

AGENDA OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION

Monday, June 24, 2024

7:00 pm

School Board Office (In-person & Via Zoom)

811 Ontario Street, New Westminster

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. ADOPTION OF THE AGENDA 7:00 PM

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the June 24, 2024, Regular School Board meeting.

2. APPROVAL OF THE MINUTES 7:00 PM

a. Minutes from the Open Meetings held:

1. May 28, 2024 Regular School Board Meeting.

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Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as presented from the Regular School Board meeting held on May 28, 2024.

b. Business Arising from the Minutes.

3. PRESENTATIONS 7:00 PM

4. COMMENT & QUESTION PERIOD FROM VISITORS 7:10 PM

DPAC / CUPE 409 / NWTU

5. CORRESPONDENCE 7:25 PM

6. BOARD COMMITTEE REPORTS

- a. Education Policy & Planning Committee, June 11, 2024. 7:30 PM

1. Comments from the Committee Chair, Trustee Andres.
2. Approval of the June 11, 2024, Education Policy and Planning Committee Minutes.

12

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the June 11, 2024, Education Policy and Planning Committee meeting.

- b. Operations Policy & Planning Committee, June 11, 2024. 7:40 PM

1. Comments from the Committee Chair, Trustee Connelly.
2. Approval of the June 11, 2024, Operations Policy and Planning Committee Minutes.

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Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the June 11, 2024, Operations Policy and Planning Committee meeting.

3. Technology for Schools

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) to send a letter to the Minister of Education and Child Care, the honorable Rachna Singh, to ask for a significant investment, prior to the start of the new school year, in technology for schools to meet the growing need for electronic devices in response to the new mandated legislation restricting the use of personal digital devices in schools.

4. Federal Food Program

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) write a letter to MP Peter Julian underscoring the importance of and outlining the urgent need for additional funding for food programs in our schools and to request more clarity about the method and timing of distribution of the national program funds.

7. REPORTS FROM SENIOR MANAGEMENT

- | | | | |
|----|---|---------|----|
| a. | Superintendent Update (S. Russell) (Verbal) | 7:50 PM | |
| 1. | Good Things Are Happening! (S. Russell) | | 21 |
| 2. | 5-Block Timetable Update (S. Russell) | | 45 |
| b. | 2024-25 Board Annual Work Plan (B.Ketcham) | 8:10 PM | 47 |

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the Board work plan for September and October 2024 with the full board work plan for the entire 2024-25 school year coming forward for approval in October 2024.

- | | | | |
|----|--|---------|----|
| c. | Approve 5-year Capital Plan (major capital projects)
(B. Ketcham) | 8:15 PM | 49 |
|----|--|---------|----|

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2025-2026 Major Capital Plan for submission to the Ministry of Education and Childcare.

- | | | | |
|----|--|---------|----|
| d. | District Code of Conduct - AP 104 (Appendix A & Appendix B)
(J. Pearce) | 8:30 PM | 55 |
|----|--|---------|----|

8. NEW BUSINESS

- | | | | |
|----|---|---------|----|
| a. | School Generated Funds Committee Report (D. Connelly &
C. Sluis) | 8:40 PM | 69 |
|----|---|---------|----|

9. OLD BUSINESS

8:55 PM

10. TRUSTEE REPORTS

9:00 PM

11. QUESTION PERIOD (15 Minutes)

9:10 PM

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

12. NOTICE OF MEETINGS

9:25 PM

Tuesday, September 24, 2024: School Board Meeting, 7:00 pm -
(In-person & Via Zoom link)

Events:

- SD40 Retirement Dinner Event - Tuesday, June 4, 2024

- National Indigenous People’s Day - Friday, June 21, 2024
- Canadian Multiculturalism Day - Thursday, June 27,2024
- National Indigenous History Month, Pride Month – June 2024

13.	<u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u>	9:30 PM	
a.	Record of the May 28, 2024, In-Camera Meeting		84
b.	Record of the June 11, 2024, Special In-Camera Meeting.		85
c.	Record of the June 17, 1012, Special In-Camera Meeting.		86
14.	<u>ADJOURNMENT</u>	9:30 PM	

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

**Tuesday, May 28, 2024, 7:00 PM
In-Person and Via Zoom Link**

PRESENT Maya Russell, Chair
Cheryl Sluis, Vice-Chair
Gurveen Dhaliwal, Trustee
Danielle Connelly, Trustee
Elliott Slinn, Trustee
Cheryl Sluis, Trustee
Kathleen Carlsen, Trustee

Sylvia Russell, Interim Superintendent
Julie Pearce, Interim Associate Superintendent
Bettina Ketcham, Secretary-Treasurer
Robert Weston, Executive Director, HR
Dave Crowe, Director of Capital Projects
Amy Grey, Assistant Secretary-Treasurer
Laura Goodman, Recording Secretary

Members of the Public
Laura Kwong, DPAC Chair
Kristie Oxley, NWTU President
Dave Bollen, CUPE 409 Vice-President

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.

1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 7:03 p.m.

2024-045

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the May 28, 2024, Regular School Board meeting.

CARRIED UNANIMOUSLY

2. MINUTES FOR APPROVAL

a. Minutes from the Open meetings held:

i. April 30, 2024, Regular School Board Meeting.

2024-046

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as presented for the Regular School Board meeting held on April 30, 2024.

CARRIED UNANIMOUSLY

ii. May 14, 2024, Special Open Board Meeting.

2024-047

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as presented for the Special Open Board meeting held on May 14, 2024.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes.

Nil.

3. **PRESENTATIONS**

Nil.

4. **COMMENT & QUESTION PERIOD FROM VISITORS**

DPAC: Laura Kwong, Chair

- DPAC AGM was held on May 16, 2024; elections resulted in a complete executive.
- Non-profit organization 'Children of the Street' will present 'Keeping Kids Safe Online' to parents and caregivers on Thursday, June 20th at 6 p.m. at NWSS Library.
- The next DPAC monthly meeting will be held on Thursday, June 20th at NWSS Library at 7:00 p.m. and via Zoom.
- As Co-Chair of the BCCPAC Facilities Committee Laura delivered their recommendation letter which outlined four priority areas for addressing facilities issues across B.C. schools which are: 1) To update the B.C. area standards to allow for long-term forecasts to be included in the design of schools; 2) To revise standards for student population forecasts; 3) To review national trends and programs that impact their local population trends, and 4) to strengthen the connections within municipalities to ensure kitchen facilities are in every school. The letter also includes a call to action around Bill 44 and 47, recently passed legislation which is designed to expedite housing developments in B.C., and which comes into effect on June 30, 2024.
- DPAC conducted a survey and will share information to the board related to the food program, traffic and safety concerns.

CUPE 409: Dave Bollen, President

- Bollen congratulated two new members of their CUPE executive team: Lee Laufer, Indigenous Member Support; and Lisa Woo, Grievance officer.
- BC CUPE Convention: municipal members put forward a climate change concern based on the fires that occur almost every summer.
- CUPE BC recently sponsored the BCSTA Social for the School Trustees Association. The event was well attended, and provided the opportunity for Trustees to meet other Trustees outside their District.
- The K-12 Council meeting will be held next week to discuss Bill 41; the duty to accommodate, the duty to cooperate, and to implement this process.

NWTU: Kristie Oxley, President

- Kristie stated that she had sent two letters to the Board of Education last week.
- The first letter outlines teachers' concerns regarding the change to the Kindergarten Gradual Entry model.
- The second letter outlines concerns regarding 2 Counsellors in the Middle Schools who will now be required to take on VP roles.

To review the Q & A period in its entirety refer to the video recording at the [\[7:05 p.m.\]](#) mark.

Chair Russell thanked the NTWU president for her thoughtful points and stated that a response to her first letter of concern is forthcoming shortly; discussion will continue with her second letter of concern.

5. **CORRESPONDENCE**

Nil.

6. **BOARD COMMITTEE REPORTS**

a. Education Policy & Planning Committee, May 14, 2024.

i. Comments from the Committee Chair, Trustee Andres.

Trustee Andres highlighted topics which included the International Program Report (Trevor Gee); Inclusive Education Review Update (Rhonda Jones); and the Online Learning & Continuing Education Report (Pam Craven & Stephen Inniss). Andres also extended his thanks to Queensborough Middle School Vice Principal Sukhdeep Rai for his work on the Extracurricular Athletics Survey which included the quantity & quality of extracurricular opportunities for students, the quality of coaching, and funding for and access to equipment and facilities.

ii. Approval of the May 14, 2024, Education Policy and Planning Committee Minutes.

**Moved and Seconded
2024-048**

THAT The Board of Education of School District No. 40 (New Westminster) approves the minutes from the May 14, 2024, Education Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

b. Operations Policy & Planning Committee, May 28, 2024.

i. Comments from the Committee Chair, Trustee Connelly.

Connelly provided brief highlights and spoke to the Interior School Renovation Report which reveals how the District's interior schools' sites are changing in thoughtful ways to accommodate enrolment growth.

Connelly shared her gratitude to Secretary-Treasurer Ketcham and the team for the work they have done on the 2024-25 budget; it places the District in a good financial position leading into the upcoming school year.

ii. Approval of the May 28, 2024, Operations Policy and Planning Committee Minutes.

**Moved and Seconded
2024-049**

THAT The Board of Education of School District No. 40 (New Westminster) approve the minutes from the May 28, 2024, Operations Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

iii. NWSS 5-Block Timetable (B. Ketcham)

**Moved and Seconded
2024-050**

Secretary-Treasurer Ketcham brought forward the following recommendation to the Board for their consideration and noted that changes to the NWSS 5-Block timetable model will add capacity at New Westminster Secondary School (NWSS) in future years.

THAT the Board of Education of School District No. 40 (New Westminster) approve in principle a 5-block timetable model for New Westminster Secondary School,

AND

THAT consultation with partners continues to take place with a recommended option being brought forward for implementation for the 2025-26 school year no later than November 2024.

CARRIED UNANIMOUSLY

7. **REPORTS FROM SENIOR MANAGEMENT**

a. Superintendent Update (S. Russell).

Superintendent Russell highlighted the following items:

New Superintendent Visits SD40 School Board:

- Newly hired Superintendent Mark Davidson spent time at the School Board from Thursday, May 21st to Monday, May 27th. Accompanied by 2 members of the District Learning Team, Davidson spent this time visiting every school in the District; meeting with both principals and students. Davidson also participated in meetings with the Finance and Facilities teams, Human Resources, Partner Groups, and District Personnel. Russell noted that Davidson's visit to the District during his vacation time is a testament to a real act of generosity and great leadership qualities. Mark Davidson will begin his new role at SD40 on Monday, July 8th. The final Senior Management Team member to complete the SMT will be the hiring of a new Associate Superintendent which is currently in progress.

District Events:

- *SD40 Retirement Event* will be held at the Inn, at New Westminster Quay Hotel on Tuesday, June 4th at 4:00 p.m.
- Qayqayt Leaving Ceremony will be held on Thursday, May 30th at NWSS from 5-8 p.m.
- Rite of Passage celebrations will occur at the Middle and Elementary school level in June.
- Alternate Programs & Continuing Ed. graduation ceremonies will be held at end of June.
- Scholarship & Bursary Ceremony will be held at NWSS School Theatre on June 18th.
- NWSS Graduation Ceremony will be held on June 25th at the Queens Park Arena.
- Recognition Day for POWER and RCAP will be held at Grimston Park on June 26th.

Trustees thanked Interim Superintendent Sylvia Russell for her support, leadership and contributions throughout the recruitment and hiring process for the new SD40 Superintendent who will begin on July 8th.

b. NWSS 5-Block Survey Update (P. Craven)

Pam Craven, Director of Instruction-Secondary Programs provided the following highlights:

- The survey was distributed to all students, parents, and staff at NWSS, Middle Schools and the Home Learner's program. The survey was open from May 7th to May 17th to provide individuals with the opportunity to provide feedback on 7 survey questions which were based on structural issues associated with a timetable; a total of 306 responses were received.
- Results revealed a greater percentage of participants preferred 1) A Static Schedule; 2) Start and end times to be based on collective agreements; 3) an 8:25 am start time and a 3:10 pm end time received top ratings; 4) a Semester system; 5) Extended time – 68% believe extended time should be included in items 3,4, and 5 noted above; 6) one lunch period, and 7) to shift the start time for grades 9 and 10, and grades 11 and 12, and to increase the hybrid learning options. On a scale from 1-5, with 5 being the highest, the importance of providing extended time for students to receive support during the school day garnered an average rating of 3.22.

Questions and discussion ensued.

Next Steps:

- *A meeting will be scheduled with the Review Committee at NWSS to discuss the results.*
- To provide a one-page overview document on the five-block model consultation process, including a timeline, survey results, and FAQs to be posted on the District website.
- Explore incentives and conduct surveys during class time to improve response rates for future consultations.

