9 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2020	Net Book Value 2019
Sites	\$ 15,057,921	\$ 15,057,921
Buildings	76,713,691	70,407,063
Buildings – work in progress	85,395,455	48,050,166
Furniture & Equipment	1,125,015	1,112,325
Vehicles	109,995	138,057
Computer Hardware	2,279,744	2,294,834
Total	<u>\$180,681,821</u>	<u>\$ 137,060,366</u>

June 30, 2020

Cost:	Opening balance	Additions	Disposals	Transfers (WIP)	Ending balance
Sites	\$ 15,057,921	\$ -	\$ -	\$ -	\$ 15,057,921
Buildings	109,403,037	1,775,052	-	6,997,779	118,175,868
Buildings–work in progress	48,050,166	44,343,068	-	(6,997,779)	85,395,455
Furniture & Equipment	1,547,886	167,479	(12,969)	-	1,702,396
Vehicles	280,615	-	(87,993)	-	192,622
Computer Hardware	3,344,161	653,742	(222,907)	-	3,774,996
Total	\$ 177,683,786	\$ 46,939,341	\$ (323,869)	\$ -	\$ 224,299,258

Accumulated Amortization:	Opening balance	Additions	Disposals	Transfers (WIP)	Ending balance
Buildings	\$ 38,995,974	\$ 2,466,203	\$ -	\$ -	\$ 41,462,177
Furniture & Equipment	435,561	154,789	(12,969)	-	577,381
Vehicles	142,558	28,062	(87,993)	-	82,627
Computer Hardware	1,049,327	668,832	(222,907)	-	1,495,252
Total	\$ 40,623,420	\$ 3,317,886	\$ (323,869)	\$ -	\$ 43,617,437

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 9 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2019

Cost:	Opening balance	Additions	Disposals	Transfers (WIP)	Ending balance
Sites	\$ 13,308,712	\$ 1,749,209	\$ -	\$ -	\$ 15,057,921
Buildings	107,797,418	1,504,609	-	101,010	109,403,037
Buildings—work in progress	17,876,454	30,274,722	-	(101,010)	48,050,166
Furniture & Equipment	1,408,251	139,635	-	-	1,547,886
Vehicles	182,254	98,361	-	-	280,615
Computer Software	13,364	-	(13,364)	-	-
Computer Hardware	2,501,746	857,325	(14,910)	-	3,344,161
Total	\$ 143,088,199	\$ 34,623,861	\$ (28,274)	\$ -	\$ 177,683,786

Accumulated Amortization:	Opening balance	Additions	Disposals	Transfers (WIP)	Ending balance
Buildings	\$ 36,561,767	\$ 2,434,207	\$ -	\$ -	\$ 38,995,974
Furniture & Equipment	294,736	140,825	-	-	435,561
Vehicles	124,333	18,225	-	-	142,558
Computer Software	10,691	2,673	(13,364)	-	-
Computer Hardware	563,888	500,349	(14,910)	-	1,049,327
Total	\$ 37,555,415	\$ 3,096,279	\$ (28,274)	\$ -	\$ 40,623,420

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 10 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The board of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2018, the Teachers' Pension Plan has about 48,000 active members and approximately 38,000 retired members. As of December 31, 2018, the Municipal Pension Plan has about 205,000 active members, including approximately 26,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017 indicated a \$1,656 million surplus for basic pension benefits on a going concern basis. As a result of the 2017 basic account actuarial valuation surplus, plan enhancements and contribution rate adjustments were made; the remaining \$ 644 million surplus was transferred to the rate stabilization account.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018 indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$6,199,613 (2019 - \$6,119,815) for employer contributions to these plans in the year ended June 30, 2020.

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 11 RELATED PARTY TRANSACTIONS

The School District is related through common control to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 12 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an Amended Annual Budget on February 25, 2020. The table below presents the Amended Annual Budget and the initial Annual Budget as submitted to the Ministry in June 2019.

	2020 Amended Annual Budget	Adjustment	2020 Annual Budget
School Age	6,538,250	23,500	6,561,750
Adult	336,000	(117,750)	218,250
Other	0		0
Total Ministry Operating Grant Funded FTE's	6,874,250	(94,250)	6,780,000
<u>Revenues</u>			
<u>Provincial Grants</u>			
Ministry of Education	\$72,568,307	(573,533)	\$73,141,840
Other	162,000	162,000	0
Tuition	3,588,290	(177,810)	3,766,100
Other Revenues	2,634,962	928,462	1,706,500
Rentals and Leases	255,000	55,000	200,000
Investment Income	500,500	100,000	400,500
Amortization of Deferred Capital Revenue	2,344,524	(12,871)	2,357,395
Total Revenue	\$82,053,583.00	481,248	\$81,572,335.00
<u>Expenses</u>			
Instructional	\$ 68,717,172	(1,355,710)	\$ 67,361,462
District Administration	3,583,197	333,350	3,916,547
Operations and Maintenance	10,211,236	(34,974)	10,176,262
Transportation and Housing	340,231	(31,962)	308,269
Total Expenses	\$ 82,851,836	(1,089,296)	\$ 81,762,540
Net Revenue (Expense)	(798,253)	(608,048)	(190,205)
Budget Allocation (Retirement) of Surplus (Deficit)	\$1,546,205	\$1,120,710	\$425,495
Budget Surplus Deficit for year	747,952	512,662	235,290
Budget Surplus (Deficit) for the year comprised of			
Operating Surplus			
Capital Fund Surplus (Deficit)	747,952	512,662	235,290
Budget Surplus Deficit for the year	747,952	512,662	235,290

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 13 CONTRACTUAL OBLIGATIONS

The School District has entered into a number of multi-year contracts for the delivery of services. These contractual obligations will become liabilities in the future when the goods and services are received. The following information relates to the unperformed portion of the contracts.

	<u>Expiry Date</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Graham Construction	Dec 2020	\$ 14,828,425	\$ -	-
Heatherbrae-Builders	Sept 2022	9,408,000	9,408,000	1,568,000
Columbia Square Plaza	April 2021	232,091	-	-
Totals		\$ 24,468,516	\$ 9,408,000	\$ 1,568,000

NOTE 14 ASSET RETIREMENT OBLIGATIONS

Legal liabilities may exist for the removal or disposal of asbestos in schools that will undergo major renovations or demolition. The fair value of the liability for asbestos removal or disposal will be recognized in the period in which it can be reasonably estimated. As at June 30, 2020, the liability is not reasonably determinable and therefore has not been accrued.

NOTE 15 EXPENSE BY OBJECT

	<u>2020</u>	<u>2019</u>
Salaries and benefits	\$ 69,625,589	\$ 67,728,084
Services and supplies	8,367,383	9,661,667
Amortization	3,317,886	3,096,279
Totals	\$ 81,310,858	\$ 80,486,030

NOTE 16 ACCUMULATED SURPLUS

	<u>2020</u>	<u>2019</u>
Local Capital	\$ 2,284,057	\$ 64,300
Invested in Tangible Capital Assets	22,404,408	22,492,512
Internally restricted:		
School Surplus	28,832	27,183
Recap and Power Local Grants	2,635	-
Surplus Applied to 2020-2021 Budget	1,381,970	-
Surplus Applied to 2019-2020 Budget	-	425,495
District Initiative Program – Fine Arts	-	180,000
District Initiative Program – Innovation Grants	-	17,184
Commitments Outstanding	328,074	269,524
Board Internally Restricted – Covid Emerging Issues	1,736,830	-
Board Internally Restricted	500,000	500,000
Total Internally Restricted	3,978,341	1,419,386
Unrestricted Operating Surplus	-	3,520,703
Total Accumulated Surplus, end of year	\$ 28,666,806	\$ 27,496,901

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 17 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 18 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, cash equivalents and amounts receivable.

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash and cash equivalents as they are placed in recognized British Columbia institutions and the School District invests solely in placement of funds with institutions that have achieved the highest creditworthiness in the marketplace and earned a public reputation as a good credit risk.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its cash equivalents. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in investments that are considered liquid (e.g. term deposits) that have a maturity date of no more than 3 years.

c) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 18 RISK MANAGEMENT (Continued)

d) Fair value of financial instruments:

Public Sector Accounting Standards define the fair value of financial instrument as the amount at which the instrument could be exchanged in current transaction between willing parties. The School District uses the following methods and assumptions to estimate the fair value of each class of financial instrument for which the carrying amounts are included in the Statement of Financial Position under the following captions:

- (i) Cash and cash equivalents, accounts receivable, investments, accounts payables and accrued liabilities- the carrying amounts approximate fair value because of the short maturity of the instruments.

