

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

Tuesday, April 26, 2022, 7:00 pm

[Via Webex Livestream](#)

The New Westminister 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. ADOPTION OF THE AGENDA 7:00 PM

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the April 26, 2022 Regular School Board meeting.

2. APPROVAL OF THE MINUTES 7:05 PM

a. Minutes from the Open Meetings held:

March 8, 2022 Regular Meeting

[5](#)

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the March 8, 2022 Regular School Board Meeting.

b. Business Arising from the Minutes

3. PRESENTATIONS

a. Sarah Wethered, President NWTU & Dave Bollen, President CUPE Local 409, New Westminister & District Labour Council, National Day of Mourning 7:10 PM

b. 2022-23 Preliminary Budget Stakeholder Presentations 7:15 PM

District Parent Advisor Council - Kathleen Carlsen, Chair

Canadian Union of Public Employees - Dave Bollen, President
CUPE Local 409

[10](#)

New Westminster Teachers' Union - Sarah Wethered, President

[13](#)

Indigenous Education Committee - Connie Swan

Student Voice - Summary of Symposium Discussion Topics

[18](#)

4. **COMMENT & QUESTION PERIOD FROM VISITORS** 7:35 PM

DPAC

CUPE

NWTU

5. **CORRESPONDENCE**

6. **BOARD COMMITTEE REPORTS**

a. Education Policy & Planning Committee, April 12, 2022 7:45 PM

i. Comments from the Committee Chair, Trustee Beattie

ii. Approval of the April 12, 2022 Education Policy and Planning
Committee Minutes

[21](#)

Recommendation:

**THAT the Board of Education of School District No. 40 (New
Westminster) approve the minutes from the April 12, 2022
Education Policy & Planning Committee meeting.**

b. Operations Policy & Planning Committee, April 12, 2022 7:55 PM

i. Comments from the Committee Chair, Trustee Connelly

ii. Approval of the April 12, 2022 Operations Policy and Planning
Committee Minutes

[23](#)

Recommendation:

**THAT the Board of Education of School District No. 40 (New
Westminster) approve the minutes from the April 12, 2022
Operations Policy & Planning Committee meeting.**

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of Capital Bylaw No. 2022/23-CPSD40-01.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of Capital Bylaw No. 2022/23 – CPSD40-01.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2022/23 – CPSD40-01.

7. REPORTS FROM SENIOR MANAGEMENT

- | | | | |
|----|--|---------|--------------------|
| a. | Superintendent Update (K. Hachlaf) | 8:05 PM | 31 |
| b. | 2022-2023 Budget Survey Results (B. Ketcham) | 8:20 PM | 36 |

8. NEW BUSINESS

- | | | | |
|----|---|---------|--------------------|
| a. | Sanctuary Schools Report (Trustee Russell) | 8:30 PM | 44 |
| b. | Postponed Motion from April 12, 2022 Operations Policy & Planning Committee Meeting - Board and Committee Meeting Calendar - September 2022 to June 2023 (Chair Dhaliwal) | 8:40 PM | 47 |
| | i. Revised Option 2 Board and Committee Meeting Calendar September 2022 to June 2023 | | 49 |

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the Board and Committee Meeting Calendar 2022-2023 Option (1 or 2) or Revised Option 2 as presented.

9. TRUSTEE REPORTS 8:55 PM**10. QUESTION PERIOD (15 Minutes)** 9:05 PM

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

11. NOTICE OF MEETINGS

9:20 PM

Tuesday, May 10, 2022 Education Policy & Planning Committee, 5:00 pm - via Webex

Tuesday, May 10, 2022 Operations Policy & Planning Committee, 6:30 pm - via Webex

Tuesday, May 10, 2022 Special Open Board Meeting, 8:45 pm - via Webex

Tuesday, May 24, 2022: In-Camera Board Meeting, 6:00 pm - via MS Teams

Tuesday, May 24, 2022 School Board Meeting, 7:00 pm - via Webex

Reminder:

District Volunteer Recognition - April 24 - 30

Administrative Professionals' Day - April 27

National Day of Mourning - April 28

Asian Heritage Month - May

BC Child Care Month - May

Principals and Vice-Principals Appreciation Day - May 1

Red Dress Day and the National Day of Awareness for Missing and Murdered Indigenous Women and Girls - May 5

International Day Against Homophobia, Transphobia and Biphobia - May 17

12. REPORTING OUT FROM IN-CAMERA BOARD MEETING

9:25 PM

- a. Record of the March 8, 2022 In-Camera Meeting

[58](#)

13. ADJOURNMENT

9:30 PM

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

**Tuesday, March 8, 2022, 7:00 PM
Via Webex Livestream**

PRESENT	Gurveen Dhaliwal, Chair Dee Beattie, Vice-Chair Anita Ansari, Trustee Mary Lalji, Trustee Danielle Connelly, Trustee Mark Gifford, Trustee Maya Russell, Trustee	Karim Hachlaf, Superintendent Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Rick Bloudell, Manager of Community Projects & Partnerships Dave Crowe, Director - Capital Projects Kristen Keighley-Wight, Communications Manager Julie MacLellan, Reporter, New Westminister Record Sarah Wethered, President NWTU Laura Kwong, DPAC Leanne Sojka, Recording Secretary
REGRETS	Bettina Ketcham, Secretary-Treasurer	

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1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 7:01 pm.

2022-018

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the March 8, 2022 Regular School Board meeting as amended.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meeting held:

February 22, 2022 Regular Open Meeting

2022-019

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the February 22, 2022 Regular School Board meeting.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes
Nil.

3. COMMENT & QUESTION PERIOD FROM VISITORS

DPAC: Laura Kwong shared a brief update that DPAC has been working to submit their resolutions into BCCPAC for presentation at the May AGM. Of the four resolutions submitted, comments have been received back on one resolution.

NWTU: Sara Wethered, President shared that she and the leadership team will be attending the BCTF AGM March 19 - 22. Mentorship is growing and the funding that was allocated towards a mentorship facilitator position at New West Secondary School has been well used for the two blocks in Humanities and Science and Math. The Executive voted to donate \$500 to the Canadian Red Cross Ukrainian humanitarian crisis. Sarah confirmed NWSS will be hosting the BC Teacher Librarian Conference October 21 - 22 where they expect 300 to 400 attendees on the first day and 50 – 75 on the second day, noting it will be a great opportunity to showcase the community and new school. She confirms that she, Kristie Oxley and Lisa Seddon were selected to present one of only ten workshops at the New Teacher Conference in May. Elections have been finalized and will open the first week of May. Sarah shared that after 19 years she will not be running for President NWTU in favour of returning to a teaching position at NWSS in September.

4. REPORTS FROM SENIOR MANAGEMENT

- a. Skwo:wech Project Update (D. Crowe)

Director Capital Projects Crowe confirmed the Skwo:wech move from the old school building into the new school building will be completed over spring break. Tours have been scheduled for teaching staff.

A significant amount of work after demolition will proceed through the summer. Upcoming major milestones are:

- Completion of the building systems training for SD40 personnel
- Completion of the Integrated Testing to meet BCBC requirements
- Completion of the landscaping
- Installation of exterior lighting
- City Occupancy Inspection
- Move-in
- Receipt of Demolition Permit

Discussion on landscaping and basketball courts occurred. Thanks was extended to Director Capital Projects Crowe on the project success amidst a pandemic.

- b. Wellness Centre Update (Verbal) (M. Naser)

Assistant Superintendent Naser provided an update on the Wellness Centre and introduced, Manager Community Projects & Partnerships Bloudell. Furniture has arrived with the last pieces expected to arrive mid-April. All community partners are occupying space with the exception of Fraser Health who will solicit needs assessment engagement by means of a student survey before bringing a nurse

practitioner into the space. Additional community partners are being examined to support counselling needs.

To Wellness Centre webpage with detailed support and calendar of events, may be [viewed here](#). In short, the Wellness Centre is a “hub” that has three main areas of focus:

- Mental health support for students and their families
- Prevention and health promotion to support various issues like gender identity, physical well-being, mindfulness, nutrition, etc.
- Community health and primary care

Manager of Community Programs & Partnerships Bloudell shared that promotional material will be dispersed prior to the Wellness Centre opening celebration on May 14. Students conveyed they would like to see more work on sexual health, gender identity and mental health literacy being integrated into the school curriculum. He is striving to connect with all students to complete a survey on what services they are interested in accessing as well as how to receive these services. To date, 95 respondents have completed the survey and this feedback will drive what is offered in this space.

Associate Superintendent shared next steps include the creation of Terms of Reference for an advisory committee to facilitate more robust engagement in the 2022-23 school year. Through wellness initiatives in conjunction with Fraser Health, staff well-being will be surveyed and promoted.

Questions and discussion occurred.

c. 2022 - 2023 District Calendar (M. Naser)

Associate Superintendent Naser shared that no feedback was received on the 2022-2023 District calendar. Discussion occurred on aligning all non-instructional days between every school in the District. She suggested approving the calendar in terms of professional development days, opening and closing days and the number of non-instructional days for Ministry submission and reviewing the factors that are impacting the misalignment of the November 1 and 18 non-instructional days before presenting the calendar back to the Board for approval.

