



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

Tuesday, November 8, 2022

6:30 pm

Via Zoom Link

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>Approval of Agenda</u>	6:30 PM	
Recommendation: THAT the agenda for the November 8, 2022 Operations Policy and Planning Committee meeting be adopted as distributed.			
2.	<u>Comment & Question Period from Visitors</u>	6:35 PM	
3.	<u>Reports from Senior Management</u>		
a.	Capital Projects Update (Verbal) (D. Crowe)	6:45 PM	
	i. NWSS Decommissioning		
	ii. Queen Elizabeth Elementary Expansion		
	iii. Skwo:wech Landscaping		3
b.	Operations Update		
	i. Finance & Facilities Report (B. Ketcham)	7:00 PM	7
	ii. Estimated Operating Grant Recalculation (B. Ketcham)		8
c.	Human Resources & Staff Update (Verbal) (R. Weston)	7:30 PM	

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| d. | Short Term Capacity Review Childcare Update (B. Ketcham) | 7:40 PM | 9 |
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Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to provide notice to Purpose Society that existing childcare spaces within Qayqayt and Fraser River Middle School be needed by March 2024.

AND THAT that staff continue to work with community partners to assist Purpose Society in identifying alternate downtown/central locations up to December 2022 in parallel with planning for a District-owned site to be utilized in the event no other options are identified.

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| e. | Programs of Choice, Scope & Consultation (M. Naser) | 8:20 PM | 25 |
| | i. Programs of Choice Review PowerPoint Presentation | | 28 |

4.	<u>General Announcements</u>	8:40 PM
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5.	<u>New Business</u>	8:45 PM
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| a. | B.C. Electoral Boundary Commission (M. Russell) | 36 |
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Recommendation:

THAT the operations policy and planning committee, recommend to the Board of Education of School District No. 40 (New Westminster) to send a letter to the Electoral Boundaries Commission highlighting the concerns of their proposed changes as tabled in their Preliminary Report Dated October 3, 2022.

6.	<u>Old Business</u>	8:50 PM
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7.	<u>Question Period (15 Minutes)</u>	8:55 PM
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Questions to the Chair on matters that arose during the meeting.

8.	<u>Adjournment</u>	9:10 PM
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Capital Projects, Operations and Planning

1. Work on phase 2 of the Lord Tweedsmuir school enhancement project is expected to conclude by mid-November. This completes the replacement of the exterior cladding envelope and includes all new doors and windows.
2. Planning for Fraser River Middle School portables is underway for short term capacity, and prepping a portable site will commence in November.
3. Building permit will be submitted to the City building department late November for Qayqayt downstairs classroom conversion. Demolition and construction will start March 2023, for 2 classrooms ready for usage by September 2023.
4. Lord Kelvin handle and lock replacement for accessibility to be completed by January.
5. EV car charging stations to be installed at Glenbrook Middle School and maintenance/IT building in December.
6. Heat pump at Glenbrook- piping done over the summer, heat pump to be installed over Christmas Break.
7. Playground at Tweedsmuir to be started in November and complete by December.

Finance

1. A significant amount of reporting was completed as noted below.

Ministry & Other Submissions: October / November 2022

Submitted to:	Description	Date
PSEC Secretariat	Annual Executive Compensation Disclosure	October 7, 2022
Ministry of Education and Child Care	School District Quarterly GRE Financial Reporting – September	October 12, 2022
Ministry of Education and Child Care	Classroom Enhancement Fund (CEF) – 2022/23 Initial Reporting – Staffing	October 14, 2022
Ministry of Education and Child Care	Event-Driven Reporting	October 21, 2022
Ministry of Education and Child Care	Employment Data and Analysis (EDAS) reporting	October 31, 2022
Ministry of Education and Child Care	Community Link reporting	November 18, 2022
Ministry of Education and Child Care	CEF – 2022/23 Initial Reporting – Remedies	November 18, 2022

SEPTEMBER ENROLMENT COUNT

	CURRENT	ORIGINAL	DIFFERENCE		CURRENT	ORIGINAL	DIFFERENCE
Summary of Estimated Operating Grant Funding	2022/23	2022/23	2022/23		2022/23	2022/23	2022/23
Basic Allocation - Standard Schools	6,813.5625	6,660.0000	153.5625		53,724,940	52,514,100	1,210,840
Basic Allocation - Continuing Education	1.2500	0.1250	1.1250		9,856	986	8,870
Basic Allocation - Alternate Schools	120.0000	98.0000	22.0000		946,200	772,730	173,470
Basic Allocation - Online Learning	143.3750	163.0000	-19.6250		911,865	1,036,680	-124,815
Home School students (Headcount)	12	12	0.0000		3,000	3,000	0
Course Challenges (Number of)	9	9	0.0000		2,214	2,214	0
Supplement for Enrolment Decline - Total*					0	0	0
(1% to 4% annual decline)*	0.0000	0.0000	0.0000		0	0	0
(4%+ annual decline)*	0.0000	0.0000	0.0000		0	0	0
Supplement for Cumulative Enrolment Decline*	0.0000	0.0000	0.0000		0	0	0
Supplement for Unique Student Needs - Total					11,176,138	11,686,911	-510,773
Level 1 Special Needs	3	7	-4.0000		134,550	313,950	-179,400
Level 2 Special Needs	343	363	-20.0000		7,299,040	7,724,640	-425,600
Level 3 Special Needs	51	54	-3.0000		548,250	580,500	-32,250
English Language Learning (ELL)	1,439	1,350	89.0000		2,280,815	2,139,750	141,065
Indigenous Education	300	300	0.0000		469,500	469,500	0
Adult Education	11.0000	15.5625	-4.5625		55,330	78,279	-22,949
Equity of Opportunity					388,653	380,292	8,361
Supplement for Salary Differential					1,689,566	1,653,221	36,345

*Shown are the number of FTEs eligible for this Supplement

	CURRENT	ORIGINAL	DIFFERENCE
Unique Geographic Factors	2022/23	2022/23	2022/23
Small Community Supplement	0	0	0
Low Enrolment Factor	1,103,210	1,103,210	0
Rural Factor	0	0	0
Climate Factor	89,972	89,972	0
Sparseness Factor	0	0	0
Student Location Factor	40,836	40,836	0
Supplemental Student Location Factor	369,000	369,000	0
Supplement for Unique Geographic Factors - Total	1,603,018	1,603,018	0

Curriculum and Learning Support Fund	60,487	60,487	0
Funding Protection	0	0	0

Estimated Autumn Recalculation Funding	70,127,284	69,333,347	793,937
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JULY ENROLMENT COUNT