To listen to the complete update, refer to the video recording at the [\[7:40 p.m.\]](#) mark.

- c. Approve Eligible School Site Proposal (B. Ketcham) 8:15 PM 43 / 7:55 PM

Secretary-Treasurer Ketcham provided a brief overview of the 'Eligible School Site Proposal' (ESSP) and noted that provincial legislation requires that an ESSP resolution be passed annually by the District if the school district plans to acquire future school sites. This information is incorporated into the District's 5-year capital plan and is shared with their City partners to inform them of their future land acquisition plans.

Questions and Discussion ensued.

**Moved and Seconded:
2024-051**

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2024-25 Eligible School Site Proposal (ESSP) through the adoption of the 2024-25 ESSP Resolution.

1 OPPOSED / CARRIED

- d. 2024-2025 Budget Bylaw - Third and Final Reading (B. Ketcham)

- i. 2024-25 Annual Budget
- ii. 2024-25 Budget Companion Guide 2023-046

Ketcham thanked Assistant Secretary-Treasurer Grey and stated that her work on the 2024-25 Annual Budget and Budget Companion Guide was an integral part of this process.

**Moved and Seconded
2024-052**

THAT the Board of Education of School District No. 40 (New Westminster) approve the THIRD and FINAL reading of the 2024-2025 budget bylaw as presented.

CARRIED UNANIMOUSLY

- e. Sanctuary Schools (S. Russell)

Superintendent Russell provided a review of the Sanctuary Schools Policy for 2023-24, and stated that this policy represents an impressive and well-established process within SD40. Russell highlighted the importance of supporting families with precarious immigration status, emphasizing the need for a welcoming environment. Russell commended the District's commitment to providing a sense of normalcy to newcomer families, beyond just a seat in the classroom; The student registration process is very responsive to the nature of the people who are coming to the community and tracks students (and their families) who enter the school district, and who access the District's School experience through the Sanctuary Schools Policy; some of whom become residents of B.C.

To listen to the review please refer to the video recording at the [\[8:22 p.m.\]](#) mark.

8. **NEW BUSINESS**

Nil.

9. **OLD BUSINESS**

Nil.

10. **TRUSTEE REPORTS**

Trustees provided highlights of the events they attended in June. Please refer to the meeting video at [\[8:27 p.m.\]](#) for full comments.

11. **QUESTION PERIOD (15 Minutes)**

The public was given the opportunity to ask questions on matters that arose during the Meeting. Members of the public voiced their concerns to the Board of Education on the following topics: the future of the waking school bus, NWSS 5-Block timetable survey, and population forecasts.

Refer to the meeting video at [\[8:36 pm\]](#) for full Q&A comments.

12. **NOTICE OF MEETINGS**

Events

- World Autism Day – Tuesday, April 2, 2024.
- Board In-Service: 2024-2025 Budget Review - Tuesday, April 9, 2024.
- National Volunteer Week - Sunday, April 14 to Saturday, April 20, 2024.
- British Columbia School Trustees Association (BCSTA) All General Meeting (AGM). and Provincial Council Meeting - Thursday, April 18 to Sunday, April 21, 2024.
- Earth Day – Monday, April 22, 2024.
- Administrative Professionals' Day – Wednesday, April 24, 2024, National Day of Mourning – Sunday, April 28, 2024.
- Red Dress Day and the National Day of Awareness for Missing and Murdered Indigenous Women and Girls – Sunday, May 5, 2024.

13. **REPORTING OUT FROM IN-CAMERA BOARD MEETING**

- a. Record of the March 12, 2024, In-Camera Meeting.
- b. Record of the April 9, 2024, Special In-Camera Meeting.

14. **ADJOURNMENT**

The meeting adjourned at 8:46 pm.

Chair

Secretary-Treasurer

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

**Tuesday, June 11th, 2024, 3:30 PM
School Board Office**

PRESENT

Marc Andres, Committee Chair
Cheryl Sluis, Trustee
Elliott Slinn, Trustee
Maya Russell, Trustee
Kathleen Carlsen, Trustee
Gurveen Dhaliwal, Trustee
Danielle Connelly, Trustee

Sylvia Russell, Superintendent
Bettina Ketcham, Secretary Treasurer
Anne-Marie Martin, Recording Secretary
Julie Pearce, Associate Superintendent
Pam Craven, Director of Instruction, Secondary Programs
Tu Loan Trieu, Principal, Connaught Heights
Stephen Inniss, District Vice Principal, Adult/Summer Programs
Ileana Neilson, Manager, Early Learning and Child Care
Dominic Pistor, Teacher – New Westminster Secondary School
Student Voice: Shantei Leal, Julia MacCormac and Gunjot Nahal

REGRETS

Robert Weston, Executive Director, Human Resources

Committee Chair Andres 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 3:35 pm

Moved and Seconded

THAT the agenda for the May 14th, 2024, Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. COMMENT AND QUESTION PERIOD

Nil.

3. **STUDENT VOICE**

a. Student Symposium follow-up, next steps – Murray McLeod and Pam Craven

- What have we done?
 - Focus group for improving Technology at NWSS
 - Volunteered in the District Debate
 - SD40 Student Symposium
 - Annual Fall Survey (Close to four hundred respondents)
- Points of Focus
 - Student Technology
 - Student Involvement/Communication
 - Sex Ed Curriculum
 - Scheduling/Timetables for the upcoming school years
 - Programs of Support
 - i.e. accessibility, outreach, IEP considerations, vaping, and drug use
- Next Year
 - Revising our fall survey to ask questions that may provide us with fresh data.
 - Continuing our annual student symposium system.
 - S.E.A.S Merger (Safety Education Advocacy & Support)
 - Finding a way to designate a focus group within student voice to working on S.E.A.S content, to increase continued membership.
 - New Executives/Student Trustees
 - Ava Purewall & Raqaiyah Clouden

Follow-up/Action Items:

Student Voice would like to schedule a meeting with Pam Craven to further discuss scheduling for the following school years.

Chair Andres suggested asking for feedback on IEP experiences with suggested changes. Shantei will bring forward the question to the students and report back to Murray McLeod.

Questions and comments ensued.

4. **REPORTS FROM SENIOR MANAGEMENT**

a. Draft Cell Phone Policy – Pam Craven

- Effective July 1, 2024 [September 2024] – BC MECC – Ministerial Order No. M89 to promote provincial consistency and to support boards of education in ensuring their schools have appropriate policies in place to restrict student personal digital device use.
- Administrative Policy 104 - District Code of Conduct along with all school Code of Conduct's will have specific elements embedded – see Section 1.3 AP104
- Addition of Appendix A: Student Use of Digital Devices this was shared with Principals/Vice Principals to receive feedback.
- Addition of Appendix B: Parent Letter
- Further information will be shared with students and parent voice in September.

Trustee Connelly clarified bandwidth capacity allocation for schools citing outdated methodology and put forward the following recommendation.

THAT the New Westminster School District send a letter to the Minister of Education and Child Care, the honorable Rachna Singh, to ask for a significant investment, prior to the start of the new school year, in technology for schools to meet the growing need for electronic devices in response to the new mandated legislation restricting the use of personal digital devices in schools as well as an increase in funding for bandwidth to ensure schools are able to manage the additional pressure to existing bandwidth capacity.

TABLED

Bettina Ketcham advised there was a technology presentation coming up in the Operations meeting and suggested to hold off on the motion until after the presentation. Chair Andres and Trustees agreed to table the motion to the Operations Policy & Planning Committee meeting scheduled June 11th, 2024, at 6:30pm.

Shantei, Student Voice representative, offered student feedback if needed before year end.

Questions and comments ensued.

- b. Climate Action Update Report – Sandra Singh and Dominic Pistor
 - Climate Action Education Initiatives
 - Leads – continue to meet 4 to 5 times a year.
 - Grants – 11 schools – 1 district position; next year award between 10 and 15
 - Challenges – add climate dimension to existing pedagogical practice.
 - Education – more climate clubs now exist at our schools.
 - Staff Portal – more teachers need to be made aware.
 - Conference – annually in February
 - Moving into Next Year...
 - Climate Action Facilitator position continuing
 - Promote district climate work and portal.
 - Follow-up on grants
 - Climate Action leads at all sites
 - Climate Club conference
 - Climate Action Pro-D
 - Environmental Science 12 course at NWSS
 - New IB Environmental Systems and Societies Course

Questions and comments ensued.

- c. Child Care Update – Ileana Neilson
 - Tweedsmuir After School Studio
 - Licensed in January 2024
 - Start date September 2024
 - Funded by the Board of Education
 - Seamless Day Kindergarten
 - Located at Ecole Qayqayt Elementary
 - SDK is funded by the Ministry of Education and Child Care
 - 1 SDK in the third year of funding
 - 1 SDK in the second year of funding

- Relocation of child care
 - Successful relocation of child care at F.W. Howay and Ecole Lord Tweedsmuir with no interruption of services to families
- Our success stories.
 - Increased StrongStart participation
 - Supporting educators with best practices in the early years
 - Learning grounded in the BC Early Learning Framework

General concern with the number of children on the waiting list. There will be no opportunity for growth due to lack of space.

Ileana will provide the Board a copy of the Historical Child Care and Waitlist data. Ileana will also provide further information from the Ministry as it is received.

Questions and comments ensued.

D. Summer School Update – Stephen Inniss and Tu Loan Trieu

- Successes
 - Large growth
 - Addressing needs of designated students
 - Positive impact on the community
 - Staff interested in the program.
- Challenges
 - Meeting needs of growth
 - Facility constraints
 - Finding space at NWSS
 - Long term planning for k-5 program.
 - Oversight of course selection for secondary courses, class composition for K-5
 - Determining baseline for material cost
 - Appropriate level of administrative and secretarial support

Conversation on growth and funding occurred. It was noted that summer school is funded and provided free to students. Need and request for growth will continue but currently there is no space.

Questions and comments ensued.

5. GENERAL ANNOUNCEMENTS

Nil.

6. ADJOURNMENT

The meeting adjourned at 5:32 pm.

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

**Tuesday, June 11, 2024, 6:30 PM
In-person & Via Zoom Link**

PRESENT Danielle Connelly, Committee Chair
Maya Russell, Trustee
Cheryl Sluis, Trustee
Gurveen Dhaliwal, Trustee
Marc Andres, Trustee
Elliott Slinn, Trustee

Sylvia Russell, Interim Superintendent
Julie Pearce, Interim Associate Superintendent
Bettina Ketcham, Secretary-Treasurer
Dave Crowe, Director of Capital Projects
Amy Grey, Assistant Secretary-Treasurer
Matt Brito, Director of Facilities & Operations
Laura Goodman, Recording Secretary

REGRETS Robert Weston, Executive Director, HR

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 6:36 p.m.

Chair Connelly put forward the following amendment to the agenda, that agenda item 3.(d) be moved to 3(b)1.

Moved and Seconded

THAT the agenda for the June 11, 2024, Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. COMMENT & QUESTION PERIOD FROM VISITORS

Nil.

3. REPORTS FROM SENIOR MANAGEMENT

a. Capital Projects Update

Dave Crowe, Director of Capital Projects provided an update on Memorial Park and the Queen Elizabeth Elementary Expansion Project.

1. Memorial Park Update:

- The first phase, decommissioning and demolition of the old school site is complete. The team is in the process of planning more user-friendly access to the site by creating a new entrance to the existing parking lot on 8th Street (off the corner of 8th and 10th Ave.). A request for this change was sent to the Ministry's Consumer Protection Branch for final approval as they are responsible for all changes and/or modifications to cemeteries. Once final approval is received, a tender for a landscape contractor to complete the park will be put out.

2. Queen Elizabeth Expansion Project:

- In a follow-up to Crowe's last report to the Board, he was disappointed to report that there will be a delay in the commencement of the pile driving at QEE School which was initially planned to occur during the summer months. Although his team and City partners have been working diligently, they continue to experience ongoing unpredictable site challenges; the initial start time is no longer feasible and will be delayed to the fall of 2024. Notification of the pile-driving schedule change has been sent to all school principals, and PAC Chairs. In addition, immediate news information will be sent out to those in the surrounding community, and to our general partner groups for their information.
- The District received approval from the Ministry of Education and Child Care (MECC) to proceed to tender by the end of June which will enable them to bring a new contractor on board to create a new schedule to proceed with this project.

b. Operations Update

1. Facilities & Finance Report (M. Brito & A. Grey).

FRMS and Qayqayt daycare to classroom renovations:

- The project at both sites is progressing well with 70% of the renovations complete; full completion is expected in time for a September 2024 occupancy.

Short-Term Capacity:

- One more portable will be installed at Queen Elizabeth in July. Wiring for power, communications, and life safety devices is currently in progress; cabinetry is now being built for portables already placed at Qayqayt, Queen Elizabeth, and Lord Kelvin Schools. City occupancy inspections to follow which will allow for a September 2024 occupancy.

