

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

Tuesday, October 29, 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 October 29, 2024 Regular School Board meeting.

2. APPROVAL OF THE MINUTES 7:00 PM

a. Minutes from the Open Meetings held:

1. September 24, 2024 Open Meeting.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the September 24, 2024 Regular School Board meeting.

b. Business Arising from the Minutes.

3. PRESENTATIONS

- | | | | |
|----|--|---------|----|
| a. | Learning Story No. 2 - Intellectual Literary Focus (S. Singh, T. Dewar, E. Larkman). | 7:05 PM | 5 |
| b. | National Day of Truth and Reconciliation (T. Hansen & K. Dunbar) | 7:15 PM | 21 |
| c. | Rotary Club of New Westminster Delegation (L. Stewart) | 7:25 PM | 33 |

4.	<u>COMMENT & QUESTION PERIOD FROM VISITORS</u>	7:35 PM	
	DPAC / CUPE 409 / NWTU		
5.	<u>CORRESPONDENCE</u>	7:50 PM	
a.	Ltr. to Mayor & City Councillors (M. Russell)		45
b.	BCPSEA - Conflict of Interest Guidelines for Trustees (M. Russell)		47
6.	<u>BOARD COMMITTEE REPORTS</u>		
a.	Education Policy & Planning Committee, October 15, 2024.	8:00 PM	
1.	Comments from the Committee Chair, Trustee Andres.		
2.	Approval of the October 15, 2024 Education Policy and Planning Committee Minutes.		56
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the Education Policy and Planning Committee held on October 15, 2024.		
b.	Operations Policy & Planning Committee, October 15, 2024.	8:05 PM	
1.	Comments from the Committee Chair, Trustee Connelly.		
2.	Approval of the October 15, 2024 Operations Policy and Planning Committee Minutes.		62
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the Operations Policy and Planning Committee held on October 15, 2024.		
7.	<u>REPORTS FROM SENIOR MANAGEMENT</u>		
a.	Superintendent Update (M. Davidson) (Verbal)	8:10 PM	
1.	Enhancing Student Learning Report - September 2024		65
b.	Bank Signing Authority (B. Ketcham) (Verbal)	8:20 PM	
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster)'s bank signing authorities be updated to include Mark Davidson, Superintendent.		

c.	Board Work Plan - November / December 2024 (B. Ketcham)	8:30 PM	98
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster)
approve the Board Work Plan for November and December 2024.

d.	NWSS 5-Block Model (P. Craven)	8:40 PM	100
e.	AP 341 - Transportation of Students with Disabilities and Diverse Abilities (R. Jones)	8:50 PM	107
f.	Administrative Procedures (B. Ketcham)	9:00 PM	
1.	AP 544 - Access to Buildings		109
2.	AP 520 - Fundraising & Coordination of Fundraising with PAC.		111
3.	AP 522 - Charitable Donations		119
4.	AP 525 - Corporate Sponsorship		123

8. NEW BUSINESS

a.	Policy 26 - Fundraising (C. Sluis & D. Connelly)	9:30 PM	126
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) adopt
Policy 26 Fundraising as presented.

9. OLD BUSINESS

10.	<u>TRUSTEE REPORTS</u>	9:40 PM	
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11.	<u>QUESTION PERIOD (15 Minutes)</u>	9:50 PM	
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Questions to the Chair on matters that arose during the meeting.

12.	<u>NOTICE OF MEETINGS</u>	10:05 PM	
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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 to Saturday, November 16, 2024
- Canada School Library Day - Monday, October 21, 2024

13. REPORTING OUT FROM IN-CAMERA BOARD MEETING 10:05 PM

- a. Record of the September 24, 2024 In-Camera Meeting. 128

14. ADJOURNMENT 10:05 PM

Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: October 29, 2024

Submitted by: Sandra Singh Director of Instruction, Learning and Innovation

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

Subject: Intellectual Development Literacy Focus

Background:

The Enhancing Student Learning Report Order specifies that each year a board must prepare and submit to the Ministry of Education a report that focuses on the three goals of public education with Intellectual Development being one:

Intellectual Development: Educational outcome 1: Students will meet or exceed literacy expectations for each grade.

The Grade 4 and 7 Foundational Skills Assessment, and the Grade 10 and 12 Literacy assessments are provincial assessments that provide data to school districts regarding student achievement in respect to the Goal of Intellectual Development, Educational Outcome 1.

Information regarding New Westminster Schools student outcomes in literacy can be found in the [September 2024 Enhancing Student Learning Report](#) pgs. 6-9, and 14.

The presentation will highlight Queen Elizabeth Elementary school's learning journey to support early literacy instruction and interventions in kindergarten to Grade 3 in response to provincial and school-based data.

The presentation will address why the school selected specific evidence-based strategies to support literacy instruction, how the strategies are being implemented in the primary grades to create a system of change, and what educators are noticing regarding literacy skill development and progress with students at their school.

Literacy Intervention at QEE

Tammy Dewar & Emily Larkman
Oct 29, 2024



New
Westminster
Schools

Enhancing Student Learning: Student success in New West schools

The Educated Citizen



Live a Good Life
Make a Good Living

Goals of Public Schooling

Intellectual
Development



Human and
Social Development



Career
Development



Our learning
journey

Read our 5-year Strategic Plan







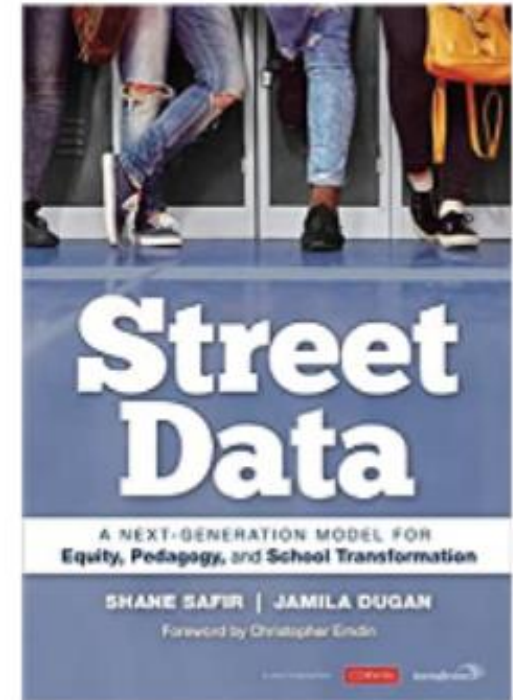
“



If your literacy program is not structured to get the most number of kids to the top, or to that level of society, or to proficiency, there is no equity. There can be no equity, no social justice, without literacy.

~ KAREEM WEAVER

Avoid “siloing equity”



Safir & Dugan

Data-Based Decision Making



KEY QUESTIONS:

WHO might need help?

WHAT help do they need?

Is the help **WORKING**?

1. Evaluate

Collect, review and analyze implementation data and student performance data.



DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Beginning	Fourth grade Middle	End
Oral Reading Fluency (ORF) – Words Correct		
131+	159+	159+
87 – 130	121 – 158	125 – 158
62 – 86	98 – 120	99 – 124
0 – 61	0 – 97	0 – 98
Oral Reading Fluency (ORF) - Accuracy		
96+	96+	96+
91 – 95	91 – 95	91 – 95
0 – 90	0 – 90	0 – 90
Maze		
21.0+	23.5+	28.0+
14.5 – 20.5	16.5 – 23.0	17.0 – 27.5
11.0 – 14.0	13.0 – 16.0	14.0 – 16.5
0 – 10.5	0 – 12.5	0 – 13.5
DIBELS Composite Score		

2. Prioritize

Use your analysis of data to identify greatest area(s) of focus to support instruction and intervention.

KEY QUESTIONS:

WHO might need help?

WHAT help do they need?

Is the help **WORKING**?

		WCPM	Errors	Accuracy	
	Grade				
	04				
	04	151	4	98	
	04	26	5	84	
	04	115	0	100	
	04	110	2	99	
	04	137	1	99	
	04	147	0	100	
	04	160	0	100	
	04	161	2	99	
	04	156	0	100	
	04	120	1	99	
	04	88	1	99	
	04	128	0	100	
	04	130	2	99	
	04	74	6	86	
	04	98	0	100	
	04	108	1	99	
	04	84	0	100	
	04	124	8	94	
	04	112	1	99	
	04	155	0	100	
	04	25	9	74	
	04	84	2	98	
	04	118	0	100	
	04	95	3	97	
	04				
	04	137	0	100	
	04	16	9	64	

3. Plan

Create an action plan for the prioritized areas of focus.

KEY QUESTIONS:

WHO might need help?

WHAT help do they need?

Is the help WORKING?



Scope & Sequence All Concepts (K-2)

Alphabet

1. a
2. m
3. s
4. t
5. VC/CVC
6. p
7. f
8. i
9. n
10. CVC Review (a, i)
11. nasalized a (am, an)
12. o
13. d
14. c /k/
15. u
16. g
17. b
18. e
19. CVC Review (all)
20. -s at the end
21. s /z/
22. k
23. h
24. r part 1
25. r part 2
26. l part 1

27. l part 2, al
28. w
29. j
30. y
31. x
32. q/qu
33. v
34. z

- Alphabet Review & Longer Words – CVC, CCVC, CVCC, CCVCC, -s**
35. Short a
 36. Short i
 37. Short o
 38. Short a, i, o Review
 39. Short e
 40. Short u
 41. Short Vowels/CVC Review (all)

- Digraphs**
42. ff, ll, ss, zz
 43. -all, -oll, -ull
 44. ck
 45. sh
 46. voiced th

47. unvoiced th
48. ch
49. Digraphs Review 1
50. wh, ph
51. ng
52. nk
53. Digraphs Review 2; CCCVC

- VCe**
54. a_e
 55. i_e
 56. o_e
 57. VCe Review 1; e_e
 58. u_e
 59. VCe Review 2 (all)
 60. alternate c (c = /s/)
 61. alternate g (g = /j/)
 62. VCe Review 3; VCe exceptions

- Reading Longer Words**
63. -es
 64. -ed
 65. -ing
 66. What is syllable; open vs closed

67. Closed/closed
 68. Open/closed
- Spelling Patterns at the End of Words**
69. tch
 70. dge
 71. tch & dge Review
 72. -ild, -old, -ind, -olt, -ost
 73. y as long i
 74. y as long e
 75. -le
 76. Ending Spelling Patterns Review

- R-Controlled Vowels**
77. ar
 78. or, ore
 79. ar, or, ore Review
 80. er
 81. ir, ur
 82. er, ir, ur Review; wor
 83. R-controlled Vowels Review

Long Vowel Teams

84. long a: ai, ay
85. long e: ee, ea, ey
86. long o: oa, ow, oe
87. long i: ie, igh
88. Vowel Teams Review

"Other" Vowel Teams

89. u (push), oo (book)
90. oo (moon)
91. ew, ui, ue (chew, fruit, blue)
92. Vowel Teams Review 2
93. au, aw, augh
94. ea /ē/, a /ā/

Diphthongs

95. oi, oy
96. ou, ow
97. Vowel Teams & Diphthongs Review

Silent Letters

98. kn, wr, mb

Suffixes and Prefixes

99. Concept of suffix; review -s/-es plural; introduce -s/-es tense
100. Suffixes: -er, -est
101. Suffix: -ly
102. Suffixes: -less, -ful
103. Concept of prefix; Prefix un-
104. Prefixes: pre-, re-

105. Prefix: dis-
106. Affixes Review 1

- Suffix Spelling Changes**
107. double consonants with -ed, -ing
 108. double consonants with -er, -est
 109. drop e
 110. y to i

Low Frequency Spellings

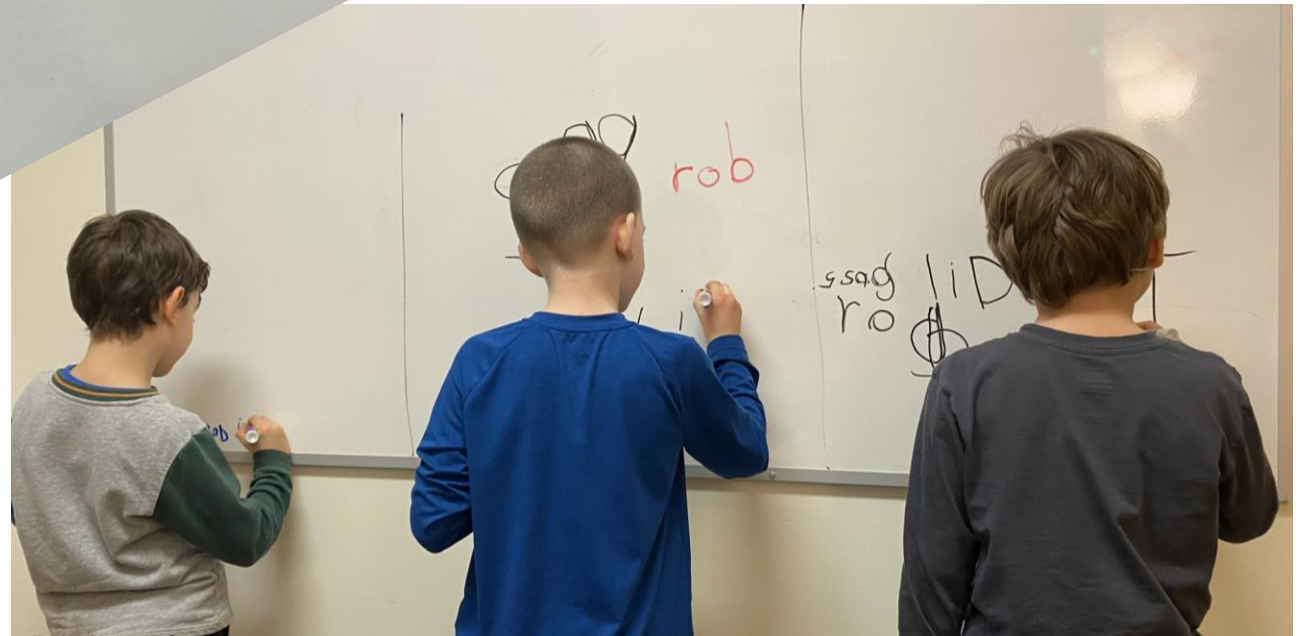
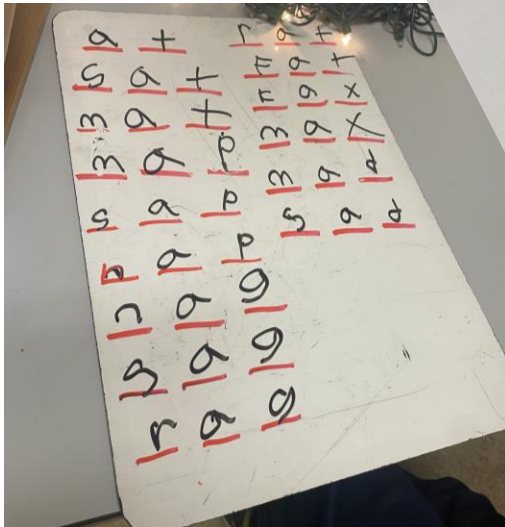
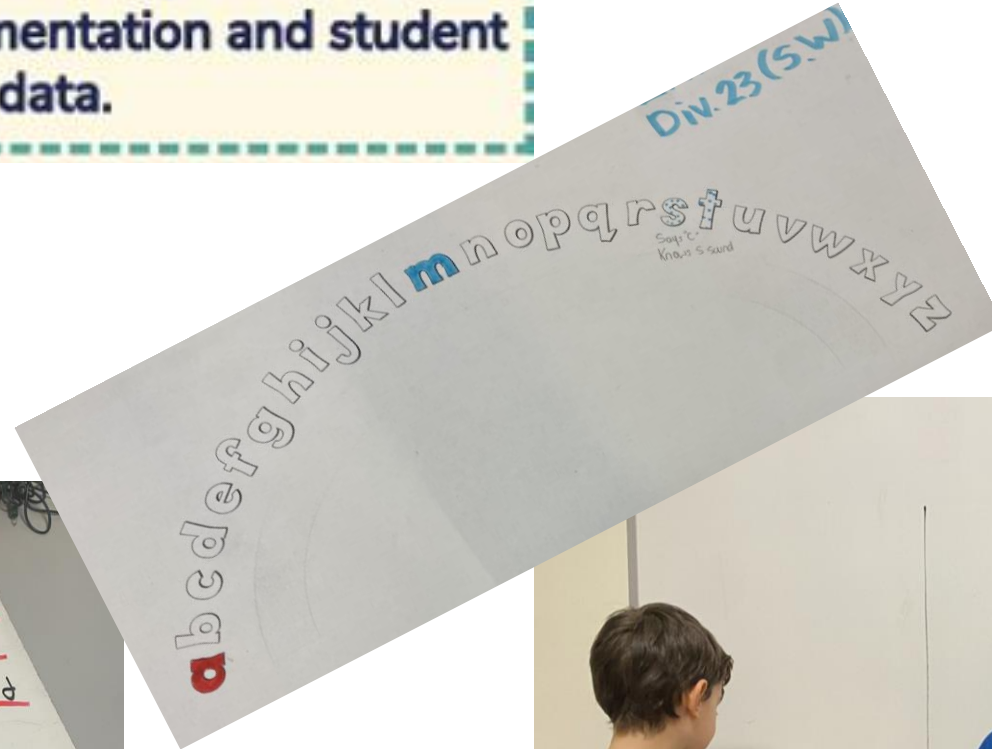
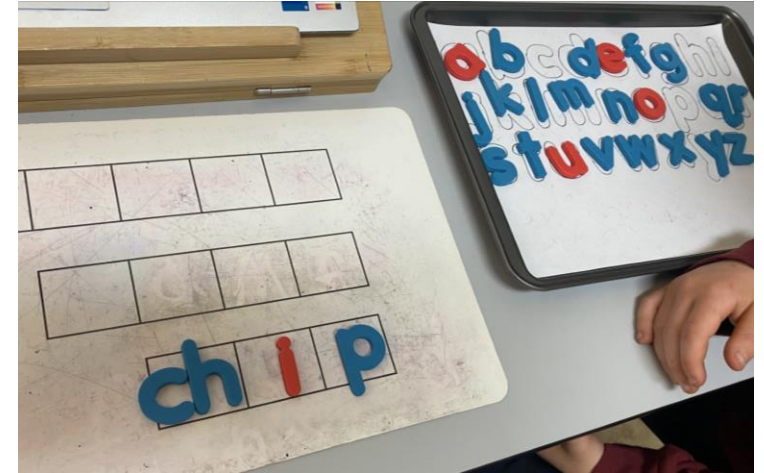
111. /er/ = ar, or
112. /air/ = air, are, ear
113. /ear/ = ear
114. /ā/ = ea, ei, eigh, ey, aigh
115. /ū/ = ew, eu, ue, /ū/ = ou
116. ough = /aw/, /ō/
117. signal vowels and alternate c/g
118. ch = /sh/, /k/, gn, gh, silent t