	Courses/Programs			Estimated Funding		
Summary of Estimated Operating Grant Funding	2022/23	2022/23	DIFFERENCE	2022/23	2022/23	DIFFERENCE
Headcount, Grades 1 to Grade 7	177	0	177	39,648	0	39,648
Total Number of Courses, Grades 8 to 9	160	42	118	35,840	9,408	26,432
Total Number of Courses, Gr 10-12	370	300	70	165,760	134,400	31,360
Level 1 Special Needs Headcount	0	0	0	0	0	0
Level 2 Special Needs Headcount	6	0	6	7,980	0	7,980
Level 3 Special Needs Headcount	0	0	0	0	0	0
ELL Headcount	0	0	0	0	0	0
Indigenout Education Headcount	0	0	0	0	0	0
Estimated Summer Learning Funding				249,228	143,808	105,420

Online Learning Grade 8 & 9 Cross-Enrolment	0	0	0	0	0	0
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Estimated July Funding	249,228	143,808	105,420
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FEBRUARY ENROLMENT COUNT

	FTE			Estimated Funding		
Summary of Estimated Operating Grant Funding	2022/23	2022/23	DIFFERENCE	2022/23	2022/23	DIFFERENCE
Online Learning - February Enrolment Count Total				238,440	238,440	0
February Count - School-Age FTE	28.0000	28.0000	0.0000	178,080	178,080	0
February Count - Adult Education FTE	12.0000	12.0000	0.0000	60,360	60,360	0
Continuing Education - February Enrolment Count Total				115,861	115,861	0
February Count - School-Age FTE	0.5000	0.5000	0.0000	3,943	3,943	0
February Count - Adult Education FTE	22.2500	22.2500	0.0000	111,918	111,918	0
Unique Student Needs Enrolment Growth Total				63,950	63,950	0
Level 1 Unique Student Needs Enrolment Growth	0	0	0	0	0	0
Level 2 Unique Student Needs Enrolment Growth	5	5	0	53,200	53,200	0
Level 3 Unique Student Needs Enrolment Growth	2	2	0	10,750	10,750	0
Refugee Students Enrolled After September 29 Total				107,342	107,342	0
Newcomer Refugees FTE	23.0000	23.0000	0.0000	90,689	90,689	0
ELL Headcount - Newcomer Refugees	21	21	0	16,653	16,653	0
Youth Train in Trades Enrolment After Sept 29 Total						
YTT FTE	0.0000	0.0000	0.0000	0	0	0

Estimated February Funding	525,593	525,593	0
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MAY ENROLMENT COUNT

	FTE			Estimated Funding		
Summary of Estimated Operating Grant Funding	2022/23	2022/23	DIFFERENCE	2022/23	2022/23	DIFFERENCE
Online Learning - May Enrolment Count Total				96,150	96,150	0
May Count - School-Age FTE	8.0000	8.0000	0.0000	50,880	50,880	0
May Count - Adult Education FTE	9.0000	9.0000	0.0000	45,270	45,270	0
Continuing Education - May Enrolment Count Total				120,720	120,720	0
May Count - School-Age FTE	0.0000	0.0000	0.0000	0	0	0
May Count - Adult Education FTE	24.0000	24.0000	0.0000	120,720	120,720	0

Estimated May Funding	216,870	216,870	0
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Estimated Full-Year Operating Grant Funding - 2022/23	CURRENT	ORIGINAL	DIFFERENCE
	71,118,975	70,219,618	899,357



Supplement to: OPERATIONS POLICY AND PLANNING MEETING

Date: November 8, 2022

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Short-Term Capacity Review – Childcare Update and Timeline

Background:

New Westminister Schools has reached a state of crisis in the lack of school capacity across the District with growth in the 22-23 school year alone of 347 FTE or 5.13% and across all brick and mortar schools K-12, capacity utilization of 110%. This situation can only be remedied through building new schools. For years, the District has put forward requests and advocated for additional school funding for an elementary school and middle school in the Fraser River Zone. It was not until March 2022 that the Ministry of Education and Childcare (MECC) acknowledged our capacity pressures in this region and allowed us to move forward to the first of two business cases for a new elementary school.

The District anticipates that the business case stage of approvals to completion of construction will take five (5) years. During this period, the District has a significant task of managing enrolment for our growing student population. The District has co-located schools adjacent to city park space to provide outdoor play and learning space for students. We have a land deficit of 31 acres in comparison to MECC area standards. It is because of this deficit of space that it makes is so challenging for the District to accommodate growth on both a temporary (via portables) or permanent basis.

Staff have been tasked with the creation of a short-term capacity review strategy to manage the growth within the confines of our existing spaces. At a June open board meeting, the Board of Education passed the following principles to guide staff work:

Guiding Principle #1 – Prioritize the utilization of space within our schools to support K-12 in-catchment regular enrolment while also ensuring sufficient play and outdoor learning space.



Guiding Principle #2 – Programs of choice, community partnerships (including infant/toddler childcare), and non-instructional uses of space will be operated, and when necessary, relocated to school facilities where space permits.

The Board's guiding principles are consistent with the *School Act* section 85.4(b):

“Use of board property for child care programs

85.4 If a child care program is provided on board property by the board or by a licensee other than the board, the board must ensure...

(b) that the provision of the child care program does not disrupt or otherwise interfere with educational activities.”

The Board of Education is obligated to provide facilities and grounds sufficient to conduct school-aged educational programs. Providing priority to in-catchment regular enrolment students and those students enrolled in a program of choice are both educational activities which, per the School Act, should and must be placed ahead over the provision of child care within our board-owned property.

At the October 25, 2022 open board meeting, we reported that the application for both New Spaces Funds had been approved for the relocation of the Qayqayt and FRMS childcare centres to the grounds of FW Howay and Lord Tweedsmuir, respectively, with funding attached of \$2.8M which allows the District to mitigate any loss of childcare space. The pending acceptance of the application represents a recovery of spaces which the Ministry has accepted and allowed via the new creation of an exceptions policy offered to districts that have land space pressures in a desire to not lose childcare space. This change in policy was motivated by the unique situation of New Westminster Schools.

Complexity in finding a downtown location

The District has considered other district-owned sites closer to the core of town, however, no school sites are available to accommodate the facility and required outdoor play space to host an infant/toddler program. Within this District, there is a deficit of land by 31 acres, making space a significant challenge. The District has employed a model of locating schools next to city-owned parks to provide play and outdoor learning space.

We have heard loud and clear from most notably, families from the Qayqayt infant/toddler program, that a relocation would represent a hardship to families due to the lack of childcare in the downtown New Westminster core. We agree that the ideal solution would be to find a suitable location downtown, and look to working alongside our community partners, stakeholders, including the city and our infant/toddler operator, for viable solutions in the timeframe necessary to create classroom space to support growing enrolment.