2022- 020

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2022-2023 District Calendar as presented.

Chair Dhaliwal brought forward amendment to the motion:

2022- 020

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the Ministry submission of the District non-instruction days and go to the more specifics at a later date. 2022-2023 District Calendar as presented.

CARRIED UNANIMOUSLY

2022- 020

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the Ministry submission of the District non-instruction days and go to the more specifics at a later date.

CARRIED UNANIMOUSLY

Discussion on Kindergarten gradual entry occurred.

- d. Student Withdrawal Report (M. Naser)

Associate Superintendent Naser shared that in comparison to the 2020-21 school year, registration in the District is trending upwards. More student registrations occurred during November and December than those moving out of the District, typically due to family moves.

5. NEW BUSINESS

Nil.

6. TRUSTEE REPORTS

Trustees shared highlights of activities they participated in during the past month and recognized International Women's Day by sharing comments.

7. QUESTION PERIOD (15 Minutes)

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

8. NOTICE OF MEETINGS

Tuesday, April 12, 2022: Education Policy & Planning Committee, 5:00 pm - via Webex

Tuesday, April 12, 2022: Operations Policy & Planning Committee, 6:30 pm - via Webex

Tuesday, April 26, 2022: School Board Meeting, 7:00 pm - TBD

Reminders:

International Women's Day - March 8

World Autism Day - April 2

Earth Day - April 22

BCSTA Provincial Council & AGM - April 21 – 24

District Volunteer Recognition - April 24 – 30

9. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of the February 22, 2022 In-Camera Meeting

10. ADJOURNMENT

The meeting adjourned at 8:09 pm

Chair

Secretary-Treasurer

DRAFT



April 19, 2022

To: The Board of Education, New Westminster Schools

Re: District Budget Priorities for the 2022/2023 School Year

Thank you for the opportunity for CUPE Local 409 to provide our input into the 2022/2023 school district budget. We appreciate the inclusive approach in our collective efforts to support students, parents, and staff.

Daytime Custodians:

Our experiences throughout the COVID-19 pandemic have illustrated the need for this vital service to be maintained, and the positive effect of adding this service back into our schools, makes a strong case for the continuance of daytime custodial services on a permanent basis. The pandemic has underlined the critical importance of custodial work and its significant contribution to promoting healthy and safe schools for students, families, staff, and our community. Not only did these higher standards for sanitization and maintenance make substantial contributions to keeping COVID-19 from circulating in our schools and community, but they also limited the spread of other pathogens that cause illness and absences.

As a result of daytime custodial work, and the other complementary measures, our schools were not a major vector of transmission of COVID-19. The lack of regular daytime cleaning and associated services may have been deemed acceptable prior to the pandemic due to a perception of limited impact to school operations. Our experiences over the past 16 months prove this perception incorrect, and that cleaning, handwashing and other connected services and strategies are the very things that keep our schools, kids, staff, families, and community safe. We now know, and can prove, that these simple tasks performed by daytime custodial staff stop community spread of disease and protect our most vulnerable citizens from pathogens circulated in schools and unknowingly taken home at the end of day.

Green Snow Removal:

CUPE local 409 is always willing to help in any way possible, when it comes to climate action. In our most recent District Health and Safety Committee meeting we had a discussion about the ability to reduce greenhouse gasses by purchasing snowplows that are electric. We believe with these small changes we can make local impacts.

Increased Hours for Education Assistants:

Classrooms in B.C. have become increasingly complex and diverse places of learning and providing inclusive learning environments is a cornerstone of British Columbia's public K-12 education system. Working directly with students with diverse and complex needs, CUPE Education Assistants (EAs) are a critical component in ensuring inclusive education. While the number of students with inclusive education designations has remained constant over the past 10 years, the supports required by many students has become increasingly more complex and intensive. The number of classrooms with 1 to 3



students with Individualized Education Plans (IEPs) has increased 11% since 2006-2007, while the number of classrooms with 4 to 6 students with IEPs has increased 83%, and classrooms with 7 or more students with IEPs has increased 126%.

School District 40 along with many school districts in BC face significant difficulties filling EA positions. Support staff continue to report that insufficient hour of employment, which create personal hardship for EAs, has been the major contributor to the recruitment and retention problems that districts face. Improvements in hours would go a long way for achieving recruitment and retention to meet the demands in our district.

EAs are scheduled bell to bell. This does not allow time for preparation, attendance at student-based meetings or any of the variety of additional duties carried out by EAs on a regular basis. To provide the quality of support to the students they work with, many EAs do these extra tasks on their own time in an effort to ensure the students are successful. Hours for EAs need to be increased. The growing complexity of the job and the multiple skills required should be reflected in the salaries they earn. Increased hours also provide whole jobs and better overall wages for EAs. This will also help with the retention and recruitment of EAs.

Technology for Support Staff:

When it comes to the technology education assistance are not even part of the conversation. EA's need readily available access to computers and printer to create a lot of the adapted work as well as resources for the students we work with. Most, EAs within our district are using student devices which do not have access to printers and are in areas of the schools (libraries, resource rooms, labs). This decreases the efficiency of providing students with much needed resources for learning in a timely manner.

Indigenous Graduation requirements:

The new indigenous graduation requirements CUPE local 409, fully supports the addition of the indigenous requirements. CUPE local 409 would like to remind the district it needs to ensure this program is rolled out appropriately by using cultural safety and the Indigenous community to ensure success and proper teachings. For example, when it comes to English classes the resources need to be culturally appropriate such as novels, plays, short stories and any other resources used.

Recruitment and Retention for trades workers:

We need to increase the rates for trade workers in our school district. Trades were in the top 5 jobs acknowledged by the SSIRRE report that was done at the provincial level or trades workers make on average \$5 an hour less in comparison to other relatable classifications in our region. Bringing these members up to the average wage will help recruit skilled labor and retain these valuable members in our district. This will create a sense of pride of the workers in our district.

**Increased Apprenticeship Opportunities:**

An apprenticeship program allows employers to have a pool of experienced workers of different ages to mentor new apprentices. Employers that hire and train apprentices will foster a relationship built on growth and personal development, resulting in a stable workforce. Apprenticeship opportunities recruit and develop a skilled workforce that improves productivity and creates cost savings for the district. They serve to increase retention of skilled trades staff to carry out the many functions needed in our buildings.

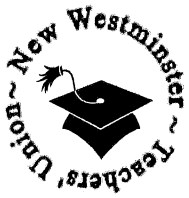
Increased Support for Clerical Staff:

Clerical staff in our district experience ongoing workload issues and often feel compelled to work extra unpaid hours to meet deadlines. In our schools we have Secretary 2s and Secretary 1s. The Secretary 1 positions are often not full-time in the schools. In adding hours to these positions, it would provide the much-needed support to ensure the administrative functions of the school be completed on time and students and parents are fully supported. The cuts that were made in June 2021, created holes in certain schools in the Sec 1 position. This put a lot of pressure on the Sec 2 position, they have had to compensate for the lack of support. CUPE will always promote full jobs for all members, part time jobs or less than full time hours create precarious work and the need to find other jobs to supplement wages. This primarily happens to people in the 1st few years of work when they're trying to establish themselves in our district.

CUPE Local 409 would like to thank you again for the opportunity to provide input into the budget process.

Sincerely,

Dave Bollen
President, CUPE Local 409



New Westminster Teachers' Union

April 20, 2022

To: The Board of Education, New Westminster

Re: District Budget Priorities for the 2022/2023 School Year

Thank you for this opportunity to provide our input into the 2022/2023 school district budget. The New Westminster Teachers' Union appreciates the collaborative processes with the New Westminster School Board that we have in place to improve the lives of students, teachers, and support staff within our district.

Earlier in the month, the NWTU surveyed our members to ask what they feel they need to provide the best service to the students of New Westminster. We were pleasantly surprised when 97 members responded – our largest response since we started sending out budgeting surveys. We divided the survey into classroom needs, school needs, and staffing concerns. The following is the top concerns of New Westminster teachers.

Classroom needs

Teachers identified the following needs:

- Centre resources such as marble works, dramatic play areas, Lego etc
- Student laptops
- Assistive technology that students need to access the curriculum through speech to text applications e.g. headsets, iPads, laptops
- Textbooks (print and online)
- Resources for the new Indigenous Education graduation requirement
- Online resources such as math or reading programs

We recognize that the school district has purchased many carts of Chromebooks in the past years, however, there is still a need to purchase more student devices and to replace those that are no longer working. Ideally, there should be one laptop cart for every two classrooms, but this is not the case in all schools. As the new curriculum emphasizes inquiry, students need access to devices help with the process. The ability to have one device per student/pair will help teachers facilitate the personalized inquiry process, using methods such as Universal Design for Learning (UDL). As the middle schools and NWSS move to the Bring Your Own Device model, it is still important that students who are unable to bring a device to school have access to these vital learning tools.