The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- (i) Level 1: quoted prices (unadjusted) in active markets for identical assets or liabilities
- (ii) Level 2: inputs other than quoted prices included with Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices)
- (iii) Level 3: inputs for assets or liabilities that are not based on observable market data (unobservable inputs)

The School District's instruments are all considered to be level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. Changes in financial instruments valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year there were no significant transfers of securities between different levels.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

School District No. 40 (New Westminster)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2020

	Operating Fund	Special Purpose Fund	Capital Fund	2020 Actual	2019 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,940,089		22,556,812	27,496,901	26,019,870
Changes for the year					
Surplus (Deficit) for the year	1,702,696	220,814	(753,605)	1,169,905	1,477,031
Interfund Transfers					
Tangible Capital Assets Purchased	(664,444)	(220,814)	885,258	-	
Local Capital	(2,000,000)		2,000,000	-	
Net Changes for the year	(961,748)	-	2,131,653	1,169,905	1,477,031
Accumulated Surplus (Deficit), end of year - Statement 2	3,978,341	-	24,688,465	28,666,806	27,496,901

School District No. 40 (New Westminster)

Schedule of Operating Operations

Year Ended June 30, 2020

Schedule 2 (Unaudited)

	2020 Budget \$	2020 Actual \$	2019 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	63,576,036	64,426,708	62,921,004
Other	162,000	206,780	153,896
Federal Grants			1,735
Tuition	3,588,290	3,597,541	4,425,875
Other Revenue	483,346	421,061	196,017
Rentals and Leases	255,000	207,144	216,373
Investment Income	500,000	362,525	516,776
Total Revenue	68,564,672	69,221,759	68,431,676
Expenses			
Instruction	57,809,157	57,182,594	57,823,720
District Administration	3,583,197	3,354,175	3,473,798
Operations and Maintenance	6,906,354	6,698,671	6,607,804
Transportation and Housing	312,169	283,623	234,028
Total Expense	68,610,877	67,519,063	68,139,350
Operating Surplus (Deficit) for the year	(46,205)	1,702,696	292,326
Budgeted Appropriation (Retirement) of Surplus (Deficit)	1,546,205		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(500,000)	(664,444)	(962,182)
Local Capital	(1,000,000)	(2,000,000)	
Total Net Transfers	(1,500,000)	(2,664,444)	(962,182)
Total Operating Surplus (Deficit), for the year	-	(961,748)	(669,856)
Operating Surplus (Deficit), beginning of year		4,940,089	5,609,945
Operating Surplus (Deficit), end of year		3,978,341	4,940,089
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 16)		3,978,341	1,419,386
Unrestricted		-	3,520,703
Total Operating Surplus (Deficit), end of year		3,978,341	4,940,089

School District No. 40 (New Westminster)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2020

	2020 Budget \$	2020 Actual \$	2019 Actual \$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	61,938,097	61,810,061	61,823,816
Other Ministry of Education Grants			
Pay Equity	521,853	521,853	521,853
Funding for Graduated Adults	164,373	344,860	177,863
Transportation Supplement	6,073	6,073	6,073
Economic Stability Dividend			75,401
Carbon Tax Grant	50,000	53,833	53,833
Employer Health Tax Grant	546,018	546,018	165,924
Strategic Priorities - Mental Health Grant			33,000
Support Staff Benefits Grant	46,704	46,704	46,704
BCTEA - LEA Capacity Building Grant			6,850
Support Staff Wage Increase Funding	294,731	294,731	
Teachers' Labour Settlement Funding		786,453	
FSA Exam Marking	8,187	8,187	8,187
Early Learning Framework		2,318	
District Capacity Building		2,617	
Equity Scan		3,000	
My Education BC			1,500
Total Provincial Grants - Ministry of Education	63,576,036	64,426,708	62,921,004
Provincial Grants - Other	162,000	206,780	153,896
Federal Grants			1,735
Tuition			
Summer School Fees	36,190	45,802	90,827
Continuing Education	86,100	33,428	114,558
International and Out of Province Students	3,466,000	3,518,311	4,220,490
Total Tuition	3,588,290	3,597,541	4,425,875
Other Revenues			
Miscellaneous			
Instructional Cafeteria Revenue	130,000	88,575	129,659
Miscellaneous	353,346	332,486	66,358
Total Other Revenue	483,346	421,061	196,017
Rentals and Leases	255,000	207,144	216,373
Investment Income	500,000	362,525	516,776
Total Operating Revenue	68,564,672	69,221,759	68,431,676

School District No. 40 (New Westminster)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Salaries			
Teachers	29,583,811	30,060,862	30,312,898
Principals and Vice Principals	3,603,270	3,568,766	3,605,528
Educational Assistants	5,703,365	6,006,077	5,498,123
Support Staff	5,435,860	5,519,537	5,352,932
Other Professionals	2,750,203	2,709,636	2,615,219
Substitutes	2,082,175	1,683,758	1,868,375
Total Salaries	49,158,684	49,548,636	49,253,075
Employee Benefits	12,165,933	11,937,892	11,833,196
Total Salaries and Benefits	61,324,617	61,486,528	61,086,271
Services and Supplies			
Services	2,371,875	2,202,876	2,154,774
Student Transportation	196,534	111,815	139,437
Professional Development and Travel	517,965	396,269	572,232
Rentals and Leases	233,400	243,266	277,030
Dues and Fees	241,400	109,634	95,580
Insurance	111,000	108,972	104,506
Supplies	2,462,580	1,694,541	2,391,031
Utilities	1,151,506	1,108,437	1,316,336
Bad Debt	-	56,725	2,153
Total Services and Supplies	7,286,260	6,032,535	7,053,079
Total Operating Expense	68,610,877	67,519,063	68,139,350

School District No. 40 (New Westminster)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	24,410,039	959,464		184,344		839,523	26,393,370
1.03 Career Programs	373,020			141,728		11,467	526,215
1.07 Library Services	148,004			41,104		4,178	193,286
1.08 Counselling	389,650				50,154	1,905	441,709
1.10 Special Education	2,002,897		6,006,077	7,040	131,676	550,910	8,698,600
1.30 English Language Learning	787,720					9,959	797,679
1.31 Indigenous Education	119,415			210,019		452	329,886
1.41 School Administration		2,485,390		1,459,156	65,605	59,196	4,069,347
1.60 Summer School	123,078	14,813		2,677		2,797	143,365
1.61 Continuing Education	818,881	109,099		102,803			1,030,783
1.62 International and Out of Province Students	883,208			52,194	360,315	24,593	1,320,310
1.64 Other							-
Total Function 1	30,055,912	3,568,766	6,006,077	2,201,065	607,750	1,504,980	43,944,550
4 District Administration							
4.11 Educational Administration				2,354	505,304	4,125	511,783
4.40 School District Governance					242,230		242,230
4.41 Business Administration	4,950			445,068	908,063	67,649	1,425,730
Total Function 4	4,950	-	-	447,422	1,655,597	71,774	2,179,743
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				94,843	294,360	5,331	394,534
5.50 Maintenance Operations				2,362,664	151,929	97,020	2,611,613
5.52 Maintenance of Grounds				236,458		11	236,469
5.56 Utilities							-
Total Function 5	-	-	-	2,693,965	446,289	102,362	3,242,616
7 Transportation and Housing							
7.70 Student Transportation				177,085		4,642	181,727
Total Function 7	-	-	-	177,085	-	4,642	181,727
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	30,060,862	3,568,766	6,006,077	5,519,537	2,709,636	1,683,758	49,548,636

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School District No. 40 (New Westminster)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2020 Actual	2020 Budget	2019 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	26,393,370	6,401,449	32,794,819	1,780,394	34,575,213	34,516,090	36,714,659
1.03 Career Programs	526,215	126,386	652,601	48,642	701,243	661,789	324,904
1.07 Library Services	193,286	48,649	241,935	24,457	266,392	278,414	384,845
1.08 Counselling	441,709	104,317	546,026	7,800	553,826	753,668	626,191
1.10 Special Education	8,698,600	2,250,055	10,948,655	228,941	11,177,596	11,404,878	10,253,366
1.30 English Language Learning	797,679	185,459	983,138	5,561	988,699	958,261	1,359,937
1.31 Indigenous Education	329,886	79,472	409,358	9,338	418,696	417,429	428,182
1.41 School Administration	4,069,347	908,627	4,977,974	28,783	5,006,757	5,108,942	5,191,804
1.60 Summer School	143,365	26,053	169,418	5,014	174,432	175,233	161,026
1.61 Continuing Education	1,030,783	243,139	1,273,922	47,067	1,320,989	1,402,118	
1.62 International and Out of Province Students	1,320,310	292,760	1,613,070	383,035	1,996,105	2,127,785	2,378,806
1.64 Other	-	-	-	2,646	2,646	4,550	
Total Function 1	43,944,550	10,666,366	54,610,916	2,571,678	57,182,594	57,809,157	57,823,720
4 District Administration							
4.11 Educational Administration	511,783	99,659	611,442	283,721	895,163	884,817	921,441
4.40 School District Governance	242,230	25,187	267,417	62,936	330,353	354,770	344,752
4.41 Business Administration	1,425,730	284,044	1,709,774	418,885	2,128,659	2,343,610	2,207,605
Total Function 4	2,179,743	408,890	2,588,633	765,542	3,354,175	3,583,197	3,473,798
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	394,534	84,067	478,601	220,626	699,227	593,107	565,891
5.50 Maintenance Operations	2,611,613	678,424	3,290,037	1,314,048	4,604,085	4,830,880	4,418,740
5.52 Maintenance of Grounds	236,469	71,478	307,947	24,517	332,464	396,861	352,405
5.56 Utilities	-	-	-	1,062,895	1,062,895	1,085,506	1,270,768
Total Function 5	3,242,616	833,969	4,076,585	2,622,086	6,698,671	6,906,354	6,607,804
7 Transportation and Housing							
7.70 Student Transportation	181,727	28,667	210,394	73,229	283,623	312,169	234,028
Total Function 7	181,727	28,667	210,394	73,229	283,623	312,169	234,028
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	49,548,636	11,937,892	61,486,528	6,032,535	67,519,063	68,610,877	68,139,350

DRAFT - Not Finalized

September 22, 2020 9:37

School District No. 40 (New Westminster)

Schedule of Special Purpose Operations

Year Ended June 30, 2020

Schedule 3 (Unaudited)

	2020 Budget \$	2020 Actual \$	2019 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	8,992,271	8,905,911	7,262,554
Other Revenue	2,151,616	1,788,812	2,203,641
Total Revenue	11,143,887	10,694,723	9,466,195
Expenses			
Instruction	10,908,015	10,458,851	9,230,323
Operations and Maintenance	15,058	15,058	20,078
Total Expense	10,923,073	10,473,909	9,250,401
Special Purpose Surplus (Deficit) for the year	220,814	220,814	215,794
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(220,814)	(220,814)	(215,794)
Total Net Transfers	(220,814)	(220,814)	(215,794)
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		-	-

School District No. 40 (New Westminster)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2020