The reality is a narrow window exists to identify a viable solution for a downtown childcare location in keeping with our critical need to create classroom capacity for the start of the September 2024 school year. With a relocation of childcare, we can create 6 classrooms - 2 at Qayqayt and 4 at FRMS, or approximately 150 seats (which is in addition to 2 classrooms, or 50 seats, created by relocating community programming out of Qayqayt elementary for the 23-24 school year). While District staff hope for an alternate downtown site solution, we are also working against a reality where a solution may not present itself in time. We will continue to support Purpose Society in finding another location and will reach out to the City as our partner, to find options for space in the downtown core in parallel with the planning work that is currently underway for use of our district-owned site.

Questions have also arisen as to what sites the District has considered and why only City and District owned sites have been examined. The relationship with Purpose Society is one of a landlord/lessee relationship where we rent district property to provide childcare programming to the operator. The District has no ability to lease or purchase property to re-home a daycare facility which is why no other sites have been examined outside of district-owned property. We too, are a not-for-profit entity and all operational funding received at this time is for the provision of K-12 instruction. The operational funding model does not currently include amounts for the operation of childcare. Per confirmation with Ministry staff, there does not currently exist a funding envelope to purchase land/property for the provision of childcare. The funding for the acquisition of land/property is something under investigation as the Ministry explores and defines the true cost of capital planning and funding for childcare. The District also charges well-below market rent where we operate on a cost-recovery basis only. The going market rate on a cost per square foot lease rate in New Westminster is approximately \$22/sqft per annum plus common area maintenance costs. The District is charging an average of 64% less than the market rental rate (and no common area maintenance costs) to Purpose Society. Purpose Society would have to contend with paying higher level rents in a profit-oriented lease arrangement which presents a potential barrier to finding a downtown location. In addition, Purpose would have to pay significant tenant improvements to make the space ready for their purposes which can cost hundreds of thousands of dollars depending on the level of renovation needed.

As part of utilizing our district-owned site we are committing to ensure no disruption in service to childcare is created through the relocation. Staff are working on a plan which only relocates childcare after the new facilities are completed, licensed, and ready to accept children. Only after this time would we commence work to convert these previous childcare spaces to classrooms. Based on preliminary work on using our internal site, the documentation/permit, site prep and construction will take the better part of one year thus making a relocation of childcare possible for Spring 2024, leaving sufficient time for the renovation of classroom spaces for September 2024.

If an alternate solution is put forward that is not on District-owned lands, this may jeopardize the timeline in creating new classroom spaces in time for the start of the 2024-25 year. This is because the District gives up control over the completion of childcare spaces, with that responsibility falling to the owner/lessor of the alternate space in funding and constructing these spaces. It should also be highlighted that the funding received from MECC is specifically for the application that was put forward by the District using district-owned property and cannot be transferred to another entity.



Should a viable alternate space come forward, the District would be pleased to work as a conduit between that entity and the MECC to redirect funding earmarked for the District project.

Lottery process

The lottery process per AP 300 “Student Admissions, Catchment Areas and Placement” is clear. Registration for in-catchment students opens Monday, November 7, 2022. Due to the capacity limitations of physical space, Qayqayt, Kelvin and Queen Elizabeth are at physical capacity limits (i.e. no further portables can or will be placed on premise). That means, the only space being “created” is with grade 5 (in the case of Queen Elizabeth, Grade 4) students moving on to middle school at these sites. When the number of registrations is greater than the space available, a randomized draw (lottery) will be conducted to determine if a student may be placed at that school. Section 3.3(b) of AP 300 outlines admission priority which is as follows:

1. Continuing catchment students are automatically re-enrolled;
2. Continuing out-of-catchment and out-of-district students are automatically re-enrolled when remaining in the same school and program;
3. Transfer requests from in-catchment students placed, by the District, in another school due to space limitations;
4. New catchment area students with siblings attending the same school;
5. New students within catchment area;
6. Transfer requests for out-of-catchment students with siblings attending the same school;
7. Transfer requests for students who are out of catchment and who are registered in and attending before and/or after school childcare at a licensed childcare facility within the catchment area;
8. Transfer requests for students who are out-of-catchment;
9. Siblings of continuing out-of-district students;
10. Students who are out-of-district.

As you can see from the priority list above, new students in the catchment area are 5th in priority. With limited space in the District, and growth anticipated, the reality of being redirected to another school is high, especially at Qayqayt Elementary. It is also possible that new catchment students with siblings already attending may not be able to attend the school as per priority 4, if displaced students from previous years’ are looking to come back to their in-catchment school. For families with multiple children, this is significantly disruptive. For students who have to be placed out of catchment and then move back to their in-catchment school after one or more years, transitions can be challenging.

Timelines and Work Plan

Qayqayt:

The level of growth we anticipate seeing at Qayqayt is significant over the coming years. Based on the enrolment below (preliminary estimates provided by our consultant for the 2023 LRFP refresh), the creation of 4 classroom spaces will provide capacity to 2024 (and maybe 2025 depending on the school organization which will also contemplate composition). It will be at least until the year 2027 when the new Fraser River Elementary School can be completed.



SCHOOLS	FCI	Nominal Capacity	Operating Capacity	Actuals			Enrolment Projections												
				2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Qayqayt Elementary	0.05	100K/450E	501	530	561	615	638	682	711	726	719	721	733	726	734	746	760	772	788
% Utilization				106%	112%	123%	127%	136%	142%	145%	144%	144%	146%	145%	147%	149%	152%	154%	157%

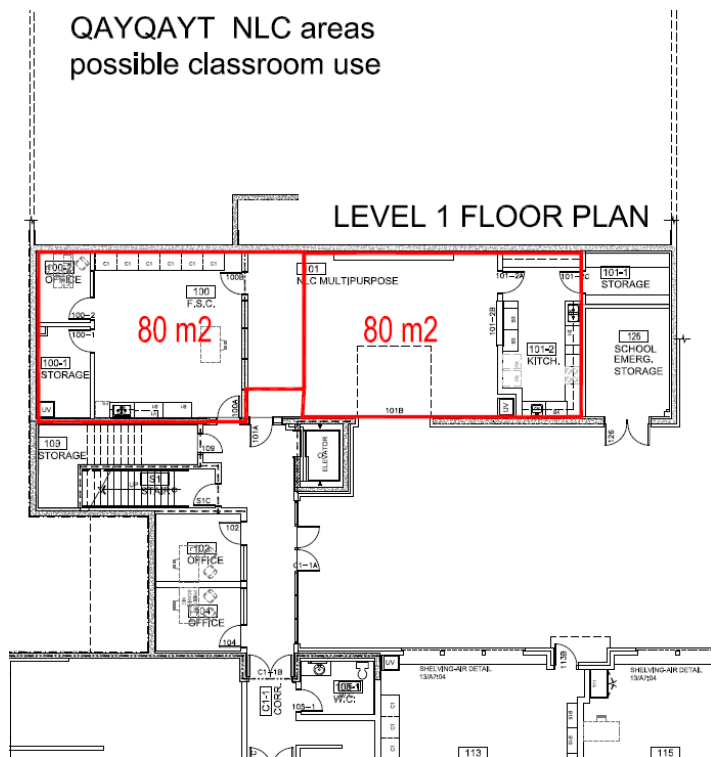
*Note: we are refreshing the LRFP and new enrolment projections will be finalized by early 2023

As noted in the pages below, 33 students from the Qayqayt catchment have been relocated for the 22-23 year. It may be necessary for those enrolling in the school throughout the remainder of the year to continue to be diverted to another school. As you can see from the table above, we are anticipating significant levels of growth and without the ability to add any more portables on site, the growth anticipated annually represents the students that would have to be diverted to another non-catchment school.