Students that need to use speech to text applications to access the curriculum also need the technology that will allow them to do so. The purchase of headsets with built-in microphones

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or separate microphones would assist these students in being able to use the text to speech technology they need to succeed. Further, these students need personal iPads or laptops to be carried with them throughout the day as they complete tasks in class. Some students also need noise-blocking headsets to assist in with their self-regulation.

All teachers, especially newer ones, should have access to current textbooks to help guide them through their planning of the 'new' curriculum. Textbooks contain far more than leveled reading material and reading response comprehension questions; they also contain excellent expert teacher ideas for lesson differentiation and suggested activities for critical thinking and student communication through social interaction with peers. Ideally, each student would also have access to their own copy of a textbook for each subject and not need to share with other students. Teachers and students should also have access to online resources such as math or reading programs. Further, an adequate number of resources needs to be purchased for NWSS to be able to offer the new Indigenous Education graduation requirement. This includes the purchase of novel sets, short story books, plays, videos, and honorarium to pay for guest speakers. In the spirit of reconciliation, this graduation requirement must be done right and must be adequately funded.

School needs

Teachers identified the following needs:

- Laminator
- Photocopiers and paper
- Outdoor play equipment, including covered outdoor areas
- Physical Education equipment
- Art and science supplies
- Student self-regulation rooms

While the revised curriculum has been implemented from kindergarten to Grade 12, it has been largely left up to the classroom teacher to source resources. For example, textbook publishers have not caught up to the revised curriculum and schools have not had the funds to replace textbooks that do meet the new curricular competencies and Big Ideas. Because of this, teachers are having to photocopy more materials for their students. Teachers are telling us that the photocopiers provided are not adequate to do the job, nor is the paper budget to do the actual photocopying.

Further, with the elimination of the district laminator, all teachers do not have equitable access to a laminator to preserve their classroom resources. Some schools have purchased smaller laminators, but not all have. These smaller laminators do not do the same quality job as the large district laminator, nor are they capable of laminating larger items such as posters, most of which teachers purchase out of their own money to decorate their classrooms.

Teachers have also identified the need for art and science supplies for their classes. For example, an art supply room needs to have paint and paper of all sizes, but it should also

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include art materials for teachers to introduce students to other types art media; more than just 2-D art activities. Our schools should also have the tools and technology needed to assist teachers in implementing the science curriculum with their students. We have been told that consistency in the amount and types resources available to teachers among schools varies. Every student's teacher should have equal access to tools and technology which only help to engage students and enhance student learning. Teachers also told us of the need for more equipment for Physical and Health Education, including equipment for outdoor learning and for more outdoor learning/play spaces.

Staffing concerns

Teachers identified the following concerns:

- Education assistants
- Custodial
- Enrolling teachers to improve class size and composition
- Non-enrolling teachers such as Resource/Learning Support Teachers (both school-based and district itinerants)
- Counsellors
- Music education for all students in kindergarten to grade 5

Over half of the teachers who completed our survey saw a need for more education assistants for their schools. With increasingly complex learners in our classrooms, there is a need for more education assistants. Because of the chronic shortage of EAs, Resource and Learning Support Teachers are sometimes pulled from their own jobs to cover for an EA, which ultimately results in less support for other students needing it. Further, there is a wish for all EAs to have their hours increased to allow for participation in meetings about students, as well as preparing of materials for their students. We believe that by increasing EA hours, this would also help with recruiting and retaining EAs, and may also help with EA absenteeism. EAs should also be provided with their own desk and chair in a classroom that they are working in, and should also be issued a school district device such as a laptop or tablet which would allow them to better support students.

Teachers are also requesting the reinstatement of full-time day custodians. It is not good use of an administrator's time, nor should it be their job to have to clean up student vomit or clean a washroom because of the lack of a custodian. Day custodians provide another set of eyes and ears in a building and help us keep our schools safe and clean on a daily basis.

Teachers are asking for the hiring of more teachers, both enrolling, and non-enrolling. The hiring of more classroom teachers would help improve class size and composition issues (Article D.2 Class Size and Composition), and the hiring of more Resource/Learning Support Teachers would assist classroom teachers in ensuring their students with diverse needs are being supported in the best ways possible. Further, this year, the district has staffed over the requirement for counsellors, and teachers would like to see this continued, as we deal with the aftermath of a global pandemic and the trauma it has inflicted on society. Counsellors are now being asked to be case managers for students with H and R designations, which results in less time for counsellors to be dealing with the mental health issues of our students. By increasing

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the number of LSTs and these IEPs could once again be given primarily to LSTs to case manager, which would allow counsellors to help with the mental health of our students.

It should be noted that on an ongoing basis, non-enrolling teachers (i.e., Learning Support Teachers (Resource and ELL), Teacher-Librarians, and Counsellors) are regularly reassigned to cover absent classroom teachers. Our members tell us it adds to their overall workload, adds stress and workplace uncertainty, and lowers employee morale, as these changes typically happen at the last minute and the work they planned on completing must be put aside. Our members tell us this also adds a sense of guilt, as they feel responsible to the students and teachers they support and feel personally responsible when they are unable to provide service to the students and teachers they support.

The NWTU feels this problem could be alleviated with the hiring of more contract (temporary and continuing) Teachers Teaching on Call (TTOC), as well as staffing non-enrolling teachers well beyond the minimum staffing requirements indicated in our Collective Agreement.

Lastly, at tonight's budget consultation meeting, Kelly Proznick spoke on behalf of the music educators of SD40 as the president of the New Westminster Music Teachers Association about music education delivery in SD40 elementary schools. Elementary music specialists are trained in early childhood music pedagogies such as Orff, Kodaly and Dalcroze which teach children not only music skills, but also movement, dance, acting, poetry and literary arts. Music learning targets literacy, numeracy, physical literacy and social and emotional learning. Research shows that early childhood music education positively impacts outcomes in other learning areas. SD40 music specialists, many of whom have been teaching in the district for many years, have noticed an overall decrease in the FTE of music specialists in elementary schools. This would suggest that not all students are equally receiving music instruction. There has been discussion amongst members of the NWMEA that the inconsistent delivery of music instruction in the younger years is having a negative impact on enrollment and participation in music at NWSS. Students who have not had experience or training in music at a young age are less likely to participate in the NWSS music program. By ensuring music education for all elementary students, this would increase the FTE of music teachers at the schools, which could help in the recruitment and retention of these specialist teachers.

School District concerns

While not a specific question on our survey, teachers included the following items as other areas of concern:

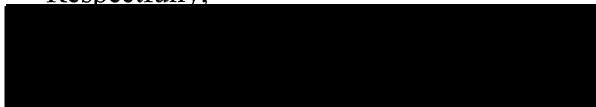
- Heat pumps in all schools
- Greener snow removal equipment and more snowplows
- A permanent site for POWER/RCAP
- Per pupil library funding

The June 2021 heat dome showed us the need to install heat pumps in all schools. Not only would they eliminate the use of fossil fuels to keep our schools warm, heat pumps would also keep schools cool in the summer. During the winter, we feel that the maintenance department should be provided with snow removal equipment such as snow blowers that do not use fossil fuels. In addition, there should be more snowplows for the district, which would help the maintenance department clear parking lots quicker and provide safe access for staff and students to our schools.

Staff at POWER and RCAP would like some stability in their work lives and would like the District to find a permanent home for their programs. The constant unknowing of where the programs will be relocated is always on the mind of the staff who work at these two programs. Further, teacher-librarians would like some stability in their school budgets and is requesting that the District consider moving library budgets to per pupil funding. This would ensure that each school would receive an equitable amount of funding. Of course, principals would be able to top up any budgets as they are able.

Thank you once again for the opportunity to provide input into the budgeting process. We look forward to working together to provide the best learning environment for our students.

Respectfully,

A large black rectangular redaction box covering the signature area.