Additional Affixes

119. -ion (sion, tion)
120. -ture
121. -er, -or (nouns); ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. bi-, tri-, uni-
128. Affixes Review 2

4. Implement

Carry out the action plan and collect implementation and student performance data.





KEY QUESTIONS:

WHO might need help?

WHAT help do they need?

Is the help **WORKING?**

1. Evaluate

Collect, review and analyze implementation data and student performance data.

2. Prioritize

Use your analysis of data to identify greatest area(s) of focus to support instruction and intervention.

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Create an action plan for the prioritized areas of focus.

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Carry out the action plan and collect implementation and student performance data.



Ongoing Data Collection

February:

- K and grade 1 literacy screening supported by district staff and QE LST team
 - Year one 22/23
 - Year two 23/24

May:

- QE LST Team assesses students in K–4

September:

- Gr 1 intervention groups prioritized based on May data

STANDARDIZED
ASSESSMENTS

REALIGN
RESOURCE
SUPPORT MODEL
(LST – ELL & RT)

FOUR
MAIN
OBJECTIVES:

School Learning Plan and Key Results

PROFESSIONAL
DEVELOPMENT

ONGOING
COLLABORATION

Literacy Professional Development at QEE

Tammy Dewar & Emily Larkman

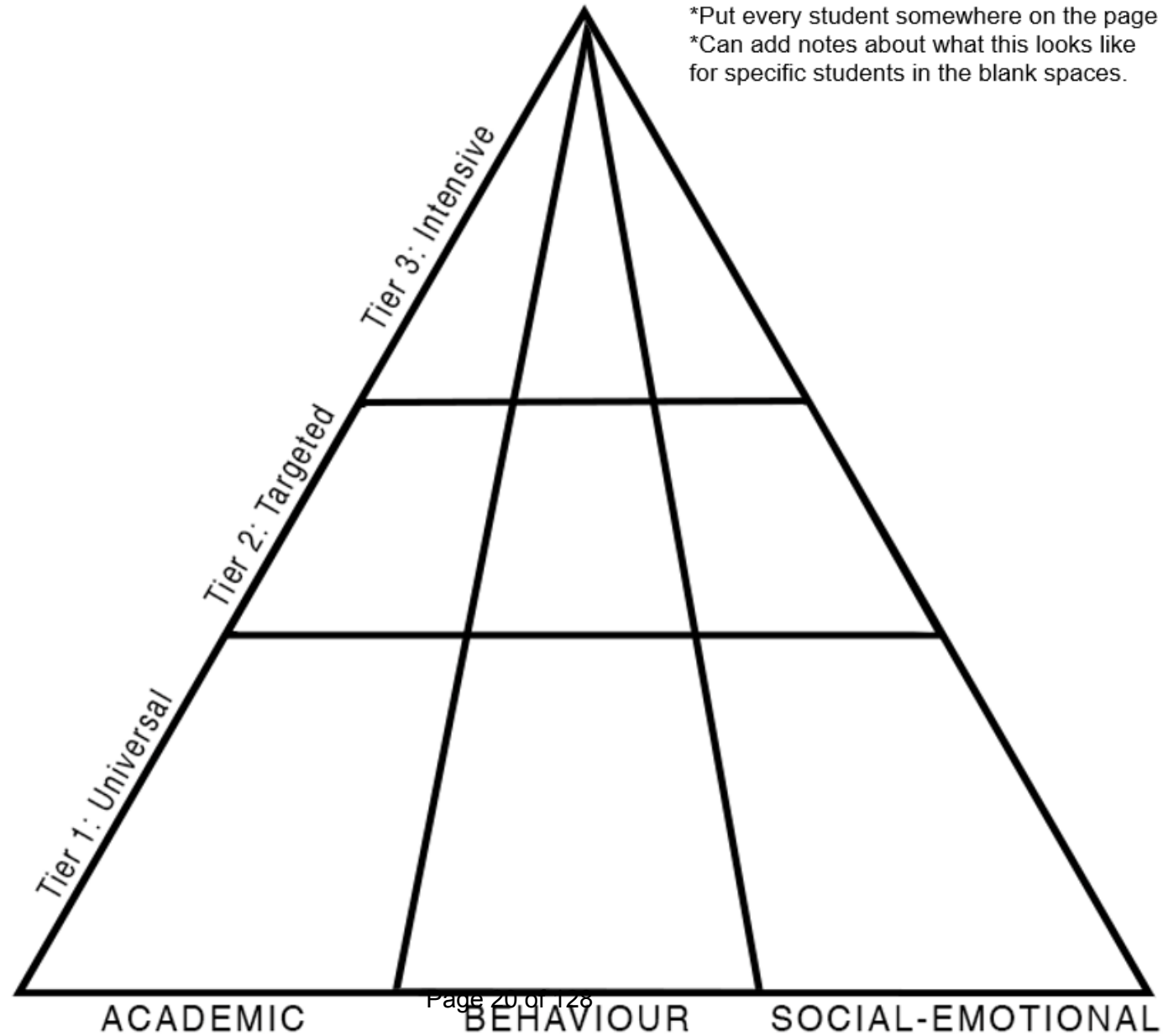
Sept. 27, 2024



Division #: _____

Teacher: _____

Grade: _____



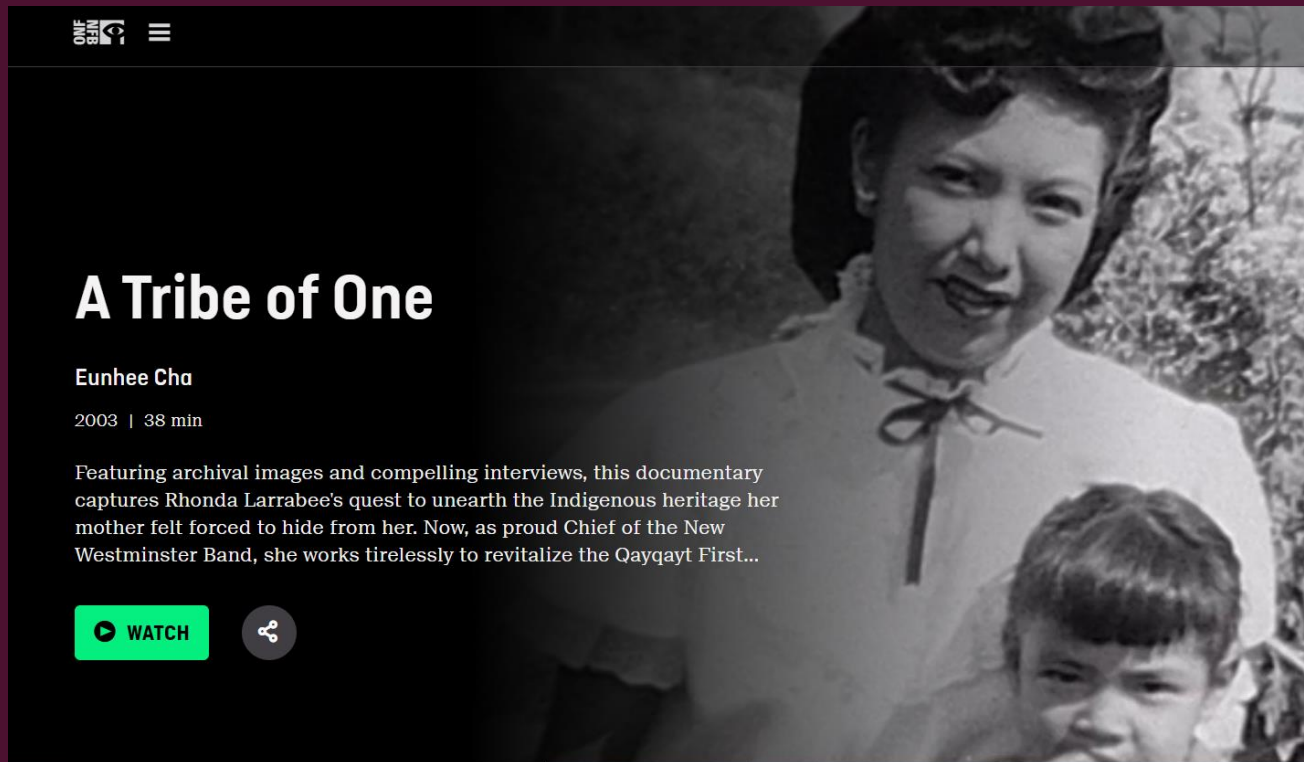


Truth and Reconciliation Week at NWSS



Screening of *A Tribe of One*

- Q&A with Chief Rhonda Larrabee and Stacey Ferguson



Installation and Blessing of Qayqayt Emblems



Pre-Truth &
Reconciliation
Day Lesson:
*Reconciliation
Pledges*



School-Wide Assemblies

Featuring the NWSS Chamber Choir
and guest speaker, master carver and multi-disciplinary
artist Carey Newman

“Nitohtamok Askiy” (Listen to the Land)

by Cree-Dene composer
Sherryl Sewepagaham

Mr. McDavis
and the Chamber Choir



Importance of being a Witness



Lesson 1: Carey Newman & the Witness Blanket

NWSS 2024

Discover the

WITNESS BLANKET

Welcome | Bienvenue

[Continuer en français](#)



Inspired by a woven blanket, the Witness Blanket is a large-scale work of art. It contains hundreds of items reclaimed from residential schools, churches, government buildings and traditional and cultural structures from across Canada.

<https://witnessblanket.ca>

Lesson 2:

The importance of Orange Shirt Day



Mini Festival of Indigenous Films with Popcorn and Pizza



Thanks to PAC for
funding the pizza
and popcorn!

Reconciliation Week Sept. 23-26, 2024 Presents:

NWSS MINI FESTIVAL OF INDIGENOUS FILMS

THURS. SEPT. 26, 2024
IN THE NWSS DRAMA ROOM

03:20-05:10pm
Night Raiders
2021 · Sci-fi/Thriller · 1h 41m

05:10-05:25pm
The Mountain of SGaana
2017 · Animation · 10m

05:25-05:50pm
Wapos Bay: Raven Power
2008 · Animation · 25m

05:50-06:20pm
Pizza Break!

06:20-07:50pm
Slash/Back
2022 · Sci-fi/Action · 1h 26m

FREE FILMS! **FREE POPCORN!** **FREE PIZZA!**

Reconciliation Week Sales & Awareness

Indigenous Book Club and Indigenous Events Committee Sales and Giveaways

Orange Shirt Day



**Wear orange on Thursday,
Sept 26th to support Truth
and Reconciliation**

TRUTH AND RECONCILIATION WEEK

This week is essential to understanding the legacy that the genocide of Indigenous peoples and residential schools leaves behind in our communities so we can move forward and educate ourselves.

**SUPPORT TRUTH AND RECONCILIATION WITH US ON
SEPT. 23-26.**

Join the events happening this week

- Watch the film, "Tribe of One," with Chief Larrabee on Sept. 23.
- Buy Orange Shirt pins and earrings.
- Attend an assembly on Sept. 26, Block A or B.
- Make a pledge for Ribbons for Reconciliation
- Attend the Mini Indigenous Film Festival on Sept. 26 in the Drama Room, 3:20-8PM. Popcorn! Pizza!

RECONCILIATION WEEK BEADED ITEMS SALE

ABOUT THE SALE:
BEADED ITEMS SOLD ARE
HANDCRAFTED BY MEMBERS OF THE
INDIGENOUS EVENTS COMMITTEE
AND VOLUNTEERS.

**FUNDS RAISED GO TO THE ORANGE
SHIRT SOCIETY.**

WHAT:
BUY BEADED ORANGE SHIRT PINS,
EARRINGS, RIBBONS AND MORE.

WHERE:
GRAND COMMONS

WHEN:
SEPT 24-26- LUNCH

PRICE:
\$10 - \$20



Plans for 2024-25

- Moosehide Campaign Day in May
- National Indigenous Peoples Day in Moody Park on June 21
- Supporting Indigenous Education in classrooms



WHAT IS ROTARY?