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	24,977	414,142	1,238,692	-	12,007	28,936	630,620
Add: Restricted Grants									
Provincial Grants - Ministry of Education	235,872	237,653				96,474	19,892	149,244	1,524,294
Other				106,833	1,225,856				29,073
	235,872	237,653	-	106,833	1,225,856	96,474	19,892	149,244	1,553,367
Less: Allocated to Revenue	235,872	237,653	4,078	122,834	1,549,987	96,474	10,594	157,129	2,183,987
Recovered									
Deferred Revenue, end of year	-	-	20,899	398,141	914,561	-	21,305	21,051	-
Revenues									
Provincial Grants - Ministry of Education	235,872	237,653	4,078			96,474	10,594	157,129	2,154,914
Other Revenue				122,834	1,549,987				29,073
	235,872	237,653	4,078	122,834	1,549,987	96,474	10,594	157,129	2,183,987
Expenses									
Salaries									
Teachers								54,466	989,685
Principals and Vice Principals									
Educational Assistants		186,601							457,938
Support Staff						69,741			55,611
Other Professionals									84,203
Substitutes							23	1,697	7,866
	-	186,601	-	-	-	69,741	23	56,163	1,595,303
Employee Benefits		51,052				23,919	124	15,177	396,897
Services and Supplies	15,058		4,078	122,834	1,549,987	2,814	10,447	85,789	191,787
	15,058	237,653	4,078	122,834	1,549,987	96,474	10,594	157,129	2,183,987
Net Revenue (Expense) before Interfund Transfers	220,814	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(220,814)								
	(220,814)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund		70,811				10,587			79,898

School District No. 40 (New Westminster)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2020

Schedule 3A (Unaudited)

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	United Way	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	42,788	26,986		27,176	2,446,324
Add: Restricted Grants						
Provincial Grants - Ministry of Education	418,499	5,226,659	378,566	28,500		8,315,653
Other					75,000	1,436,762
	418,499	5,226,659	378,566	28,500	75,000	9,752,415
Less: Allocated to Revenue	418,499	5,226,659	339,829	24,210	86,918	10,694,723
Recovered		42,788	26,986			69,774
Deferred Revenue, end of year	-	-	38,737	4,290	15,258	1,434,242
Revenues						
Provincial Grants - Ministry of Education	418,499	5,226,659	339,829	24,210		8,905,911
Other Revenue					86,918	1,788,812
	418,499	5,226,659	339,829	24,210	86,918	10,694,723
Expenses						
Salaries						
Teachers		4,243,075				5,287,226
Principals and Vice Principals	24,000					24,000
Educational Assistants						644,539
Support Staff	151,216					276,568
Other Professionals					70,117	154,320
Substitutes	140,143		23,782	24,210		197,721
	315,359	4,243,075	23,782	24,210	70,117	6,584,374
Employee Benefits	64,699	983,584	2,434		16,801	1,554,687
Services and Supplies	38,441		313,613			2,334,848
	418,499	5,226,659	339,829	24,210	86,918	10,473,909
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	220,814
Interfund Transfers						
Tangible Capital Assets Purchased						(220,814)
	-	-	-	-	-	(220,814)
Net Revenue (Expense)	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund	10,736	140,892				312,924

School District No. 40 (New Westminster)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2020

	2020 Budget	2020 Actual			2019 Actual
	\$	Invested in Tangible Capital Assets	Local Capital	Fund Balance	\$
Revenues					
Municipal Grants Spent on Sites				-	1,749,209
Other Revenue			203,366	203,366	
Investment Income	500		16,391	16,391	831
Amortization of Deferred Capital Revenue	2,344,524	2,344,524		2,344,524	2,315,150
Total Revenue	2,345,024	2,344,524	219,757	2,564,281	4,065,190
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	3,289,824	3,289,824		3,289,824	3,078,054
Transportation and Housing	28,062	28,062		28,062	18,225
Total Expense	3,317,886	3,317,886	-	3,317,886	3,096,279
Capital Surplus (Deficit) for the year	(972,862)	(973,362)	219,757	(753,605)	968,911
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	720,814	885,258		885,258	1,177,976
Local Capital	1,000,000		2,000,000	2,000,000	
Total Net Transfers	1,720,814	885,258	2,000,000	2,885,258	1,177,976
Total Capital Surplus (Deficit) for the year	747,952	(88,104)	2,219,757	2,131,653	2,146,887
Capital Surplus (Deficit), beginning of year		22,492,512	64,300	22,556,812	20,409,925
Capital Surplus (Deficit), end of year		22,404,408	2,284,057	24,688,465	22,556,812

School District No. 40 (New Westminster)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2020

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	15,057,921	109,403,037	1,547,886	280,615		3,344,161	129,633,620
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,554,238	24,952			119,158	1,698,348
Deferred Capital Revenue - Other			12,317				12,317
Operating Fund			129,860			534,584	664,444
Special Purpose Funds		220,814					220,814
Transferred from Work in Progress		6,997,779					6,997,779
	-	8,772,831	167,129	-	-	653,742	9,593,702
Decrease:							
Deemed Disposals			12,969	87,993		222,907	323,869
	-	-	12,969	87,993	-	222,907	323,869
Cost, end of year	15,057,921	118,175,868	1,702,046	192,622	-	3,774,996	138,903,453
Work in Progress, end of year		85,395,455	350				85,395,805
Cost and Work in Progress, end of year	15,057,921	203,571,323	1,702,396	192,622	-	3,774,996	224,299,258
Accumulated Amortization, beginning of year		38,995,974	435,561	142,558		1,049,327	40,623,420
Changes for the Year							
Increase: Amortization for the Year		2,466,203	154,789	28,062		668,832	3,317,886
Decrease:							
Deemed Disposals			12,969	87,993		222,907	323,869
		-	12,969	87,993	-	222,907	323,869
Accumulated Amortization, end of year		41,462,177	577,381	82,627	-	1,495,252	43,617,437
Tangible Capital Assets - Net	15,057,921	162,109,146	1,125,015	109,995	-	2,279,744	180,681,821

School District No. 40 (New Westminster)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress
Year Ended June 30, 2020

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	48,050,166				48,050,166
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	44,282,597	350			44,282,947
Deferred Capital Revenue - Other	60,471				60,471
	44,343,068	350	-	-	44,343,418
Decrease:					
Transferred to Tangible Capital Assets	6,997,779				6,997,779
	6,997,779	-	-	-	6,997,779
Net Changes for the Year	37,345,289	350	-	-	37,345,639
Work in Progress, end of year	85,395,455	350	-	-	85,395,805

School District No. 40 (New Westminster)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2020

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	66,264,206	133,181	126,699	66,524,086
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,698,348	12,317		1,710,665
Transferred from Work in Progress	6,997,779			6,997,779
	<u>8,696,127</u>	<u>12,317</u>	<u>-</u>	<u>8,708,444</u>
Decrease:				
Amortization of Deferred Capital Revenue	2,326,247	14,779	3,498	2,344,524
	<u>2,326,247</u>	<u>14,779</u>	<u>3,498</u>	<u>2,344,524</u>
Net Changes for the Year	<u>6,369,880</u>	<u>(2,462)</u>	<u>(3,498)</u>	<u>6,363,920</u>
Deferred Capital Revenue, end of year	<u><u>72,634,086</u></u>	<u><u>130,719</u></u>	<u><u>123,201</u></u>	<u><u>72,888,006</u></u>
Work in Progress, beginning of year	46,042,114	2,008,047		48,050,161
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	44,282,947		60,471	44,343,418
	<u>44,282,947</u>	<u>-</u>	<u>60,471</u>	<u>44,343,418</u>
Decrease				
Transferred to Deferred Capital Revenue	6,997,779			6,997,779
	<u>6,997,779</u>	<u>-</u>	<u>-</u>	<u>6,997,779</u>
Net Changes for the Year	<u>37,285,168</u>	<u>-</u>	<u>60,471</u>	<u>37,345,639</u>
Work in Progress, end of year	<u><u>83,327,282</u></u>	<u><u>2,008,047</u></u>	<u><u>60,471</u></u>	<u><u>85,395,800</u></u>
Total Deferred Capital Revenue, end of year	<u><u>155,961,368</u></u>	<u><u>2,138,766</u></u>	<u><u>183,672</u></u>	<u><u>158,283,806</u></u>

School District No. 40 (New Westminster)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2020

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	1,549,382	2,173	34,705	2,252,569		3,838,829
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education	45,389,955					45,389,955
Provincial Grants - Other			1,260,246			1,260,246
Other				412,785	60,471	473,256
Investment Income	70,467			34,328		104,795
Transfer project surplus to MEd Restricted (from) Bylaw	(6,646)	6,646				-
	45,453,776	6,646	1,260,246	447,113	60,471	47,228,252
Decrease:						
Transferred to DCR - Capital Additions	1,698,348		12,317			1,710,665
Transferred to DCR - Work in Progress	44,282,947				60,471	44,343,418
	45,981,295	-	12,317	-	60,471	46,054,083
Net Changes for the Year	(527,519)	6,646	1,247,929	447,113	-	1,174,169
Balance, end of year	1,021,863	8,819	1,282,634	2,699,682	-	5,012,998

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

Date: September 15, 2020

Submitted by: Karim Hachlaf, Superintendent

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

Subject: Richard McBride Elementary School Re-naming Proposal

Background:

On June 17, 2020, the school district received a letter, on behalf of the Richard McBride PAC, to initiate our re-naming process for Richard McBride Elementary School (Appendix A). In my response dated June 24th (Appendix B), and consistent with our [Administrative Procedure 542](#), the Board of Education has agreed to move forward with the activation of the re-naming committee.

Accordingly, the following timeline is proposed to create the re-naming committee and provide a plan to the Board for consulting students, parents, staff and community representatives.

September to mid-October: *Superintendent will coordinate invitation and confirmation of representatives for re-naming Committee.*

Mid-October to November 12: *Committee Chair sets meeting(s) to develop consultation plan and timeline.*

November 17: *Committee presents plan and timeline to Board of Education at its Operations Policy and Planning Meeting.*

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) approval of the creation of the re-naming committee for Richard McBride Elementary School and the proposed timeline.

Appendix A

PROPOSAL TO INITIATE RE-NAMING RICHARD MCBRIDE ELEMENTARY SCHOOL

According to administrative procedure 542 Renaming School and District Facilities, a proposal to rename a school can be initiated by the school administration, staff or students, the Parent Advisory Council, District staff and community members.