Sarah Wethered
President, New Westminster Teachers' Union

Summary of discussion topics from 2022 Symposium (MS Teams)

Anti-Racism

General feedback:

- Stereotypes in general and in media can contribute to racist and/or insensitive comments disguised as 'jokes' among friends and classmates in the school
- Social media provides a platform to be racist without consequences
- Students discussed how we cannot expect people to not be racist without taking steps to be anti-racist themselves
- Students can call out the behavior and not let their own anti-racist work become shallow

What schools can do:

- More diverse topics in the curriculum
- Better representation in learning resources and topics
- More clubs (like the Japan Club) for students to celebrate different cultures
- Middle schools need to take racism seriously and educate students on what racism is and how 'making fun' of people's food, heritage, language, etc. is unacceptable

What the district can do:

- Pro-D for teachers to learn about anti-racism and how to approach it with students
- Educate teachers on how to approach racist topics to make students feel more comfortable and welcome in the school environment
- Invite guests to come and educate on racism and anti-racist work (not all teachers are equipped for this)
- More Anti-Racism resources for teachers in general that are encouraged at the district level
- Remind teachers and TTOC's to be sensitive to name pronunciation and not to joke about how names sound or how students of a common background may look similar to each other – students find this offensive

Climate Action & Technology

General Feedback on Technology:

- Students like having the option of using technology but it does not have to be used for everything

What the school can do:

- Ensure all subject areas and departments have access to technology

What the district can do:

- Provide newer and better-quality technology for students to use: more laptops are needed!
- Technology that consistently lines up with Microsoft now that we are no longer a Google district
- unblock websites that are useful for learning: Grammarly, YouTube videos that are educational
- Students understand there needs to be restrictions but would like to see some loosening up
- There were concerns about 'bring your own device': many students cannot do this, so the district needs to support those who do not have the means to bring their own technology
- Wi-Fi needs to be more reliable and faster in general if we are to use technology more
- survey the students to get an idea of how many students will need to use school technology

Climate Action

What schools can do:

- more speaking across the curriculum on climate action and optimism is important
- students would love a school garden and would enjoy a gardening club
- this could be linked to donating food, help students gain volunteer hours, could perhaps be part of a course
- more awareness of where to dispose items – often things that can be recycled or composted go in the garbage
- more vegan/vegetarian options in the Servery
- do not allow people picking up students from school to sit with their cars idling

What the district can do:

- provide guest speakers to present on climate change and what schools and individuals can do
- encourage schools to use less paper
- be clear to students on what the climate action goals of the district are
- give specific steps as to what students can do, the topic can be overwhelming, and students can feel helpless

Mental Health & Supports

General Feedback:

- most urgent concerns were around: the grade 12 CLC course, online classes, homework, mental illnesses, and eating disorders

What schools can do:

Academics:

- CLC is a major stress – allow students to do part of it in grade 11 when it can be relevant to help you at the beginning of grade 12
- Strict deadlines from teachers can be hard for struggling students
- Teachers need to create a safe environment for students to ask for help: allow students to identify teachers who are good at this and they can share strategies with other teachers

Health/Wellness:

- Outreach has become too noisy and busy and feels more like a social space, not a safe support space
- Grade level presentations on mental health and illnesses, and include teaching some strategies
- Hold an informational 'job fair' type event to give information to students about mental health
- Students would like to see support groups where people can share and learn
- Students would like to see study groups where study skills can be taught, perhaps some tutoring
- Improve digital communication around what supports the school offers and how people can find it

What the district can do:

- Encourage more learning in the curriculum around health: drug/alcohol use, mental health, sexual health, how the brain works (students feel there are many drug dependent students at school: mainly marijuana and nicotine and students are using it to self medicate)
- Bring in professionals to teach this instead of relying on PE teachers to cover it in the health component
- Students really want to see outside experts come in to educate on many health issues
- Offer basic First Aid in some courses or through the district
- Promote the Wellness Centre better to students – not just an email sent home to parents – a video to show to all classes explaining what is offered and how to access it. Maybe a virtual tour.
- Review with teaching staff what the purpose of an IEP is; students feel that there needs to be more support and accommodation from teachers
- Look at equity around getting an IEP – if you do not have someone advocating for you, it can be hard to get the supports you need

So, overall, we found that students are asking for more outside support from professionals and experts around all these topics to help educate and inspire. It also seems students would like to see more education and awareness around issues as an act of prevention, rather than just creating responses after the fact. We know that with Covid over the past two years, guest speakers and outside experts have not been allowed in our schools, but perhaps now we can plan for events that could bring people together.

We hope that this feedback is useful to you as you make your final budget decisions for next year. We are happy to send you a digital copy of this summary if needed as well. Thank you so much for your time today. We are open to answering any questions you have or any clarification you need.



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

Tuesday, April 12, 2022, 5:00 PM

Via Webex Livestream

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

Karim Hachlaf, Superintendent
Bettina Ketcham, Secretary-Treasurer
Maryam Naser, Associate Superintendent
Leanne Sojka, Recording Secretary
Guests:
Members of the Public
Student Trustees
Stacy Brine, Teacher, NWSS
Kathleen Chad, Principal Skwo:wech
Darren Elves, Vice-Principal, Skwo:wech
Julie MacLellan, Reporter, New Westminster Record
Sarah Wethered, President, NWTU

REGRETS Mark Gifford, Trustee

Committee Chair Beattie 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. ADOPTION OF THE AGENDA

The meeting was called to order at 5:00 pm

Moved and Seconded

THAT the agenda for the April 12, 2022, Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

Trustee Connelly joined the meeting at 5:09 pm

2. PRESENTATIONS

a. Skwo:wech (K. Chad & D. Elves)

Principal Kathleen Chad and Vice Principal Darren Elves delivered an introduction prior to showcasing a video of the new Skwo:wech school. To view the presentation video, click [here](#) [01:36 mark]

3. COMMENT AND QUESTION PERIOD

There were no comments or questions received.

4. STUDENT VOICE

a. Student Symposium

Student voice shared they are excited to provide feedback to the April 14, 2022, Student Symposium topics of Anti-Racism, Mental Health and Climate Action at the May 10, 2022, Operations Policy and Planning Committee meeting.

5. REPORTS FROM SENIOR MANAGEMENT

a. 2022-23 District Calendar Update (Verbal) (M. Naser)

Associate Superintendent Naser was pleased to share that NWTU was helpful to move their professional development day to assist in aligning the November 14 District-wide professional development day.

b. Provincial Online Learning Schools (POLS) Update (Verbal) (M. Naser)

The POLS implementation timeline has been revised from September 2022 to September 2023. As such, all schools will continue with their current Distributed Learning contract with the Ministry. Prior to the end of this school year, districts will learn if they are becoming POLS. The Ministry plans to align all school districts that become POLS onto a new learning management system called Desire to Learn (D2L) and will provide districts, the required financial and professional development support.

6. GENERAL ANNOUNCEMENTS

7. ADJOURNMENT

The meeting adjourned at 5:35 pm

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

Tuesday, April 12, 2022, 6:30 PM

Via Webex Livestream

PRESENT

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

Karim Hachlaf, Superintendent
Bettina Ketcham, Secretary-Treasurer
Maryam Naser, Associate Superintendent
Robert Weston, Executive Director Human Resources
Amy Grey, Assistant Secretary-Treasurer
Leanne Sojka, Recording Secretary

Guests:

Members of the Public
Dave Crowe, Director Capital Projects
Kristen Keighley-Wight, Communications Manager
Julie MacLellan, Reporter, New Westminster Record
Sarah Wethered, President, NWTU

REGRETS

Mark Gifford, Trustee

Committee 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. ADOPTION OF THE AGENDA

The meeting was called to order at 6:30 pm.

Moved and Seconded

THAT the agenda for the April 12, 2022, Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. COMMENT & QUESTION PERIOD FROM VISITORS

There were no comments or questions received from visitors.

3. REPORTS FROM SENIOR MANAGEMENT

a. Capital Projects Update (Verbal) (D. Crowe)

i. NWSS Decommissioning Project

Director Capital Projects Crowe shared that four demolition and remediation bids, all within budget, were received. Bids are currently being reviewed and

it is anticipated that a recommendation to award the project shall occur by the end of April.

ii. Skwo:wech Move

Director Capital Projects Crowe shared the move from the old school to the new school went very well in part by the various teams involved to make it possible. He noted that to date, identified deficiencies are minor. The demolition phase with the old school has commenced and while the opportunities for students to play outside is currently limited, this will change once phase 2 of the project has been completed.

iii. Queen Elizabeth Elementary School Expansion Project

Director Capital Projects Crowe provided a brief update.

b. Operations Update

i. Operations Report March/April 2022 (B. Ketcham)

Secretary-Treasurer Ketcham provided highlights of the report. Results indicated that lead testing of water at Connaught, Qayqayt, Fraser River Middle and the Board office were well below the testing threshold. The March Government Reporting Entity was completed which is a significant submission to the Ministry as it informs their year end financial results.

ii. March 31, 2022 Financial Report (B. Ketcham)

Secretary-Treasurer Ketcham provided highlights that a large share of the year-to-date deficit was intentional due to the surplus investments approved by the board. The operating deficit as of March 31, 2022 is \$946K. The forecasting results to the end of this fiscal year, June 30, 2022 projects a slightly higher deficit of \$1.9M than budgeted for since February 2022's approved amended budget of \$1.7M. To assist with the Boards' financial decisions, more reports like this will be forthcoming.

iii. 2022-23 Capital Plan Response Bylaw (B. Ketcham)

Secretary-Treasurer Ketcham provided highlights of the Ministry's award of minor capital projects to the District which includes the funding of \$1.7M for Lord Tweesmuir Elementary School and \$500K for Glenbrook Middle School. While the Ministry has not approved funding for a Fraser River Zone elementary school, they have acknowledged the need exists and have granted permission to move to a concept plan report to conduct further analysis.

iv. Technology Information Services Verbal Update (M. Naser)

Associate Superintendent Naser shared a brief update.

c. 2022-2023 Preliminary Budget (B. Ketcham)

Secretary-Treasurer Ketcham presented the 2022-23 Preliminary Budget. An overview of the monthly budget process was shared along with estimated enrolment figures of approximately 200 students per year over the next three years. An accumulated surplus of 3.2M is anticipated by the end of the 2021-22 budget year. The Budget Survey consultation has commenced, and focused stakeholder consultation meetings will occur April 19 and April 20.

i. Base Budget

Secretary-Treasurer Ketcham reviewed the 2022-23 Base Budget.