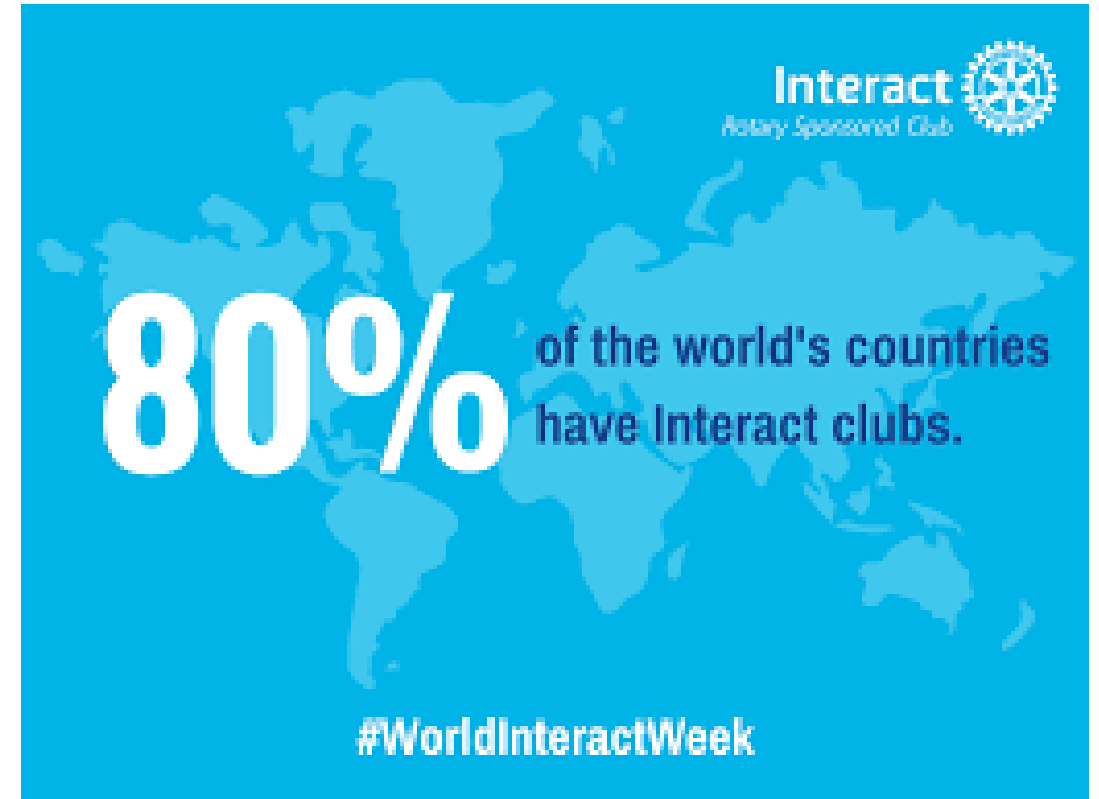
ROTARY is a worldwide organization of business and community leaders who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in our world.

Rotary has been serving in New Westminster since 1928
– **that is 96 years!**

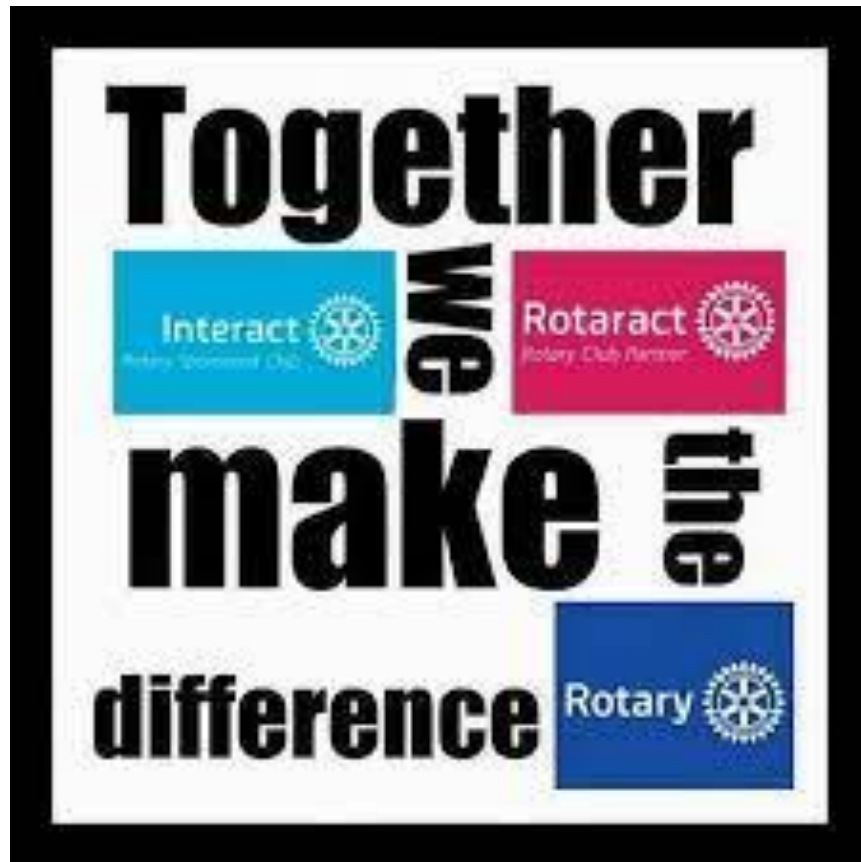
WHAT IS INTERACT?

Interact is a global youth service organization sponsored by Rotary International.

Rotary Clubs partner with local schools, providing opportunities for young people aged 12 to 18 to participate in community service projects, develop leadership skills, and promote international understanding and peace in our world.



WHY JOIN?



Annual Youth Programs

Leadership

RYLA &
Hyack
Ambassador

Career Exploration

Adventure
Programs

Cultural Exchange

International
Youth
Exchange

Service

NWSS
Interact
Club

Education

Scholarship
& Bursary
Program



Grades 10, 11 & 12 - Apply Now!

A 4-day leadership camp in March 2025 consists of interactive workshops, teambuilding exercises, presentations from professional speakers, hands on service projects & many other fun activities.

- ✓ **Send an email to** jlstewart@telus.net
- ✓ **Tell us why you want to learn about leadership**





COMMUNITY SERVICE PROJECTS

Interact, Rotaract & Rotary work together each year to serve the seniors in our community.

Gardening – Halloween Decorating – Christmas Caroling



Rotary Hoop-A-Thon

Coming
Spring 2024

Fundraising & Leadership Opportunity!

1. Free Workshops, learn how to organize this event
2. Free Promotional tools, videos & fund collection
3. NWSS Students choose beneficiary

✓ [Charitable Impact - NWSS Interact](#)





Career Adventure Programs

Rotary Clubs of Prince George
- Adventures in Forestry

Rotary Club of Kelowna, Ogopogo
- Adventures in Tourism

Rotary Club of Ottawa
- Adventures in Citizenship

*** Apply in January 2025 ***



ROTARY ADVENTURE IN CITIZENSHIP PROGRAM

Rotary Scholarships & Bursaries

*** Apply in January 2025 ***

Stewart Graham Scholarship, \$4,500

Don McKenzie Scholarship, \$2,000

General Bursaries

- 3 @ \$1,500 - NWSS & Purpose
- 3 @ \$1,000

Trades Bursaries

- 1 @ \$1,300 – General Trade
- 2 @ \$1,500 – Automotives / Warehouse

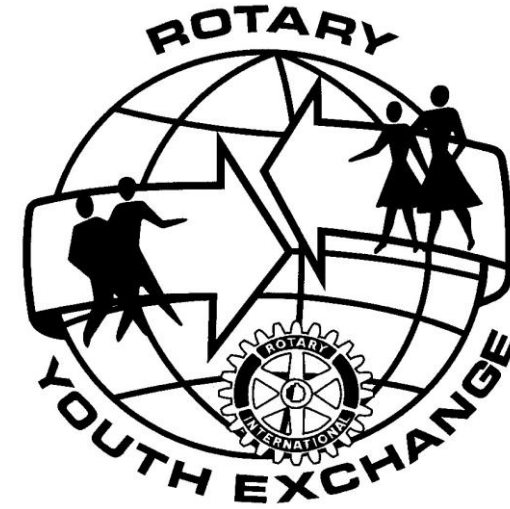
Royal City Rotary

- 8 @ \$500 – Rotarian Memorial Bursaries

AUSTRIA ➔ BRAZIL ➔ DENMARK ➔ FRANCE ➔ GERMANY ➔



BELGIUM ➔ JAPAN ➔ MEXICO ➔ SWEDEN ➔ SWITZERLAND ➔



You're Invited to an Exciting Year Abroad in 2025-2026!

- ✓ Experience a new culture
- ✓ Make new friends from many countries
- ✓ Attend an overseas high school
- ✓ Learn a new language
- ✓ **Appy Now** - Nancy Milne, nmilne@sd40.bc.ca
- ✓ **Information Night** – November 2024 at NWSS

Youth Exchange Video

JOIN THE FUN



BOARD OF EDUCATION

October 8, 2024

Mayor Johnstone and City Councillors
City of New Westminister
511 Royal Ave.
New Westminister, BC V3L 1H9

Sent by email: clerks@newwestcity.ca

Dear Mayor Johnstone and City Councillors,

On behalf of the Board of Education of School District No. 40 (New Westminister), I write to you to share our concern regarding the capacity pressures that will be placed in the Fraser River Zone of our District with the proposed redevelopment of the 22nd Street Station area. As you are aware, our district is already facing significant capacity challenges due to our rising student enrolment resulting from higher levels of densification in the city. The issue of overcrowded schools is a growing concern for both parents and educators, as it impacts the quality of education and student well-being.

Given the scope and potential impact of the 22nd Street station vision and its future role as a “transit village” with up to 30,000 residents, we believe the project presents an opportunity to address the pressing need for an additional school(s) in our district. We request the City of New Westminister acknowledge the need for a new school(s) in 22nd Street Station redevelopment engagement plans and in its upcoming Official Community Plan (OCP) amendment for this area. The additional school(s) will not only address the existing capacity pressures in our District but also allow for additional enrolment generated from the residents that will move into the area because of the redevelopment.

The District wishes to work with the City to determine projected student growth, specific school needs, and school site requirements which will enable our collective staff to have vision and direction in working with the development community and Ministry of Education and Child Care. We are also interested in gaining a better understanding of what levers the city may be able to pull in order to require, rather than just encourage, developers to allow the District to purchase space within a development for purposes of a school. Similarly, there may also be opportunities to help incentivize developers in working with the District.

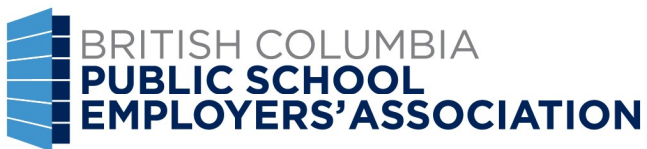
We would be pleased to further discuss this matter with Council in greater detail and explore how we can address the creation of more school capacity. Your support in this matter would be greatly appreciated by New Westminster Schools and the families we serve.

Sincerely,



Maya Russell
Board of Education, Chair

cc: Trustees, Board of Education School District No. 40
Mark Davidson, Superintendent, New Westminster Schools
Bettina Ketcham, Secretary-Treasurer, New Westminster Schools
Lisa Spitale, Chief Administrative Officer, City of New Westminster
Meredith Seeton, City Planner and SD 40 Liaison Officer, City of New Westminster



Conflict of Interest for Trustees

Guidelines for matters related to collective bargaining
or the administration of a collective agreement

October 8, 2024

- | | |
|--|--|
| ☐ Do NOT distribute this bulletin | ☒ Distribute to full Board |
| ☐ Distribute to Board members not in conflict | ☐ Distribute to local unions |
| ☒ Distribute to school district management staff | ☐ Distribute publicly |
| ☐ Distribute to all employees | |

Overview

Conflict of interest prohibits an elected official from taking part in a decision in which they have an interest that could give rise to the perception of bias. The purpose of this document is to provide guidance to school districts and Trustees regarding conflict of interest for matters related to collective bargaining or the administration of a collective agreement.

Legal tests

For Trustees of a Board of Education (Board) in British Columbia, there are two sources of rules relating to conflict of interest: the *School Act* and common law.

- Pursuant to the *School Act*, a Trustee is prohibited from participating in or influencing decisions of the Board in respect of which the Trustee has a “pecuniary interest”. The *School Act* defines pecuniary interest as a direct or indirect interest that could monetarily affect the Trustee or their spouse, parent, or child, but excludes interests that are so remote or insignificant that they could not reasonably be regarded as likely to influence the Trustee.
- At common law, the test for a conflict of interest is whether or not a reasonably well-informed person – viewing the matter realistically and practically and having thought the matter through – would conclude that a Trustee’s decision-making could be influenced by the Trustee’s personal interest in a matter.

A conflict of interest exists if the threshold for either test is met.

Note that the law makes no distinction between *actual* and *perceived* conflicts of interest. Neither test requires that a Trustee’s decision-making be *actually* affected by a personal interest; rather, a conflict of interest exists if circumstances exist whereby the Trustee *could* be influenced by a personal interest (as prescribed by the *School Act* or as determined by a judge based on the reasonable person test at common law).

Application

Questions on Trustee conflict of interest may arise at the local Board level or at the provincial BCPSEA level through the application of BCPSEA’s constitution and bylaws.

Board level

At the Board level, a Trustee in a conflict of interest must not take part in the discussion of, vote on, or otherwise attempt to influence voting on the matter in-question.

Responsibility for determining whether a Trustee is in conflict for the purposes of a matter before a Board falls jointly upon the Trustee and the Board; BCPSEA’s role is advisory only.

BCPSEA level

At the BCPSEA level, pursuant to BCPSEA's constitution and bylaws, a Trustee in a conflict of interest may not be elected to the BCPSEA Board of Directors, be designated as their Board's BCPSEA Trustee Representative, or represent a Board at a BCPSEA general meeting or any other BCPSEA function.

Responsibility for determining whether a Trustee is in conflict for the purposes of applying BCPSEA's constitution and bylaws rests with BCPSEA.

Guidelines

Interests of concern

The legal framework of labour relations in British Columbia contemplates that the interests of employers and unions are likely to be adverse to one another. When it comes to matters related to collective bargaining or the administration of a collective agreement, a conflict of interest is likely to arise where a Trustee may have a personal interest (unrelated to their role as Trustee) in collective bargaining outcomes or in the interpretation and application of a collective agreement.

1. Involvement with a union within the K-12 public education sector

Involvement (as an employee, elected official, or other form of active affiliation) of a Trustee with a union that represents teachers or support staff in the K-12 public education sector is a clear conflict of interest for matters related to collective bargaining or to the administration of a collective agreement.

In such cases, the conflict of interest arises from the individual's competing duties of loyalty to the union and to the Board. This conclusion is true regardless of whether or not the Trustee's involvement is accompanied by a monetary benefit.

2. Unionized employment within the K-12 public education sector

A Trustee employed by a union within the K-12 public education sector is another clear conflict of interest for matters related to collective bargaining or to the administration of a collective agreement.

In such cases, the conflict of interest arises from the potential impact to the Trustee's terms and conditions of employment. Courts have found that, due to the interconnected nature of collective bargaining in the K-12 public education sector, collective bargaining outcomes in one school district are likely to impact collective bargaining outcomes in other school districts: *Wynja v. Halsey-Brandt*, 1993 CanLII 593 (BC CA).

3. Unionized employment outside of the K-12 public education sector

A Trustee employed by a union outside of the K-12 public education sector may also be a conflict of interest for matters related to collective bargaining or to the administration of a collective agreement where: i) the Trustee's employer is subject to oversight by the Public Sector Employers' Council (PSEC) Secretariat, or ii) the Trustee's union is connected with a support staff union in the K-12 public education sector: CUPE, Teamsters, IUOE, BCGEU, WVMEA, CMAW, USWA, Trades Bargaining Council, NTSA.

In such cases, the conflict of interest arises from the potential impact to the Trustee's terms and conditions of employment due to the interconnected nature of collective bargaining in British Columbia.

Family or other personal relationships

The above-noted interests of concern can also give rise to a conflict of interest where they involve family members or other personal relationships of a Trustee.