I am requesting support from the PAC to initiate a procedure for re-naming Richard McBride Elementary School. Procedurally, I am bringing this matter to our June 2020 meeting for discussion, with the intention of bringing it for a vote at the September 2020 meeting.

WHO WAS RICHARD MCBRIDE?

Richard McBride was the sixteenth premier of British Columbia (1903-1915). His policies, actions, and stated views strongly demonstrated racism against Asian and Indigenous peoples, as well as sexism (e.g., opposing women's suffrage). While these views were not uncommon, they were not universal at the time. The historical record is clear that Richard McBride was on the forefront of racist, discriminatory policy and legislation.

During his time as premier of British Columbia, Richard McBride vocally advocated for a "a white BC" and sought to shut out the "Asiatic hordes." He worked hard to prevent "cheap" Japanese labour from competing in the fisheries and in "everything the white man has been used to call his own." He led the legislature in passing numerous anti-Asian measures (such as taxes on companies that hired Chinese labourers and legislation denying the vote to Asians and Indigenous people). After the Conservatives formed the federal government in 1911, he urged Prime Minister Borden to honour a promise to legislate against immigration from Asia.

McBride was also premier at the time of the *Komagata Maru* incident. The *Komagata Maru* was a Japanese steamship carrying hundreds of Sikhs who were traveling to Canada in hopes of settling and making a life here. Due to strong anti-Asian racism, the government did not allow the ship to dock and most of its passengers were barred from entering British Columbia. The ship was sent back to India where the Indian colonial government used the incident as an excuse to pass severe laws, attempting to arrest suspected Sikh radicals, and sparking a brutal riot that left 19 men dead. Richard McBride openly admitted to the racism behind the decision to bar the Sikh passengers from coming ashore in British Columbia, saying, "To admit Orientals in large numbers would mean the end, the extinction of the white people."

As premier, McBride pursued a policy of making way for economic development and the expansion of cities by dispossessing Indigenous nations of their reserve lands (Songheese in Victoria, Squamish in Vancouver, etc.).

Richard McBride was well-known to be a leading anti-suffrage politician at a time when (white) women were gaining the vote across Canada. He remained opposed to suffrage over the course of his career, stubbornly claiming that women did not truly want to vote and that extending the franchise to them would take too much power away from men.

WHY SHOULD THE PAC SUPPORT A PROPOSAL TO RE-NAME THE SCHOOL?

Administrative procedure 542 outlines the following exceptional circumstances for re-naming schools, both of which apply in this case:

- The current name does not service the needs of the school population of the community, and
- The current name is not in alignment with the District's core values and strategic priorities.

The name Richard McBride does not service the needs of the school population of the New West community, which is diverse.

- 33% of New Westminster's population were immigrants in 2011.
- 35% of New Westminster's residents have a non-English mother tongue.
- The top four languages spoken by New Westminster School District students at home are English (61%); Mandarin (5.8%); Tagalog/Phillipino (4.5%); and Punjabi (3.7%).

The name Richard McBride is not in alignment with the District's core values and strategic priorities. According to the current New West Strategic Plan, the District's core values and strategic priorities are as follows:

- Core values: collaboration, engagement, equity, inclusion, innovation, and integrity.
- Priorities:
 - Transform the student experience
 - Build meaningful relationships, including that "newcomers will be drawn into the social fabric of our schools" and "building bridges to families"
 - Lead into our future which talks about a commitment to Truth and Reconciliation and examining ourselves: growing, evolving, adapting
 - Ensure full participation in learning

WHY NOW?

The new school is an opportunity for a fresh start. We are also in a moment of reckoning, as a society, with the ongoing impact of racism and exclusion. The COVID-19 pandemic has unfortunately revealed the persistent and virulent nature of anti-Asian racism in British Columbia.

ISN'T THIS ERASING HISTORY AND TRADITION?

No. No one is suggesting that we not study our history, including the positive and negative things that Richard McBride did as premier. What we are suggesting is that the message sent to children by having his name on their place of learning is one of exclusion and marginalization for some of them. The reality is that most children who go to the school will not be able to tell you exactly who Richard McBride was or what he stood for. However, should they simply google his name, they will learn pretty quickly about his deep racism and discriminatory

actions. We want our children to identify positively with the name of their school. We want it to resonate with them and the values the District and the school are seeking to instil in them.

SOURCES:

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Richard. http://biographi.ca/en/bio/mcbride_richard_14E.html

Emma Renaerts, "Oh No, My Street's Names After a Racist," The Tyee, 23 May 2019. <https://thetyee.ca/Opinion/2019/05/23/Racist-Street-Names/>

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Patrica E. Roy, "McBride and the Indian Question in British Columbia," (2011-2012) 172 BC Studies 35.

United Way, New Westminster a city of contrasts: community profile published, 21 November 2016. <https://www.uwlm.ca/news/new-westminster-a-city-of-contrasts-community-profile-published/>

B.C.'s long-suffering suffragists, BC Book Look, 28 April 2020. <https://bcbooklook.com/2020/04/28/b-c-s-long-suffering-suffragists/>

Appendix B



School Board Office, District No 40
811 Ontario Street
New Westminster, BC V3m 0J7

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

June 24, 2020

SENT VIA EMAIL
PACMcBride@gmail.com

Jen Knight
Chair, Richard McBride Elementary Parent Advisory Council

Dear Jen,

I would like to formally acknowledge receipt of Cheryl Sluis letter dated June 22, sent on behalf of the Richard McBride Parent Advisory Council (PAC), outlining your request to activate our re-naming process for Richard McBride Elementary School. I have also noted the motion to support this request was passed by the PAC executive on June 17, 2020.

Within the letter, the reasons stated for re-naming include:

- The current name does not service the needs of the school population and the community and,
- The current name is not in alignment with the District's core values and strategic priorities.

As part of our [Administrative Procedure 542](#), the Board of Education reserves the right to change or remove a name in the event of exceptional circumstances. Further, if the proposal is deemed to qualify as an exceptional circumstance, where the existing name no longer serves the needs of the school population of the community and no longer aligns with District's core values and strategic priorities, the Superintendent will bring the proposal to the Board of Education to consider the activation of a District re-naming committee for further consultation. This consultation process includes providing a plan regarding the proposed re-naming.

In reviewing the proposal, the Board of Education has agreed to move forward with the activation of a re-naming committee. The school district is committed to reconciliation and decolonization including our physical structures within the public landscape of the traditional and unceded territories of the Qayqayt First Nation and Coast Salish peoples.

At our upcoming September Board Operations Committee meeting, tentatively scheduled for September 22, 2020, I will provide an update to the Board on facilitating the creation of a re-naming committee for Richard McBride, as per the parameters set out in our administrative procedure.

Once the committee participants have been finalized, the newly formed re-naming committee will meet to recommend a plan and timeline for consultation to the Board of Education. Upon Board approval, the committee will begin its work and present a summary report and provide a recommendation. The final decision will be made by the Board, in a closed meeting, and released to the public through a public board meeting. The Board is not bound by the recommendations of the committee.

I want to thank the Richard McBride Parent Advisory Council for initiating this request and we look forward to the work ahead.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Hachlaf", is placed above the printed name.

Karim Hachlaf
Superintendent of Schools / CEO

cc: Board of Education
Kathleen Chad, Principal

BOARD MEETING SCHEDULE "DRAFT - SUBJECT TO CHANGE"

September 2020 to June 2021 (Hybrid Model)

Tues.	Sept	08	- no meeting - start of school	
Tues.	Sept	15	Education Policy/Planning Committee *	5:00 PM
Tues.	Sept	15	Operations Policy/Planning Committee	6:15 PM
Tues.	Sept	29	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Oct	06	Board - In-Service	
Tues.	Oct	13	Education Policy/Planning Committee *	5:00 PM
Tues.	Oct	13	Operations Policy/Planning Committee	6:15 PM
Tues.	Oct	27	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Nov	17	Education Policy/Planning Committee *	5:00 PM
Tues.	Nov	17	Operations Policy/Planning Committee	6:15 PM
Tues.	Nov	24	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Dec	15	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Dec	22	- winter break	
Tues.	Dec	29	- winter break	
Tues.	Jan	12	Education Policy/Planning Committee *	5:00 PM
Tues.	Jan	12	Operations Policy/Planning Committee	6:15 PM
Tues.	Jan	26	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Feb	09	Education Policy/Planning Committee *	5:00 PM
Tues.	Feb	09	Operations Policy/Planning Committee	6:15 PM
Tues.	Feb	16	Board In-Service	
Tues.	Feb	23	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	March	02	Board In-Service - Budget 2021/22	
Tues.	March	09	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	March	16	- spring break	
Tues.	March	23	- spring break	

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

September 2020 to June 2021 (Hybrid Model)

Tues.	April	13	Education Policy/Planning Committee *	5:00 PM
Tues.	April	13	Operations Policy/Planning Committee	6:15 PM
Tues.	April	27	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	May	11	Education Policy/Planning Committee *	5:00 PM
Tues.	May	11	Operations Policy/Planning Committee	6:15 PM
Tues.	May	25	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	June	08	Education Policy/Planning Committee *	5:00 PM
Tues.	June	08	Operations Policy/Planning Committee	6:15 PM
Tues.	June	15	<i>Retirement Dinner</i>	tbd
Tues.	June	22	Board Meetings (In-Camera & Open)	6:00 PM