- The base budget is approximately \$400K
- The pandemic recovery base budget is estimated to be \$1,038K
- The differential between the two base budgets represents additional investments required due to the need for additional replacement budgets to support higher staff absences that are anticipated into the 22-23 school year. It also includes additional EA contingency staffing for students with exceptional needs that join the District throughout the year and for whom the District had not anticipated joining out District in September.
- Unfunded cost pressures of \$270K, not yet budgeted for, due to the Employment Standards Act (see below) to provide five illness/injury days to TTOC's and casual support staff. Districts will be seeking support from various associations to advocate for this to be a funded expense.

Associate Superintendent provided a response to a question on expenses related to technology. A breakdown of the \$730K technology expense will be provided at a future date.

Questions and discussion ensued.

d. Human Resources & Staffing Update (Verbal) (R. Weston)

i. Employment Standards Act Paid Illness Leave Change (R. Weston)

Executive Director Weston shared this new standard which came into effect on March 31, 2022 provided 5 illness/injury days per calendar year to casual and TTOCs. This standard does not impact staff regularly employed by districts as the collective agreements exceed these requirements. These additional days could impact the district by \$270K per year and potentially higher in the first year of implementation given the calendar year spans 2 fiscal years for Districts.

Questions and discussion ensued.

e. Development Cost Charges (B. Ketcham)

Secretary-Treasurer Ketcham reviewed correspondence that was directed from the District to the City of New Westminster on March 17, 2022 regarding the City's proposed DCC charges for major institutions.

f. Board and Committee Meeting Calendar - September 2022 to June 2023 (B. Ketcham)

Secretary-Treasurer Ketcham outlined Option 1 and Option 2 revised Board and Committee Meeting Calendars for the 2022-23 school year.

Trustee Lalji put forward the following motion:

Moved

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approve the Board Committee meeting calendar for 2022-23 for an Option 3 where all meetings start at 6:00 pm and all Committee and Board meetings will have online access for anyone to attend whether the meeting is scheduled in person or virtual.

MOTION NOT SECONDED

Discussion ensued on Options 1 and 2.

Trustee Russell put forward the following motion:

Moved and Seconded

THAT the Operations Policy & Planning Committee postpone the discussion of the Board and Committee meeting schedule and consider the recommended motion at the Regular Open Board meeting of April 26.

**CARRIED
1 Opposed**

4. General Announcements

5. New Business

a. Meeting Format (Chair Dhaliwal)

Trustee Dhaliwal suggested the remaining Policy and Planning Committee meetings and Open Board meetings occur virtually except for the June Education Policy and Planning Committee meeting which was to take place at 3:30 pm at New Westminster Secondary School. Associate Superintendent Naser will discuss with the NWSS school team and report back, the possibility of moving the meeting to 4:30 pm to accommodate NWTU to participate.

6. **Old Business**

7. **Question Period (15 Minutes)**

8. **Adjournment**

The meeting adjourned at 8:35 pm.

DRAFT

Supplement to: OPERATIONS POLICY AND PLANNING MEETING

Date: April 12, 2022

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Capital Bylaw No 2022/23 – CPSD40-01

Background:

Attached, please find the draft Capital Bylaw No. 2022/23 – CPSD40-01. The Ministry of Education announced the following minor capital projects awarded to the District. They are as follows:

Facility Name	Program Project Description	Amount funded by MoE
Lord Tweedsmuir Elementary	SEP – Exterior Wall Systems	\$1,7000,000
Glenbrook Middle	CNCP – Energy Systems Upgrade	\$500,000
Total Funding for 2022/23		\$2,200,000

At the time of writing, the announcement on new playground funding to Districts is yet to be released by the Ministry of Education. All playgrounds funded by the Ministry are done at \$165,000 and are universally accessible playgrounds.

The funding for minor capital projects must be spent by March 31, 2023. The District is commencing work to tender the above projects to execute the majority of this work over the summer months.

Major capital Projects:

The Ministry has also supported the capacity requirements for a Fraser River Zone elementary school. This is not an approval of the project itself, but simply an acknowledgement of the need and support to carry out additional analysis and prepare a business case for consideration of funding. The District has commenced working on the documentation required.

Conclusion: The bylaw will be brought to the April 26, 2022 Board meeting where three-readings of the capital bylaw will be requested for approval.

Recommendations:

The School Act - Section 68 (4) states:

"The Board may not give a By-Law more than 2 readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the By-Law all 3 readings at that meeting"

THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of Capital Bylaw No. 2022/23 – CPSD40-01.

THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of Capital Bylaw No. 2022/23 – CPSD40-01.

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2022/23 – CPSD40-01.

CAPITAL BYLAW NO. 2022/23 – CPSD40-01
CAPITAL PLAN 2022/23

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 40 (New Westminster Schools) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2022/23 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 18, 2022, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 40 (New Westminster Schools) Capital Bylaw No.CPSD40-01.

READ A FIRST TIME THE 26th DAY OF APRIL 2022;
READ A SECOND TIME THE 26th DAY OF APRIL 2022;
READ A THIRD TIME, PASSED THE 26th DAY OF APRIL 2022.

APPLY CORPORATE SEAL

Gurveen Dhaliwal, Board Chair

Bettina Ketcham, Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 40 (New Westminster Schools) Capital Bylaw No. CPSD40-01 adopted by the Board the 26th day of APRIL 2022.