Playground Enhancement Program:

- The District received \$195K in funding from the Ministry of Education and Child Care (MECC) for Lord Kelvin Elementary.
- NWSS Cooling Project:
The NWSS cooling project continues with the mechanical engineer and successful bidder, Entity Mechanical; the construction schedule will ensure the high school will have cooling by this time next year.

Chair Russell acknowledged and thanked all the maintenance staff that work on District events and celebrations.

Finance:

The team completed the annual rotation of internal school-generated fund audits to ensure their processes were aligned with documented procedures. Grey noted that letters were sent to school principals that summarized their observations; no significant issues were found.

2. Financial Projection to June 30th (A. Grey)

Current projections to June 30th are consistent with last month's report. We are expecting an operating deficit of approximately \$800K for the year end of June 30th. Increases to revenue are being offset by higher-than-estimated salaries and benefits relating to student support salaries deployed earlier than budgeted, and substitute salaries that are trending higher than budgeted. Financial results will be finalized over the summer and presented in September for approval.

3. Technology Information Services Report (TIS) (J. Razzaq)

Jawad Razzaq, Technology and Information Services Lead provided a comprehensive IT report on key projects. *Highlights included:*

Staff and Student Laptops

- The TIS Department has embarked on a four-year staff device refresh cycle, and continues to deploy student devices as budget allows; over 500 staff and student devices have been distributed this school year.

Library Kiosks

- Configured and tailored iPad Kiosks were deployed to serve as search stations for students use, and have been placed in the following libraries: Fraser River Middle School, Ecole Glenbrook Middle School, Queensborough Middle School, and NWSS; all with positive feedback from librarians.

Wi-Fi Connectivity and Bandwidth in the School District

- Razzaq noted that TIS had consolidated networks over the Winter break, and deployed a new monitoring solution to help identify and address poor performance areas, and described the Wi-Fi connectivity performance as having ebbs and flows due to varying user demand (e.g. teachers and staff competing for usage). TIS continues to monitor schools' Wi-Fi capabilities with school principals to ensure the connectivity performance remains acceptable. Razzaq noted that bandwidth capacity allocation is managed by the Ministry, and is based on the number of students enrolled in a school. *Questions were asked and discussion ensued.*

Trustee Connelly clarified bandwidth capacity allocation for schools citing outdated methodology and put forward the following recommendation. This recommendation was initially presented at the June 11th Education Policy and Planning Committee and Tabled, until the committee is able to review this TIS Report presentation this evening. This tabled motion has been brought forward this evening for the Operation Committee's consideration.

THAT the Board of Education of School District No. 40 (New Westminster) to send a letter to the Minister of Education and Child Care, the honorable Rachna Singh, to ask for a significant investment, prior to the start of the new school year, in technology for schools to meet the growing need for electronic devices in response to the new mandated legislation restricting the use of personal digital devices in schools as well as an increase in funding for bandwidth to ensure schools are able to manage the additional pressure to existing bandwidth capacity.

Trustee Sluis requested an amendment to the motion to not include the mention of bandwidth; thereby focusing on electronic devices in schools based on the update provided by Technology Lead Razzaq.

AMENDMENT TO THE MOTION

Moved and Seconded

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 Minister of Education and Child Care, the honorable Rachna Singh, to ask for a significant investment, prior to the start of the new school year, in technology for schools to meet the growing need for electronic devices in response to the new mandated legislation restricting the use of personal digital devices in schools. ~~as well as an increase in funding for bandwidth to ensure schools are able to manage the additional pressure to existing bandwidth capacity.~~

CARRIED UNANIMOUSLY

To view the full report please refer to the video recording at [\[7:09 p.m.\]](#)

c. Audit Planning Report (A. Grey)

- Assistant Secretary-Treasurer noted that there were no significant changes and/or risks identified in the report since last year's audit plan.
- The new PS 3400 – Revenue accounting standard will be applicable this year and relates to revenue which has been discussed with the auditors; they do not anticipate a significant impact on their financial statements.
- KPMG auditors will commence their work at the end of July 2024, with their audit findings report and audit opinion being presented to the Board in September.

d. School Nutrition Program (R. Bloudell)

Rick Bloudell, Manager of Community Projects and Partnerships provided an update to the previous School Nutrition report that he presented to the Board on February 13, 2024.

Winter to Spring Snapshot:

There has been a 3% increase in paid orders from January to April 2024. Overall, the monthly average ordering has been very comparable to last year, and higher than in previous years. Student feedback resulted in the new cold menu items such as sandwiches and wraps being added to the menu. Bloudell was pleased to note that field trip lunches for subsidized families are available; over 332 divisions will be on field trips through May and June; the Lunch Lady staff are working diligently to ensure everyone is accommodated.

MOSAIC:

Settlement workers at the Welcome Center provide one-on-one sessions and group sessions for families on how to use the online ordering system (including computers, iPads, and mobile phones).

Ecole Qayqayt Environment Club

Bloudell was pleased to report that he had the opportunity to meet with Ruthie Bird (founder of the Lunch Lady), teacher sponsors, and 4 students of Qayqayt's Environment Club. Students requested reduced plastic packaging, improved food taste, and education on recycling to limit the food and packaging waste in our landfills.

Moving Forward:

- The cost of the lunch program will remain the same.
- Food quality improvements: added protein, more seasoning, and a menu with new and diverse options will now be available.
- Continue to reduce plastic waste in the program.

Trustees expressed their gratitude and thanked Bloudell for his continued work to ensure that the lunch program remains an accessible and equitable lunch program for all students.

Trustee Sluis informed the Board that the British Columbia School Trustees Association (BCSTA) has a call out to individuals to write letters to their local MPs to underscore the importance of national school food programs.

Trustee Sluis put forward the following recommendation to consider as a Board.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to write a letter to MP Peter Julian underscoring the importance of and outlining the urgent need for additional funding for food programs in our schools and to request more clarity about the method and timing of distribution of the national program funds.

CARRIED UNANIMOUSLY

4. General Announcements

Nil.

5. New Business

Nil.

6. Old Business

Nil.

7. Question Period (15 Minutes)

Nil.

8. Adjournment

The meeting adjourned at 7:30 p.m.

2023-2024 Great Things are Happening



New
Westminster
Schools



6th Annual Student Symposium

- Students, staff, and trustees gathered at Burnaby's Shadbolt Centre for the Arts to listen to and discuss major themes of student success, mental health and wellness, anti-racism, and safety.

Great Things
ARE HAPPENING!

Great Things
ARE HAPPENING!

Long-Range Facilities Plan Approval

- The board approved an update to the district's Long-Range Facilities Plan.
- The Plan includes strategies and proposals to address capacity challenges at New Westminster schools.





Great Things
ARE HAPPENING!

Board 2024 Advocacy Action Plan Adoption

- The board reiterated its commitment to achieving four strategic priorities:
 - Transform the student experience.
 - Build meaningful relationships.
 - Lead into the future.
 - Ensure full participation in learning.



Establishing a New Board Office Team

- Interim Superintendent Sylvia Russell and Interim Associate Superintendent Julie Pearce shepherded the district through a transition period as New Westminster Schools assembled a new board office team of passionate leaders in education.
- The district welcomed new directors Sandra Singh, Rhonda Jones, and Pamela Craven in the 2023–2024 school year.
- The district will welcome our new superintendent, Mark Davidson, in July following an exhaustive search.

Great Things
ARE HAPPENING!



Success Stories at Our Schools

- Successes in teaching and education take place across New Westminster Schools and great things happen at all levels.
- We're only able to highlight a handful of success stories every year, but many more occur "locally" throughout our schools.

Great Things
ARE HAPPENING!



Great Things
ARE HAPPENING!

Darren Ng Receives Prime Minister's Award

- NWSS science teacher is again recognized for his achievements in teaching, this time by the Prime Minister's Awards office.
- Ng is B.C.'s sole recipient of a Certificate of Achievement in Teaching Excellence in STEM.
- [Watch a Quick Q&A with Darren](#)

Great Things
ARE HAPPENING!

Vinyl Pride Flag Art Exhibit Installed at NWSS

- NWSS teacher Shannon Isaak designed and created a vinyl abstract Pride flag art installation that is on display at the school.
- Isaak produced the colourful hearts and circles and invited incoming Grade 9 students from district middle schools to help mount the piece and engage in a little community building.





Great Things ARE HAPPENING!

Connaught Heights EA Teaches Earth Stewardship

- Education Assistant Tina Coppersmith incorporates fun and informative lessons on Earth stewardship in her work with students.
- Coppersmith founded Connaught Heights Elementary's bee club and what may be the district's first invasive species club.
- [Watch and listen to Tina's story](#)



New
Westminster
Schools

Early Learning and Child Care

Children as Caring Citizens

Great Things
ARE HAPPENING!

"The child
is made of one hundred.

The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

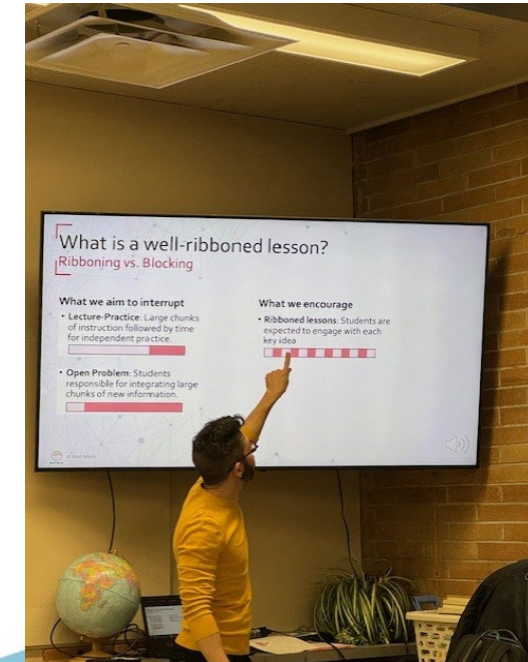
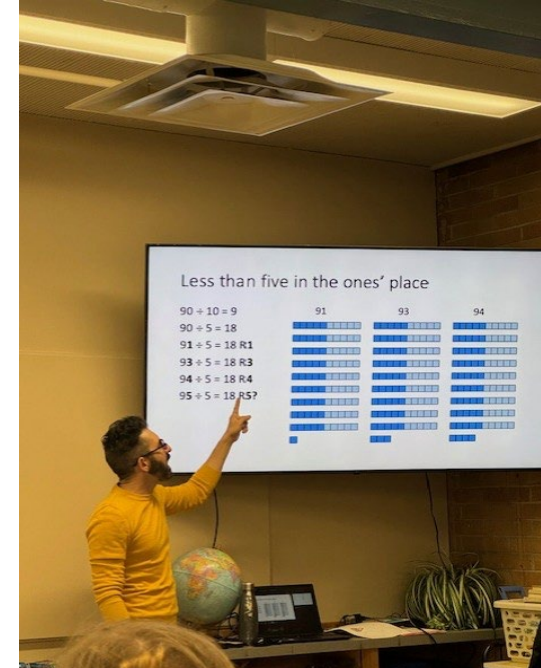
A hundred, always a hundred
ways of listening
of marveling of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
To dream..."

By Loris Malaguzzi



Fostering Collective Teacher Efficacy

Great Things
ARE HAPPENING!



The leader who helps develop focused collaborative capacity will make the greatest contribution to student learning. (Fullan & Quinn, 2016, p. 57)

Student-Centered Learning



Education is not
preparation for life;
education is life itself.
John Dewey



Great Things
ARE HAPPENING!



Indigenous Graduation Ceremony



Indigenous Graduation Ceremony



Indigenous Graduation Ceremony





New
Westminster
Schools

Supporting the Success of Indigenous Students

Great Things
ARE HAPPENING!



Implementation of the Indigenous Education Council

DEIA Reimagining and Rebuilding Communities Document Update

Great Things
ARE HAPPENING!



- Connecting Community and Practice Together
- Build a better sense of belonging through collective community.
- The document is at a place where we're aiming to publish in September and share it with the board.

Reimagining and Rebuilding Communities Together:

**A collective approach to Diversity, Equity, Inclusion and
Antiracism in New Westminster Schools**

DEIA Professional Day

Great Things
ARE HAPPENING!



- Our DEIA-focused day highlighted where we have come as a district in this journey.
- Professional Development has been a major focus for the district.
- It creates connectedness and accountability, underscoring the fact we all have roles to play in this work.