1. Spouse, parent or child

Section 57 of the *School Act* deems the pecuniary interests of a Trustee's spouse, parent, or child as one and the same as those of the Trustee for the purpose of determining conflict of interest. These terms are defined broadly to extend beyond biological or formalized legal relationships and include relationships established through marriage (stepchildren and parents-in-law) and close relationships akin to those categories (including common-law spouses).

2. Extended family and close personal relationships

Pecuniary or other benefits to extended family or other close personal relationships can also trigger conflict of interest concerns for a Trustee at common law. Whether or not a particular set of circumstances crosses the common law threshold for conflict of interest is likely to depend upon the nature of the benefit and the nature of the relationship. The more significant and direct the potential benefit to the individual and the more proximate the relationship between the Trustee and the individual, the more likely it is that a court would conclude that a reasonable person would believe that the Trustee's decision-making could be influenced by their personal interest in a matter. In terms of assessing the proximity of the relationship, consideration would be given to length of time, geographic proximity, frequency of communication, and financial dependence.

Common scenarios

BCPSEA has prepared the table below outlining a number of common scenarios that could give rise to a conflict of interest. The purpose of this table is to guide Boards in assessing potential conflicts of interest at the Board level and to provide transparency about BCPSEA criteria for assessing eligibility to participate in BCPSEA matters pursuant to BCPSEA's constitution and bylaws.

Scenario	Participation in Board matters	Participation in BCPSEA matters
1. Trustee or their spouse (including common law) or their parent or child (including in-laws) is employed by a school district in a unionized position within the K-12 public education sector.	Clear conflict of interest	Not permitted
2. Trustee or their spouse (including common law) or their parent or child (including in-laws) is an elected official of, employed by, or otherwise actively involved in a union that represents teachers or support staff in the K-12 public education sector.		
3. Trustee is employed in a unionized position outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.	Likely conflict of interest	Not permitted
4. Trustee is employed in a unionized position outside the K-12 public education sector, but which union also represents support staff in the K-12 public education sector: CUPE, Teamsters, IUOE, BCGEU, WVMEA, CMAW, USWA, Trades Bargaining Council, NTSA.		
5. Trustee is an elected official of, employed by, or otherwise actively involved in a union outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.		
6. Trustee's spouse, parent, or child (including in-laws and common-law relationship) is employed in a unionized position outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.	Should be disclosed by Trustee to Board To be considered by Board and Trustee on a case-by-case basis	Must be disclosed by Trustee to BCPSEA To be considered by BCPSEA on a case-by-case basis
7. Trustee's spouse (including common law) or their parent or child (including in-laws) is employed in a unionized position outside the K-12 public education sector and that union also represents support staff in the K-12 public education sector: CUPE, Teamsters, IUOE, BCGEU, WVMEA, CMAW, USWA, Trades Council, NTSA.		
8. Trustee's spouse (including common law) or their parent or child (including in-laws) is an elected official of, employed by, or otherwise actively involved with a union outside the K-12 public education sector, but within the broader BC public sector subject to the PSEC Secretariat mandate.		
9. A close personal relationship of the Trustee is an elected official of, employed by, or otherwise actively involved in a union that represents teachers or support staff in the K-12 public education sector or is employed in a unionized position in the K-12 public education sector. Close personal relationships may include siblings, grandparents, grandchildren, cousins, aunts, uncles, and other extended family relationships, as well as close friendships and romantic relationships.		

For more information, please refer to the Frequently Asked Questions section at the end of this document.

Processes for Boards

Duty of confidentiality

All Trustees, whether in-conflict or not, have a duty not to use or disclose confidential information, including confidential information related to collective bargaining or the administration of a collective agreement.

Responsibility of Trustees in-conflict

Pursuant to section 58 of the *School Act*, if a Trustee has a pecuniary interest in any matter and is present at a meeting at which the matter is being considered, the Trustee must:

- a. disclose their pecuniary interest and the general nature of the pecuniary interest;
- b. not take part in the discussion of or vote on any question in respect of the matter; and
- c. not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

In addition, if a meeting is not a public meeting, the Trustee who has a pecuniary conflict of interest must leave the portion of the meeting during which the matter is under consideration.

The same responsibilities apply for common law conflicts of interests.

Risk and liability

Pursuant to section 62 of the *School Act*, Members of the public can make a court application if they believe that a Trustee has taken part in the discussion or vote of a matter while in a conflict of interest or otherwise contravened the requirements of section 58 of the *School Act*.

- If a court finds a Trustee has knowingly breached the *School Act* provisions, the court must vacate the Trustee's seat and may order the Trustee to pay financial restitution. Further, the Board may declare that the decision in question be declared void.
- If a court finds a Trustee has participated in a decision contrary to the common law rules relating to conflicts of interest, the court may set aside the Board's decision in that matter.

The process and potential outcomes would be of the same kind for common law conflicts of interest.

Assessing potential conflicts of interest

Where a Board is concerned that a Trustee may have a disqualifying conflict of interest, the Board should obtain information about the apparent conflict, refer to the guidance in this document, review their Trustee Code of Conduct, and, where necessary, seek legal advice.

Based on the information, the Board may decide to:

- prevent the Trustee from participating in the decision-making process; or
- continue with the knowledge that there is a potential conflict of interest.

Boards may consider ways to mitigate potential conflicts of interest, however, please note that mitigation is not a legal defence to a conflict of interest complaint.

Removing a Trustee in-conflict

A Board can, by resolution, prohibit a Trustee from participating in a debate or voting on a matter in respect of which the Board is of the view that the Trustee has a conflict.

Alternatively, section 70 of the *School Act* provides that a majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct, which can include participating in discussions or otherwise influencing the vote on a matter in which the Trustee has a conflict of interest or disqualifying bias.

Any decision to prohibit or expel a Trustee must be made through a fair process.

Quorum

If the number of Trustees able to participate in a meeting is insufficient to constitute a quorum due to conflict of interest concerns, the Board may apply to the Court to allow it to proceed.

Note that, through such an application, the Court does not rule on the existence or absence of a conflict interest – it simply empowers the Board to consider, discuss, and vote on the specific matter by either relieving the legal requirement for quorum or by temporarily relieving the application of the *School Act* and/or the common law with respect to conflict of interest.

Questions

Trustees should direct questions regarding conflict of interest to their school district's Secretary Treasurer or Superintendent, or to the BC School Trustees Association.

Secretary Treasurers and Superintendents with questions regarding conflict of interest for Trustees may contact Chris Beneteau, Executive Director, Labour Relations (LR Liaison and Legal Services) at chrisb@bcpsea.bc.ca.

Frequently Asked Questions

BCPSEA level questions

1. **If I am in a conflict of interest position, can I be my Board's BCPSEA Trustee Representative?**

No, you cannot be the BCPSEA Trustee Representative for your Board of Education.

2. **If I am in a conflict of interest position, can I be elected to BCPSEA's Board of Directors?**

No, you cannot be elected to BCPSEA's Board of Directors.

3. **If I am in a conflict of interest position, what is my involvement in collective bargaining?**

You will be made aware of process and timeline updates, as well as bargaining outcomes. You cannot be involved in planning, discussion, execution, or ratification.

4. **If I am in a conflict of interest position, what is my involvement in labour relations?**

You cannot be involved in labour relations issues.

5. **If I am in a conflict of interest position, what communications will I receive from BCPSEA?**

You will receive communications that are public in nature. You will not receive communications related to labour relations issues, including implementation of collective agreements, dispute management, grievances and arbitrations, and collective bargaining planning and execution.

Clarifying questions

6. **What is a "child" for the purposes of conflict of interest under the *School Act*?**

"Child" includes a biological or adopted children and any person whom the trustee has demonstrated a settled intention to treat as a member of his or her family. In most circumstances, "child" would include a "step-child". It is important to note that case law makes no distinction between a dependent child and an adult independent child.

7. **What is a "spouse" for the purposes of conflict of interest under the *School Act*?**

"Spouse" means a person who is:

- married to a trustee, or
- who is living with the trustee in a marriage-like relationship and has lived as such for a continuous period of at least two years.

A person is not a "spouse" if they are separated and living apart from the trustee and they have entered into a separation agreement or there is a court order recognizing the separation.

8. Is it a conflict of interest if a Trustee is involved in a union?

Possibly. Whether or not a Trustee's involvement in a union (including membership, employment, or other forms of active participation) results in a conflict of interest for matters related to collective bargaining or the administration of a collective agreement will depend upon the connection that union has with the K-12 public education sector and/or the BC broader public sector. Please see the common scenarios table in the Guidelines (page 5) for guidance on specific scenarios.

9. Is it a conflict of interest if a Trustee has a family member who is involved in a union?

Possibly. A child, parent, or spouse of a Trustee involved in a Union would be assessed in the same manner as if the Trustee was involved. For extended family members or close personal relations, whether or not their involvement in a union results in a conflict of interest for matters related to collective bargaining or the administration of a collective agreement would depend upon nature of the relationship and the degree of connection of the union with the K-12 public education sector. Please see the common scenarios table above for guidance.

10. Is it a conflict of interest if a Trustee or their family member is a retired teacher or support staff employee?

Normally no. If the Trustee or their family member has retired long enough ago that a retroactive wage settlement would not result in the receipt of any payments, then the fact that they were previously employed in the K-12 public education sector is unlikely to give rise to a conflict of interest provided there are no immediate plans to return to employment in the public sector.

11. Is there any distinction in how conflict of interest applies when it comes to provincial bargaining vs. local bargaining?

No. If a Trustee is in a conflict of interest with respect to provincial bargaining, then they would also be in conflict with respect to local bargaining (and vice versa).

12. Is there any distinction in how conflict of interest applies when it comes to collective bargaining vs. application of a collective agreement?

No. If a Trustee is in a conflict of interest with respect to collective bargaining, then they would also be in conflict with respect to the application of a collective agreement (and vice versa).

13. Does conflict of interest apply to school district management staff?

Conflict of interest, as the concept exists for Trustees under the *School Act* and at common law, does not apply to school district employees. Rather, school district employees have a contractual and, in some cases, a fiduciary duty of loyalty to the school district and must at all times act in the best interests of the school district as their employer. Failure to do so can result in disciplinary action up to and including termination of employment. The Board may, at its discretion, establish specific policies setting out when an employee may be required to disclose a conflict-like interest and/or when an employee may be precluded from exercising their duties due to a conflict-like interest.

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

**Tuesday, October 15th, 2024, 4:30 PM
School Board Office**

PRESENT

Marc Andres, Committee Chair
Maya Russell, Trustee
Cheryl Sluis, Trustee
Danielle Connelly, Trustee
Gurveen Dhaliwal, Trustee
Kathleen Carlsen, Trustee (online)

Mark Davidson, Superintendent
Geraldine Lawlor, Associate Superintendent
Bettina Ketcham, Secretary Treasurer
Anne-Marie Martin, Recording Secretary
Ileana Neilson, Manager, Early Learning and Child Care
Pam Craven, Director of Instruction – Leadership and Learning
Susana Quan, Principal, New Westminster Secondary School
Sandra Singh, Director of Instruction – Learning and Innovation

Student Voice: Ava Purewal and Ruqaiyah Clouden

REGRETS

Robert Weston, Executive Director, Human Resources
Elliott Slinn, Trustee

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 4:30 pm

Moved and Seconded

THAT the agenda for the October 15th, 2024, Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. PRESENTATIONS

Chair Andres advised the Committee that we have no presentations at this time, and that we are in the middle of revisioning what our EPPC meetings will look like moving forward. In the past we have gone to different schools and met with them. We are just changing the format slightly, stay tuned for further information.

3. COMMENT AND QUESTION PERIOD

Kristie Oxley – NWTU President to address the kindergarten gradual entry with the following comments:

- Met with kindergarten teachers from all schools over the past weeks.
- Had a meeting with Geraldine Lawlor, Sandra Singh, and Robert Weston on October 10th, 2024, along with four kindergarten teachers which she acknowledged took time out of their schedule as well as the preparation before hand for TTOC's. They presented their specific requests at this meeting.
- Round table concern was whether final decisions made last spring were what parents wanted.
- Noted teachers will accept the offer from Sandra Singh to speak to parents/guardians at the upcoming Kindergarten Information session.

Chair Andres thanked Oxley and noted and acknowledged the teachers for their time and support.

Chair Andres requested clarification on how many teachers took time off for the meeting. Oxley clarified that there were two zoom meetings, and she met up with the others that were not able to attend at the end of September. The four teachers that attended the October 10th, 2024, which was the JEDIC meeting, were from Skwo:wech, Lord Kelvin and Queen Elizabeth.

4. STUDENT VOICE

Chair Andres welcomed Ava Purewal and Ruqaiyah Clouden.

Purewal and Clouden provided the following information for the new school year:

- Student Voice is a NWSS student led club that works to ensure student feedback is heard.
- This is done by collecting data on student opinions and taking the information to the Board members and the Superintendent.
- Today was the first meeting which they started working on the annual Fall survey.
- There are four themes that will be focused on in the survey and at the Student Symposium – safety, student success, technology, and anti-racism.
- This year's focus will also be on the student's opinion of the 2025-2026 NWSS Timetable structure.
- Last year there were four hundred student responses, but with better promoting they are hoping to get more by informing teachers of the survey and asking them to give their students a couple of minutes to scan the QR code and fill it out.
- Aim is to have the Fall Survey released in the next few weeks.
- Fifteen multiple choice questions and one fill-in question that the survey has not covered.
- Results to be analyzed by end of month and data visualization of the responses by November.

Trustees Russell - your plans sound fantastic and your sample numbers from your previous year are well within a representative sample or exceed a representative sample, and the results were solid.

Chair Andres expressed gratitude and thanked both Purewal and Clouden.

Chair Andres asked if there was a designated time the students can do the survey in class.

Purewal responded they felt that since the results were solid as Trustee Russell mentioned, there was no need, but if in the future we wanted to see more numbers we can make it a core competency where it is required.

5. **REPORTS FROM SENIOR MANAGEMENT**

- a. Digital Devices / Process Update - Pam Craven (Director of Instruction - Leadership & Learning) & Susana Quan (NWSS Principal)

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.

Schools - Code of Conduct

- The use of personal digital devices at school is to be restricted for educational purposes, to promote online safety and focused learning environments.
- Examples of Elementary, Middle, and Secondary schools code of conduct were provided.

Updates

- September staff meetings & student assemblies - review the Code of Conducts
- September first week of classes - active teaching and promotion of behavioural expectations outlined in Code of Conduct; elementary, middle & secondary lesson plans created and shared by District IT Facilitator – Murtaza Velji
- In progress – exploring creation of posters for around schools.
- Ongoing - ensure expectations regarding personal digital devices are known by TTOC and visitors to school sites.

Susana Quan, Principal of New Westminster Secondary School provided an update on the first month with digital device restrictions that included the following.

- August 2024 letter went out to Parents/Guardians regarding digital device updates.
- With 2500 students it has been a learning adjustment for everyone teachers/staff/parents/students
- Five phones have been taken and the situation used as a learning opportunity.
- Learning process
- Data from May 2024 shows bandwidth is down 33%.

Trustee Carlsen questioned whether staff were on their devices during class time.

Trustee Russell requested a point of order and to direct this to the Superintendent. Chair Andres agreed to the point of order and to keep personnel matters in-house.

Superintendent Mark Davidson commented that middle school students seemed more active in play on the school fields.

Chair Andres inquired about student safety and had it improved. Craven expressed that it is still very early to determine.

Trustee Connelly inquired about pushback from parents. Craven has had no pushback.