COVID-19 Update

September 29, 2020



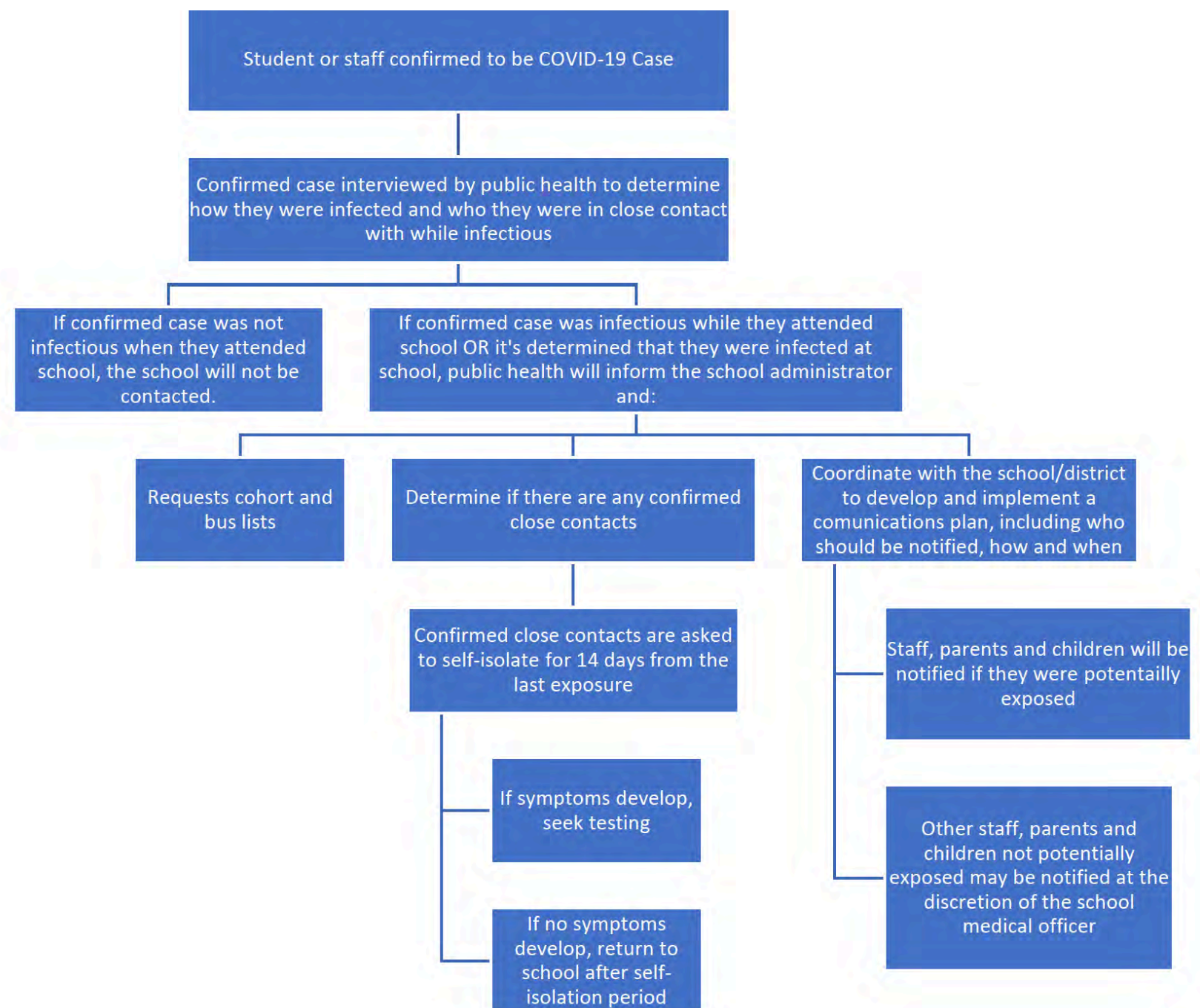
New
Westminster
Schools

COVID Exposure in Schools: Communication Protocols

Communications

- ✓ **LETTER TO FAMILIES AND STAFF**
- ✓ **MINISTRY & MEDIA**
- ✓ **FRASER HEALTH**
- ✓ **DISTRICT DEPARTMENT COMMUNICATION**
- ✓ **DISTRICT-WIDE LETTER**





Early Notification Letter



New
Westminster
Schools



fraserhealth
Better health. Best in health care.

- ✓ Provides notification of a confirmed positive COVID-19 case.
- ✓ Letter does not mean individuals have been exposed to COVID-19.
- ✓ Health Authority is performing contact tracing.
- ✓ Health Authority will determine if anyone was in close contact and is required to self-isolate.

Online Professional Development



**Blended Learning:
Pedagogy and Practice
for K-12 Teachers**



New Westminster Schools

New Westminster School District (#40)

COVID-19 Health & Safety Plan

Stage 2: Maximization of
In-class Instruction Plan

Version 1.6

Daily Health Check

Under the new protocols and processes that will keep our schools safer, each morning it is your responsibility to do a daily health check for your children (complete for each child), prior to them attending school. That check needs to include a full review of all symptoms and questions listed on this form.

1. Key symptoms of illness

Do you have any of the following key symptoms?

- ☐ Fever
- ☐ Chills
- ☐ Cough or worsening chronic cough
- ☐ Shortness of breath
- ☐ Loss of sense of smell or taste
- ☐ Diarrhea
- ☐ Nausea and vomiting

If you answered "YES" to any of the above symptoms, and they are not related to a pre-existing condition (e.g. allergies), your child should NOT attend school.

If only one symptom (excluding fever) is present: your child should stay home and can self-monitor/be monitored for 24 hours from when the symptom started. If the symptom continues past that window or worsens, seek a health assessment. If the symptom improves, your child may return to school when they feel well enough.

If your child has a fever, or if two or more key symptoms are present: seek a health assessment. A health assessment can include calling 811 or a primary care provider like a physician or nurse practitioner – the assessment will determine whether a COVID-19 test is recommended.

2. International travel

Have you returned from travel outside Canada in the last 14 days?

3. Confirmed Contact

Are you a confirmed contact of a person confirmed to have COVID-19?

If you answered "YES" to questions 2 or 3, or if you're worried about new symptoms you've identified, use the COVID-19 Self-Assessment Tool (<https://bc.thrive.health/covid19/en>) or call 811 to determine if you should seek testing for COVID-19.

After a period of illness, when is it safe to return to schools?

If a COVID-19 test has been recommended, follow the guidance provided by the health professional you're working with (guidelines also listed in BC Centre for Disease Control link below). If a COVID-19 test is not recommended by the health assessment, your child can return to school when symptoms improve and they feel well enough to do so.

Keeping New Westminster schools safer.

Additional COVID-19 Updates

Return to in-class instruction windows:

- ☐ Immediate return for applications received before October 6
- ☐ January 4 return for applications received before December 11

☐ **Grade 10 student schedules**

☐ **Extension of meals program at alternate programs**

☐ **Attendance update**

☐ **City/School District collaboration**

Good things are happening: 2019–20

Annual Report



New
Westminster
Schools

Good things are happening

New Westminster Schools 2019–20



New
Westminster
Schools

Pictured: Provincial and New Westminster leaders gather to inspire children to become readers.



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Lead into our future	12
Ensure full participation in learning	17
The year ahead	19



Anita Ansari,
Chair of the
Board of Education

At New Westminster Schools we like to think of ourselves as small, but mighty. And it felt especially true in this unprecedented year, where we managed to achieve some really big things despite all the challenges.

Like every year, we saw lessons taught, connections built and the spark of so many of those small moments for students, the ones that will later become pivotal memories for them as adults. And there were many opportunities for our students and teachers to be recognized for their amazing achievements in the arts, sports, technology and more.

We broke ground on the new Richard McBride, leveraged partnerships to forge new child care options in Queensborough, and engaged in a review that will pave the way for improvements in how we support students with diverse needs. Then COVID-19 hit.

We adapted and pushed forward as we took direction from Provincial leads as we worked hard to make local plans to keep our students, staff and families safe ... while continuing to do everything we could to provide learning opportunities. We didn't always have answers. But we did our best in each moment – individually and collectively – as we acted with kindness, made extra efforts to help people in our community, and continued to engage our students.

The outbreak changed things. It made teaching more challenging, it slowed construction on the new high school and it impacted the way we were able to celebrate achievements like graduation.

But the pandemic also taught us to see the opportunities ... instead of taking the wind out of our sails, it forced us to shift course and find new angles to pursue learning and moments of growth. We channelled innovation, built stronger connections with families and looked at the barriers we could help reduce.

In so many ways it was a year that challenged us all to rise. And we did it together – guided by the strategic work we had laid out the year before, and always centred around the well-being of our students, colleagues and neighbours.

We have been impressed and grateful for the collective commitment this community has shown. So thank you for being part of this extraordinary year and we are excited to kick off the 2020-21 school year.



Karim Hachlaf,
Superintendent of
Schools / CEO



Above: Time for learning: A student at one of our Child Learning Centres for Kids of Essential Service Workers chips through her daily assignments.

Our learning journey

Our Learning Journey is the name of the five year strategic plan that was launched in 2019.

It's a roadmap that paves the way to build on the strengths of the district and improve places we can do more – informed by students, parents, staff, community members, trustees and others. And it looks at everything from what we can do inside our classrooms, to our hallways and out into our community ... because our ability and responsibility – to connect people, to enable learning of all kinds and to be partners in building healthy neighbourhoods – extends past the front doors of our schools.

Our Learning Journey is about being there to support the whole child. The whole learner. Certainly in their educational pursuits, but also, in some ways, in their personal growth too.

THE STRATEGIC PLAN IS BASED AROUND FOUR KEY DIRECTIONS:

- Transforming the student experience
- Building meaningful relationships
- Leading into our future
- Ensuring full participation in learning

As we review the year, we'll do it through this lens. What you'll start to see is a connected web of goals and action items that demonstrate how well the key directions work in collaboration ... with stories about the year's successes often feeling like they meet the goals of multiple key directions.

A photograph of a young boy sitting at a desk in a classroom, looking towards the camera. A teacher is visible in the background, leaning over another desk. The image has an orange tint.

Pictured: A student at one of our Child Learning Centres for children of Essential Service Workers gets teacher guidance as he works through his daily remote learning assignments.

“...Our ability and responsibility – to connect people, to enable learning of all kinds and to be partners in building healthy neighbourhoods – extends past the front doors of our schools.”