Bettina Ketcham, Secretary-Treasurer

Superintendent Update

Karim Hachlaf
April 26th, 2022



New
Westminster
Schools

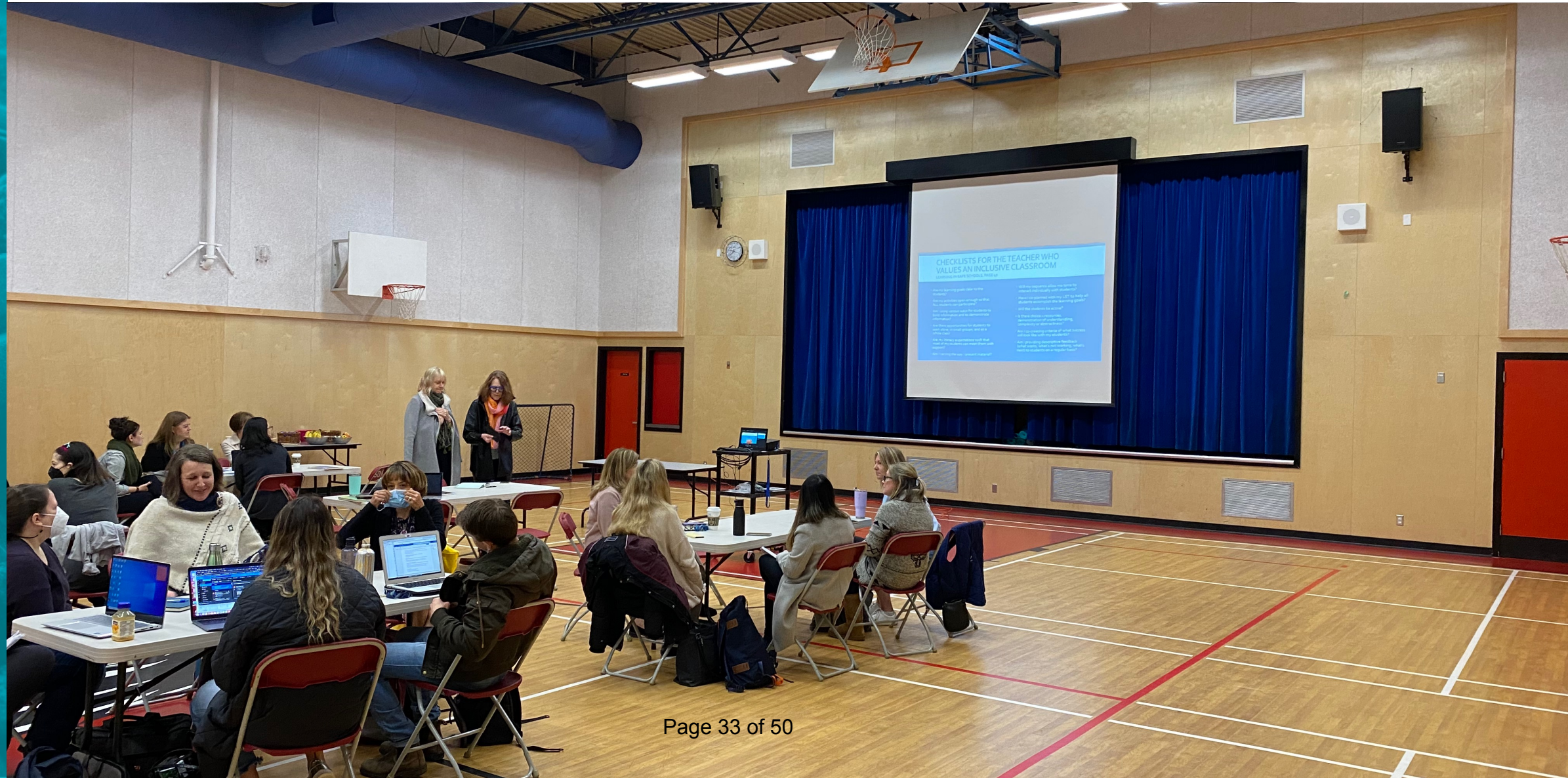
2022-23 Budget Update



BUDGET PLANNING

Job Family	Compensation Range
Administrative Support	\$15,000 - \$25,000
Business Development	\$25,000 - \$35,000
Customer Service	\$15,000 - \$25,000
Finance	\$25,000 - \$35,000
Human Resources	\$25,000 - \$35,000
Information Technology	\$25,000 - \$35,000
Legal	\$35,000 - \$45,000
Marketing	\$25,000 - \$35,000
Operations	\$25,000 - \$35,000
Product Development	\$25,000 - \$35,000
Project Management	\$25,000 - \$35,000
Quality Assurance	\$15,000 - \$25,000
Research & Development	\$25,000 - \$35,000
Sales	\$25,000 - \$35,000
Software Engineering	\$25,000 - \$35,000
Systems Administration	\$25,000 - \$35,000
Training	\$15,000 - \$25,000
Writing	\$15,000 - \$25,000

School Visits



Doing the work...

- ✓ **PROVIDE ONGOING TRAINING AND DISCUSSION ON ANTI-RACISM, ANTI-OPPRESSION AND UNCONSCIOUS BIAS**

The image shows the cover of a report. The left half is a solid yellow rectangle with the title 'Executive Summary of Justice, Equity, Diversity, and Inclusion Gap Analysis Report' in pink text. The right half is a black and white photograph of two young students in a classroom; a girl is smiling and raising her hand, and a boy is sitting at a desk in front of her.

Executive Summary of Justice, Equity, Diversity, and Inclusion Gap Analysis Report

New Westminster Schools

Wellness Centre – Opening Celebration: May 14th 1–3pm



2022-23 Budget Survey Results

April 26, 2022



New
Westminster
Schools

1. Which best describes your relationship with the District?

[More Details](#)

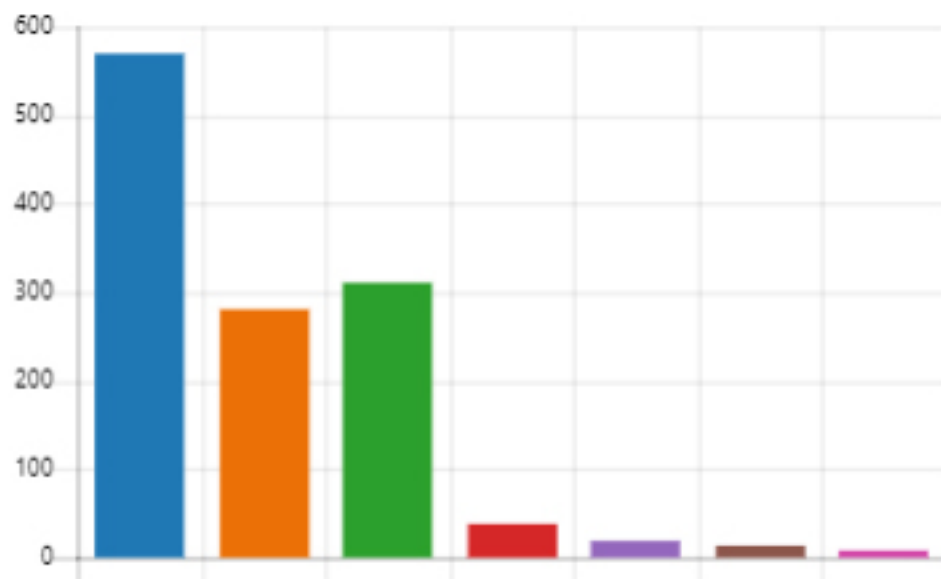
● Parent or caregiver	667
● Student	92
● Staff	254
● Community member	13



2. Please let us know which school(s) you feel you are best connected with.

[More Details](#)

One of our elementary schools	570
One of our middle schools	282
New Westminster Secondary School	310
A District run program (Home Learners, RCAP/POWER, StrongStart, etc)	38
Other District site (School Board Office, Maintenance or TIS, etc)	18
I am not connected to any school, site or program	14
Other	9



3. REDUCING BARRIERS FOR VULNERABLE OR MARGINALIZED STUDENTS

Our District is deeply committed to reducing the many different barriers people face. Over the last few years that work has included:

- development of the Justice, Equity, Diversity and Inclusion Gap Analysis Report, paving the way for the development of new policy development and new learning opportunities,
- supporting our FuelUp lunch subsidy program to ensure kids can count on having lunch each day,
- investments in the District's new Wellness Centre: a hub of community partners that are working together to support the physical and emotional health and wellbeing of students, staff and the New Westminster community,
- investing in Indigenous Education,
- acting on the recommendations from the Inclusive Education Review, and
- providing technology loans for families who may need to borrow District equipment when required to support a student's learning needs.

All of this important work centres around creating more equitable learning opportunities for students, to support their individual needs and ensure that each child has the foundations in place to help them learn and succeed.

Help us understand your overall reaction to the investments we're making to remove barriers for students, staff and families. **Please pick the option you feel best represents your overall reaction.** ("Other" can be used to elaborate on your answer.)

[More Details](#)

- | | |
|---|-----|
| ● I am happy to hear that New Westminster Schools is investing in removing barriers that some students and families face. | 805 |
| ● I feel neutral about these investments that are aimed at removing barriers for students and families. | 135 |
| ● I think there are other barriers the District should invest in addressing (use "other" below to elaborate). | 78 |
| ● Other | 107 |



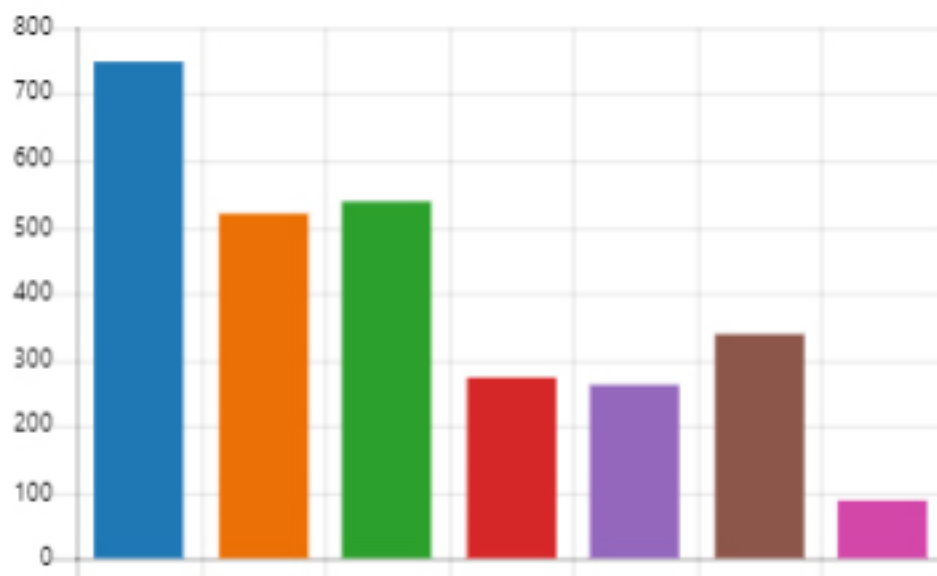
4. RESPONSE AND RECOVERY PRIORITIES

As we continue to support the ongoing needs of the pandemic, and build our recovery plans to address immediate and longer-term impacts, there will be many layers to this work.

Pick up to a maximum of three (3) options below that you feel are the most important to supporting students, staff and families.

[More Details](#)

Additional staffing to provide backup for teachers and Education Assistants, as we strive to provide stable and more consistent classroom coverage, while ensuring non-classroom based teachers can continue to fulfil their regular assigned roles instead of providing coverage.	748
Increasing mental health supports.	519
Additional staff to support marginalized or vulnerable students who may be facing additional challenges as a result of the pandemic (behavioral specialists, Indigenous Education Support Workers, Child Youth Care Worker, etc).	537
Continued enhanced cleaning of schools.	271
Targeted staffing to support transitions into kindergarten for students who need additional support with socialization skills and adjusting to classroom-like environments.	262
Additional investments in technology supports.	338
Other	86



5. CLIMATE ACTION AND ENVIRONMENTAL EDUCATION

For the 2021-22 school year, we were able to reallocate staff resources and other additional funds to provide leadership on climate action as a priority. In addition to staffing support, targeted grants created opportunities for each school's Green Team to create community garden spaces, participate in the Butterfly Way project, and pursue other projects that engaged staff and students in learning opportunities.