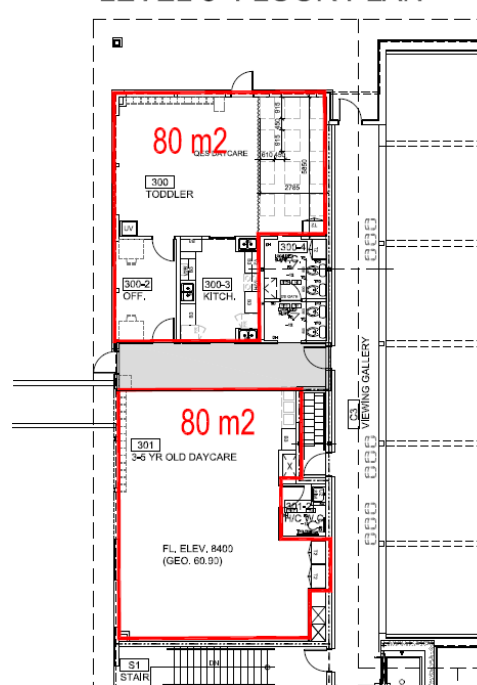
Proposed Timeline:

- September 2023: District will create 2 classroom spaces on the first floor of Qayqayt which is currently used for community programming. This creates some relief for the 2023-24 school year allowing for up to 2 new divisions.
- September 2024: District to complete renovation of 2 remaining classrooms once the childcare facility is completed and the operator and families are relocated to FW Howay.

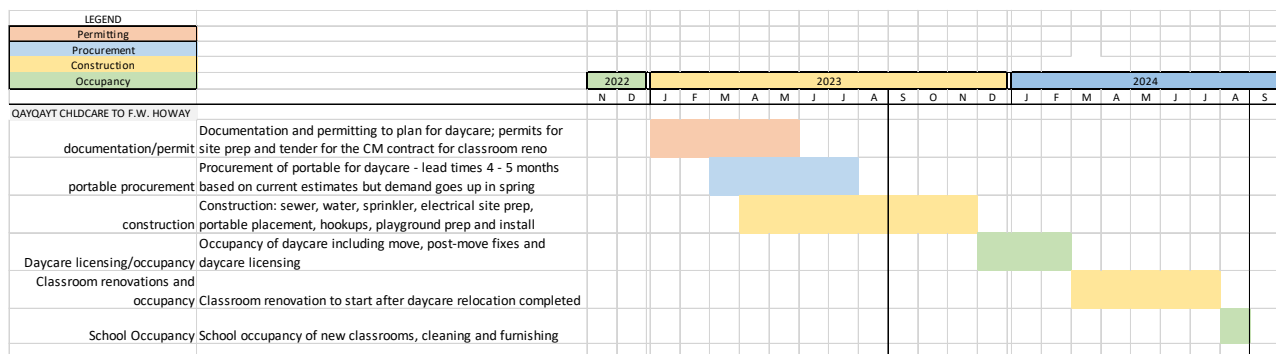
QAYQAYT NLC areas
possible classroom use



LEVEL 3 FLOOR PLAN



Based on the timeline below, we must commence work in January 2023 to ensure that we can create classrooms in time for the September 2024 school year.



Qayqayt: Daycare and/or Program of Choice Relocation

The Program of Choice (POC) review is being conducted district-wide over all programs including, early, late and secondary French Immersion, Montessori and the Home Learners' Program. The work will be conducted from the lens of creating more robust educational programming, better alignment to the educational strategic directions and available capacity based on likely future capital projects (such as the new Fraser River Elementary School). While the creation of capacity may be a byproduct of the program of choice review, the recommendations will center first and foremost on teaching and learning. Of course, facility capacity will need to be part of the context and conditions for future planning for all POC which is consistent with AP 220 "Programs of Choice" procedure 2.11 "Be housed in facilities where space permits and which are suitable to the program". The timing of the program of choice review will take some several months and any recommendations will be made and presented to the Board in the Spring of 2023. Recommendations will still come forward regardless of the childcare relocation decision.

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uncertainty with a POC relocation, if that is indeed a recommendation falling out the review, is that we cannot predict how many families will remain loyal to the program and move, or how many families will end up staying in the regular English stream. The actual results can only be known once we open the registration and families are advised which alternate location was selected, if indeed that is a recommendation that comes forward.

Timelines and Work Plan

Fraser River Middle School:

As FRMS has no programs of choice, the only way to create capacity would be to relocate the infant/toddler spaces. This is especially necessary in light of the District's recommendations to the Ministry of Education to create a school campus around the City-owned Simcoe Park inclusive of a 600-capacity elementary school and purpose-built alternate education centre. The FRMS annex which currently houses approximately 100 students (in 4 classrooms within portables) will have to be relocated to make way for construction.



The following represents the timeline of the new Fraser River Elementary School planning and construction process. As you can see, construction will commence in January 2025, meaning that by September 2024, we must relocate the students in the FRMS annex into the main school through the creation of new classes.



Fraser River Elementary School - Option 2 + 3																																												Project milestones												June -12-2022																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									</
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See appendix 1 for a larger view of this table

Furthermore, the District has not yet been approved for a new middle school and we must manage the enrolment growth of mainland middle schools (FRMS and GMS) in the coming years. The following information is from the preliminary estimates prepared by consultants for the 2023 Long Range Facility Plan (LRFP) refresh. Further fine tuning of the data is required but this represents at the date of this report, our best estimates for enrolment growth. As you can see, between both mainland middle schools, there will be growth to manage between these two schools that are on very small parcels of land.

SCHOOLS	FCI	Nominal Capacity	2020 Operating Capacity	Actual			Enrolment Projections														
				2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035		
Fraser River Middle	0.05	500	500	540	555	622	648	669	688	677	693	674	698	682	708	719	741	754	766		
% Utilization				108%	111%	124%	130%	134%	138%	135%	139%	135%	140%	136%	142%	144%	148%	151%	153%		

SCHOOLS	FCI	Nominal Capacity	2020 Operating Capacity	Actual			Enrolment Projections														
				2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035		
Glenbrook Middle	0.26	575	575	685	677	656	630	700	755	779	815	812	824	818	837	848	868	880	896		
% Utilization				119%	118%	98%	94%	104%	113%	116%	122%	121%	123%	122%	125%	127%	130%	131%	134%		

*Note: we are refreshing the LRFP and new enrolment projections will be finalized by early 2023

The District is very limited in our ability to place portables around the District-owned FRMS site given the challenging slopes of the property and small amount of unused space. What further complicates portable placement is the presence of underground services such as water and sewer lines. For GMS site map, see appendix 2 which denotes how small the site is and our inability to place any portables to support growth.