Transform the student experience

When we talk about transforming the student experience, we're talking about all efforts made to listen, collaborate and support the improved experience of both learning and growing in our schools ... to help us create a future where students experience joy in learning, staff feel supported with the resources and training they need, and our community feels connected to their local schools.

This year we've had many examples of how we're starting to transform the student experience:

- There was the shift to remote learning in this year of the COVID outbreak. It changed learning and teaching for every student, staff person and parent in our district. And while it wasn't perfect or easy, collectively, we managed to achieve a lot of really beautiful things while under a lot of pressure.
- Throughout this process our teachers and other educators shone as they collaborated and channelled creative and innovative new ways to teach lessons to their students ... also often supporting the personal growth of their peers along the way.
- Our extensive Inclusive Education Review laid the path for changes that will be applied to improve support to students with diverse needs, and provide more equity between all students and their ability to succeed.
- We broke ground on Richard McBride! The replacement school will feature open spaces and a design that's intended to support revised and modern curriculum needs. And, in addition, it will also feature a significant expansion to the child care centre with new infant and toddler spaces opening up to better support local families.
- We are a big step closer to adding many new classrooms to the fast-growing Queensborough community: the Province gave formal support to move ahead on our work towards an addition to Queen Elizabeth Elementary School. This year's announcement means our architectural lead will now be working with teams of quantity surveyors, mechanical and structural engineers, and more to help build the Concept Plan and the Project Definition Report – the final step required to give us the go-ahead needed to secure provincial funding.
- Budget consultations across trustees, parents, teachers, union representatives, student representatives and other community member groups made sure everyone's voice was heard as we built the plan for next year.

And it wasn't just around budget priorities that we engaged our students, but we also engaged them in core discussions about what their learning experiences were like inside our District's schools ...



Above: Breaking ground at Richard McBride Elementary School.



Left: Ready for loan: our Technology and Information Services team packaged and distributed almost 1,000 Chromebooks to support New Westminster families in the move to online learning.

Students drive the agenda at Student Symposium 2020

The topics ranged from mental health to vaping. The participants ranged from slightly nervous middle schoolers to outspoken teen mentors in their last few months of high school. And the adults – the teachers, school trustees, district staff and the Superintendent – they sat at a table in the back, ready to listen.



Above: Organizers from NWSS Student Voice take a moment to gather before welcoming all the students to the symposium.

Student Symposium 2020 was hosted by the school district, but the day was presided over by four of New West's up-and-coming leaders: Brianna Haiduc, Jalen Bachra, Rebecca Ballard and Sierra-Rose Hand. And, under the supervision of teacher Stacy Brine, a large committee of teens from the NWSS Student Voice group planned the day themselves, led the sessions and guided kids from across the District in a wide series of discussions – 30 kids from NWSS, 15 from each of our three middle schools and two teens from the Royal City Alternate Program (RCAP).

Those wandering the room heard snippets of stories, reflections and concerns being shared. Kids thoughtfully discussing the realities they were facing, the resources that helped make some of it easier and the list of issues they hope will be addressed to improve their experiences.

According to the four leaders, “the student-led approach created discussions where the kids were so engaged that they were almost talking over each other” ... feeling safe enough to share personal stories and excited about the commonalities that connected them.

Throughout the day, breakout groups took careful notes that documented the discussions. And those notes were later presented to New Westminster's Trustees and District staff to help make sure our kids' voices and ideas were part of the considerations as 2020/2021 budgets and priorities were set.

Teacher Stacy Brine said this event – now in its second year – marks an important shift in showing how the district is valuing student voices, “Getting students engaged in discussions about issues that matter to them is difficult. We think we know what they need, but we don't often give them a chance to speak for themselves. And they have great ideas. So this opportunity to connect around issues that affect them, it's how we can help them be more successful.”

The teens echoed that sentiment, commenting that “sometimes it feels like our opinions don't matter. But here we have a whole bunch of students who are just excited they can change their experiences in their classrooms and at their schools.”

At the end of the day's activities, the young leaders also laughed as they talked to School District staff about the experience, and they suggested that part of what helped make the day extra special was that they were just awesome. We agree. They really are awesome.



Pictured: Breakout sessions were led by student leaders which allowed space for each participant to share their thoughts and experiences.

“The student-led approach created discussions where the kids were so engaged that they were almost talking over each other.”

Build meaningful relationships

We want strong, healthy relationships to be at the heart of all we do. That will help us create learning environments where students experience support and belonging – with health and wellness prioritized – where families feel meaningfully engaged in teaching and learning, and where our teachers, staff and administration are engaged and respected. This is the difference we seek to make.

And while the health crisis drove us to come together in new ways, there were also many efforts throughout the year that were about supporting students to live as whole and healthy people.

Over this year, we've been proud of the gains we've made when it comes to building meaningful relationships:

- Teachers stepped into the homes of all their students as the shift to remote learning engaged every parent and guardian in teaching and learning in a deeper way than we've ever seen.
- We launched six Child Learning Centres in April to support the daytime care and educational needs of the kids of our district's many Essential Service Workers ... which later extended to every school for the June 1st phased-in optional return.
- Bargaining concluded and collective agreements were successfully signed with both the New Westminister Teachers' Union and CUPE 409 ... achieved with no disruption to service, enhancing the relationships and providing greater stability to all for the next few years.
- Under the leadership of BC Housing, we worked alongside the City of New Westminister, Fraser Health and the Lookout Housing and Health Society to provide use of what was unneeded space, during the reduced phases of in-class instruction, at our Massey Complex ... in order to create a temporary emergency response centre that supported people experiencing homeless, in their efforts to find safe shelter and self-isolate through the COVID crisis.

Below: New Westminister Secondary Students organizing Christmas Hampers to be donated.





Wellness fairs: giving students tools to thrive

Why did a plane crash survivor show off his professional skateboarding tricks in our district's middle school gyms? And no, it's not the leading line into a joke ... Dave Jonsson was invited to New Westminster schools to share his inspirational message with our students. And through a series of stories and reflections, he pushed them to consider this one core question over and over: what matters most?

The answers he kept coming back to? Family, the dreams we hold, a belief in yourself, and the healthy relationships we have with people around us.

That presentation kicked off both the Glenbrook and Fraser River Middle schools' Wellness Fairs this year (unfortunately the Queensborough Middle School fair had to be cancelled amidst COVID related issues). And then, following the inspiring start, students spent the rest of their day travelling between pre-selected workshops and activities.

The options were varied. Some friends gathered and learned how to make new snacks, while they reflected on how food can affect their well-being. Other students wrestled with the heavy and potentially life-changing risks faced when pressured to share intimate photos in a digital space – as guided by New Westminster Police Constable Michelle White in her *It's a No* workshop. Those up for a physical challenge dawned full firefighter gear and raced the school stairwells as they got a taste of the heavy work our city's public servants take on. And other students tried their hand at practicing woodworking skills with an emotional twist ... collectively creating a 2x4 version of Jenga, burning emotionally charged words on one side of the blocks and the solutions on the other side.

The sessions offered at *Feeling good! A Day of Wellness* were centred around personal well-being, but applied those lessons outward as students were also challenged to consider the responsibilities we have to people around us.

Above: Guest speaker Dave Jonsson inspires students and staff to reflect on what's most important in life.



Above: Suited up ... racing the stairs in full gear to learn how physically challenging the job can be.

Below: Students burned emotions and solutions into opposite ends of a full-scale Jenga game.



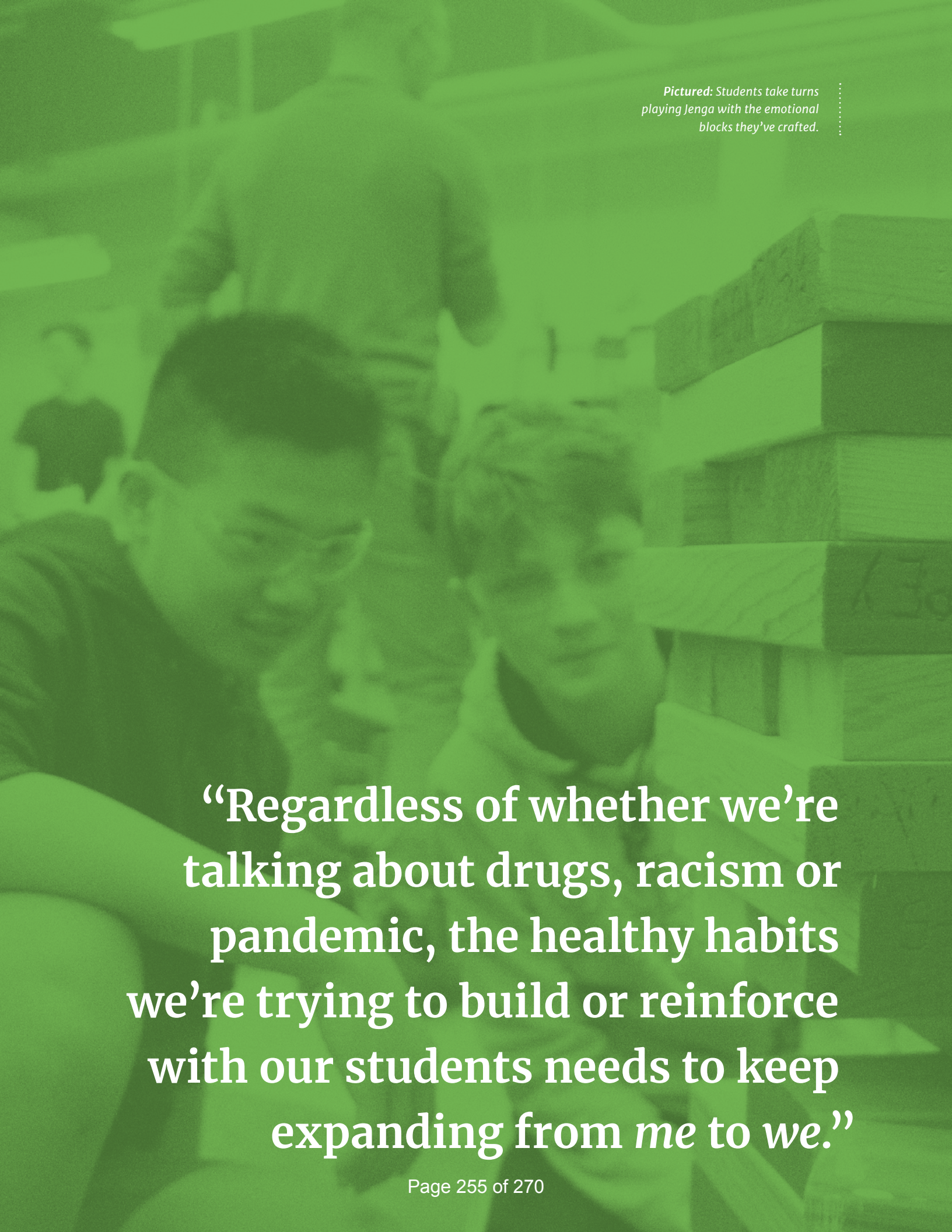
“In the session *Party Safe* we talked about how to keep ourselves and our friends safe in party-like situations,” said workshop leader, Karen Janzen.