Competency Based IEPs – *Putting Students at the Centre of their Learning*

	New Westminster Schools	(dd/mm/yy)	Individual Education Plan (must be after Sept. 30 th , previous school year)	D
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Student Information

Name:	Grade:	DOB:	PEN:
School:	Academic Program: (may check more than one) ☐ Learning Standards with adaptations ☐ Modified (individual IEP goals - Secondary only)	Graduation Program: ☐ Dogwood ☐ Evergreen (For Secondary Only) ☐ Not yet determined	Other Ministry category met (not claimed): ☐ No ☐ Yes:
Student Resides: ☐ In District ☐ Out of District ☐ With Parent/Guardian ☐ In Care ☐ Independent			

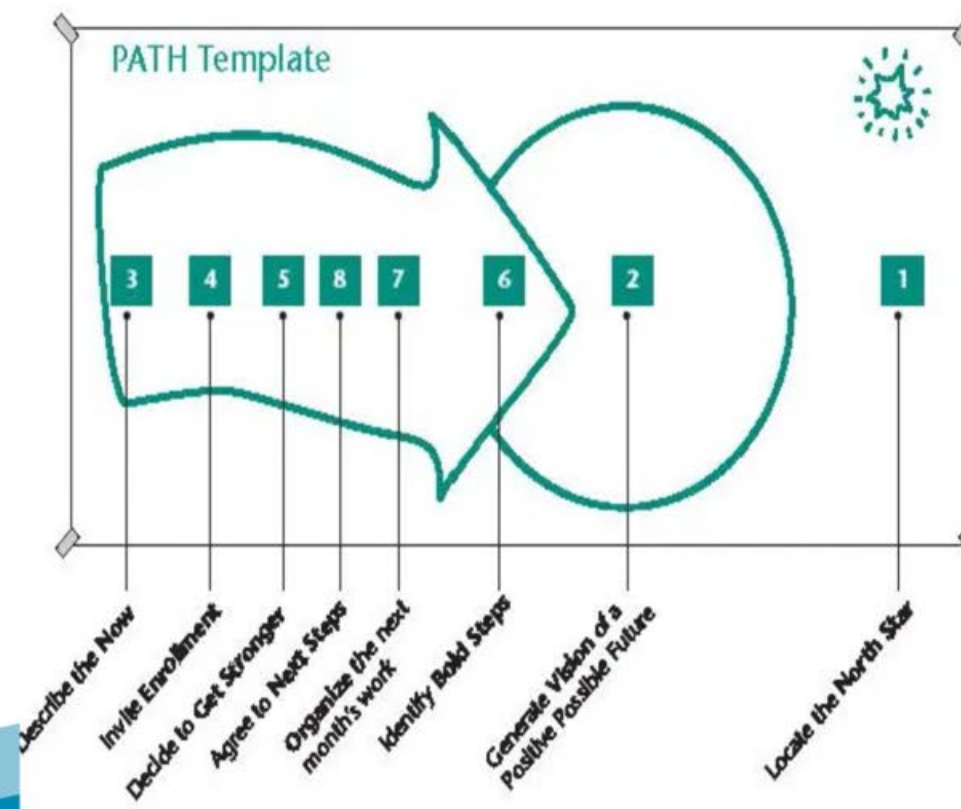
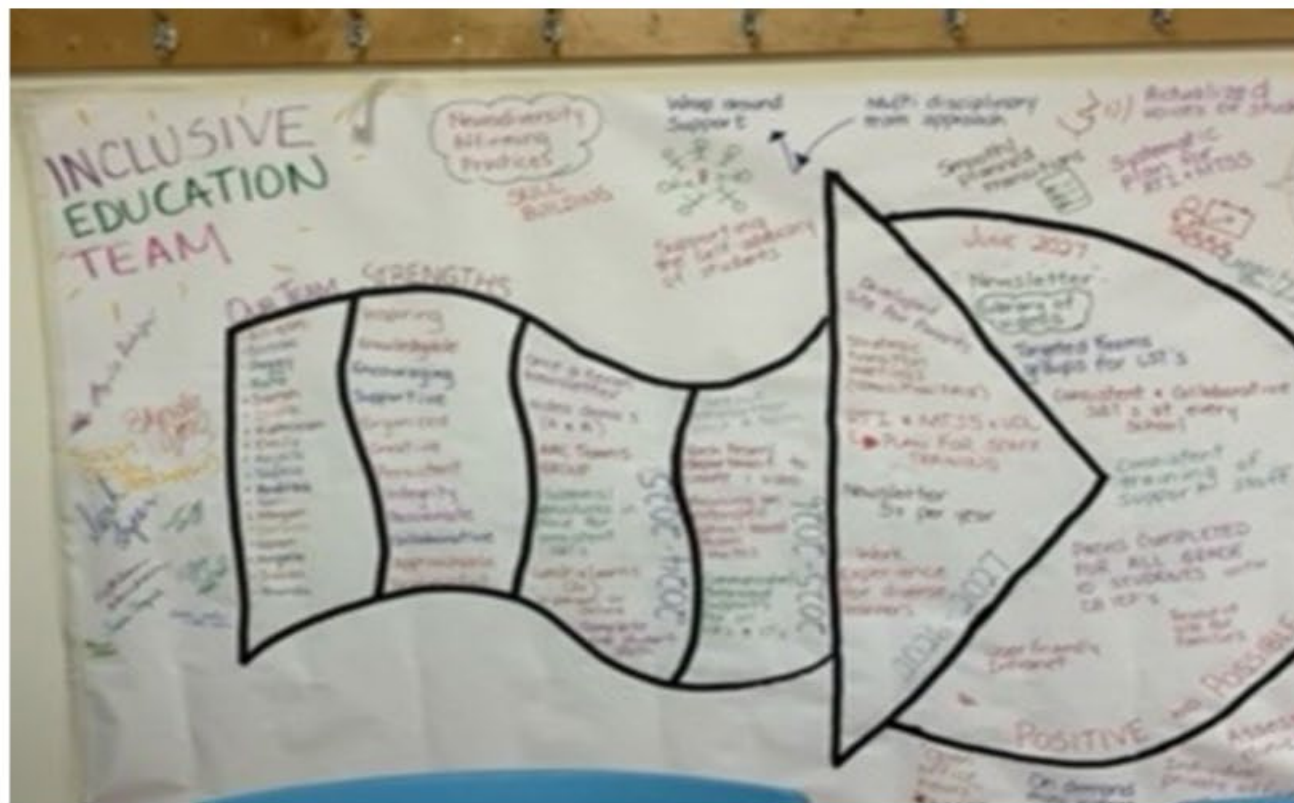
Parent/Guardian Information

1. Contact name(s)	Contact Phone Numbers	Email
	Home: Work: Cell:	
2. Contact name(s)	Contact Phone Numbers	Email
	Home: Work: Cell:	

School Year	CB IEP Transition Plan
2022-2023	- A pilot group was formed with 18 LSTs who volunteered. They learned how to develop CB IEPs and agreed to act as the point people within their schools. - A CB IEP sharepoint site was created with detailed instructions and videos to support the training of staff
2023-2024	- All LSTs in the district were trained and asked to complete a minimum of one CB IEP. Many LSTs did more than the minimum amount. - Sarah Lynes became the Co-Chair of the CB IEP Provincial Working Group and helped create a website with training resources.
2024-2025	- CB IEPs to be completed for all students who are newly designated and those changing designation categories, as well as all students in kindergarten, grade 5, grade 8, grade 9 and grade 10 - Any new LSTs will be on boarded with the training sessions and ongoing mentorship
2025-2026	- Goal to have fully transitioned to having all students with CB IEPs - Any new LSTs will be on boarded with the training sessions and ongoing mentorship

PATH (Planning Alternative Tomorrows with Hope)

Person Centered Planning - Supporting Student Transitions to Adulthood



Mental Health Resource Fairs

- Fall and Spring semesters at NWSS
- Community partners including:
 - Fraser Health
 - Purpose Society
 - CYMH
 - New West Youth Centre
 - District SOGI committee
 - Indigenous CYMH
 - And more...!



Student Engagement – Health Promotion

Naloxhome

Vaping

Sexual health education

Healthy Relationships

Boundaries



NWSS

Katie Novak

UDL Learning Session



Novak Education | 195 Duck Pond Drive, Groton MA 01450 | 617-362-3606 | novakeducation.com

Scope & Sequence

Sessions may be updated or customized to fit your unique needs.

Date & Time	Session Title & Facilitator	Description and Learning Objectives
September 16, 2024 from 3:30 - 4:30 pm Pacific	Addressing Teacher Mindset about Change Facilitator: Katie Novak	In the dynamic world of education, teachers often experience cognitive biases that make them wary of change, viewing new initiatives as additional burdens rather than opportunities for growth. This session delves into this phenomenon, examining how these biases and an 'immunity to change' mindset can hinder educational progress. We'll explore appreciative inquiry as a tool to shift perspectives and foster a positive outlook on change in school settings. • Gain insights into teachers' diverse mindsets regarding change, exploring the factors influencing their perspectives and attitudes. • Develop effective strategies to engage and support teachers in embracing change, fostering an environment conducive to a growth-oriented mindset. • Acquire techniques to cultivate a culture that values and encourages change and a culture of error, empowering teachers to embrace it as an opportunity for professional growth and enhanced student outcomes
October 7, 2024 from 3:30 - 4:30 pm Pacific	Expert Learning: The Power of Student Motivation and Self-Direction Facilitator: Jeff Horwitz	An expert learner is "Purposeful & Motivated, Resourceful & Knowledgeable and Strategic and goal-directed". UDL strives to engage each student so that they take responsibility for their own learning. This session will explore how to use UDL to increase student motivation and self direction by providing options and choices that help the students take charge of their own learning. • Dig deeply into expert learning and the creation of a growth mindset • Explore the connection between UDL and expert learning • Design lessons and assignments to promote expert learning
November 4, 2024 from 3:30 - 4:30 pm Pacific	Connecting UDL, Inclusive Practice & Equitable Access Facilitator: Mirko Chardin	Many students face barriers that prevent them from accessing grade-level instruction and opportunities to learn with their peers. To ensure classrooms are more equitable and inclusive, districts must build educators' skillset in inclusive practices. Too often, inclusive practices are seen as competing initiatives. Districts may focus on Universal Design for Learning (UDL), social-emotional learning, trauma-informed instruction, culturally responsive pedagogy, and differentiated instruction. If educators see these as separate initiatives, they are right to feel overwhelmed. In this session, learn how to share that these practices all fall under the umbrella of inclusive practice which ensures first, best instruction for all learners.

Supplement to: **OPEN SCHOOL BOARD MEETING**

Date: June 24, 2024

Submitted by: Pam Craven - Director of Instruction

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

Subject: Update regarding 5-block timetable NWSS

Background

This is an update regarding the 5-block timetable at NWSS for the 2025-2026 school year. Since the May 28th board meeting two key actions have occurred: JEDIC meeting and visit to Terry Fox Secondary.

JEDIC meeting: On June 4, 2024, the Joint Educational Implementation Committee (JEDIC) met for the third time to discuss the 5-block model options. This committee comes together in accord with Article F23 of the SD40/NWTU Collective Agreement. The meeting was productive, with discussions revolving around the structural survey results (shared with the Board at the May 28 meeting), and insights from New Westminster Secondary School (NWSS) staff activities, and student focus groups that focused on the 5-block timetable. The meeting also involved the review of several 5-block timetable examples that guided the discussion around key items. The NWTU staff expressed a preference for an extended day schedule over shorter blocks. At a meeting in May with CUPE staff, they expressed a willingness to work together and preference for no split shifts if an extended day schedule is implemented.

Several concerns were raised during the meeting, including potential disruptions from students in the hallways, alignment issues with Teacher Teaching on Call (TTOC) schedules considering middle school timings, concerns regarding non-enrolling teachers and support staff, the possibility of reintroducing face-to-face Career Life Education, and the need for an additional cashier to manage lunch lineups.

Key determinations from the meeting included:

- Block Length: instructional time should be as close to 77 minutes as possible.
- Extended/Support Time: there is support for this if it is included within instructional hours [20 minutes].
- Lunch Period: single lunch period no shorter than the current 49 minutes.
- Transition Time: 4 minutes was considered, although there were concerns that this might be too short.

Further considerations were made to ensure that preparation time aligns with extended/support time, and to facilitate staff meetings.

Visit to Terry Fox Secondary School: On June 12, 2024, three NWTU members, Mrs. Quan, and Dr. Craven visited Terry Fox Secondary School in Port Coquitlam, which operates on a 5-block timetable. Acting Principal Mr. John Campbell provided an overview of his school and discussed key elements of the school's timetable. He also addressed many of the concerns raised during the JEDIC meeting.

Next steps

The timetable development team, NWSS administrative team, Human Resources, and the Director of Instruction of Secondary Programs, will be tasked with creating two to three example timetables. These proposed timetables will be presented to all stakeholder groups in the fall for review and feedback. This step is crucial as it allows us to acknowledge concerns, incorporate diverse perspectives and provide feedback on how stakeholder input influenced the decision. We are committed to maintaining transparency and inclusivity throughout this process. We appreciate your ongoing support and look forward to sharing these developments with you in the fall.