Staff recommend that we accept the funding and relocate the infant/toddler program once the new childcare facility is completed (see timeline below). In total, we would be able to gain 4 classrooms back at FRMS due to the childcare conversion.

Proposed timeline:

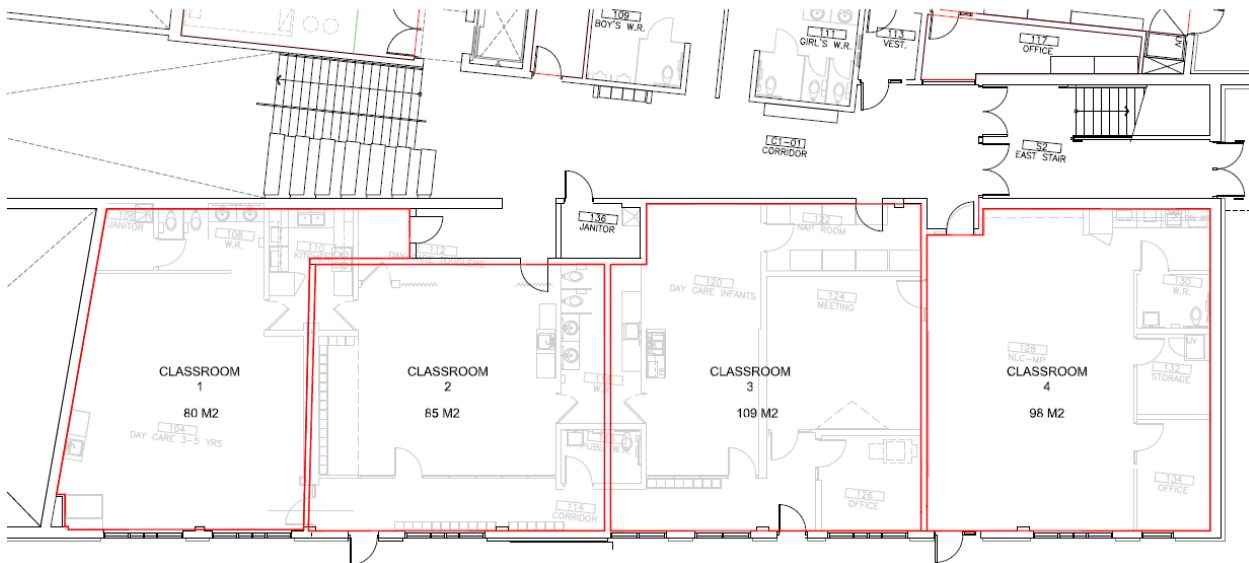
- September 2023: The District has submitted permits for the placement of portables based on the anticipated enrolment for the 2023-24 year. Note that the following diagram represents the District's overall future plans for portable placement in the coming years.



The District's intent is to first place portables 3 and 4 first and place portable 1 and 2 at a later time as enrolment is required. Portables 1 and 2 necessitate a variance from the city which can be a lengthy process.



- September 2024: it is proposed that the District complete renovation of 4 classrooms that will be converted once the childcare facility is completed and the operator and families are relocated to Lord Tweedsmuir. The following represents the revised floor plan for FRMS once the space conversion is completed.



To achieve the creation of 4 classroom spaces for September 2024, the Board will have to decide by the December 2022 to confirm accepting the New Spaces Funding. The process of a seamless transition to avoid disruption to daycare necessitates a careful sequencing of work. The work is complex as the site prep needed to accommodate the facility requires work to upgrade site services such as power, water and sewer. All these pieces of work require permits with the city. Also, a variable is the length of time to get the daycare licensed which can be a longer process. The timeline is nearly identical to the Qayqayt/Howay transition and will be run in parallel with that project:

		2022		2023												2024											
		N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S			
FRMS CHILDCARE TO TWEEDSMUIR																											
	Documentation and permitting to plan for daycare; permits for site prep and tender for the CM contract for classroom reno																										
documentation/permit	Procurement of portable for daycare - lead times 4 - 5 months based on current estimates but demand goes up in spring																										
portable procurement	Construction: sewer, water, sprinkler, electrical site prep, portable placement, hookups, playground prep and install																										
construction	Occupancy of daycare including move, post-move fixes and daycare licensing																										
Daycare licensing/occupancy	Classroom renovations and occupancy Classroom renovation to start after daycare relocation completed																										
Classroom renovations and occupancy	School Occupancy School occupancy of new classrooms, cleaning and furnishing																										
School Occupancy																											

See appendix 1 for a larger view of this table

Amendment of the 2023-24 major capital plan

The New Spaces Funding only allows for the creation of the childcare facility, not the renovation of school spaces into classrooms. With the approval of the New Spaces Fund for the relocation of both the Qayqayt and FRMS child care centers, and with Board approval, the District has now submitted an additional project for funding to support the interior classroom renovations should the relocation of childcare move ahead. The anticipated costs for renovation of classroom spaces are \$1.5 million for both sites. Approvals of major capital projects do not come until March 2023.



Students moved out of catchment

The following represent the number of students displaced from their neighborhood school. By far, most of the students that have been displaced from their neighborhood school is Qayqayt Elementary. Note that this information may change daily as new registrations are received.

Herbert Spencer

Grade	Number of Students	Placement School
KF	1	Skwo:wech
1	1	F. W. Howay
2	1	F. W. Howay
3	1	F. W. Howay
5	2	F. W. Howay
TOTAL	6	

Lord Kelvin

Grade	Number of Students	Placement School
4	2	Tweedsmuir

Qayqayt

Grade	Number of Students	Placement School
KF	13	• 5@Tweedsmuir • 5@Kelvin • 2@Connaught • 1@Skwo:wech
2	2	• 1@Tweedsmuir • 1@Kelvin
3	5	• 3@Tweedsmuir • 1@Kelvin • 1 at Qayqayt in EFI (wants to switch to English)
4	9	• 1 staying in previous district until space opens at Qayqayt • 6 @Tweedsmuir • 2 @Connaught
5	4	• 3 @Tweedsmuir • 1@Kelvin
TOTAL	33	



The following table represents inter-year growth at some of Fraser River Zone schools over the last few years. The significance of this table represents information about potential students that may move into the neighborhood and has to be redirected to their non in-catchment school for the remainder of the year. We can see that in the 2021-22 year, the District experienced a tremendous amount of mid-year growth which remains to be seen if the same growth happens during the year for the 22-23 year we are currently in.