Quan if needed I call the parents/guardians to discuss situations that arise but no pushback.

b. Gradual Entry Update 2 - Sandra Singh (Director of Instruction - Learning & Innovation)

Gradual Entry Follow-Up
October 9-23, 2024

- Each elementary school will be provided with a ½ day TTOC so that Kindergarten teachers may complete a brief survey regarding this year's gradual entry. The date will be determined by admin and teachers.
- Parents and guardians will be requested to complete a survey regarding this year's gradual entry.
- A summary of the information gathered from the surveys will be provided to elementary administrators so that they may share with kindergarten teachers at their school.
- NWTU will be provided with the summary.
- Board of Education will be provided with the summary.

*Trustee Sluis asked if the committee will receive any recommendations.
Singh commented that she would provide a summary review.*

*Trustee Carlsen asked if the surveys had gone out yet.
Singh advised yes; they have gone out.*

*Trustee Carlsen asked when the survey closes.
Singh advised October 23rd at 11:59pm*

*Trustee Connelly asked if the committee could see the survey.
Singh will forward a copy.*

c. Kindergarten Information Session - Ileana Neilson (Manager, Early Learning and Child Care)

Monday, October 21st, 2024
New Westminster Secondary School Theatre
Doors open at 6:30 p.m.
Presentation begins at 7:00 p.m.

- 282 families have responded yes to attend the October 21st session. There will be sixteen tables, ten kindergarten teachers, along with a welcome package that includes registration forms and a book.

Neilson advised that 650 packages were created for the November 4th opening registration for the 2025-2026 school year.

Chair Andres inquired whether the packages will be made available online.

Neilson ensured that all documents were available online and at the Welcome Centre.

Chair Andres expressed gratitude and thanked Neilson.

d. AI Framework - Pam Craven (Director of Instruction - Leadership & Learning)

The below information was presented to the committee:

AI Planning & Implementation Timeline

1. Establish a Foundation

2. Develop Staff
3. Education Community and Students
4. Assess & Progress

Example of a School District Story - Guide to Responsible AI Implementation from Cumberland County Schools 4/11/24 was provided.

Guiding Principles

- Inclusive: Prioritize Humane and Ethical Use (Human-Centered Design)
- Engagement & Innovation: Focus on Education and Learning (Purposeful Educational Value)
- Equity: Champion Equity and Justice (Fairness, Inclusivity, Bias)
- Collaboration: Be Transparent
- Integrity: Safeguard Privacy, Security, and Data Protection

Student AI Integration: 0 to Infinity

0 - AI Free

- Work must be completed entirely without any AI assistance.
- Students must rely entirely on their own knowledge, understanding, and skills.
- Any AI use is a violation of student academic integrity policy.
- An academic honesty pledge that AI was not used may be required.

1 - AI Assisted -

- AI is used for tasks as specified such as brainstorming, planning, feedback etc.
- No AI content is allowed in the final submission.
- Usage beyond specified tasks is a violation of academic integrity.
- Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc. as evidence of all AI Chats

2 - AI Enhanced -

- AI is used interactively to enhance knowledge, efficiency, & creativity.
- Student must review, verify, and refine AI generated content. Student is responsible for the validity of all general is required.
- Students provide evidence of AI Interactions (e.g. share links, screenshots, reference, etc.)

∞ AI Enabled -

- Using AI to create in unconventional ways, demonstrating critical thinkers, creatives, and problem solvers.
- Student must review, verify, and refine AI generated content as needed. Student is responsible for the validity of all AI-generated content.
- All AI tools and how they were used are documented by the student.

Other notes of interested provided by Craven:

- Teachers will direct how much AI can be used.
- Metro Superintendents have been leading the way with providing education. There have been three sessions provided to Mike Lee, Bettina Ketcham, Sandra Singh, Pam Craven and Jawad Razzaq. First half of the sessions were communicating all the changes.
- Challenge that some applications like Co-Pilot you currently need to be eighteen to use; this should be changed to thirteen by end of the year.
- In the Spring of 2025, there will be a forum on how and where we are.

Trustee Dhaliwal voiced concern for this generation of learners and was curious about strategies to shift away from homework and focus on in class essays to ensure some of those competencies are being met, and how learning and critical thinking will be taught.

Craven agreed and noted that this is the biggest concern for our online teachers right now. But we are lucky with Brightspace it has a detector built in to help us with that, but for classroom teachers this is an ongoing conversation because we will change are assessments and the way we do things.

Trustee Connelly appreciates all the work but wonders about the direction from BC or Canada and the cost associated and how can the board help.

Craven advised the Provincial website is generic and the school boards need to tweak them to be school specific. Craven also noted that they are working with Metro Vancouver School districts.

Chair Andres noted that the implications are vast and that the School District and School Boards should talk with the Ministry of Education.

Chair Andres commented on current software that translates conversations in many languages in real time. We need to make sure we stay up to date with other communities. Collaborating is key as we are a small district.

6. GENERAL ANNOUNCEMENTS

Chair Andres encouraged as many Board and Committee members to attend the Kindergarten Information Session on Monday October 21st, 2024, at New Westminster Secondary School.

7. ADJOURNMENT

The meeting adjourned at 5:25 pm.

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

**Tuesday, October 15, 2024, 6:30 PM
In-person & Via Zoom Link**

PRESENT	Danielle Connelly, Chair Maya Russell, Trustee Cheryl Sluis, Trustee Gurveen Dhaliwal, Trustee Marc Andres, Trustee Kathleen Carlsen, Trustee	Mark Davidson, Superintendent Geraldine Lawlor, Associate Superintendent Bettina Ketcham, Secretary-Treasurer Robert Weston, Executive Director, HR Dave Crowe, Director of Capital Projects Laura Goodman, Recording Secretary
REGRETS	Elliott Slinn, Trustee Amy Grey, Assistant Secretary-Treasurer Matt Brito, Director of Facilities & Operations Jawad Razzaq, Info. & Technology Lead	

Committee Chair Connelly recognized and acknowledged the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play, and we do our work.

1. **ADOPTION OF THE AGENDA**

The meeting was called to order at 6:30 p.m.

Moved and Seconded

THAT the agenda for the October 15, 2024, Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

Chair Connelly acknowledged that October is Dyslexia awareness month.

Refer to <https://dyslexiabc.ca/october-2024-campaign> to review local resources on how to raise awareness.

2. **PRESENTATIONS**

Nil.

3. **CORRESPONDENCE**

Nil.

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

Nil.

5. **REPORTS FROM SENIOR MANAGEMENT**

a. Capital Projects Update (D. Crowe)

Queen Elizabeth Expansion Project

Dave Crowe, Director of Capital Projects, provided an update on the Queen Elizabeth expansion project and highlighted that significant excavation work had already been completed. The general contractor for the project was awarded to Pro-Can Construction Group on August 23rd, with a ground-breaking ceremony being held on September 18th to celebrate the commencement of this project. Challenges include an extreme rain event that caused flooding on the site, and they are currently working with City partners to help mitigate this situation. Crowe stated that notifications regarding the upcoming pile driving were delivered to residents in a 2-3 block radius of the site to help mitigate the impact of the pile driving. Crowe also noted that a costly vibration monitoring device had been purchased to ensure the vibration thresholds from the pile driving are kept low to stop any potential damage to the surrounding buildings including to Queen Elizabeth school. Crowe acknowledged the ongoing efforts of Principal Phelan in coordinating safety plans and addressing community concerns.

Questions and discussion ensued.

b. Operations Update

1. Facilities & Finance Report

Questions were posed and the Secretary-Treasurer provided responses to Trustee questions.

2. Technology Information Services Report (TIS)

The TIS team has been hard at work on several initiatives which took place over the summer months. A copy of the report is included in the agenda package.

c. Enrolment and Staffing Update (G. Lawlor and R. Weston)

Lawlor presented highlights of the Enrolment Report.

- Associate Superintendent Lawlor referred to page 5 and 6 of the agenda package and noted that the staffing and enrolment numbers listed are from the current September 1701 student data collection for the 2024-2025 school year. The staffing and enrolment numbers for the 2023-2024 school year were included as a comparison and indicate that the District is continuing to experience significant growth.

- The District is experiencing a net increase of 359.43 FTE, with significant increases in Qayqayt Elementary, and Glenbrook and Fraser River Middle schools with the most significant increase in enrollment at New Westminster Secondary (NWSS).
- Lawlor noted that the number of students with Ministry designations is increasing, particularly in Inclusive Education and English Language Learners (ELL) programs.
- Summer Learning Programs are also growing, and reflect the district's efforts to meet the needs of students with designations.
- The growing needs of K-5 students continue to be met with significant EA support.

Robert Weston, Executive Director, Human Resources (Staffing)

- Weston outlined the current staffing levels and noted that some positions are still vacant and in the recruitment phase. Weston discussed the staffing required to support these enrolment increases, including non-enrolling ratios and the challenges of recruiting for difficult-to-fill positions.
- The District continues to work to meet the required staffing levels for counselors and learning support teachers and is aiming to reach 15 priority TTOCs in the next few weeks; Human Resources is optimistic about reaching this goal.
- The total for enrolling and non-enrolling staffing recruitment has increased from 471 in 2023-24 to 501 FTEs in 2024-25, an increase of 6.5% indicative of the growth they now experience. Weston emphasized the importance of monitoring staffing levels throughout the year to address any changes as they occur.

To review the Enrolment and Staffing report in its entirety refer to the video at [\[6:47 p.m.\]](#)

4. General Announcements

Nil.

5. New Business

Nil.

6. Old Business

Nil.

7. Question Period (15 Minutes)

Nil.

8. Adjournment

The meeting adjourned at 7:16 p.m.

New Westminster

SD#40



Enhancing Student Learning Report

September 2024

In Review of Year 5 of Our Learning Journey, 2019 - 2024



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Introduction: District Context

At New Westminster Schools, we recognize and acknowledge the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

New Westminster Schools is a caring, inclusive, and committed learning community that is dedicated to supporting each of our unique learners. In the district there are 8 elementary schools, 3 middle schools, one secondary school, 3 alternate programs, a Continuing Education program, and two Provincial Online Learning programs. We want every student to build the skills and competencies they need to be productive and successful citizens in a rapidly changing world, with support from the life-long learners who work in our schools and across our district.

The City of New Westminister retains a strong sense of history and community. The city is situated in the centre of the Greater Vancouver Regional District between the larger communities of Burnaby, Coquitlam, Surrey and Richmond. The estimated population of New Westminister in 2022 (estimated by BC Stats) is 85,693 within an area of 15.62 square kilometers.

The student population is reflective of the city's population, with a full range of social and cultural backgrounds forming a diverse presence in our schools. As one of the fastest growing districts in Metro-Vancouver, the school district is addressing the current and future enrolment capacity challenges through regular review of the [Long Range Facilities Plan](#).

Student Group	FTE/Headcount
Standard Enrolment	7165
Online Learning	180/1209
Continuing Education	171/1214
Alternate Programs	124
Home learners	101
Total Enrollment	7741

Sub Population	NW
Non-Residents	179
English Language Learners	1655
Indigenous	309
French Immersion	1000
Diverse Abilities	845
Children and Youth in Care	13

Data from 2023/2024

Section A: Reflecting 2023-2023 Student Learning Outcomes

Missing or Masked Data Points Throughout this Report

In New Westminster, there are two priority populations whose data is at times “masked” because the number of students is consistently below 9 each year. These groups are Indigenous students and Children and Youth in Care (CYIC). Their data is masked to protect their identity but is included in the “All Residents” data set.

Support for Indigenous Students

In New Westminster, Indigenous students come from many different First Nations, Metis, and Inuit communities across Canada. The progress and success of Indigenous students is a collective responsibility of all staff in each building. The District Vice Principal of Indigenous Education monitors Indigenous student achievement by analyzing quantitative data from various sources (report cards, Ministry assessments), How Are We Doing Report, Power BI Ministry data) and qualitative information from staff and students. Trends in student achievement are shared with the Indigenous Education Committee, District Leadership Team, and Board of Education.

All schools in New Westminster have Indigenous support workers who provide students timely support and services such as literacy and numeracy interventions, cultural experiences, and specialized district-based supports. A special school-based team meeting focused on Indigenous students occurs twice per year to determine any additional supports these students may need to succeed. Additionally, the Graduation Coach closely monitors Indigenous student progress toward graduation and creates individualized support plans when required.

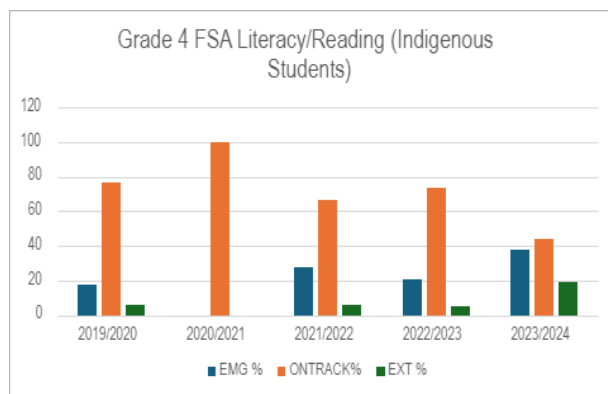
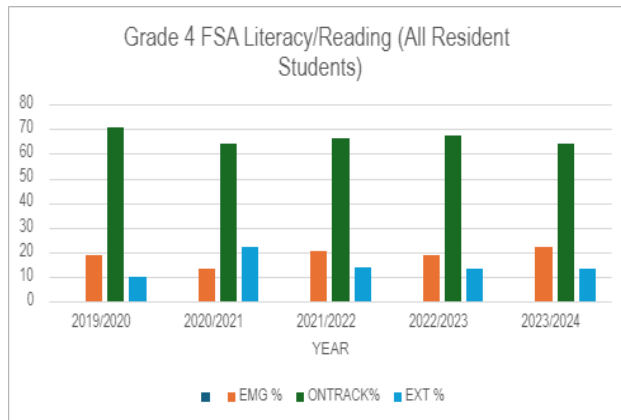
Support for Children and Youth in Care (CYIC)

New Westminster schools assign a Case Manager to students who are in Care. This population of students receives priority targeted and intensive supports. The Case Manager monitors the student’s academic progress and social-emotional well-being continuously. The school collaborates with the social worker to support student success and communicates progress through report cards, meetings, and the Integrated Case Management process. The school-based team meets regularly to determine any additional supports these students may need to succeed.