Supplement to: **OPEN BOARD OF EDUCATION MEETING**

Date: June 24, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: September and October 2024 Board Work Plan

Background:

Attached is the September and October 2024 Board Work Plan. Recognizing that our new Superintendent of Schools is starting in July 2024, his input will be valuable in shaping the various reports presented to the Board of Education.

New to the attached September and October plan are “Learning Stories” which will be brought forward to Board meetings. Learning Stories are where District Learning Team staff interconnect the topics highlighted in the strategic plan (SOGI, DEIA, Indigenous Ways of Learning, student well-being/belonging, literacy and numeracy) and the provincial Framework for Enhancing Student Learning District Report.

District Learning Team staff will invite representatives from the schools to highlight promising practices and they will speak to how research and district supports reinforce the work of staff at schools. The purpose of these Learning Stories is to show coherence of work and alignment of practice. These presentations may encompass some stories from the schools and staff will provide a district perspective in addition to how the work of schools are supported and how it ties in with the Framework for Enhancing Student Learning. The presentations will be approximately 15 minutes.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approve the Board work plan for September and October 2024 with the full board work plan for the entire 2024-25 school year coming forward for approval in October 2024.

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
- Learning Story #1 – Diversity, Equity, Inclusion and Anti-Racism presentation
- Summer learning update

Events

- Orange Shirt Day and National Day of Truth and Reconciliation, Monday, September 30, 2024.

October

Education

- ~~Indigenous Education Report~~
- Cell phone / implementing the new legislation update from schools
- Gradual entry review of September experience for students, staff and families
- Indigenous team update

Operations

- Standing operations reports (Capital, Facilities, Finance, Technology, Human Resources)
- ~~Review enrolment and staffing report~~

Regular Board Meeting Agenda Items

- Learning Story Session #2 - Intellectual - Literacy focus
- Enrollment and staffing update
- ~~Review Strategic Directions~~
- ~~Approval of 2023 Long Range Facilities Plan~~

Events

- National Custodian Appreciation Day - Wednesday, October 2, 2024.
- Recognize World Teachers' Day - Saturday, October 5, 2024.
- World Mental Health Day - Thursday, October 10, 2024.
- Represent Board at the British Columbia School Trustees Association (BCSTA) Provincial Council Meeting – Friday, October 25th – Saturday, October 26th, 2024.
- First Nations Schools Fall Professional Development Day – Friday, November 15th – Saturday, November 16th, 2024.
- Canada School Library Day – Monday, October 23, 2023



Supplement to: OPEN BOARD OF EDUCATION MEETING

Date: June 24, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2025-26 Major Capital Plan Submission

Background:

The District has undertaken a refresh of its Long Range Facilities Plan which was approved in October 2023.

Site Acquisition

In March 2023 the District received support for land acquisition for a new middle school in the Fraser River Zone. At present, work is well underway on site identification and we are working very closely with the Ministry and City on an appropriate site.

The District continues to identify the need for the following site acquisitions to meet our growth needs:

- 1) After the acquisition of a new site for a middle school on the mainland, the highest priority land acquisition request is to secure additional lands in Queensborough. Specifically, the District will be looking to pursue options that allow for an expansion of Queensborough Middle and the growing secondary school-aged population presently residing in the area. The estimated land costs for land acquisition in Queensborough is \$16.2M.
- 2) The District continues to lease space for the RCAP/POWER Alternate programs. Consultation has taken place with what students and staff require to support the program. A separate stand-alone purpose-built facility was put forward in the recommendation for inclusion as part of the Fraser River Elementary project adjacent to Simcoe Park. Given the lack of certainty in approval, staff have requested in this plan, a site request for a program location that is consistent with the current square footage of the existing location. It is estimated that the cost to acquire a site is \$10M, inclusive of costs to renovate the space.



- 3) The District also is looking to acquire lands in the Glenbrook zone to eventually support the growth that will result from the Sapperton Development. Because the timeline for this need is still being defined, the District has placed the need by valuing the acquisitions at \$13.05M.
- 4) The District acknowledges that the Fraser River Zone will continue to grow with the continual approval of projects by the City. The currently supported Fraser River Elementary School that is anticipated to be located on District-owned lands adjacent to Simcoe Park will not be sufficient in the long-term. To that end, the District has indicated a need for additional land acquisition in this region but given the uncertainty in timelines or location, we have placed the need by valuing the acquisition at \$27M.

New Schools

There are no significant changes to report as the priorities identified in the 2024-25 major capital plan still remain.

The District submitted the required Project Definition Report (PDR) and is awaiting ministry approval of this project. Approval timelines are unknown.

The following are the District's priorities for new schools in addition to the Fraser River Elementary School being planned for on the Simcoe Campus.

- 1) A new middle school in the Fraser River zone. This request is aligned to the site acquisition request as noted above which the District has received support from the Ministry. The request for land and buildings are two separate processes requiring individual business cases. The build of a new middle school would have capacity for 600 grade 6 – 8 learners. The estimated funding requirement is \$86.3M.
- 2) There is a growing need for an additional secondary school in New Westminster as the district has only one high school. A significant number of secondary students live in Queensborough, and thus a construction of an additional secondary school in this neighbourhood would allow these students to attend a more closely situated school plus relieve pressure off of New Westminster Secondary School which has now exceeded capacity. The anticipated cost for the new school, which would be co-located with the Queensborough Middle School would be \$101.4M. To accomplish this new school, the land acquisition in Queensborough as noted above would also be required.

Addition

1. The Simcoe Elementary School project is slated to be a 600-capacity school. The constraints of a small site do not allow for a larger capacity school. Given the Fraser River Zone of the District continues to grow and houses 3 of 5 sky train (frequent transit network) stops, additional capacity will be required soon after the Simcoe Elementary Project is completed. This is especially true given the new legislated changes to housing which will increase density

around these frequent transit network locations. Given Lord Tweedsmuir is one of the District's largest elementary school site, flat terrain and no expected environmental or geotechnical complexities, it does make the site a good candidate to accept a pre-fabricated modular. The pre-fabricated modular is anticipated to be a 16-block classroom on 2-storeys on the north east corner of the property. The cost of the project would be \$21M.

2. Tied to the growth of the Queensborough neighbourhood and consistent with last year, the District will continue to request an addition to meet the demands for this increasing middle school aged population through an addition to the QMS site. Given the increase in enrolment projections, we anticipate a larger addition to the QMS site with an estimated costs for the addition of \$12.5M.

Replacement/Renovation

The District continues to request for future funding for the Hume Park Elementary site which is required in response to the Sapperton Green development. The replacement has been identified in the capital plan but is not anticipated to be required until the development is well underway. The estimated cost of the replacement is \$46.3M.

Seismic

As previously requested, the District continues to request funding for the seismic upgrades for Hume Park Elementary which is currently in use for the Home Learner's Program. The estimated cost is \$723K.

To summarize:

Submission Category	Total Project Cost
Addition	\$33,485,905
New School	\$187,719,834
Replacement/Renovation	\$46,280,778
Seismic	\$723,416
Site Acquisition	\$66,250,000
TOTAL	\$334,459,933

Child Care Renovation Program

Given the District's capacity challenges, no child care renovation requests are currently being sought. The District is participating in many existing child care pilot programs including Seamless Day and JustB4.

Recommendation

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2025-26 Major Capital Plan for submission to the Ministry of Education and Childcare.

Submission Summary

Submission Summary:	Major 2025/2026 2024-06-30 MAIN - K12 & CC Integrated
Submission Type:	Capital Plan
School District:	New Westminster (SD40)
Open Date:	2024-04-08
Close Date:	2024-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Site Acquisition	\$66,250,000
Addition	\$33,485,905
New School	\$187,719,834
Seismic	\$723,416
Replacement/Renovation	\$46,280,778
Total	\$334,459,933

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	167317	Lord Tweedsmuir Elementary	Addition	Pre-Fabricated Modular Construction on Lord Tweedsmuir Elementary School	\$20,963,857
2	153069	Queensborough Middle School	Addition	Expansion of middle school to create capacity due to increasing enrolment in this neighbourhood (located on an island). Would be done in conjunction with new high school in Queensborough.	\$12,522,048
				Submission Category Total:	\$33,485,905
NEW SCHOOL					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150207	New Middle School	New (School)	New 600 capacity middle school in Fraser River Zone to accommodate significant enrolment growth in the District.	\$86,343,958
2	153799	Queensborough High School	New (School)	New 625 Secondary Wing to be added to Queensborough Middle School site/property	\$101,375,876
				Submission Category Total:	\$187,719,834

Submission Summary

REPLACEMENT/RENOVATION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	153800	Hume Park Elementary	Full Replacement (Replace/Reno)	Replacement of existing site to cater to enrolment pressures as a result of the Sapperton Green development.	\$46,280,778
				Submission Category Total:	\$46,280,778
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150379	Hume Park Elementary	Upgrade	2 level classroom with basement needs retaining walls and some shear walls	\$723,416
				Submission Category Total:	\$723,416
SITE ACQUISITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	152304	RCAP/POWER	Site Acquisition	Acquisition of land and building for grade 8 - 12 alternate education program	\$10,000,000
2	150535	New Queensborough Site	Site Acquisition	New area site for rapidly expanding neighbourhood to accommodate middle/secondary students.	\$16,200,000
3	160974	Fraser River Zone Elementary	Site Acquisition	Air Space Parcel or land acquisition for growth in Fraser River Zone for new Elementary School.	\$27,000,000
4	152347	Hume Park Elementary site acquisition	Site Acquisition	New area site for new elementary 80K/450E in the Hume Park neighbourhood	\$13,050,000
				Submission Category Total:	\$66,250,000

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 40 (*School District name*)
hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for
2025/2026, as provided on the Five-Year Capital Plan Summary for 2025/2026
submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26 adopted by the
Board of Education,
on this the 19th day of June 2024.

Secretary-Treasurer Signature

Secretary-Treasurer Name

Supplement to: **OPEN SCHOOL BOARD MEETING**

Date: June 24, 2024

Submitted by: Pam Craven - Director of Instruction

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

Subject: Update regarding Personal Digital Devices (PDD)

Background

On June 6, 2024, the District Leadership Team reviewed the requirements of Ministerial Order 89. Principles and Vice-Principals provided feedback on the language in AP 104 Appendix A and suggested additions to AP 104 Appendix B Parent Letter. This feedback was incorporated and discussed in a subsequent meeting on June 13, 2024. The meeting also addressed the implementation of the Ministerial Order and established a consensus on handling noncompliance.

Noncompliance Process:

Teacher Level

- Warning given and student is asked to put the device in their bag on silence or in the lockers.
- If a student continues to use tech/digital device inappropriately, the device may be held by staff member or given to the office.
- Families will be contacted (Teacher will e-mail).

Administration Level: If misuse persists, administration will be notified, students will be asked to complete a self-reflection and families will be consulted on Next Steps.

For students who face difficulty with the expectations, a plan will be put into place in consultation with all stakeholders. Some examples include the office holds the phone (check-in check out), phone is used for specific purposes at specific times, phone does not come to school.

All schools shared their school code of conduct documents with Executive Assistant, who has updated the required information and returned it for the website posting and distribution to staff, students, parents, and the school PAC.

Appendix B Parent Letter regarding the Ministerial Order was shared with all stakeholders on June 18, 2024. Principals have been reminded to reference this the letter in their year-end parent communication.

A Code of Conduct checklist regarding Personal Digital Devices (PDDs) was provided to Principals and Vice Principals to aid in the September implementation. This included reviewing the Code of Conduct with staff and students, developing strategies for promoting behavioural expectations, and providing opportunities for feedback on PDD-related processes and language. A Frequently Asked Question document is being developed to address queries about this implementation and will be shared at the start of the 2024/2025 school year.

Next steps

Stakeholder consultation will take place in September, and an update on the implementation process and language will be provided to the board in October 2024.

DISTRICT CODE OF CONDUCT

Background

The District strives to provide a safe and non-threatening environment in all schools and facilities, and expects that all members of the *District Learning Community* will conduct themselves in a respectful, responsible and considerate manner that:

- Complies with all applicable and relevant legislation including, but not limited to, the prohibited grounds of discrimination as set out in the BC Human Rights Code;
- Reflects the District values of Respect, Integrity and Compassion;
- Supports the Five C's of Social Responsibility: Connection, Caring/Compassion, Character, Confidence, and Competence; and,
- Models the principles of a [Safe, Caring and Orderly Schools: A Guide](#) published on the [Ministry of Education](#) website.

The District recognizes that within an educational environment, students' feelings of safety and belonging, including freedom from discrimination, can seriously affect their ability to learn. Schools are to be places where students, staff and parents are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

Definition

District Learning Community: The District Learning Community includes all employees, students, parents, contractors, and volunteers.