School	2022/2023	2021/2022			2020/2021		2019/2020		2018/2019	
	1701 - Sept. 2022	1701 - Sept. 2021	1701 - Feb. 2022	June 30, 2022	1701 - Sept. 2020	1701 - Feb. 2021	1701 - Sept. 2020	1701 - Feb. 2021	1701 - Sept. 2020	1701 - Feb. 2021
Qayqayt	615	561	584	597	522	527	525	534	509	508
Kelvin	580	521	532	551	486	495	496	511	455	459
Tweedsmuir	393	357	367	385	354	359	370	377	357	356
FRMS	622	555	564	574	539	535	493	494	493	487

Conclusions

Staff recommend, consistent with the Board approved guiding principles, that childcare be relocated. The District continues to show our commitment to childcare (i.e. no loss or deficits) while creating 200 seat capacity and doing so in a fiscally responsible way that does not burden our operational funding.

A delay in decision of the New Spaces Funding would have the following repercussions:

- Jeopardizing the time we have to mitigate capacity pressures for the next few years pushing out capacity creation beyond September 2024.
- Continuing to displace many students at Qayqayt and redirecting them to schools such as Lord Tweedsmuir and Connaught Heights.
 - Due to the lack of other options, Kelvin has no ability to create more capacity and is deemed full with any new registrations over and above existing capacity redirected to Lord Tweedsmuir and Connaught Heights.
- Delays in executing on the new childcare facilities may lead to significant escalation of expenses for which, if the District ends up relocating childcare after an unsuccessful search for a downtown location, will be borne by the District's operating fund.

A decision to forego the relocation childcare would have the following repercussions:

- Foregoing an approximate 200 seat creation in the Fraser River Zone.



- Continuing to displace large number of students at Qayqayt and redirecting them to schools such as Lord Tweedsmuir and Connaught Heights.
- Foregoing \$2.8 M in New Spaces Funding (or, reapplying at a later date)
- Foregoing \$1.5 M in Major Capital Projects in Ministry of Education and Childcare Funding to create new spaces in the District and therefore utilizing operational dollars to fund any new portable placements at alternate school sites (or, reapplying at a later date)
- Placing more pressure on other space-creating alternatives.

Recommendation:

***THAT* the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to provide notice to Purpose Society that existing childcare spaces within Qayqayt and Fraser River Middle School be needed by March 2024.**

***AND THAT* that staff continue to work with community partners to assist Purpose Society in identifying alternate downtown/central locations up to December 2022 in parallel with planning for a District-owned site to be utilized in the event no other options are identified.**

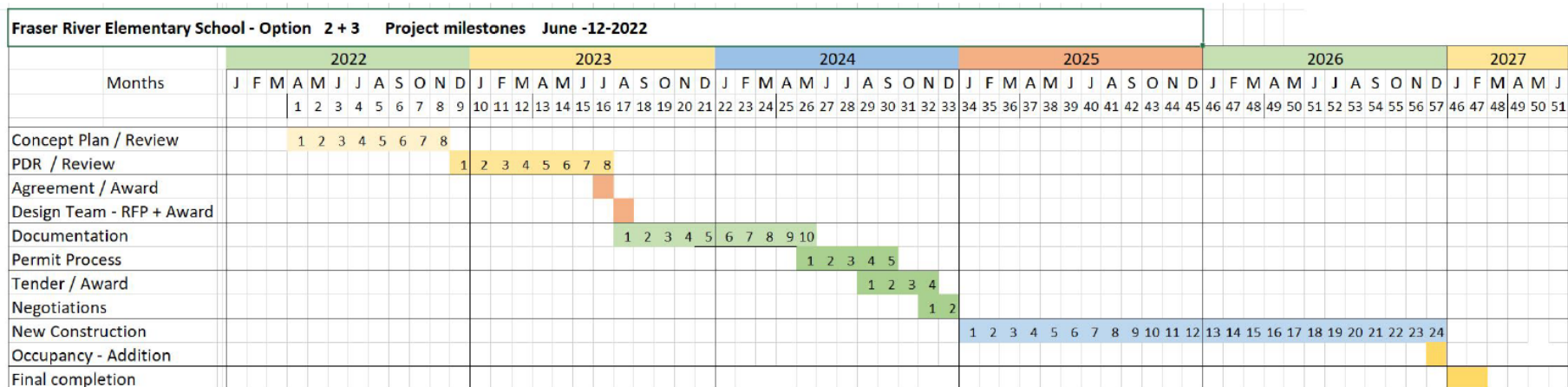
APPENDIX 1

Qayqayt Childcare to FW Howay (same as below as the projects will run in parallel)