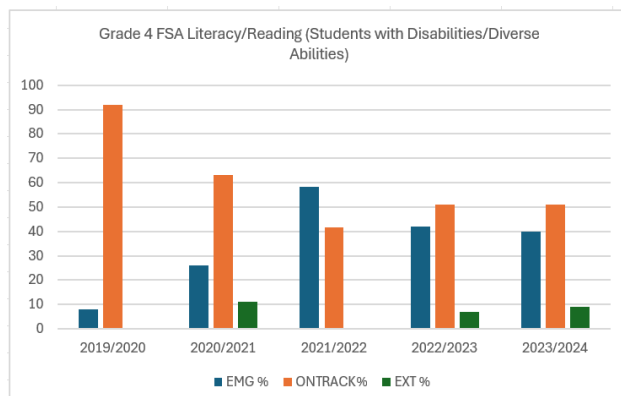
Intellectual Development

Educational Outcome 1: Literacy

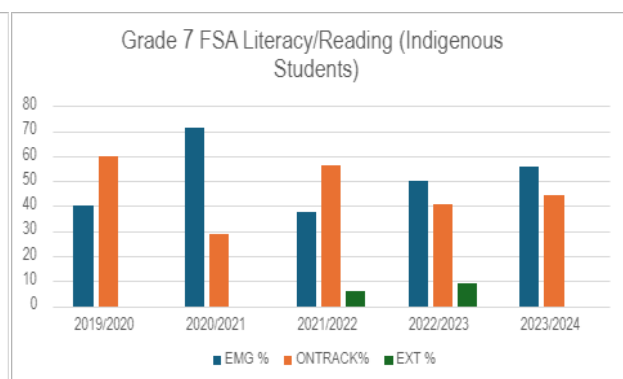
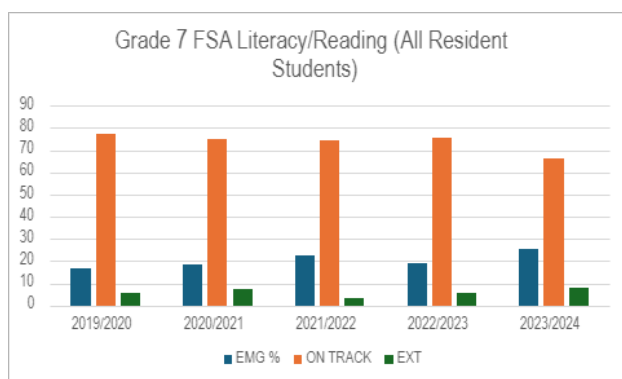
Measure 1.1 Grade 4 & Grade 7 Literacy



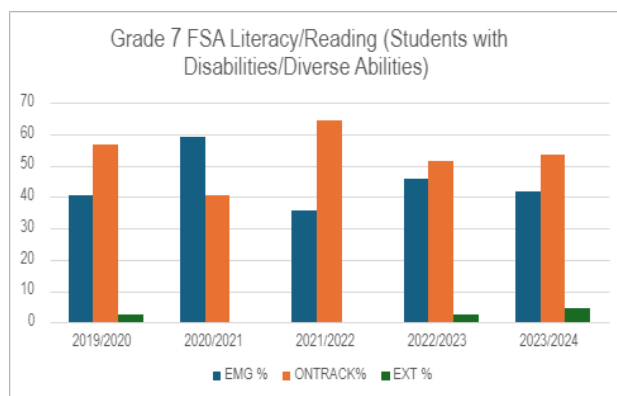
Grade 4 FSA Literacy/Reading (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 4 FSA Literacy/Reading (Children/Youth in Care) - Data Masked

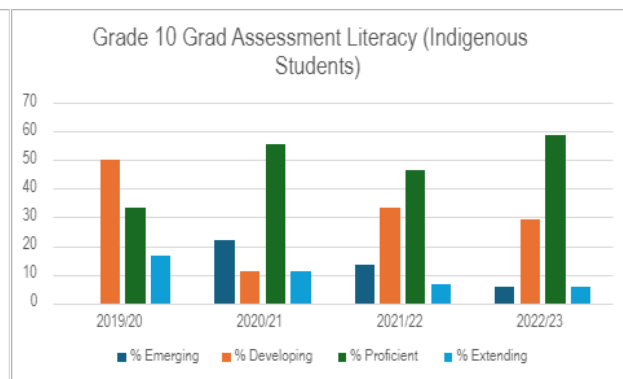
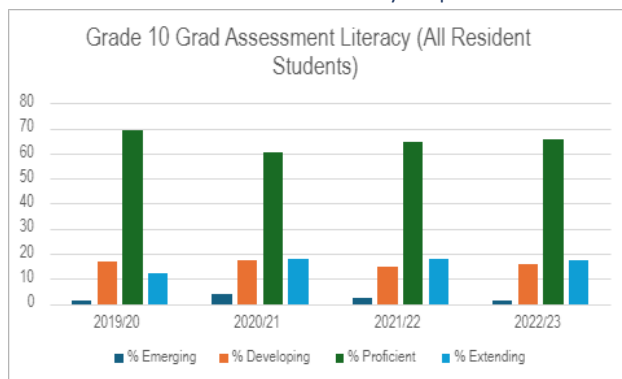


Grade 7 FSA Literacy/Reading (Indigenous Students on Reserve and off Reserve) - Data Masked

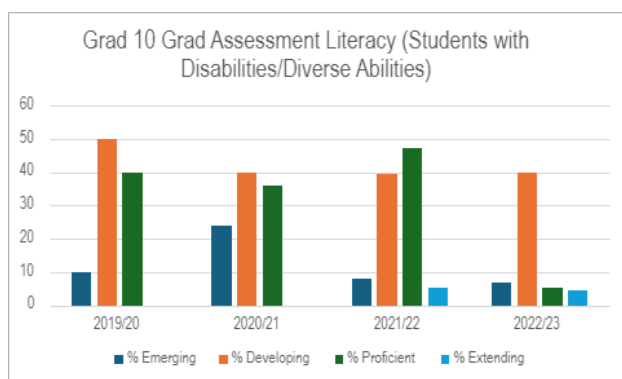


Grade 7 FSA Literacy/Reading (Children/Youth in Care) - Data Masked

Measure 1.2 Grade 10 Literacy Expectations



Grade 10 Grad Assessment (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 10 Grad Assessment (Children/Youth in Care) - Data Masked

Relevant Additional/Local Data and Evidence

Findings from Five Years of FSA Participation:

- District participation rates for all resident students have dropped from 81.9% to 75.5% at the grade 4 level and from 70.1% to 68.4% at the grade 7 level
- Indigenous participation rates are trending down for both grade 4 (73.1% to 72.7%) and grade 7 (73.3% to 52.9%)
- Students with Disabilities/Diverse Abilities have low participation rates, which likely impacts the validity and reliability of FSA results these priority populations
- English Language Learners (ELL) students have slightly lower participation rates than the overall rate for all residents in both grade 4 and 7
- The grade 10 Literacy graduation assessment maintains a participation rate of 89%, which is higher than the provincial average 85.8%
- The grade 12 Literacy graduation assessment has a lower participation rate of 68.1%, which is below the provincial average of 73.9%

Summary of Key Findings:

- **Overall Performance:** The aggregated performance of students on the FSA and graduation assessment is generally in line with the provincial average
- **District Trends:** The district's aggregated performance tends to mirror provincial trends
- **Operational Equity:** The chart below summarizes observations regarding priority populations:

Priority population	Operational Equity Trend
Indigenous Students	Our internal review indicates a significant performance gap in literacy.
Students with Diverse Abilities/ Disabilities	Our internal review indicates a significant performance gap in literacy.
Children and Youth in Care	Accurate conclusions about performance cannot be drawn due to inconsistent data availability.

Note: Although this data is masked, the district knows which schools these students attend through the learning support teams who monitor and support them.

Trends: For students who participated in the FSA or graduation literacy assessment, the following is noted:

- About 78% of grade 4 students are on track or extending, though this is declining (down from 80.9%)
- About 74% of grade 7 students are on track or extending, with performance declining (down from 81.1%)
- About 83% of grade 10 students are proficient or extending, with performance improving (up from 79.7%)
- Only priority population with unmasked data is students with disabilities/diverse abilities, showing significant performance gaps compared to all residents:
 - The performance gap is 10% at grade 4, 12% at grade 7, and 30% at grade 10

Declining Performance

- **Reading Performance:** The overall reading performance for district students has declined over the past five years, mirroring a similar provincial decline
- **Possible Explanations:**
 - Students' reading ability could be declining
 - The test difficulty could be increasing
 - Results could reflect a combination of the two factors above
- **Further Evidence:** Additional sources of evidence about student reading performance are needed to substantiate any meaningful explanation for the decline. The district is gathering more evidence while continuing to monitor and track results.

Analysis and Interpretation: What Does this Mean?

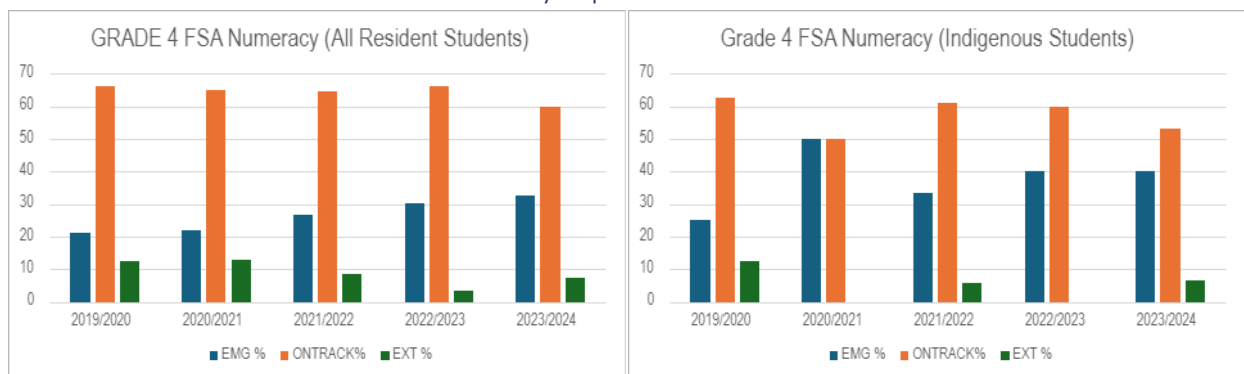
- **Inequity:** There is an inequity in the district between all students and priority populations (Indigenous, Students with Disabilities/Diverse Abilities, CYIC, and ELL students). Positive and improving results are seen for all students in priority populations in primary grades, but results decline as students get older. This indicates a need for increased attention and capacity building for educators working with intermediate, middle year, and secondary students, as well as robust interventions for learners who are slower to develop as readers.
- **Internal Review:** An internal review of mass results for priority populations shows that each priority population of students in SD40 achieved at or above provincial averages.
- **Masked Data:** Results for Indigenous students and CYIC are masked but are significantly below provincial averages for resident students. Grade 10 graduation literacy assessment results have shown some improvement for most priority populations.
- **Need for Support:** Lower results in grades 7 and 10 indicate the need for more robust support and intervention for students not yet meeting literacy expectations. There is a persistent equity gap for Indigenous students and students with disabilities/diverse abilities, requiring increased attention. This should be viewed cautiously due to small population sizes.
- **Targeted Interventions:** These trends highlight the need for targeted interventions to support literacy development, particularly among priority populations. The district's goal of achieving 95% proficiency in ELA by the end of Grade 3 remains a critical focus. While most students reach the 'Proficient' level in the Literacy 10 and 12 assessments, the data suggests a need for targeted strategies to support priority populations. Further details on the exact strategies and methods to be implemented by the district will be explored in Section B.



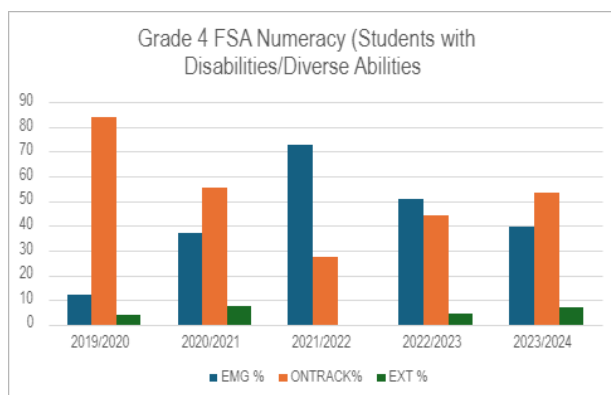
Student Symposium – Shadbolt, 2024

Educational Outcome 2: Numeracy

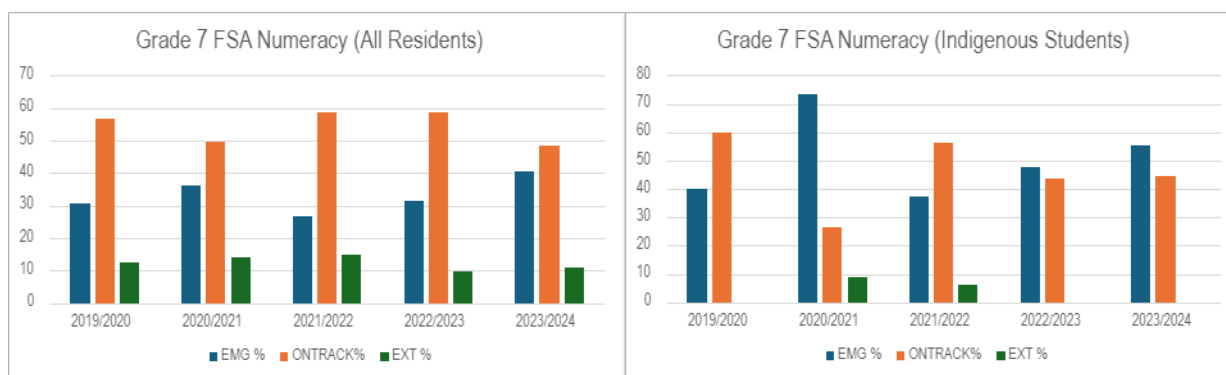
Measure 2.1 Grade 4 & Grade 7 Numeracy Expectations



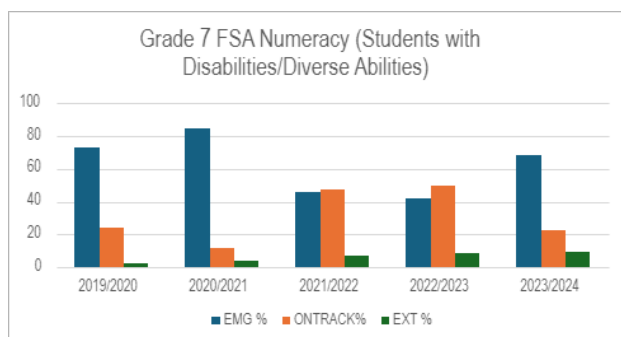
Grade 4 FSA Numeracy (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 4 FSA Numeracy (Children/Youth in Care) - Data Masked

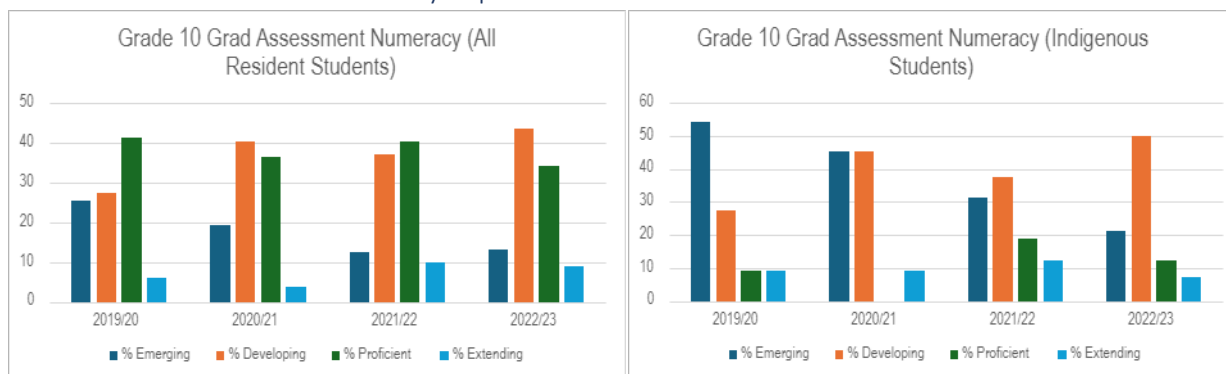


Grade 7 FSA Numeracy (Indigenous Students on Reserve and off Reserve) - Data Masked

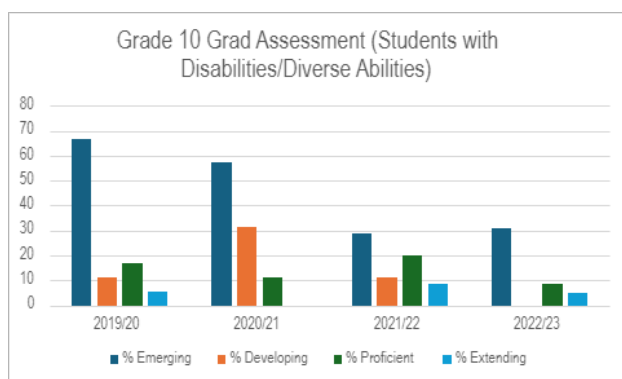


Grade 7 FSA Numeracy (Children/Youth in Care) - Data Masked

Measure 2.2: Grade 10 Numeracy Expectations



Grade 10 Grad Assessment (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 10 Grad Assessment (Children/Youth in Care) - Data Masked

Relevant Additional/ Local data and Evidence

Provincial and district participation rates in the Foundation Skills Assessment (FSA) have been declining for years. The FSA participation rate in the district has consistently declined in Numeracy for both grade 4 and 7, although the gap between the participation rates has remained relatively stable.