Procedures

1. The development and review of Codes of Conduct:
 - 1.1 Each Principal or Supervisor will establish a Code of Conduct consistent with this Administrative Procedure that is designed to encourage and support positive behaviour by all members of the learning community.
 - 1.2 Codes of Conduct will be developed through a consultative process where all members of the learning community (staff, parents and students) are provided with an opportunity to be involved.
 - ~~1.3 A review of the Codes of Conduct will be scheduled annually to ensure they reflect current District and/or school circumstances and emerging issues.~~
 - ~~1.3 Codes of Conduct will include the following statement regarding the use of personal digital devices 'The use of personal digital devices at school is to be restricted for educational purposes only, to promote online safety and focused~~

learning environments.” According to the Ministerial Order M89 the following section is required.

- a. restrictions on the use of personal digital devices at school, including during hours of instruction;
- b. use of personal digital devices for instructional purposes and digital literacy;
- c. use of personal digital devices that is appropriate to a student’s age and developmental stage;
- d. accessibility and accommodations needs;
- e. medical and health needs; and
- f. equity to support learning outcomes.

*See Appendix A for Student use of Mobile Devices and Appendix B for Restrictions on cell phones and personal internet-connected devices. Parent Letter

1.4 A review of the Codes of Conduct will be scheduled annually to ensure they reflect current District and/or school circumstances and emerging issues.

2. Communicating Codes of Conduct:

- 2.1 The District acknowledges that Codes of Conduct can only have a positive impact on the culture of a school when they are communicated to everyone consistently on an annual basis. Everyone within the *District Learning Community* is expected to be aware of their rights and responsibilities, and to exercise them in a positive manner.
- 2.2 With this in mind (2.1), Codes of Conduct will be communicated in the following ways:
 - 2.2.1 Codes of Conduct will be displayed in a prominent location in school facilities where visitors to the school as well as people who are regularly in the school can read them;
 - 2.2.2 At the beginning of the school year, the District and its schools must ensure that Codes of Conduct are distributed to the *District Learning Community* and also made available to the public (on the District website);
 - 2.2.3 As new students enroll at District schools during the year, they and their parents will be provided with a copy of the Code of Conduct and provided with an opportunity to discuss expectations with school staff;
 - 2.2.4 As new employees/contractors are hired and new volunteers become active in school facilities, they will be provided with a copy of the Code of Conduct and given an opportunity to discuss expectations with District and/or school staff;
 - 2.2.5 Codes of Conduct will be communicated in the school handbooks provided to all families at the beginning of each school year, and can be reinforced throughout the year by school staff at school events, through school newsletters, and so forth and,
 - 2.2.6 Wherever possible employees are also to be encouraged to incorporate the active teaching of conduct expectations into regular classroom learning activities.

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3. Conduct Expectations:

- 3.1 The Code of Conduct applies to how the members of the *District Learning Community* conducts themselves during school and/or District events both on and away from District sites, or when engaging in other school-related events that could negatively impact the safe, caring or orderly nature of schools.
- 3.2 All members of the District Learning Community are to conduct themselves in a manner that:
 - 3.2.1 Respects themselves, others and the school;
 - 3.2.2 Contributes to making schools safe, caring and orderly places;
 - 3.2.3 Contributes, and is sensitive to, the maintenance of a positive school environment;
 - 3.2.4 Brings credit to the school;
 - 3.2.5 Promotes purposeful learning;
 - 3.2.6 Addresses incidents of bullying, harassment and intimidation; and,
 - 3.2.7 Encourages informing “tellable” adult(s) in a timely manner of any incidents breaching the Codes of Conduct.



3.3 Unacceptable behaviour includes, but is not limited to:

3.3.1 Behaviours that:

- Interfere with the learning of others, including their emotional well-being;
- Interfere with an orderly environment; and,
- Create unsafe conditions.

3.3.2 Acts, such as:

- Bullying, harassment or intimidation;
- Physical violence; and,
- Retribution against a person who has reported incidents.

3.3.3 Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances;
- Possession or use of weapons; and,
- Theft of or damage to property.

4. Consequences for Unacceptable Conduct:

4.1 As laid out in *The Safe, Caring and Orderly Schools: A Guide*, consequences are to be:

4.1.1 Pre-planned, consistent, and fair;

4.1.2 Wherever possible, preventative and restorative, rather than merely punitive; and,

4.1.3 As often as possible, students are to be encouraged to participate in the development of meaningful consequences for violations of the Code of Conduct.

4.2 Rising Expectations:

4.2.1 Conduct expectations for students in the primary grades will be very different than what would be expected of a student in Grade 6 or Grade 11, so consequences are also to take into account a student's age and maturity.

4.3 Special Needs:

4.3.1 Codes of Conduct cannot discriminate against a student who cannot meet a behavioural expectation because of a disability.

4.3.2 Codes of Conduct need to provide special considerations for students with disabilities and wherever possible, behavioural expectations are to be part of their *Individual Education Plan*. Goals and consequences are to take into account the needs of the students.

5. Responsibility to Report:

School officials have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g., parents, District officials, police and/or other agencies).

6. Protection against Retaliation:

The District will take all reasonable steps to prevent retaliation by a person against a member of the *District Learning Community* who has made a complaint about a breach of a Code of Conduct.

7. BC Human Rights Code:

7.1 Two of the purposes behind the *BC Human Rights Code* are:

7.1.1 To foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia; and,

7.1.2 To promote a climate of understanding and mutual respect where all are equal in dignity and rights.

7.2 The *BC Human Rights Code* prohibits discrimination based on any of the following 16 grounds:

• Race • Political Belief • Colour • Physical Disability, including HIV and AIDS • Ancestry	• Place of origin • Religion • Sex • Mental Disability • Criminal or Summary Convictions • Marital status	• Sexual Orientation and Gender Identity • Family Status • Age (if you're 19 and above) • Lawful Source of Income (this usually applies to tenancies)	• Retaliation (if someone discriminates against you because you complained to the BC Human Rights Tribunal)
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7.3 For the District, the prohibitions under the *BC Human Rights Code* that are of particular relevance are discriminatory publications and discrimination in services.

7.3.1 Discriminatory publication refers to publishing, issuing or displaying - or causing to be published issued or displayed - any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt because of any of the grounds listed above. Schools may need to address discrimination of this type displayed in graffiti, student publications, blogs, websites, or other communication methods. This may be difficult.

7.3.2 Discrimination in service means to deny a person a service customarily available to the public or to discriminate against a person or class of persons regarding a service customarily available to the public.

8. Bullying Behaviour:

- 8.1 According to the Ministry of Education, bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.
- 8.2 The District believes that even one incident of bullying is serious and will have an effect on the individual(s) involved. Bullying does not need to happen repeatedly for it to be taken seriously. Bullying behaviour is a type of harassment and intimidation.
- 8.3 This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour:
 - 8.3.1 Power: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
 - 8.3.2 Frequency: is repeated over time. Bullying is characterized by frequent and repeated attacks that can create anticipatory terror in the mind of the person being bullied. This fear can be so detrimental it can have long-term debilitating effects.
 - 8.3.3 Intent to harm: is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

9. Cyber bullying:

- 9.1 Bullying behaviour which is carried out online through email, chat rooms, blogs, discussion groups, instant messaging and social media like Facebook. It can also include bullying through cell phone technologies and emerging internet technologies.

10. The Five C's of Social Responsibility in the District refers to:

Connection, Caring/Compassion, Character, Confidence, and Competence. These assets promote resilience and good character and are therefore developed intentionally in students through curricular and co-curricular activities.

11. Harassment: Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- 11.1 Condescending treatment that undermines another's self-respect
- 11.2 Name-calling, teasing, disrespectful comments
- 11.3 Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- 11.4 Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- 11.5 Repeated unwanted communication



- 11.6 Unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- 11.7 Insulting graffiti directed at an individual or group
- 11.8 Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.
- 12. Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:
 - 12.1 Verbal threats i.e., threatening phone calls, threats of violence against a person or property
 - 12.2 Physical threats i.e., showing a weapon, jostling, threatening to punch, stalking or following
 - 12.3 Defacing or stealing victim's property
 - 12.4 Daring or coercing victim to do something dangerous or illegal
 - 12.5 Extortion (demanding payment or goods for a victim's safety)
 - 12.6 Inciting hatred toward a victim
 - 12.7 Setting up a victim to take the blame for an offence
- 13. District Values: Diversity, Inclusion, Integrity, Accountability, Innovation, Creativity, Curiosity, Engagement, Collaboration, Equity, Respect, Empathy are the common values identified for the District through a community consultation process.
- 14. Safe, Caring and Orderly Schools:
 - 14.1 Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.
 - 14.2 Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.



14.3 Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well-established so students' minds and bodies are free to focus on the learning and development work at hand.

14.3.1 A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

14.4 "Tellable adult(s)": all school staff members are considered to be adults that students may tell if there has been a breach to the school code of conduct. Parents and other trusted adults in a student's life are also important "tellable adults".

*Reference: Section 6, 7, 7.1, 8, 8.4, 17, 18, 20, 22, 65, 85 School Act School Regulation 265/89
Safe, Caring and Orderly Schools: A Guide*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: June 22, 2021, June 2024

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STUDENT USE OF MOBILE DEVICES

Background

The district recognizes the capacity within particular new and future technologies, and their educated use, to create opportunities for many constructive and positive applications that can aid the instructional process. Students can use these technologies to create digital content, to communicate, to collaborate and share, and to access apps and tools that may enrich their learning. Further, some regulated use of mobile devices in the school and community may contribute to the safety and security of students and staff. The district also recognizes that unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy and may compromise academic integrity.

Definition

Mobile Devices: referred to in this section, include, but are not limited to, cell phones, smartphones, tablet computers, smartwatches, earbuds, portable video game systems and other electronic gadgets.

Procedures

1. Without the permission of the administrator/teacher, mobile devices are not to be operated during regularly schedule instructional time, or during any school sponsored activity such as an assembly or talk by a guest speaker.
 - 1.1 Mobile devices are to be stored in silent mode during instructional time and school sponsored activities.
 - 1.2 Mobile devices are not taken into test or examination settings unless students have been given permission to do so by the teacher administering the test or exam.
 - 1.3 Mobile devices are not to be used in settings such as change rooms, washrooms, or private counseling rooms that have the potential to violate a person's reasonable expectation of privacy.
 - 1.4 Students who bring mobile devices to the school are expected to comply with all parts of Administrative Procedure 104 – District Code of Conduct. Students who consistently refuse to comply with the district's procedures for use of mobile devices in the school setting may be subject to disciplinary measures detailed in the school's Code of Conduct, as well as the steps outlined in Administrative Procedure 104 – District Code of Conduct.



- 1.5 In the event of an emergency such as a lockdown or evacuation, the principal will develop and inform the school community of the acceptable use of Mobile devices in that emergency situation. (Current lockdown procedures requires that no cell phones be utilized until and “all clear” is given by those officials/administrators in charge.)
- 1.6 The security and storage of mobile devices is the sole responsibility of the owner/user. The district assumes no responsibility for the safety, security, loss, repair, or replacement of mobile devices.

SD No. 40 (New Westminster)

Adopted: June 2024

RESTRICTIONS ON CELL PHONES AND PERSONAL INTERNET-CONNECTED DEVICES

Definition

Personal Internet-Connected Devices: include, but are not limited to, cell phones, tablets, computers, smartwatches, earbuds, portable video game systems or other electronic gadgets.

June 2024

Dear Parents,

On January 26th, 2024, the Province [announced three actions](#) for the safety and well-being of students in relation to digital technology. The announcement included restrictions on the use of cell phones in schools, which must be in place for the 2024-25 school year.

Research has shown that frequent cell phone interruptions in the classroom (especially social media notifications), along with the addictive nature of social media platforms and the rise of cyberbullying, are having a negative impact on the learning environment and on the well-being of students.

In most cases, the use of these personal devices during instructional time is already restricted in SD40. However, there will now be a consistent application of these restrictions as mandated by the province and by the SD40 Board of Education (Policy 104 – District Code of Conduct - see attached). The exception to these restrictions will be for students who have an Individual Education Plan (IEP), Learning Support Plan (LSP), or health issue that specifically outlines the need for these devices for full inclusion in specific learning activities.

Students in SD40 currently have access to school/District-owned internet-enabled devices such as Chromebooks, computer labs, laptops, and iPads (through our grade six program). We will continue to leverage this technology to enhance learning opportunities and develop good digital citizenship.

Effective September 1st, 2024, students will be expected to adhere to the following minimum restrictions on the use of personal internet-connected devices:

Elementary: No access to or use of such devices at any time during the school day. This is essentially a “bell-to-bell” restriction from the beginning of school to the end of the day. Parents are reminded that elementary students are always under direct supervision and that the school will communicate with home for any emergent need that arises.