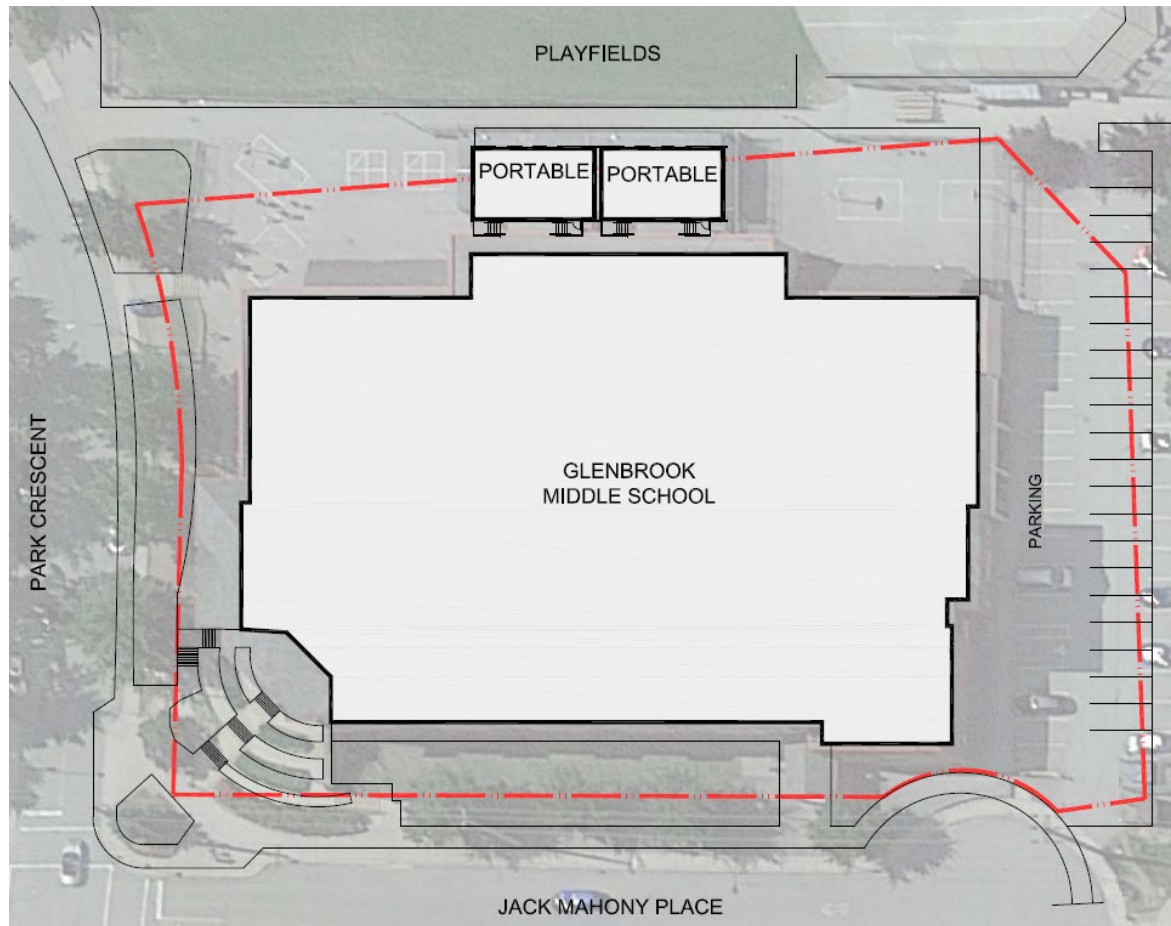
LEGEND																													
	Permitting																												
	Procurement																												
	Construction																												
	Occupancy																												
		2022		2023												2024													
		N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S					
QAYQAYT CHLDCARE TO F.W. HOWAY																													
documentation/permit	Documentation and permitting to plan for daycare; permits for site prep and tender for the CM contract for classroom reno																												
portable procurement	Procurement of portable for daycare - lead times 4 - 5 months based on current estimates but demand goes up in spring																												
construction	Construction: sewer, water, sprinkler, electrical site prep, portable placement, hookups, playground prep and install																												
Daycare licensing/occupancy	Occupancy of daycare including move, post-move fixes and daycare licensing																												
Classroom renovations and occupancy	Classroom renovation to start after daycare relocation completed																												
School Occupancy	School occupancy of new classrooms, cleaning and furnishing																												

Fraser River Middle School Childcare to Lord Tweedsmuir (same as above as the projects will run in parallel)

		2022		2023												2024											
		N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S			
FRMS CHILDCARE TO TWEEDSMUIR																											
documentation/permit	Documentation and permitting to plan for daycare; permits for site prep and tender for the CM contract for classroom reno																										
	Procurement of portable for daycare - lead times 4 - 5 months based on current estimates but demand goes up in spring																										
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School Occupancy	School occupancy of new classrooms, cleaning and furnishing																										



Appendix 2 - SD 40 ownership of lands for Glenbrook Middle School





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

Date: November 8, 2022

Submitted by: Maryam Naser, Associate Superintendent

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

Subject: Programs of Choice Review – Scope and Consultation Plan

Background:

A review of current Programs of Choice (POC) offered within the district will be conducted in the 2022/23 school year. This will serve to identify program strengths, gaps, and future opportunities as we continue to meet the diverse needs and interests of our students. The POC Review will include a comprehensive consultation and data collection process to ensure that all voices are heard, and applicable information is considered as we look to transform the student experience through relevant and viable programming.

While the review of short-term capacity is a separate undertaking, it should be noted that our current enrollment pressures make building capacity an important consideration in any programming review.

SCOPE OF REVIEW

The following Programs of Choice will be included in the 2022/23 Review:

- French Immersion (Early, Late, Secondary)
- Montessori
- Home Learners Program

1. Areas of Focus:

- Alignment with the BC curriculum
- Alignment with district values and the Board of Education's Strategic Plan
- The extent to which the POC meets student interests and needs
- Program viability – the degree to which the POC is sustainable and will continue to meet student needs in the future
- Existing gaps within current programs
- Examination of POC's offered in other metro school districts



Data Collection

Information will be collected through focus groups, surveys, human resource data collection, student achievement data collection, and a review of relevant administrative procedures.

Examples of specific data that will be collected include:

- Student outcomes – graduation rates, report cards, rate of attrition, special education designations
- Administrative procedures (registration, selection process)
- Inclusive practices related to access to services, supports and resources
- Program waitlists
- Recruitment and retention of staff
- Student, parent, and staff perceptions related to their experience within the POC

CONSULTATION PLAN

The consultation and engagement process will ensure that stakeholders are offered opportunities to share their personal experiences and insights regarding POC's offered within the District. Mechanisms for engagement include focus groups, surveys, and email responses.

Mechanisms for Engagement

- a. **Focus Groups:** A number of focus groups will be engaged through in-person meetings. The following have been identified as key stakeholders for focus groups:
 - EFI parents (including Canadian Parents for French)
 - EFI staff (including NWTU & CUPE)
 - LFI parents (including Canadian Parents for French)
 - Secondary French Immersion Program Parents
 - Secondary French Immersion Program Staff
 - LFI staff (including NWTU & CUPE)
 - Montessori parents (including Montessori Parent Society)
 - Montessori staff (including NWTU & CUPE)
 - New Westminister Principals and Vice Principals Association
 - Home Learners Program parents
 - Home Learners Program staff
 - Students in all programs (as appropriate)

Invitations will be sent for each focus group with a request to RSVP attendance. The following three questions will guide the focus group dialogue:

- What is working well?
- What challenges and obstacles are being faced?
- What are the opportunities for improvement?

- b. **On-line Survey:** Parents, staff and where appropriate students, of each POC will be sent a link to an online survey specific to each program. Survey questions will focus on strengths, gaps, and opportunities for improvement.
- c. **General information and feedback:** Information about the POC Review will be shared on the district website with an invitation for email responses to be sent for consideration.

WORKING GROUP

District level data collection, survey development and review oversight will be managed by district staff including the Associate Superintendent, Director of Instruction, District Vice Principal, Human Resources Manager, School Principals, and the French Facilitator. To ensure anonymity and provide an unbiased experience for respondents, a consultant will be engaged to conduct focus groups. The consultant will author the final report which will include recommendations for consideration.