“While there was some discussion on chemical dangers, such as Fentanyl, the emphasis was constantly on taking care of ourselves and taking care of each other. Because, regardless of whether we’re talking about drugs, racism, or pandemic, the healthy habits we’re trying to build or reinforce with our students need to keep expanding from *me* to *we*.”

Overall, it was easy to see that the students were energized ... actively engaging in conversations and enjoying the opportunity to apply social, emotional and life learning in new ways.

Why is that so important?

“We want students to understand the interconnected nature of social, emotional, mental and physical well-being” said Maureen McRae-Stanger, the district’s Director of Instruction for Learning and Innovation. “We want them to see that they have to have all those factors working in balance to be fully grounded. And we want to give them the skills and resources needed to identify and adjust when they don’t. Setting that foundation will make learning easier and more successful for our students now, but will also benefit them later in life in many other ways.”

A photograph of students playing Jenga with wooden blocks. The image is overlaid with a green tint. In the foreground, a student with glasses is looking down at the blocks. To their right, another student is looking towards the camera. In the background, other students are visible, some looking at the blocks. The blocks are stacked in a tower, and some have handwritten text on them.

*Pictured: Students take turns
playing Jenga with the emotional
blocks they've crafted.*

**“Regardless of whether we’re
talking about drugs, racism or
pandemic, the healthy habits
we’re trying to build or reinforce
with our students needs to keep
expanding from *me* to *we*.”**

Lead into our future

We will put innovation, learning along with students, and being open and adaptive at the core of how we operate.



Above Left:
3D printers ready to make face shields parts that will protect frontline workers through the COVID crisis.



Above Right:
Our Game of Apps participants take a minute away from innovating and learning to take a picture.

How did we do that this year?

- When a crisis broke out, a small handful of teachers took it upon themselves to make a difference and support frontline workers.

They coordinated across the district to borrow and centralize the 3D printers from our schools, and set to work making parts for face shields that were sent to local hospitals and other needed locations.

In collaboration with Tinkerine (the local company who makes the printers and called out for support), the teachers worked through days and weekends to help produce parts for over 10,000 masks!

- As part of our commitment to sustainability – as a core tenant of leading into the future – we phased in

paperless report cards at every school. As we move forward, the MyEdBC Family Portal will become a tool that will continue to connect parents to their kids' education.

- Our students are also leading the way when it comes to channeling innovation and technology. This year three New Westminster teams competed in the Game of Apps – with team EcoWorld taking home the top spot at Provincials, having created an app that was designed to help make fighting climate change a little easier.

But when it comes to telling the story of leading into our future, there was one example that spoke to what is truly possible when people work together...

Remote learning in a covid world

COVID-19: it is perhaps “the story of the year” in many ways. It is the event none of us predicted, and also the singular factor that touched and changed the lives of every single student and staff person in our district.

The whole community showed its strength by pulling together and working hard to achieve something we might have previously questioned the possibility of: a shift to remote learning. We leaned into technology as a solution that could keep our classrooms together, while keeping apart.

What most didn’t see was the amount of work done to get to the place where we could even start broadcasting into the homes of our district’s families.

Right away we knew equitable access would be an issue. We launched surveys to assess need and engaged Principals and Vice-Principals at every school to reach out to the families who couldn’t receive or read the emailed survey. In the end we loaned out almost 1,000 Chromebooks to help facilitate access for students and we worked with telecom providers to set up internet service to families without.

When it came to equipping our staff, our Technology and Information Services team quickly researched options and landed on two options teachers could select from: Google Classrooms and Microsoft Teams. There was much training to do, systems to upgrade, passwords for thousands to set and more to be done. Every teacher, education assistant and other employee had to learn new systems and figure out how to do their job from home.

Not only were the systems new, but so were the teaching strategies.

The staff portal on our website filled with guides, tools, training opportunities and lists of weekly resources that were created and populated by school board staff, the District’s facilitators and other teachers. Then off to teachers, education assistants and other educators ... where new lessons were developed, contact made with each student, and new plans were enacted to continue to deliver learning opportunities for students who were now stuck at home.



Above: A participant at this year’s Student Symposium shares her story to help build a better future for others.



What was the result?

One teacher turned his basement into a TV studio style science lab to deliver demonstrations that would help his students learn. Another hosted a virtual teddy bear picnic for her class. Some teachers worked with their classes to make videos showcasing their community spirit and others reproduced great works of art by posing Lego figurines and stuffed animals for photos. Staff pushed their comfort zones and made collaborative school-wide videos to help connect with students at home. Teacher-librarians fleshed out websites to increase access to digital catalogues. And Educational Assistants used technology to deliver one-on-one support in new and meaningful ways. Even Board and Parent Advisory Council meetings were delivered through digital forward platforms.

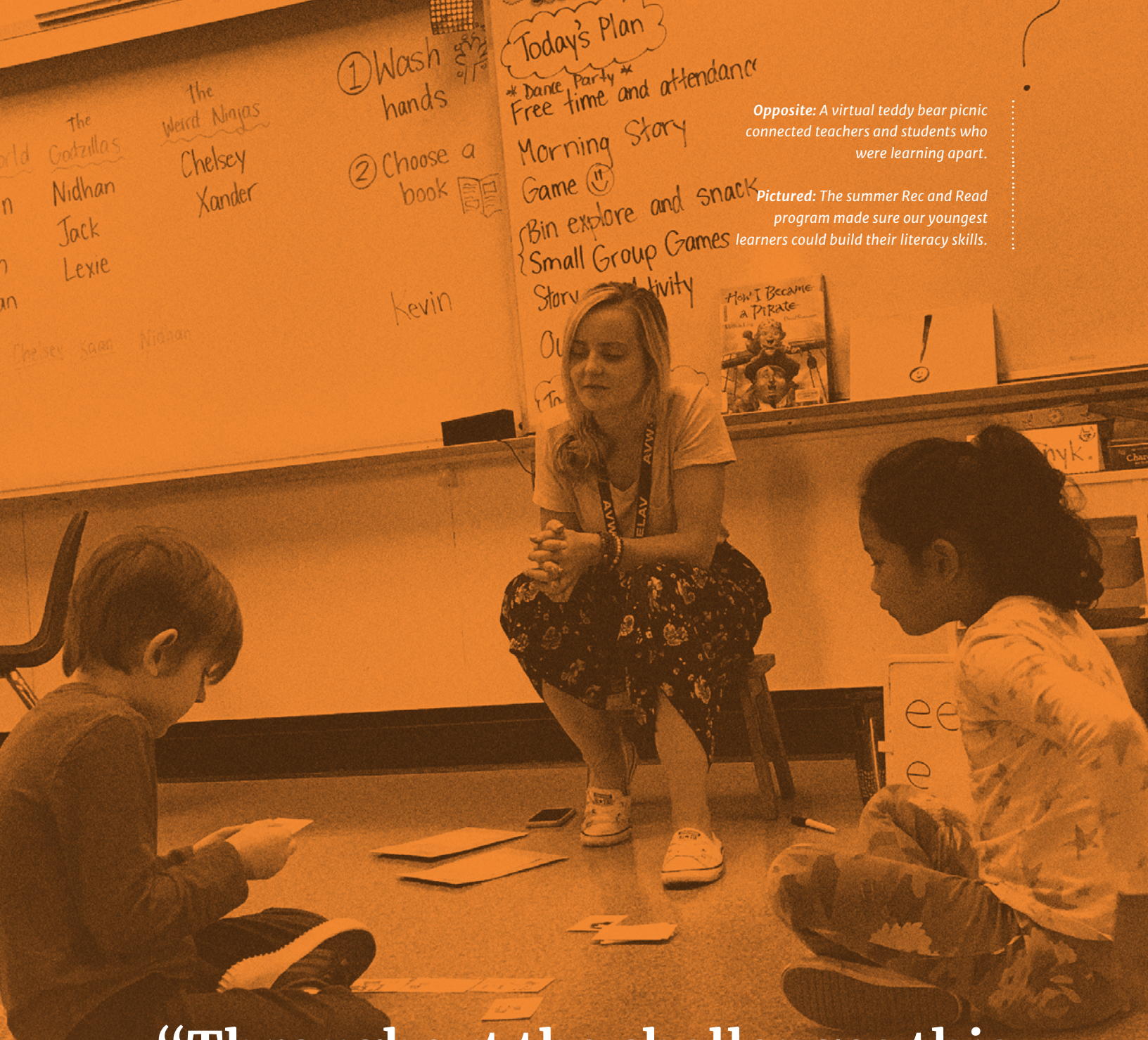
And thousands upon thousands of students and parents turned bedrooms and kitchens into modified classrooms – each doing their best to take advantage of the continued learning opportunities being sent their way. And while managing complicated lives that changed family to family, everyone came together to support our District's learners ... doing the best we each could given the restrictions.