Middle and Secondary: Access to, and the use of personal internet-connected devices at the middle and secondary levels will not be permitted during instructional time. At the teacher’s discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instructional planning. These schools will follow up with further information for their school communities.

Security & Storage:

It is important to note that security and storage of personal internet-connected devices is the sole responsibility of the owner/user. The district assumes no responsibility for the safety, security, loss, repair, or replacement of such devices. If students must bring a device to school, they are encouraged to ensure they are locked away in lockers (middle/secondary) or kept in a secure location (elementary).

SD No. 40 (New Westminster)

Adopted: June 2024

School Generated Funds Ad Hoc Committee

Report to the New Westminster School District Board of Trustees

To be presented on June 24th, 2024

Committee details

The School Generated Funds Ad Hoc Committee was struck following the approved Board motion on February 16th, 2024:

THAT the Board of Education of School District No. 40 (New Westminster) strike an ad hoc committee to review school generated fund balance transfer and expenditures for the 2022-23 school year to confirm alignment with Administrative Procedure 520 *Fundraising Activities*. The committee shall include representation from:

- NWSS PAC,
- DPAC,
- NWTU,
- CUPE 409,
- New Westminster PVPA,
- Senior Staff, and
- Board of Education.

The Committee members included:

- David Durning (NWSS PAC),
- Laura Kwong (DPAC),
- Natalie Suffron (DPAC),
- Natalie Taha (DPAC),
- Kristie Oxley (NWTU),
- Dave Bollen (CUPE 409),
- Jenny Richter (New Westminster PVPA),
- Bettina Ketcham (Senior Staff), and
- Robert Weston (Senior Staff).

The Committee was co-chaired by Danielle Connelly (Trustee) and Cheryl Sluis (Trustee).

This committee's purpose was to make findings and recommendations that would improve AP 520 *Fundraising Activities and policies* that arise through the Committee's work.

The Committee's scope of work included the following:

- a. Select areas of focus such as a sample of schools or particular programs,
- b. Review transfers and expenditures in areas identified above of school generated funds report to verify alignment with the current standards of AP 520, and
- c. Make recommendations for improvements.

Process / timeline

The Committee members met a total of 6 times on the following dates for the purposes outlined below:

March 5th

Agenda items included: review Terms of Reference, select areas of focus (choose schools to be reviewed)

The schools selected by the Committee for review included:

- New Westminster Secondary School, Royal City Alternate Program / POWER Alternate Secondary School
- Ecole Glenbrook Middle School, Queensborough Middle School
- Connaught Heights Elementary School, Herbert Spencer Elementary School, Lord Kelvin Elementary School

April 12th

Agenda items included: review updated Terms of Reference (see Appendix A), description of reports, and begin review of reports to verify alignment with the current standards of AP 520.

The Secretary-Treasurer provided three reports for each school and gave Committee members an orientation to those reports prior to review. Those reports were:

- SGF Summary Report – the ending balance for the account as of June 30, 2023,
- Transaction Report – all transactions that have flowed through the school generated account for the full school year (July 1, 2022 to June 30, 2023), and
- Transfer Report – a subsection in the transactions to only pull reports initiated at the school with a manual entry as done by either the Secretary or Principal.

In the case of Royal City Alternate Program / POWER Alternate Secondary School, these reports were not available and the Committee received the following in lieu:

- Donation General Ledger Report – all transactions that were reported as donations for the full school year (July 1, 2022 to June 30, 2023), and
- Grant General Ledger Report – all transaction that were reported as grants for the full school year (July 1, 2022 to June 30, 2023).

Reviewed Connaught Heights Elementary School and Lord Kelvin Elementary School reports.

April 17th

Agenda items included: continue review of reports to verify alignment with the current standards of AP 520.

Reviewed Herbert Spencer Elementary School and New Westminster Secondary School reports.

April 29th

Agenda items included: complete review of reports to verify alignment with the current standards of AP 520.

Reviewed RCAP / POWER, Queensborough Middle School, and Ecole Glenbrook Middle School reports.

May 8th

Agenda items included: review list of draft recommendations.

Reviewed list of draft recommendations and noted any changes, additions or deletions required.

May 30th

Agenda items included: complete review of draft recommendations and call for additional recommendations.

Reviewed list of draft recommendations and noted any changes, additions or deletions required.

June 17th

Report circulated to Committee for feedback.

June 20th

Shared with Board in advance of Open Board Meeting scheduled for June 24th.

Findings

While there were several reports that brought no questions, the Committee observed some areas where the reporting and communication could be more clear. These findings are listed below:

- Not all schools were using School Cash Online to track school generated funds.
- Not all parties involved in fundraising activities are aware of the relevant policies and procedures that may apply to their work.
- The relationship of parent fundraising bodies with school PACs seems unclear.
- Donations are sometimes received without a clear purpose or intent.
- The notes recorded in the transfer reports explaining the reasons for funds going into or out from accounts don't always include enough detail for a reader to understand why a transfer was made.
- The actions / directives surrounding the transferring out of unused funds at the end of the school year were not always clear. Specifically, the transferring out of accounts where balances existed or where funds were unused, needs to be clarified.
- Several accounts had little to no spending throughout the year. The Committee wonders if this is a lack of understanding about how to access the funds.

Recommendations

The School Generated Funds Ad Hoc Committee is pleased to share the following recommendations for improvement:

1. Ensure full participation of programs and schools on Schools Cash Online to track school generated funds.
2. Ensure that any parties involved in fundraising are aware of the relevant policies and procedures through the review of AP 520 *Fundraising*.
3. Ensure that any parties involved in or benefiting from fundraising are provided with the following information:
 - How to access funds,
 - Funds will be used for the intended purpose,
 - In general, funds should be spent in the school year they are provided, though accommodations may be made when there is a demonstrated need to carry over funds, and

- When funds are not spent and there is no demonstrated need to carry over funds, funds will be returned to the relevant source account (one that is most closely linked to the original intention of the fundraised dollars) for redistribution the following year.
- 4. Ensure that the donation form clearly requests the intended use of the donation and that donations are spent as the donor intended. For donations made with School Cash Online, the donor should be asked to write the intended purpose in the 'Message to School Board' section.
- 5. Ensure detailed descriptions are added to all entries into and out of the school generated funds accounts to demonstrate how funds came in, the purpose of these funds, where they were spent, and any reasons for transfers out.
- 6. Ensure that funds collected by school are spent in the school year that they are collected unless there is a demonstrated need to collect funds over multiple school years or to carry balances.
- 7. If, at the end of the fiscal year, funds are not spent and demonstrated need to carry balances is not provided, the unused funds will be moved back to the relevant source account (one that is most closely linked to the original intention of the fundraised dollars) for redistribution the following year.
- 8. Acknowledge that there are programs that do carry balances year to year. Ensure that parties involved in fundraising for these programs are accountable for building event or program budgets that demonstrate the need for carrying balances. And that parties work with and / or share these plans with school PACs.
- 9. Ensure that reports about school generated funds are provided upon request, up to twice per year, with staff, PACs, and as appropriate, other parent involved groups that are relevant to the fundraising efforts. These requests may be made to align with PAC budget approval cycles.

Appendices

A. TERMS OF REFERENCE – SCHOOL GENERATED FUNDS ADVISORY COMMITTEE

1 Background and Purpose:

The Board of Education recognizes the importance of transparency and accountability in managing school generated funds. These funds play a vital role in supporting various educational activities and initiatives within the school community. Administrative Procedure 520 (AP520) addresses fundraising activities and the use of such funds by schools and school based groups in our district.

The School Generated Funds Advisory Committee (the “Committee”) is tasked with examining school-generated fund transfers and expenditures for the 2022-2023 school year. With a focus on evaluating how Administrative Procedure 520 (AP520) aligns with current standards, the work will inform the ongoing consultations and revisions to AP520 and underscore the board’s commitment to fostering confidence within our school community regarding the utilization of school generated funds.

2 Objective:

The Committee will prepare and present a report to the Board of Education with findings, conclusions, and recommendations that will inform staff’s work to revise AP 520 and potential related policies to improve clarity and transparency of school generated funds.

3 Scope of Work:

The committee’s scope of work will include the following:

- a. Select areas of focus such as a sample of schools or particular programs.
- b. Review transfers and expenditures in areas identified above of school generated funds report to verify alignment with the current standards of AP 520.
- c. Make recommendations for improvements to AP 520 and possible board policy in keeping with the Committee’s objective.

4 Committee composition and representation:

- a. The New Westminster Secondary School Parent Advisory Committee (1 rep.),
- b. The District Parent Advisory Committee (up to 3 reps),
- c. The New Westminster Teachers’ Union (1 rep),
- d. CUPE 409 (1 rep.),
- e. The New Westminster Principals’ and Vice Principals’ Association (1 rep),
- f. Senior district staff (2 reps.), and
- g. The Board of Education (2 reps.)

The chair of the committee shall be a member from the Board of Education. The members of the committee shall be consistent from meeting to meeting.

5 Responsibilities:

- a. Attend all committee meetings and participate in discussions.
- b. Review relevant documentation provided.
- c. Engage in the work in the spirit of collaboration and continuous improvement.
- d. Collaborate effectively with other members to achieve objectives of the review.
- e. Maintain confidentiality regarding information obtained during the review process.
- f. Prepare a report containing findings, conclusions and recommendations of the committee.

6 Timeline:

The committee will look to complete its review in 4 – 5 sessions including the completion of a final report with recommendations presented to the Board, unless an extension is approved by consensus of the Committee. As a general framework to guide timelines:

Meeting 1: Review the terms of reference and selection of schools for review of school generated funds.

Meeting 2: Review of transactions and documenting observations.

Meeting 3: Review of transactions and documenting observations.

Meeting 4: Draft findings to be brought to the committee and review and discussion.

Meeting 5: Review final draft to present to Board of Education by the Committee Chair.

B. ADMINISTRATIVE PROCEDURE 520



ADMIN PROCEDURES MANUAL Administrative Procedure 520

FUNDRAISING ACTIVITIES AND SPONSORSHIP IN DISTRICT FACILITIES

Background

The District recognizes that schools and the District often require additional funds which are not provided by the District or Ministry of Education to enrich student programs and activities and District facilities and grounds. The District takes the position that the basic instructional materials and resources required to provide the prescribed curriculum of instruction are to be provided by government revenues, and are not to be dependent upon District or school staff, or parents' advisory councils' fundraising activities or sponsorships. And, that furthermore, fundraising or sponsorship proceeds shall not be utilized for the hiring of staff or the provision of student programs and activities which constitute a significant ongoing component of an instructional program.

The District also recognizes that District Neighbourhood Learning Centres (NLCs) cannot utilize Ministry of Education funds to operate, so will need to utilize a broad range of fundraising strategies, including sponsorship from business, to sustain their operations.

The District supports appropriate fundraising activities by schools, parents' advisory councils and District staff which are designed to enhance educational programs and activities, and support Community School programming, & the development and operations of District NLCs.

The District acknowledges the business community's interest in, and support of, the District and encourages viable and mutually satisfying partnerships between schools and businesses.

Some requests by individuals, businesses, non-profit groups and charities for access to District facilities and students are reasonable and contribute not only to the learning environment, but also identified neighbourhood needs.

The District also acknowledges that District facilities and students may be viewed as potential clients by businesses, non-profit groups and charities, and that it is their responsibility to provide a safe and secure environment for students, and to respect the privacy of parents and students with respect to how these individuals and/or organizations access them.

The objectives behind this fundraising and sponsorship Administrative Procedure is to ensure that:

- The proceeds of fundraising are primarily directed to those items and expenditures that are not supplied by the Ministry of Education or the District and that when resources are augmented, any major inequities from school to school are redressed;
- The school's parents' advisory council is involved in the process of planning and allocating monies raised from school fundraising activities;

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- Funds raised are expended in accordance with the purposes stated and that those involved in the fundraising are informed of how the funds are to be expended;
- Funds raised in the name of the school and for the benefit of the school community, are managed in accordance with administrative procedures regarding the appropriate accountability and management of public funds;
- Funds secured through fundraising and/or sponsorships support schools, Community School programming or NLC programming and operations meet eligibility guidelines;
- There are guidelines in place with respect to advertising and the recognition of funds or in-kind donations secured through fundraising activities and/or sponsorships; and,
- All donors and sponsors, regardless of the size of donation or sponsorship, are made aware that their participation is appreciated and are recognized in a fitting manner.

Procedures

The following fundraising and sponsorship procedures apply to all District facilities, and groups associated or identified with schools and Neighbourhood Learning Centres such as Community Schools, parents' advisory councils, NLC Advisory Committees, student exchange support groups, and extra-curricular student activities.

These procedures do not apply to scholarships or bursaries.