REPORTING

Status updates will be provided at Education Policy and Planning Committee meetings and a draft final report will be shared at the April 25th Board of Education meeting. The final report will include a summary of data collected, specific recommendations related to each POC and identify budget and capacity related items. The following timeline is proposed with respect to updates and final reporting:

Timeline

November	Data collection (HR, student achievement, attrition rates, waitlists)
November 22 Board of Education Meeting	Finalized timeline, scope and consultation plan presented. Information about POC review on district website
December	Survey development
January/February	Online surveys & Focus Groups conducted
March	Data review, draft report development
April 11 Education Policy & Planning Committee Meeting	Draft Report presented
April 25 Board of Education Meeting	Final report with recommendations presented

Next steps in the process include:

- Establishment of a working group
- Selection of a consultant to assist with POC Review
- Confirmation of a finalized scope and consultation plan

Programs of Choice Review

Programs for Review

- ☐ FRENCH IMMERSION (EFI, LFI, SECONDARY)
- ☐ MONTESSORI
- ☐ HOME LEARNERS PROGRAM



Areas of Focus

- ☐ ALIGNMENT WITH CURRICULUM
- ☐ ALIGNMENT WITH DISTRICT VALUES AND STRATEGIC PLAN
- ☐ MEETS STUDENT INTERESTS AND NEEDS
- ☐ PROGRAM VIABILITY
- ☐ GAPS
- ☐ PROGRAMS OFFERED IN METRO DISTRICTS



Data Collection

- ❑ STUDENT OUTCOMES
- ❑ ADMINISTRATIVE PROCEDURES
- ❑ INCLUSIVE PRACTICES
- ❑ WAITLISTS
- ❑ STAFF RECRUITMENT AND RETENTION
- ❑ COMMUNITY EXPERIENCE



Consultation Plan

- ☐ **FOCUS GROUPS**
- ☐ **ON-LINE SURVEY**
- ☐ **GENERAL FEEDBACK**

3 GUIDING QUESTIONS:

- 1. WHAT IS WORKING WELL?**
- 2. WHAT CHALLENGES AND OBSTACLES ARE BEING FACED?**
- 3. WHAT ARE THE OPPORTUNITIES FOR IMPROVEMENT?**

Data Collection

STUDENT OUTCOMES

ADMINISTRATIVE PROCEDURES

INCLUSIVE PRACTICES

WAITLISTS

**STAFF RECRUITMENT AND
RETENTION**

**PARENT, STUDENT, STAFF
EXPERIENCES WITHIN
PROGRAMS**

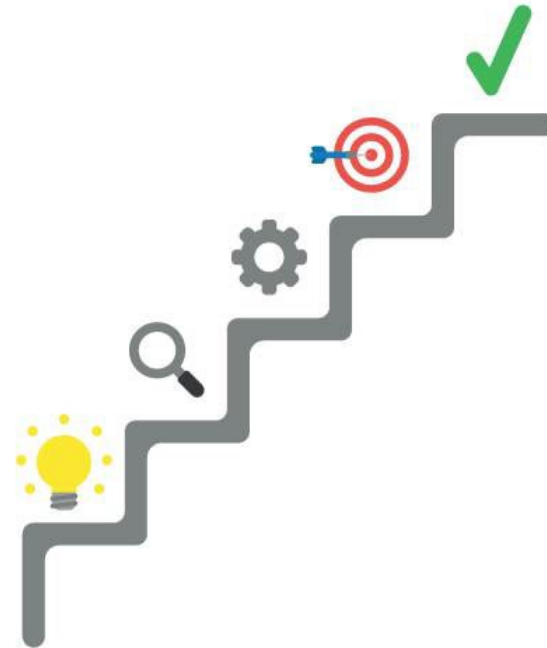


2022/2023 Timeline

November	Data collection
November 22	Finalized timeline, scope and consultation plan presented and added to website
December	Survey development
January/February	Online surveys & Focus groups
March	Data review, draft report development
April 11 Education Committee Meeting	Draft report shared
April 25 Board of Education Meeting	Final report with recommendations presented

Next Steps

- **ESTABLISH WORKING GROUP**
- **SELECT CONSULTANT**
- **FINALIZE SCOPE AND CONSULTATION PLAN**





Supplement to: OPERATIONS POLICY AND PLANNING MEETING

Date: November 8, 2022

Submitted by: Maya Russell, Trustee

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

Subject: New Westminister provincial representation in 2022 Electoral Boundaries
Commission Preliminary Report

Background:

The Province of BC appoints an Electoral Boundaries Commission after every second provincial election, to propose changes to the area, boundaries and names of electoral districts (constituencies) in the province. A Commission was appointed October 21, 2021 and tabled their Preliminary Report on Oct 3, 2022.

This Report proposes changes that will impact New Westminister's representation by provincial MLAs, and therefore will impact our District's relationships and representation.

We are currently covered by two provincial constituencies:

- Richmond-Queensborough
- New Westminister

The Report proposes a new map in which New Westminister is broken into five constituencies:

- Richmond-Queensborough
- New Westminister-Maillardville
- Burnaby-New Westminister
- Burnaby East
- Burnaby South

The impact on New Westminister's schools and catchments is as follows.

New Westminister Maillardville

Skwo:wech Elementary - school and catchment except for Mott Crescent neighborhood

Qayqayt Elementary - school and whole catchment

Herbert Spencer Elementary - bottom half of catchment



F.W. Howay – most of catchment, not school
Lord Kelvin Elementary - bottom half of catchment
Lord Tweedsmuir - bottom section of catchment
Glenbrook Middle School – much of catchment
Fraser River Middle School - school and much of catchment
NWSS - much of catchment
Hume Park Home Learners – school

Burnaby New Westminster

Herbert Spencer Elementary - school and top half of catchment
Lord Kelvin Elementary - school and top half of catchment
Lord Tweedsmuir Elementary - school and much of catchment
Glenbrook Middle - school and some of catchment
Fraser River Middle School -some of catchment
NWSS & SIGMA - school and portion of catchment
RCAP & POWER

Richmond-Queensborough

Queen Elizabeth Elementary - school and catchment
Queensborough Middle - school and catchment
NWSS - part of catchment

Burnaby East

F.W. Howay Elementary - school and one neighborhood of catchment
portion of Glenbrook and NWSS catchments

Burnaby South

Connaught Heights Elementary - school and catchment
portion of Fraser River Middle and NWSS catchments

Concerns:

The overall principle of fair representation is critical to the health of our democracy. However, it may be a concern for the District to navigate five MLAs instead of two. It is also a concern that two schools are pulled out to become small sections of predominantly Burnaby ridings.

Specifically:

- School District 40 is concerned with the prospect of navigating five MLAs and receiving their attention, when we are one of the smallest Districts in the Province. The Ministry of Education is our sole funder for operating and capital expenses and these working relationships are very important.
- We are concerned that F.W.Howay Elementary school and a portion of its catchment is being stranded as a tiny section of the Burnaby East riding



- We are concerned that Connaught Heights Elementary school and its catchment is being pulled into Burnaby South riding. While this at least protects a full catchment area and a school, we would prefer to be less fragmented in representation

Recommendation:

***THAT* the operations policy and planning committee, recommend to the Board of Education of School District No. 40 (New Westminster) to send a letter to the Electoral Boundaries Commission highlighting the concerns of their proposed changes as tabled in their Preliminary Report Dated October 3, 2022.**