For the 2022-23 school year, we are looking to invest in staff time and curriculum development. Additionally, we are proposing investing in replacing aging maintenance equipment with electric alternatives to the gas based options being used now.

Please select which of the below best characterizes your reaction. The "other" box can be used to elaborate on your reaction.

[More Details](#)

 I support the proposals outlined here.	884
 I do not support the proposals outlined here.	81
 Other	88



6. TECHNOLOGY

Through the pandemic, the role of technology has increased and we've seen how it can be instrumental in supporting student learning and engagement. As we've been assessing opportunities, challenges and needs, we are now ready to start the cycle of replacing and modernizing hardware, such as laptop computers and student devices, and upgrading infrastructure such as servers and WiFi, so our staff and students have the tools they need to support learning.

Please select which of the two below options best characterizes your response to this proposed investment. (The "other" box can be used to elaborate.)

[More Details](#)

 I support the proposals outlined here.	928
 I do not support the proposals outlined here.	47
 Other	78



7. OVERALL ASSESSMENT

To summarize the above: in addition to all the teaching and learning needs that are on-going, our direction around additional spending needs is based around a few key factors:

1. Continued work to achieve our five year strategic plan,
2. To address significant increases to enrollment, and
3. Reflects and considers the needs that have surfaced as a result of the pandemic.

Proposed key investments you can see reflected here include: continued execution on the Inclusive Education Review, technology refreshments, Indigenous Education supports, staff recruitment and retention, and maintained or increased mental health supports. And we will continue to work on overarching portfolios like climate action, capital expansion and other similar work.

Please select which of the below best characterizes your reaction to the overall approach being proposed. (The "other" box can be used to elaborate on your reaction.)

[More Details](#)

 I support the overall direction the District is proposing	892
 I do not support the overall direction the District is proposing.	56
 Other	89



SANCTUARY SCHOOLS POLICY REVIEW 2021/22

New Westminster Schools is committed to providing education to all children living in our community, in safe and welcoming environments – including children and families with precarious immigration status or no immigration status.

The Sanctuary Schools Policy has been in place since May of 2017. This year significant changes in our processes, related to the opening of our new Welcome Centre, have given us timely opportunities to review, revisit and hone the practical applications of the Policy.

Our goal has been to build on past successes and improve the overall experience of each family and each student who wants to join our District ... ensuring that we treat every family equitably and create safe and welcoming experiences that build trust. Why? Because every child in New Westminster deserves to receive our support, no matter what life circumstances brought them to live in our community.

ENROLLMENT NUMBERS

For the first few years of this policy being in place, our District was not actively tracking enrollment numbers, and therefore between May 2017 and September 2020 there were no students officially registered under the Sanctuary School Policy.

But, in order to better gauge how many students and families are being supported by the policy, when registration was centralized a new process was put in place to start to measure that. It's important to note that this information is not shared outside of the Registration Manager (and key administration leads, only when necessary).

During the 2020/21 school year there were six students (five families) registered under the Policy and so far during the 2021/22 school year there have been seven students (five families) registered under the Policy.

MINISTRY FUNDING

All students registered under the Sanctuary Schools Policy at the time of the September 29, 2021 1701 submission were claimed for Ministry funding.

Our goal is to claim all students registered under the Policy after September 29, 2021 for funding in September, 2022. In the spirit of the Sanctuary Schools Policy, we will work confidentially with any family who needs time to provide documents sufficient for Ministry funding. There has been no delay in placement at school or education provided to those students whose family has needed more time and support.

REGISTRATION PROCESS

The opening of the Central Registration Department in January, 2021 followed by the opening of the Welcome Centre in September, 2021 has brought significant and exciting changes to the registration process experienced by newcomers to New Westminster Schools. Having a centralized

process has furthered our ability to uphold our commitment to providing a safe and welcoming environment for all families and students. It has also better enabled us to imbed processes into the registration experience which are all tied to the goal of removing barriers for families.

1.0 Communication

- 1.1 The “[Document Guide for Parents and Caregivers](#)” which lists the documents required for registration, speaks to New Westminster Schools being the first BC district to introduce a Sanctuary Schools Policy and states clearly that if for any reason any of the listed documents are not able to be provided, that a confidential conversation will start the process and offer other options.
- 1.2 The District Website invites parent(s)/caregiver(s) to confidentially discuss options should they not be able to provide any of the registration documents listed in the “Document Guide for Parents and Caregivers”.
- 1.3 The “[Access For All](#)” postcard is posted in both English and Spanish on the District website, displayed openly in the Welcome Centre as well as in schools and offices throughout the District. This postcard describes our pride in and commitment to the Sanctuary Schools Policy.
- 1.4 Administrative Procedure #300 has been updated to imbed the Sanctuary Schools Policy within it, making the Sanctuary Schools Policy part of the process rather than a stand-alone Policy.
- 1.5 When families walk into the Welcome Centre they are greeted and welcomed by the staff within it. The well-trained team at the Welcome Centre are passionate about helping people and their goal is to leave people feeling safe and supported.

2.0 Training/Education of Staff

Training and education of staff at the Welcome Centre and throughout the District is essential to upholding our commitment to the Sanctuary Schools Policy.

- 2.1 Thorough training of Registration Clerks and other staff located in the Welcome Centre.
- 2.2 Ongoing education and discussion of Sanctuary Schools Policy at District Leadership Team meetings.
- 2.3 Education of Clerical Staff at clerical in-services throughout the year.
- 2.4 As part of our annual process, each August we speak to the District Leadership Team and Clerical Staff about the upcoming school year and always include a portion on the Sanctuary Schools Policy.

LEARNING OPPORTUNITIES

Through our evolution to a Central Registration system, staff have truly appreciated ongoing input from our families and support from our multi-stakeholder Sanctuary Schools Committee. With such a significant transition to our District operations, there is a learning curve and we are committed to continual improvement in order to best support and welcome our families to New Westminster Schools.

The process our staff follow should a problem or disagreement arise is as follows: it is first handled by the Registration Manager. If no resolution can be reached through the Registration Manager, it is passed next to the Associate Superintendent.



To date, the limited number of issues have been resolved through the Registration Manager and have not had to progress to the Associate Superintendent. Every resident who has applied under the Sanctuary Schools Policy has been enrolled in one of our schools.

CELEBRATING SUCCESSES

The changes to our processes, content and staff training have enabled us to count many successes this year.

- Our staff have seen a great growth in knowledge.
- Families have reached out to us for follow up, feeling comfortable, safe and excited to reach out with updated documentation.
- All students have been successfully placed at one of our schools and have started classes within 2–5 days of registration (depending on which day of the week they registered).

REVIEW AND RECOMMENDATIONS

While we will continue to review and hone how we work, this new process is continuing to deliver on our established commitment in efficient, safe and supportive ways.

Conversationally, the bulk of the experiences our staff have had are positive in nature. We continue to evaluate each interaction as we strive to ensure we're always meeting the full needs of the community, through our interactions with each individual.

Recommendations moving forward:

- Further imbed registration processes listed in the Sanctuary Schools Policy into Administrative Procedure #300.
- The District should review all relevant administrative procedures that pertain to what the processes and responsibilities are when enforcement agencies reach out to any staff member requesting information.
- Continued reinforcement of the Policy as it relates to staff training.
- Look for opportunities to showcase the positive impact it has on the community.
- Ensure that the work coming out of the District's Justice, Equity, Diversity and Inclusion commitments include considerations for how we can best serve students and families, enrolled under the Sanctuary Schools Policy, who continue to learn in our schools.



BOARD MEETING SCHEDULE September 2022 to June 2023

***Education and Operations meetings will be held at schools on a rotational basis and will be communicated closer to the date**

***Education meetings will be held at schools on a rotational basis and will communicated closer to the date**

Supplement to: **OPEN BOARD MEETING**

Date: April 26, 2022

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: REVISED Board and Committee Meeting Schedule 22-23

Background:

Further to the comments at the operations policy and planning meeting on April 12, Trustees provided feedback to the proposed Option 1 and 2 board and committee schedules for the 2022-23 school year. Based on this feedback another option has been created and is attached.

The following represent the highlighted changes:

Committee meeting days have moved to the 1st Tuesday of the month with the exception of November and April due to conflicts resulting from the Oath of Office ceremony on November 1 (2022 is an election year) and the annual Budget in-service on April 4th. For these months, the committee meeting dates will be scheduled on the 2nd Tuesday of the month. Board meetings remain on the 4th Tuesday of each month.

September and January committee meetings are proposed to be removed as the timing presents challenges immediately following the summer and winter break. However, September and January continue to have the regularly scheduled Board meetings.

Education

- Stays committee of the whole
- 5 in-person meetings commencing at 3:30pm (Sites will rotate between schools)
- 1 virtual meeting in June (starting at 5pm) in order to discuss district-related reports that fall within the Education umbrella and immediately following at 6:30pm would be the operations committee meeting
- Total number of education meetings is 6 in a year

Operations

- Stays committee of the whole
- All operations meeting are virtual and have a total of 6 meetings in the year
- All operations meetings start at 6:30pm and are scheduled on the same day as the Education committee meetings



Also attached is a draft for the Board Work Plan which has begun to map how we achieve the various reports within the proposed committee schedule. This is still a work in progress and will be brought back to the Board for approval in June 2022 for the following school year.