1. School-based Activities and Events
 - 1.1 Fundraising activities and events are to be jointly planned by the school and its parents' advisory council and have clearly-stated purposes for the use of the funds raised and a jointly developed school-based process to allocate the funds.
 - 1.2 The District prefers the type of fund-raising activities that involve students, staff and parents in optional community-oriented activities such as fun fairs, garage sales, car washes, which are intended to bring the community together.
 - 1.3 The use of "thons" such as spell-a-thons, read-a-thons and math-a-thons are to be utilized for fundraising only when the rationale and nature of the activity are developmental, constructive, and can be justified in an educational context.
 - 1.4 Competitive sales campaigns which use financial or material incentives which place pressure on student sellers are not to be used. This does not apply, however, to school-based activities such as Jump Rope for Heart, which uses material incentives to encourage participation.
 - 1.5 With the permission of the Principal, schools are permitted to hold parent initiated sales events that raise funds for the school; e.g. Christmas Craft Fairs, etc.
 - 1.6 Attention to safety considerations, appropriate identification materials, and orientation of the students to courteous and positive community relations is encouraged.
 - 1.7 Products and goods sold by schools as part of a fundraising program are to meet reasonable standards of quality, "value for money", and food and nutrition procedures outlined in Administrative Procedure 164 - Food and Nutrition.

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- 1.8 The District shall be advised of all fundraising activities which fall under provincial licensing authority such as bingos, casinos and lotteries taking place. In these instances, the event must be:
 - 1.8.1 Operated by the school, or parents' advisory council;
 - 1.8.2 Have the support of the parents' advisory council; and,
 - 1.8.3 Have all funds raised from the activity allocated by a school-based process to specific projects or activities.
2. District Community Schools and Neighbourhood Learning Centres (NLCs) Activities and Events
 - 2.1 Fundraising activities and events developed by District Community Schools Coordinators shall have the prior approval of the Superintendent or designate, and have clearly-stated purposes for the use of the funds raised, and a plan to allocate the funds.
 - 2.2 The District shall be advised of all fundraising activities which fall under provincial licensing authority such as bingos, casinos and lotteries taking place. Activities must have the prior approval of the Superintendent or designate, and have clearly-stated purposes for the use of the funds raised, and a plan to allocate the funds.
 - 2.3 The serving of alcohol is not normally to be part of any fund-raising activity or event held in a District facility. However, the serving of alcohol at fundraising and other events in District Neighbourhood Learning Centres (NLCs) may be permitted. In this instance, a request can be made to the Secretary-Treasurer or designate for approval.
 - 2.3.1 The approval would require the use group to:
 - 2.3.1.1 Book the facility in accordance with District procedures;
 - 2.3.1.2 Agree to enforce all restrictions expressed and implied by the *British Columbia Government Liquor Act* and provide proof that a Temporary Provincial Liquor License has been obtained;
 - 2.3.1.3 Provide a copy of their Insurance Certificate indicating that they have independent liability insurance in the amount of \$2,000,000. (two million dollars);
 - 2.3.1.4 Provide verification that there is a demonstrated plan in place for the security and control of the function with a named person responsible, and make arrangements to pay the District for additional security if required;
 - 2.3.1.5 Apply, in writing, a minimum of thirty (30) days in advance of the proposed function date; and,
 - 2.3.1.6 Agree to these and other facility use terms including additional custodial costs when required.

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3. Sponsorship

- 3.1 Sponsors connected to the District shall be appropriate to, and consistent with, the mandate of the Board.
- 3.2 All sponsorship relationships shall conform to the same standard of legal, ethical and business criteria as required by the District.
- 3.3 For-profit organizations or businesses are eligible to pursue sponsorship opportunities in District facilities with the following exceptions:
 - 3.3.1 Businesses or activities, which, at the discretion of the District contradict its mandate or the healthy development of children, youth and families;
 - 3.3.2 Businesses that promote consumption of alcohol, smoking, or other related unhealthy products or activities;
 - 3.3.3 Organizations, clubs or businesses that promote racism, hate, violence, censorship, crime or other unethical or generally unacceptable pursuits;
 - 3.3.4 Businesses supporting
 - 3.3.4.1 Adult entertainment;
 - 3.3.4.2 The sex trade;
 - 3.3.4.3 Gambling; and
 - 3.3.5 Political organizations or candidates.
- 3.4 Sponsorship and/or advertising shall not permit financial gain to District employees, students or parents.
- 3.5 Sponsorship requests will be handled on an individual basis with all the financial details developed by District staff.
- 3.6 Sponsorships will have a maximum term of one year, and can be renewed.
- 3.7 Where a proposed sponsorship involves the use of District property and/or facilities, or has the potential to require District resources, the proposal shall be referred to the Superintendent or designate at the earliest possible stage.
- 3.8 All sponsorship agreements must be in written form and clearly:
 - 3.8.1 Indicate the term of the sponsorship agreement;
 - 3.8.2 State the goals, objectives and benefits of the relationship;
 - 3.8.3 Outline the roles and responsibilities of all parties (i.e. students, teachers, parents, schools, District staff, the District, sponsors, etc.);
 - 3.8.4 Indicate what the sponsor is contributing and the value of that contribution;
 - 3.8.5 Indicate what resources will be provided by all parties; and,
 - 3.8.6 Outline the forms of recognition the District is making available to the sponsor in return.
- 3.9 All sponsorship agreements will be signed by appropriate representatives from the District and the sponsoring organization or business, and will be available to the public upon request under the terms of the *Freedom of Information and Protection of Privacy Act*.

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- 3.10 All sponsorship agreements will be retained by the signing parties and filed with the Superintendent or designate.
- 3.11 The Superintendent, or designate, reserves the right at any time to review the terms of any sponsorship, and if deemed appropriate, require that the terms be reviewed or the agreement terminated.

4. Sponsor and Donor Recognition

- 4.1 The District does not offer naming of its programs or facilities after corporations or individuals who have made large donations as a form of recognition. Facilities are named in accordance with the criteria and procedures outlined in Administrative Procedure 541 - Naming New Schools.
- 4.2 Sponsors and Donors may be recognized in a dignified appropriate manner in the following ways:
 - 4.2.2 On program promotional materials and press releases.
 - 4.2.3 In school newsletters and at school events and assemblies.
 - 4.2.4 In District social media and on the District website.
 - 4.2.5 On plaques, pictures or other notices at District schools, the District Office, or in Neighbourhood Learning Centres.
 - 4.2.6 On plaques, pictures or other notices at the sponsor/donor's place of business.
 - 4.2.7 A letter to the sponsor/donor from the Principal, the District, District Staff, the Board or parents' advisory council.
 - 4.2.8 On items being donated, such as Score Clocks, SmartBoards, etc.
 - 4.2.9 On sports uniforms & related equipment, provided this decision has been made in consultation with the school community, and the place and size of the logo/brand does not interfere with the dominance of the school name.
 - 4.2.10 A temporary sign at a District facility indicating the sponsor/donor's name and/or logo, displayed for the duration of the sponsored or supported program, event, tournament activity or production, up to a maximum of 1 month; the location, prominence and design of signage will be determined in sponsorship agreements.
 - 4.2.11 When off District property, signage at the event, activity or program.
- 4.3 Corporate identification shall be limited to corporate logos and slogans, and these must not be overused.
- 4.4 There shall be no pressure to compel students of the school community to support sponsors, or any actual or implied obligation to purchase the sponsor's or donors' services or products.
- 4.5 Corporate involvement shall not require students to observe, listen to, or read commercial advertising.

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- 4.6 Programs of corporate involvement must be structured to meet an individual educational or program need, not a commercial motive, and must be evaluated for its effectiveness by the District on an ongoing basis.
- 5. Donations and In-kind Contributions
 - 5.1 External organizations or individuals may make monetary and in-kind donations or gifts to schools for general or specific use. The Superintendent, or designate, will review the allocation of general or specific grants and will annually apprise the Board of any significant gifts or grants to individual schools.
 - 5.2 Monetary or in-kind donations or gifts to schools, Community Schools Programming, and District Neighbourhood Learning Centres for tax purposes are accepted subject to District criteria. In-kind donations, once approved, will be processed by the District using Form 520-1.
- 6. Proceeds from Fundraising or Sponsorships
 - 6.1 All funds raised are subject to Administrative Procedure 515 - Purchasing and Tendering.
 - 6.2 The proceeds shall not be utilized for the hiring of staff or the provision of programs or activities in schools which require continuity, unless funds raised are to support Community School programming or Neighbourhood Learning Centre programming and/or operations.
 - 6.3 The proceeds shall not be used to acquire instructional resources and equipment which would create a significant inequitable situation among schools.
 - 6.4 The fundraising body shall report to the parents, school and public annually the amount of funds raised and the purposes for which they were expended. This report may take the form of minutes, newsletter or a statement listing gross receipts and expenditures.
- 7. Approvals
 - 7.1 Associations, groups or individuals associated or identified with student activities or schools are requested not to seek municipal or provincial funding without prior District approval.
 - 7.2 Associations, groups or individuals associated or identified with student activities or schools that are seeking funds for food and nutrition supports are requested to vet funding requests that support Food and Nutrition Programs and Supports through the District CommunityLINK committee.
 - 7.3 District staff, with the prior approval of the Superintendent or designate, can seek grants and sponsorships to support Community School, and NLC programming, supports, and operations.
 - 7.4 When donations require donor recognition, prior approval from the Superintendent or designate is required before the donation is accepted.

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8. Monetary or in-kind Donations and Gifts Processing:
 - 8.1 District staff receiving donations or gifts on behalf of schools, District Community School Programming, or Neighbourhood Learning Centres where the donor is requesting a tax receipt will approach the Secretary-Treasurer or designate to determine if the donation or gift meets the Canada Revenue Agency requirements.
 - 8.2 Once approved, a tax receipt will be processed by the Secretary-Treasurer for the donor.
9. Sponsorship Approval Processes:
 - 9.1 School level:

For-profit organizations or businesses that wish to establish a mutually satisfying partnership with a school are to approach the Principal or the parents' advisory council (PAC). Upon request, and with support from the Principal in consultation with the PAC, the Superintendent may approve the partnership for periods of time not exceeding one school or calendar year. The Board will be apprised of all new commercial relationship/partnerships and joint ventures approved by the Superintendent.

District level:

For-profit organizations or businesses that wish to establish a mutually satisfying partnership with the District are to approach the Superintendent. Upon request, and with support from the District Parents' Advisory Council (DPAC), the Superintendent or designate may approve such new partnerships.
 - 9.2 Community Schools:

For profit-organizations or businesses that wish to establish a mutually satisfying partnership with Community Schools are to approach District staff responsible for these areas, and the Superintendent or designate may approve such new partnerships.
 - 9.3 Neighbourhood Learning Centres (NLCs):

For profit-organizations or businesses that wish to establish a mutually satisfying partnership with District Neighbourhood Learning Centres are to approach District staff responsible for these areas, and the Superintendent or designate may approve such new partnerships.
10. Sponsorship opportunities with Community Schools and NLCs:

The following opportunities will be available:

 - 10.1 Sponsorship to support the operationalization of an NLC;
 - 10.2 Sponsorship to support the annual operations of an NLC;
 - 10.3 Sponsorship to support free or low cost Community Schools programming for children, youth, families; and,
 - 10.4 Sponsorship to support free or low cost programming for children, youth, families, and neighbourhood residents in an NLC.

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Reference: Sections 8, 8.4, 8.6, 20, 22, 23, 86, 86 School Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: November 13, 2018

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Admin Procedure 520

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SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF May 28, 2024 IN-CAMERA MEETING

ADOPTION OF AGENDA - 6:01 PM

MINUTES FOR APPROVAL - In-Camera Board Meeting held on April 30, 2024.

BUSINESS ARISING FROM THE MINUTES - Nil

REPORTS FROM SENIOR MANAGEMENT

- Capital Projects
- Superintendent Update
- Administration
- Human Resources.

NEW BUSINESS - Nil.

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil.

NOTICE OF MEETINGS

- Tuesday, September 24, 2024: In-Camera Board Meeting, 6:00 p.m.
(SBO & Via MS Teams)

ADJOURNMENT

- The Special In-Camera recessed at 7:00 p.m. to commence with the Open Board Meeting.
- The Special In-Camera meeting reconvened at 8:55 p.m.
- The Special In-Camera Board meeting adjourned at 9:51 pm.

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF JUNE 11, 2024 SPECIAL IN-CAMERA MEETING**

ADOPTION OF AGENDA

- 5:47 p.m.

REPORTS FROM SENIOR MANAGEMENT

- Administration

OTHER BUSINESS

- Nil.

ADJOURNMENT

- The Special In-Camera meeting adjourned at 6:22 p.m.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF June 17, 2024 SPECIAL IN-CAMERA MEETING

ADOPTION OF AGENDA

- 4:00 p.m.

REPORTS FROM SENIOR MANAGEMENT

- Administration

OTHER BUSINESS

- Nil.

ADJOURNMENT

- The Special In-Camera adjourned at 5:02 pm.