It was far from a perfect process ... with updates sometimes feeling like they posed as many questions as they provided answers. But with patience, kindness and a lot of effort, on the whole, it came together.

(And thanks to the amazing participation in various surveys and our ThoughtExchange by parents, staff and students, we're ready and committed to making changes to improve the process in September.)

Throughout the challenges this Spring presented us, our students kept learning, focussed on the basics of numeracy and literacy, with additional opportunities to showcase their creativity and collaboration. Our staff doubled down on safety, disinfection and new protocols to keep everybody healthy through each of the phased shifts in the return to in-class instruction. We strengthened relationships between families and their schools; and we worked together as a community to keep everyone as safe as we possibly could.

We were all involved, and we made it somehow work in the face of so much uncertainty ... we made it work because we did it together.



Opposite: A virtual teddy bear picnic connected teachers and students who were learning apart.

Pictured: The summer Rec and Read program made sure our youngest learners could build their literacy skills.

“Throughout the challenges this Spring presented us, our students kept learning, focussed on the basics of numeracy and literacy.”

Pictured: Cafeteria staff at NWSS showcase the meals they stepped in to provide daily, in the midst of a pandemic, for kids whose families counted our supported lunch programs.



“We’re proud of the innovative way our lunch programs help provide food security to local families.”

Ensure full participation in learning

Every student deserves an equal chance to learn and grow in school. But some face more barriers than others.

That's why we're committed to seeking creative ways to dismantle those barriers – whether they are created by hunger, health, ability, access or any other issue.

- We have seen remarkable growth in the graduation rates of our Indigenous learners. In fact for the 2018/2019 school year, we were proud to see our highest ever graduation rate, at 75%.
- It shows us that the commitments laid out in our Enhancement Agreement for Aboriginal Education are working – with strategies to monitor individual students, provide greater professional development and indigenize the curriculum. It also shows us there's more to be done.
- Starting at the end of 2019, the District launched into a formalized Equity Scan, alongside provincial partners. The process has involved deep reflection on the specifics of where we stand with Indigenous learners – looking at the role of pedagogy, assessing data we have on individual student performances and experiences, and addressing the role of policy and governance. The detailed local profile developed over the course of this year will help us build out the action plan that will enable more equitable participation in learning.
- Access to safe and supportive child care can make a huge difference to a family ... sometimes making the difference of a parent being able to work to help support their family or not. That's why we collaborated with the City of New Westminster to announce the opening of a new child care centre in Queensborough – using land and two portables we had,

the City stepped in to pay for the relocation and retrofit needed to make the new spaces possible. The new centre will be operated by our non-profit partners at Westminster Children's After School Society.

- We're proud of the innovative way our lunch programs help provide food security to local families. So, when the suspension of in-class instruction meant those receiving our supported lunch programs no longer were, we reached out and made a plan. Soon after, families of 100 kids in our district started arriving daily at the New Westminster Secondary School cafeteria, where workers there had shifted to creating nutritious and delicious take-home options to feed kids who continued to count on those lunches.
- During the COVID-19 crisis, as soon as it was deemed safe enough to do so, in April there were three limited groups of students brought back into our schools: children of Essential Service Workers who needed both child care and support for their learning through the day, those with diverse needs to connect them with support to supplement where remote learning couldn't fulfill their needs, and students in need of access to counsellors and other specialists.

Why do we do all this?

Because the approach we take when it comes for advocating for the unmet needs of our students is based in being reflective, thoughtful and collaborative in our learning. And we continue to push ourselves to do better ...

The Inclusive Education Review: Building on wins, improvements for all

What's working? What do we need to do better?

Those were the two key questions that drove this year's extensive Inclusive Education Review.

The process – the result of a Board proposal – was coordinated by Bruce Cummings, Director of Instruction for Learning Services, overseen by an advisory committee of representatives from multiple stakeholder groups, and then supported by three consultants who were brought in to serve as guides and outside eyes.

Maya Russell and Dee Beattie were the Trustee leads on the review, and they shared this reflection on the process of listening that motivated the project, “This review happened because families opened their hearts to us about their worries and fears for their child. Every parent taking a student to school hopes their child will fit in, feel safe and happy, and be pushed to do their very best. We heard from those parents – and from our district's dedicated Education Assistants and other staff – that we were doing a lot well, but we could still do more to meet the needs of all learners.”

Over the span of the year the review looked at how the district was doing at delivering support to kids with a wide range of needs: students with established designations for their diverse needs and abilities, students requiring support but without official designations, gifted students, those in alternative education programs, children in care, students participating in Aboriginal Education programs, and those seeking support for their mental health.

The extensive information was gathered through surveys, by analysing available data, via reviews of processes and staffing needs, and through of a series of community focus groups and interviews with staff, parents and students.

The end result? A report providing a list of 23 recommendations that can be broadly grouped into five key theme areas: student needs, family support and engagement, authentic team approach, high-quality professional learning and expert knowledge of effective practices and protocols.

“Parents who have kids with additional needs are already working too hard to support their kids. We heard them clearly: they want more transparency and they need information to be more accessible and easier to navigate” said Bruce Cummings.

It was findings like this that lead to one of the recommendations: overhauling and creating a more user-friendly handbook ... one that can empower parents by making it easier to access available resources.

The full report – filled with tangible recommendations like the one above – will soon be released to help map the path ahead.

Cummings also had this to say as this part of the process wrapped, “The goal of the review was simple on the surface, and will be complex and multi-faceted in application: we want to improve education for students who face barriers, and for the staff and parents who support them. Now we've confirmed what wins we can build on. Next we'll use the recommendations to continue to adapt, hone and make improvements over the next few years.”

The year ahead

As we head into the 2020/2021 school year, we do so thankful of the great work we can build on and aware that there's more to do.

We also move forward knowing our ability to adapt and learn will continue to be vital to our collective success.

This coming year will likely look different than any other we've walked into. We can't yet say what rules will guide a child's first day in Kindergarten, or how our grads will celebrate the end of their final year ... because nobody yet knows is how COVID-19 will continue to affect our schools.

Below: Two of our District's young learners showing their excitement for reading and writing.



Pictured: District staff and the Board of Education take a Winter tour of the new secondary school.



**Here's what you can expect to see:**

We'll continue to take direction from the Provincial leads, while working hard to make local plans that best serve our district's specific needs. We'll always make sure the health and safety of students, staff and families come first.

We anticipate we'll be looking at a hybrid of remote and face-to-face learning, which means we'll use feedback that's been provided by all members of our school community to improve upon the plans we developed through the Spring.

When it comes to operations and physical growth, the work will continue. The construction on the amazing new high school will be completed; our other major capital projects will drive forward; and upgrades happening at many of our schools will continue to make sure our students have safe, supportive and up-to-date spaces to learn in.

At a higher level, we'll continue to pursue the values and commitments of our strategic plan. There will be more work done to achieve the goals in our Enhancement Agreement that guides our Aboriginal Education program. The work we're doing around our Equity Review will give us additional understanding and tools to guide future years. And the roadmap of recommendations from the Inclusive Education Review will start to be applied and improve the experiences of our students with diverse needs and their families.

And we also can't forget that in the midst of a pandemic, we watched the rise of the #BlackLivesMatter movement this year. We listened and we heard the effect it had on people living and learning in our community, we recognized the parallels experienced by Canada's Indigenous communities, and we pledged to do more. The next phase of that commitment will come in the Fall: as the Board of Education engages in the process of building anti-racism policies and determines the appropriate ways we can work to be better allies to our staff, students and community.

Throughout all of this work, we'll continue to reach out. We'll listen and adjust as needed. And we'll collaborate with all our partners as we strive to do more.

But our key commitments come down to this:

Kids will continue to learn, staff will continue to be supported as they work hard to engage with students, and we'll manage this forward as we have at each stage so far, together.

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.

New Westminster Schools

School Board Office, School District No 40
811 Ontario Street New Westminster, BC Canada V3M 0J7
604 517 6240 | info@sd40.bc.ca | newwestschools.ca

Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: September 29, 2020

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Update: COVID-19 Special Purpose Funding Grants

Background:

In August 2020, the Federal government announced one-time funding of \$2 billion to the public education system nationwide. The BC share of this allocation was \$242 million. Of this, the District's allocation is **\$2,548,446**. The first ½ (\$1,274,223) is coming September with the remaining ½ in January. We shared with the Board a preliminary allocation at the September 15 Operations Policy and Planning Committee meeting. Below is the proposed detailed allocations.

The main guideline for expenditure is that it aligns with the school district restart plans, which are unique to each district. Districts have been given the flexibility to spend amounts but have been given some general direction.

Learning Resources and Supports **\$1,677,446**

Teacher and support staffing related to schools and online learning options	\$1,287,500
Technology costs to support online learning options	\$289,946
COVID 19 school supplies	\$100,000

Health and Safety **\$ 865,000**

PPE, plexi-glass, disinfection foggers and medical accommodation supplies	\$100,000
Increased electrical costs to run HVAC units longer to increase fresh air intake into schools	\$75,000
Touchless faucets and other capital upgrades	\$325,000
Outside learning spaces (3)	\$365,000

The above plan is in addition to the \$488,210 from the provincial funding for safe return to schools.



Transportation

\$6,000

The district will continue to support our students with special needs who may have mobility challenges through the provision of school bus rides. There is a daily charge by our provider related to COVID-19 cleaning costs

Before and After School Care

\$nil

At this time, we have had to ensure prioritization of dollars to support our K-12 learners in our bricks and mortar and online schools.

ADOPTION OF AGENDA – 5:32 pm.

MINUTES FOR APPROVAL – May 26 and June 9, 2020

BUSINESS ARISING FROM THE MINUTES – Nil

CORRESPONDENCE – Received

REPORTS FROM SENIOR MANAGEMENT – Administration / Personnel

OTHER BUSINESS – Nil

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

ADJOURNMENT – 6:56 pm.



ADOPTION OF AGENDA – 5:01 pm.

REPORTS FROM SENIOR MANAGEMENT – Operations / Personnel / Administration

ADJOURNMENT – 7:37 pm.