Findings from Five Years of FSA Participation:

Grade 4

- **All Residents:** Participation rates have decreased from 81.9% (2022/23) to 74.8% (2023/24)
- **Indigenous Students:** Participation has declined from 76.9% (2022/23) to 68.2% (2023/24)
- **Students with Disabilities/Diverse Abilities:** Participation has decreased from 68.2% (2022/23) to 64.3% (2023/24)

Grade 7

- **All Residents:** Participation rates have decreased by 2% from 70.6% (2022/23) to 68.6% (2023/24)
- **Indigenous Students:** There is a larger decrease in participation, from 70% (2022/23) to 52.9% (2023/24)
- **Students with Disabilities/Diverse Abilities:** Participation has increased from 49.3% (2022/23) to 53% (2023/24)

Grade 10 Numeracy Graduation Assessment - The Grade 10 Numeracy Assessment is required for graduation and has seen an increase in participation rate for most population groups over the years.

- **All Residents:** Participation rates have increased from 85.2% (2021/22) to 89.6% (2022/23)
- **Indigenous Students:** A significant increase from 60.1% (2021/22) to 70% (2022/23)
- **Students with Disabilities/Diverse Abilities:** Similar participation rates for 2021/22 and 2022/23 of 56%. Note: this is down significantly from 2020/21 when the participation rate was 62%

Trends: For students who participated in the FSA or graduation numeracy assessment, the following is noted:

Grade 4: On average, 67% of grade 4 students are on track or extending, similar to the provincial average of 63%.

- **All Residents:** There is a decline in the number of students who are on track, from 66.3% (2022/23) to 60.1% (2023/24)
- **Indigenous Students:** Performance has decreased for students on track, from 60% (2022/23) to 53.3% (2023/24). There has been an increase though in the number of students receiving extending levels from 0 (2022/23) to 6.7% (2023/24)
- **Students with Disabilities/Diverse Abilities:** Performance has seen an increase in the number of students on track, from 44.4% (2022-2023) to 53.5% (2023-2024)

Grade 7: About 59.4% of grade 7 students are on track or extending, a decrease from previous years.

- **All Residents:** The number of students on track has decreased significantly from 58.7 (2022/23) to 48.4 (2023/24)
- **Indigenous Students:** The number of Indigenous students on track has decreased from 43.5% (2022-2023) to 44.4% (2023-2024)
- **Students with Disabilities/Diverse Abilities:** Performance in grade 7 have shown a significant decrease in those on track, from 50% (2022-2023) to 22.7% (2023-2024)

Grade 10 Numeracy Assessment: In numeracy, the district's performance is generally lower than the provincial average for all students. This suggests a need to focus on numeracy strategies across the board.

- **All Residents:** The percentage of students at the 'Proficient' level has decreased from 40.5% (2021/22) to 34.3% (2022/23). The percentage of students at the 'Emerging' level has slightly increased from 12.4% (2021/22) to 13.1% (2022/23)
- **Indigenous Students:** The percentage of Indigenous students at the 'Proficient' level has increased from 18.8% (2021/22) to 21.4% (2022/23). On a positive, the percentage of students at the 'Emerging' level has decreased from 31.3% (2021/22) to 21.4% (2022/23)
- **Students with Disabilities/Diverse Abilities:** The percentage of students at the 'Proficient' level has decreased from 20.1% (2022/23) to 17.9% (2023/24)

The data suggests a need for targeted interventions and support for students of priority population groups. The fluctuation in proficiency levels across years indicates a need for consistent and effective teaching and learning strategies.

For this report, the Ministry provided data for performance on the FSA and graduation assessments. Additionally, the district has reviewed student achievement data based on report card marks from the permanent student record to ensure that data has been triangulated from multiple sources of information for planning purposes.

Student Achievement on Report Cards

The chart below reports the average of aggregated and priority populations report card achievement data trends. These have been reviewed and analyzed in alignment with the grade levels and curriculum areas assessed by the FSA. The report card data is expressed as letter grades. For comparison students achieving a grade of 'C' or higher are meeting or exceeding expectations.

Grade	Curricular Area/FSA	Report Card Meeting or Exceeding	FSA On Track or Extending
4	Language Arts/Reading	54.3%	77.6%
	Math/Numeracy	74.3%	67.4%
7	Language Arts/Reading	54.2%	74.4
	Math/Numeracy	63.7%	59.4%

Grade 4: From the district total of 518 Grade 3 students in 2022-2023, 281 students or 54.3 % were Proficient/Extending in Literacy. This summative score on report cards is much lower than the combined score of Grade 4 students in 2023-2024, who scored Proficient/Extending in Literacy 77.6% on the FSA. This discrepancy can be accounted for by the number of students who did not participate in the FSA.

From the district total of 518 Grade 3 students in 2022-2023. 433 students or 74.4 % were Proficient/Extending in Numeracy. The summative score on report cards is higher than the combined score of Grade 4 students in 2023-2024 who scored Proficient/Extending in Numeracy on the FSA.

Grade 7: From the district total of 489 grade 6 students in 20223-2023, 265 students or 54.2% were Proficient/Extending in Literacy. This summative score is lower than the combined score of Grade 7 students in 2023-2024 who scored Proficient/Extending in Literacy.

From the district total of 538 grade 6 students in 2022-2023, 343 students or 63.75% were Proficient/Extending in Numeracy. This summative score is higher than the combined score of Grade 7 students in 2023-2024 who scored Proficient/Extending in Numeracy. This discrepancy can be accounted for by the number of students who did not participate in the FSA.

Analysis and Interpretation: What Does this Mean?

While we have been experiencing success in some areas such as numeracy in the primary grades, numeracy results in grades 7 and 10 continue to be low. Numeracy instruction from kindergarten to grade 8 has received attention but it has not received the same level of attention and resources as literacy. We need to devote more attention and resources to developing numeracy skills for all our priority populations, particularly in the middle and high school years.



Early Education Investigation

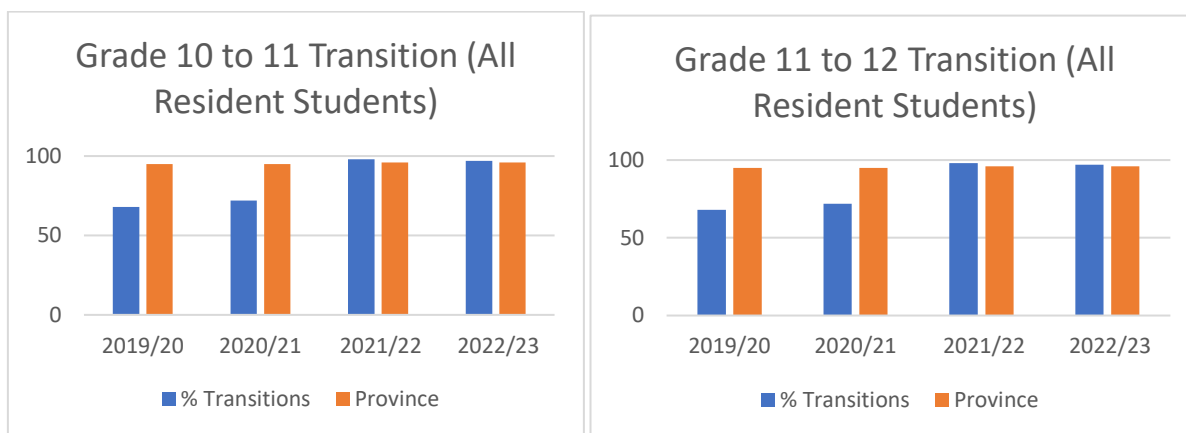
Key Points:

- **Need for Targeted Interventions:** The data suggests a need for targeted interventions and support for students with disabilities/diverse abilities and Indigenous students. The fluctuation in proficiency levels across years indicates a need for consistent and effective teaching and learning strategies.

- **District Performance:** The district's performance in numeracy is lower than the provincial average, there is a need to focus on numeracy strategies across the board. The district should detail specific strategies in future reports to provide a more comprehensive understanding of their numeracy performance.
- **Trends Over Time:** Over the past couple of years, the district and provincial averages have climbed by about 15%, suggesting that as the new performance assessment is implemented, the difficulty of the test is being reviewed and adjusted.
- **Equity:** The district's performance for students in priority populations is significantly lower than the provincial average, indicating a need for targeted numeracy support for these students.

Grade-to-Grade Transition

Measure 2.3: Grade-to-Grade Transitions



Grade 10 to 11 Transitions (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities, & Children/Youth in Care) - Data Masked

Grade 11 to 12 Transitions (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

Relevant Additional/Local data and Evidence

The grade-to-grade transition rate is a measure of student progress towards graduation. The grade-to-grade transition rate is expressed as a percentage of students in grade 10 who proceed to grade 11 and students in grade 11 who proceed to grade 12 in the subsequent school year.

Grade 10 to 11 Transition:

- **All Students:** The transition rate has remained relatively stable, with a slight decrease from 98% (2021/22) to 97% (2022/23)
- **Indigenous Students:** The transition rate has slightly decreased from 92% (2021/22) to 91% (2022/23)
- **Students with Disabilities/Diverse Abilities:** The transition rate remains consistently in the low to mid 90% rate

- **Comparison to Provincial Average:** The transition rate is slightly lower than the provincial average, suggesting a need to focus on strategies to support students in making this transition

Grade 11 to 12 Transition:

- **All Students:** The transition rate has slightly decreased from 97% (2021/22) to 96% (2022/23)
- **Indigenous Students:** The transition rate has decreased from 95% (2021/22) to 91% (2022/23)
- **Students with Disabilities/Diverse Abilities:** The transition rate remains consistently in the high 90% rate
- **Comparison to Provincial Average:** The transition rate is higher than the provincial average, which is a positive sign. Continuous efforts should be made to maintain or improve this rate

Analysis and Interpretation: What Does this Mean?

The district exceeds the provincial rate for grade-to-grade transition rates. Internal review of mass data shows that most recent results for grade-to-grade transitions have returned to or above provincial norms for all priority populations except for Indigenous students who remain 5-10% below then provincial rate. Though there are few Indigenous students in New Westminster, the continued low rate of grade-to-grade transition for these students deserves attention. Given the very small number of students involved this analysis will be best accomplished as individual case studies by school-based teams at each school to ensure that students receive the necessary support.

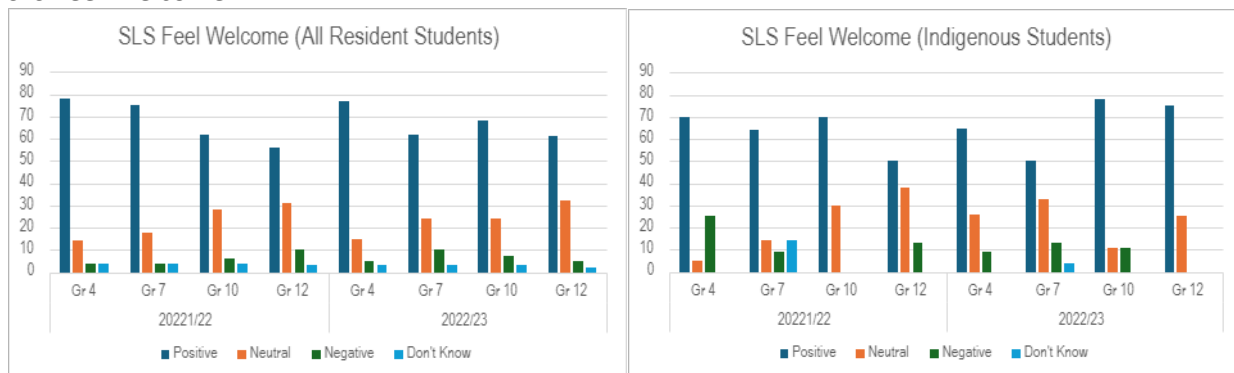
The transition rates for all students from Grade 10 to 11 and from Grade 11 to 12 have remained relatively stable, with a slight decrease observed. There is a need to focus on strategies to support students, particularly in the transition from Grade 10 to 11, to ensure they continue to progress successfully.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

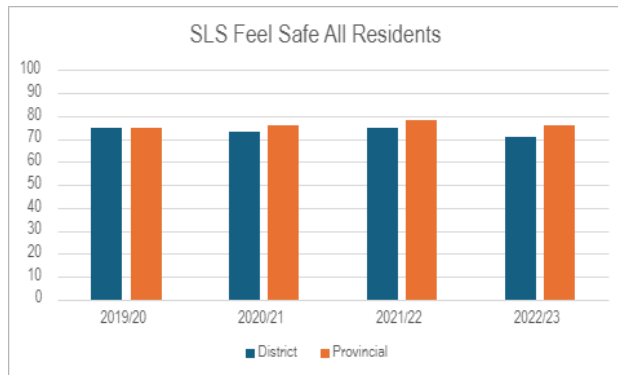
Measure 3.1 Student Sense of Belonging (Welcome, Safe, Belonging)

SLS Feel Welcome



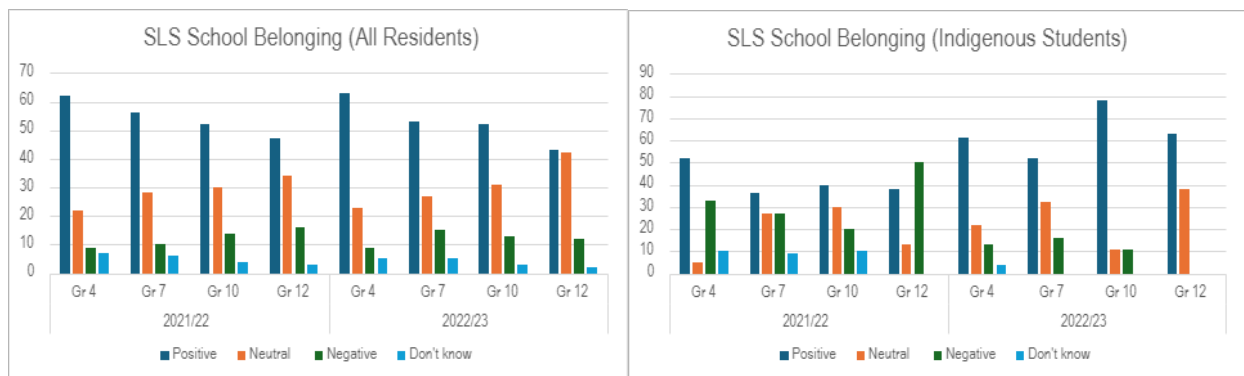
SLS Feel Welcome (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

SLS Feel Safe



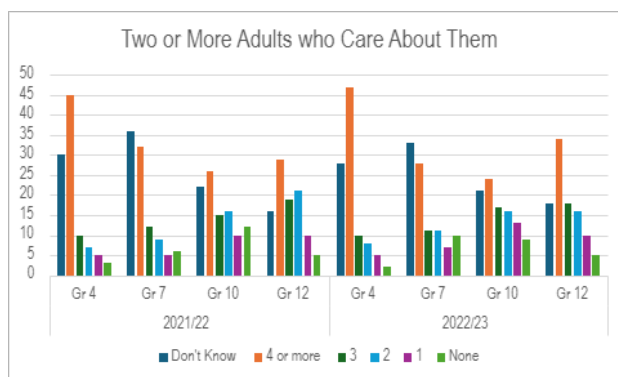
SLS Feel Safe (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

SLS School Belonging



SLS School Belonging (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities) & Children/Youth in Care) - Data Masked

Measure 3.2 Two or More Adults who Care About Them



SLS Two or More Adults who Care About Them (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities) & Children/Youth in Care) - Data Masked

Relevant Additional/Local data and Evidence

Student Learning Survey Key Factors

Feeling safe, having a sense of belonging, feeling welcome, and knowing that there are adults who care about you are all crucial factors that underpin a student's ability to learn and succeed. The Student Learning Survey is an extensive survey that captures students' perceptions about school and learning. This report reviews the level of positive student responses to the following questions:

1. Do you feel safe at school?
2. Is school a place where you feel like you belong?
3. Do you feel welcome at school?
4. At your school, how many adults do you feel care about you? (e.g., teachers, counselors, teacher helpers)

For this review and analysis, responses of "many times" and "all of the time" are considered positive for the first three questions. For the fourth question a response indicating that a student feels two or more adults care about them, is considered positive.