BOARD ANNUAL WORKPLAN

September

Education

- No meeting

Operations

- No meeting

Regular Board Meeting Agenda Items

- Five-year capital plan – Minor capital projects
- Receive audit report and management letter and approve financial statements
- Approve appointment or reappointment of auditor (if required – rotational every 3 years)
- Receive Executive Compensation Disclosure Statement

Events

- Orange Shirt Week – September 26 – September 30, 2022
- National Day of Truth and Reconciliation – September 30, 2022

October

Education

- Indigenous Education Report
- Inclusive Education Review Update

Operations

- Standing operations reports (Capital, Facilities, Finance, TIS, HR)
- Review enrolment and staffing report

Regular Board Meeting Agenda Items

(Election day: October 15; Last meeting of Board elected in 2018)

- Review Strategic Directions
- Chairs Annual Report (moved to October as last Board meeting of 2018 board)

Events

- National Custodian Appreciation Day – October 2, 2022
- Recognize World Teachers' Day – October 5, 2022
- World Mental Health Day – October 10, 2022
- Indigenous focused professional development
- Canada School Library Day – October 24, 2022

November

Education

- District Literacy Update
- Review and approve Board authorized courses

Operations

- Standing operations reports (Capital, Facilities, Finance, HR)

Regular Board Meeting Agenda

- Oath of Office
- Elect Chair/Vice-Chair
- Receive Statement of Financial Information (SOFI) Report

Events

- New Trustee Orientation – November 3, 2022
- Remembrance Day Ceremonies – November 11, 2022
- Represent Board at BCPSEA Symposium – November 7 – 8, 2022
- Represent Board at BCSTA Provincial Council Meeting / BCSTA Trustee Academy – November 30 – December 2, 2022
- National Day of Remembrance and Action on Violence Against Women – December 6, 2022

December

Education

- No meeting

Operations

- No meeting

Regular Board Meeting Agenda Items

- Receive School Learning Plans to be presented to the Board annually by the Superintendent
- Childcare Update
- Review Trustee appointments to committees and community liaison groups
- Approve Trustee school liaison assignments

Events

- New Trustee Orientation – December 8, 2022

January

Education

- No Meeting

Operations

- No Meeting

Regular Board Meeting Agenda Items

- Approve Budget Development Process and Timelines
- Annual Trustee Remuneration Review – Regular Open Board
- Review/approve signing authorities
- 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

Events

- Discover New Westminster Schools 2022 – January
- Represent Board at BCPSEA AGM – January 26 – 27, 2023
- Black Shirt Day - January 15, 2023

February

Education

- Review Student Learning/Welfare Accountability Report
- Review Recommended 2-year District Calendar

Operations

- Standing operations reports (Capital, Facilities, Finance, HR)
- Report on Committees – SD40 Staff Representative
- School Nourishment Update

Regular Board Meeting Agenda Items

- Approve Amended Budget for Current Fiscal Year

Events

- Black History Month
- Represent Board at BCSTA Provincial Council Meeting – TBD
- Pink Shirt Day – February 22, 2023

March**Education**

- No meeting

Operations

- No meeting

Regular Board Meeting Agenda Items

- Approve District Calendar

Events

- International Women's Day – March 8, 2023
- World Autism Day – April 2, 2023

April**Education**

- Review Career Programs Report
- Review Sexual Orientation and Gender Identity (SOGI) report
- Review Health and Wellbeing report
- Review school fees

Operations

- Standing operations reports (Capital, Facilities, Finance, HR)
- 2023-24 Base budget presentation
- Approve Calendar for Board and Committee meetings

Regular Board Meeting Agenda Items

- 2022 – 2023 Budget feedback update

Events

- Budget in-service – April 4, 2023
- Attend and participate in BCSTA Provincial Council & AGM – April 27 – April 30, 2023
- Earth Day – April 22, 2023
- District Volunteer Recognition – April 23 – 29, 2023
- Administrative Professionals' Day – April 26, 2023
- National Day of Mourning – April 28, 2023
- Principals and Vice-Principals Appreciation Day – May
- Red Dress Day and the National Day of Awareness for Missing and Murdered Indigenous Women and Girls – May 5, 2023

May**Education**

- Review Sanctuary Schools Report
- Review International Program Report
- Distributed Learning & Continuing Education Report
- Inclusive Education Review Update

Operations

- Superintendent Recommendations (23-24 school year budget)

Regular Board Meeting Agenda Items

- Superintendent/CEO evaluation and Board evaluation
- Approve budget for upcoming fiscal year
- Approve Terms of Engagement with auditor and audit plan
- Capital Plan response by-law approval

Events

- Asian Heritage Month - May
- Child Care Month in BC – May
- International Day Against Homophobia, Transphobia and Biphobia – May 17, 2023

June**Education**

- School Nutrition update
- Childcare update
- Climate action update report

Operations

- Standing operations reports (Capital, Facilities, Finance, TIS, HR)
- Approve 5-year Capital Plan (major capital projects)
- Receive Annual Facilities Grant Spending Plan
- Receive Audit Planning Report

Regular Board Meeting Agenda Items

- Approve Annual Board Work Plan for following year
- Climate action report

Events

- Host employee Retirement Dinner Ceremony
- National Indigenous People's Day - June 21, 2023
- Canadian Multiculturalism Day – June 27, 2023

- National Indigenous History Month - June
- Pride Month – June

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 Committee)
- Human Resources Update (Staffing) (Monthly Board In-Camera)
- Non-Replacement Data (Staffing) (Quarterly Operations Committee)
- 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 28, 2021
September 29, 2020
September 24, 2019
September 25, 2018*

OPTION 2 REVISED

BOARD MEETING SCHEDULE

September 2022 to June 2023

			Start Time	Format
Tues.	Aug 23	<i>Board In-Service - Placeholder</i>	1:00 PM	in person
Tues.	Sept 06	<i>First Day of School</i>		
Tues.	Sept 27	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Tues.	Oct 4	Education Policy/Planning Committee	3:30PM	in person*
Tues.	Oct 4	Operations Policy/Planning Committee	6:30PM	virtual
Sat	Oct 15	VOTING DAY	N/A	N/A
Tues.	Oct 25	Board Meetings (In-Camera & Open) <i>Last meeting of Board elected in 2018</i>	6:00 PM	virtual
Tues.	Nov 01	Inaugural meeting - Oath of Office for Newly elected Trustees	6:00PM	in person (School Board Office)
Thurs	Nov 03	<i>Board In-Service - Placeholder (New trustee orientation)</i>	1:00 PM	in person (School Board Office)
Tues.	Nov 08	Education Policy/Planning Committee	3:30PM	in person*
Tues.	Nov 08	Operations Policy/Planning Committee	6:30PM	virtual
Tues.	Nov 22	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Thurs	Dec 08	<i>Board In-Service - Placeholder (New trustee orientation)</i>	1:00 PM	in person (School Board Office)
Tues.	Dec 13	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Tues.	Dec 20	<i>- winter break (December 19 - 30)</i>		
Tues.	Dec 27			
Tues.	Jan 31	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Tues.	Feb 07	Education Policy/Planning Committee	3:30PM	in person*
Tues.	Feb 07	Operations Policy/Planning Committee	6:30PM	virtual
Tues.	Feb 21	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Tues.	March 07	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Tues.	March 14	<i>- spring break March 13 - 24)</i>		
Tues.	March 21			
Tues.	April 04	<i>Board In-Service - Budget 2023/24</i>	1:00 PM	in person
Tues.	April 11	Education Policy/Planning Committee	3:30PM	in person*
Tues.	April 11	Operations Policy/Planning Committee	6:30PM	virtual
Tues.	April 25	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Tues.	May 2	Education Policy/Planning Committee	3:30PM	in person*
Tues.	May 2	Operations Policy/Planning Committee	6:30PM	virtual
Tues.	May 23	Board Meetings (In-Camera & Open)	6:00 PM	virtual
Tues.	June 6	Education Policy/Planning Committee	5:00 PM	virtual
Tues.	June 6	Operations Policy/Planning Committee	6:30PM	virtual
Tues.	June 20	Board Meetings (In-Camera & Open)	6:00 PM	virtual

*Education meetings will be held at schools on a rotational basis and will communicated closer to the date



**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF MARCH 8, 2022 IN-CAMERA MEETING**

ADOPTION OF AGENDA – 6:00 PM

MINUTES FOR APPROVAL – 6:05 PM

REPORTS FROM SENIOR MANAGEMENT –Administration – 6:10 PM

NEW BUSINESS – 6:25 PM

ITEMS TO BE REPORTED OUT AT OPEN MEETING – 6:56 PM

NOTICE OF MEETINGS – 6:57 PM

ADJOURNMENT – 6:58 PM