Student Learning Survey Participation Rates

Grade Level	Participation Rate	Previous Participation Rate
4	89.4	Similar participation rate
7	87.4	Similar participation rate
10	72.3	Increased by 13%
12	57.3	Increased by 11%.

Feeling Welcome

- **Grade 4:** The percentage of students feeling welcome is within the provincial rate. The percentage has consistently been in the mid 70% for the last couple of years
- **Grade 7:** The percentage of students feeling welcome decreased by 13% from 2021/22 to 2022/23, below the provincial response of 70%
- **Grade 10:** There was a 6% increase in students feeling welcome from 2021/22 to 2022/23 (62% to 68%)
- **Grade 12:** Despite a 5% increase in students feeling welcome from 2021/22 to 2022/23, the number is 8% below the provincial score
- **Indigenous Students:** Positive scores in grade 10 and 12, but grades 4 and 5 need improvement

Feeling Safe

- **Grade 4:** Students feeling safe is below the provincial responses
- **Grade 7:** Students feeling safe is below the provincial responses
- At the high school level students feeling safe in grades 10 and 12 are below the provincial responses

Sense of Belonging

- **Grade 4:** Slight increase of 1% in students feeling a sense of belonging, slightly higher than the provincial score of 61%. About 20% of students were neutral
- **Grade 7:** 3% decrease in students feeling a sense of belonging, below the provincial score. A 5% increase in negative responses from 2021/22 to 2022/23
- **Grade 10:** The number of students feeling a sense of belonging is within the provincial rate, with no significant change over the past two years
- **Grade 12:** 4% decrease in students feeling a sense of belonging from 2021/22 to 2022/23, with an 8% increase in neutral responses. Continues to be below the provincial score.

Connectedness with Adults

- **Grade 4:** 3% increase from 2021/22 to 2022/23, on par with the provincial score
- **Grade 7:** 1% decrease from 2021/22 to 2022/23, below the provincial standard
- **Grade 10:** 3% increase from 2021/22 to 2022/23, within the provincial score
- **Grade 12:** 1% decrease from 2021/22 to 2022/23, 2% lower than the provincial score

MDI Data 2023-2024

For this report, the Ministry provided data from the Student Learning Survey. Additionally, the district has reviewed student results of the EDI and MDI to triangulate data from multiple sources to inform planning and to ensure that resources allocations are addressed accordingly. The most recent MDI data supports the information identified in the Student Learning Survey. Students' responses demonstrated the following:

- **Sense of Belonging:** A certain percentage of students felt a high sense of belonging
- **Adult Support:** A certain percentage of students felt there was a high level of adult support within their schools
- **Bullying Reports:** When reporting on bullying (cyber, physical, social, and verbal), percentages were consistent with last year's, ranging from 48% to 80% of students reporting no bullying this school year

Grade 5 Student Responses

School Belonging: The degree to which children feel connected and valued at their school (e.g., "I feel like I am important to this school"):

- High: 62%
- Medium: 22%
- Low: 17%

Connectedness with Adults: The quality of relationships children have with the adults they interact with at school (e.g., "At my school, there is an adult who believes I will be a success"):

- High: 71%
- Medium: 24%
- Low: 5% (slightly lower than the overall response range of participating schools)

Overall:

- 70% of Grade 5 students have two or more important adults at school, higher than the average for participating schools (67%)
- 20% have no important adults at school, lower than the average (23%)
- 10% have one important adult at school, on par with the response of students at participating schools

Grade 8 Students Responses

School Belonging: The degree to which children feel connected and valued at their school:

- High: 31% (compared to approximately 45% overall responses)
- Medium: 37% (compared to approximately 35% overall responses)
- Low: 32% (compared to approximately 35% overall responses)

Connectedness with Adults: The quality of relationships children have with the adults they interact with at school:

- High: 46% (compared to over 50% for participating schools)
- Medium: 39% (in range with other participating schools)
- Low: 15% (compared to approximately 20% for participating schools)

Overall:

- 36% of Grade 8 students have two or more important adults at school, lower than the average for participating schools (37%)
- 54% have no important adults at school, higher than the average (52%)
- 10% have one important adult at school, lower than the average for all schools (11%)

Analysis and Interpretation: What Does this Mean?

The data highlights the following significant concerns about students' feelings of safety, belonging, and being cared for at school:

- **Lower Sense of Safety and Connection:** Students consistently report feeling less safe, welcome, and connected compared to their provincial counterparts.
- **Subgroup Trends:** This trend holds true across multiple years and for every subgroup, except for CYIC, whose results fluctuate due to small population sizes.
- **Indigenous Students:** Particularly less likely to report a sense of belonging or that adults care about them.
- **Students with Disabilities or Diverse Abilities:** Majority report not feeling welcome or a sense of belonging.
- **Gradual Improvement in Safety:** The percentage of students feeling safe at school is gradually increasing but still below provincial averages.

- **Need for Further Inquiry:** It's crucial to understand what makes students feel unsafe or unwelcome to address these issues effectively.

This data indeed represents a call to action. Further details on the exact strategies and methods to be implemented by the district will be explored in Section B.

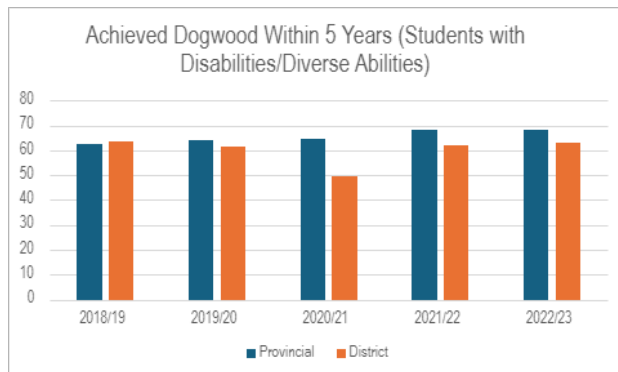
Career Development

Educational Outcome 4: Students will Graduate

4.1 Achieved Dogwood Within 5 Years



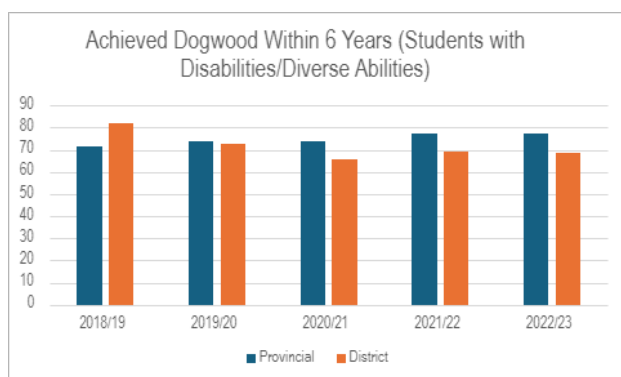
Achieved Dogwood Within 5 Years (Indigenous Students on Reserve and off Reserve) - Data Masked



Achieved Dogwood Within 5 Years (Children/Youth in Care) - Data Masked



Achieved Dogwood Within 6 Years (Indigenous Students on Reserve and off Reserve) - Data Masked

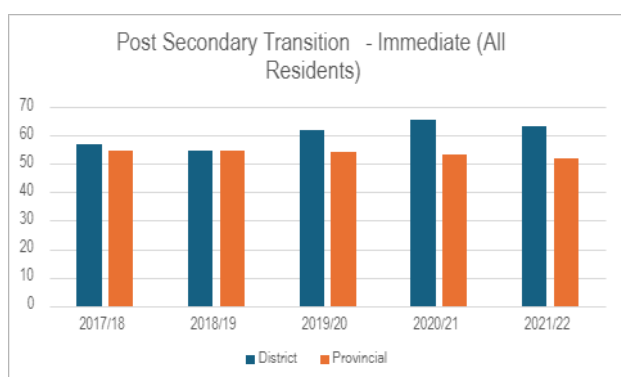


Achieved Dogwood Within 6 Years (Children/Youth in Care) - Data Masked

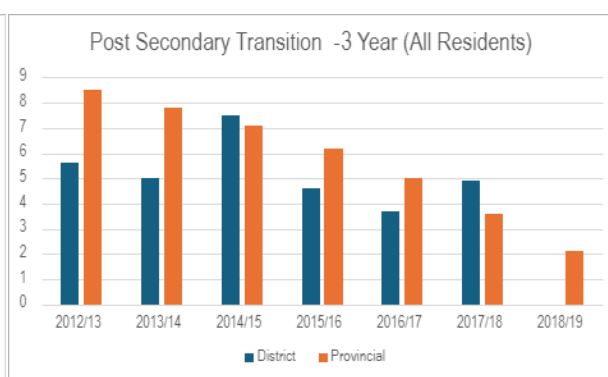
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1 Transitioning to Post-Secondary

Post Secondary Transition-Immediate



Post Secondary Transition-3 Year



Post Secondary Transition- Immediate (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities) & Children/Youth in Care) - Data Masked

Post Secondary Transition- 3 Year (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

Relevant Additional/ Local data and Evidence

It is difficult to make conclusions about successful transitions after graduation from provincial post-secondary transition rates as most of the data is masked.

Completion Trends (Dogwood and Adult Dogwood)

- The district's performance in completion rates has shown promising results in some areas, but there are areas that require attention and improvement, particularly for Indigenous students and students with disabilities/diverse abilities.
- The district's 5-year completion rate was consistently higher than the provincial average from 2018/19 to 2022/23. However, for Indigenous students, the district's completion rate is lower than the provincial average. This suggests a need to focus on graduation strategies for Indigenous students.

- The district's 5-year completion rate for students with disabilities/diverse abilities while close to the provincial rate (68%) is approximately 20% lower than the district All Resident students.
- The district's 6-year completion rate was consistently higher than the provincial average from 2018/19 to 2022/23.
- The 6-year completion rate for Indigenous students was lower than the provincial average from 2021/22 to 2022/23.
- The district's 6-year completion rate for students with disabilities/diverse abilities is also lower than the provincial rate.

Transition Rates to Post Secondary Institute (PSI)

- The district's transition rate to BC Public Post Secondary Institute (PSI) was higher than the provincial average in 2022/23.
- The disaggregated data sets illuminate inequities in learning outcomes, particularly for Indigenous students. Despite the district's overall strong performance, Indigenous students have lower PSI transition rates compared to the overall student population. This suggests a need for targeted support and interventions for these students.

Analysis and Interpretation: What Does this Mean?

While the district has made strides in some areas, there is a clear need for targeted strategies to support Indigenous and students with disabilities/diverse abilities.

District's Approaches to Supporting Teaching and Learning - The PSI transition data suggests that the district's approaches have resulted in most students reaching the 'Proficient' level in the Literacy 10 and 12 assessments. However, the fluctuation in proficiency levels across years indicates a need for consistent and effective teaching and learning strategies.

Equity of Learning - The PSI transition data reveals that the district's current approaches to equity of learning may not be fully addressing the needs of Indigenous students. The lower PSI transition rates for Indigenous students compared to the overall student population suggest a need for more targeted and effective strategies. Further disaggregation of data by First Nation(s), Métis, and Inuit populations could provide more insights into specific areas of need and potential strategies for improvement.

Section B: Moving Forward **Planning and Adjusting for Continuous Improvement**

Current Strategic Plan Priorities

Strategic Priority 1 Transform the Student Experience • Be unwavering in our commitment to improve student success • Students are thriving emotionally, socially, and academically, and are whole and healthy learners • Students are meaningfully engaged and have an active voice • Staff are supported and encouraged to find purpose and meaning in their work and reach their full potential
Strategic Priority 2 Build Meaningful Relationships • Families have opportunities to engage with the educational system to develop trusting relationships • Students are connected in a welcoming and inclusive learning community • Staff are valued and appreciated • Meaningful relationships with community partners to support our students and families
Strategic Priority 3 Lead into Our Future • A commitment to truth and reconciliation guides and informs our work in the district • Maintain financial accountability, transparency, and stability • Develop an environmental strategy and climate action plan, and provide leadership in environmental education • Develop innovative and sustainable programs • Implement the District's long-range facilities plan • Attract, recruit, and retain staff
Strategic Priority 3 Ensure Full Participation in Learning • Sustain our ongoing commitment to address food security and healthy eating to ensure high quality food programs are available in our schools • Increased childcare opportunities for our families • Act as an advocate for public education in New Westminster and the province

Every year, we continue to reflect on our [Strategic Plan](#), identify and celebrate progress, and focus on areas that require ongoing support. We engage in a yearly review of strategic priorities and goals through the lens of the Collaborative Learning Cycle- Structuring Dialogue for Connection Making from Bruce Wellman and Laura Upton's model with all district departments and schools. School Learning Plans are aligned with the District Strategic plans using FESL data analysis and adjusted accordingly.



<https://planview-media.s3.us-west-2.amazonaws.com/wp-content/uploads/2018/09/Continuous-improvement-Planview.jpg>



Williams, S. & Jones, J. (2016). Data driven dialogue: A facilitator's guide to collaborative inquiry. Boston, CT: Medias, LLC

https://media.lrsd.net/docs/5c094f9f-188b-4258-bc45-b23ca27cfd44_CLC.pdf

Looking Back on the Year: Effectiveness of Implemented Strategies

Priority 1: Transform the Student Experience

New Westminster Schools continues to focus on literacy and numeracy. In the 2023-2024 students in grades 4 and 7 scored above the provincial average in both curricular domains. The school district continues to focus on student achievement rates in literacy and numeracy with a commitment to ensure that achievement rates continue to increase for ELL, Indigenous and students with diverse needs and disabilities. This past year the school district updated its Numeracy and Literacy Frameworks and continued to effectively implement various evidence-based assessments including the Early Primary Reading Assessment (EPRA), the District Assessment for Reading Team (DART) and the English Language Level Test (ELLT), all to inform levels of student intervention. The District Learning Services team has also implemented a greater level of consistency with Tier 3 (Intensive) Literacy Interventions for vulnerable students. Additionally, the creation of single point proficiency rubric for K-5 literacy and numeracy, is being utilized by teachers to inform their assessment practices.

The school district continues to focus on student success for students with disabilities/diverse abilities. In the 2023-2024 school year, the school district focused on providing extensive professional development opportunities for school-based teams, Learning Support Teachers and Educational Assistants. Professional development opportunities will continue to be a focus to ensure that educators are provided with the best possible training to enhance students' learning experiences through an equitable and compassionate approach.

The creation of district support positions including District Vice Principal for Literacy, additional Inclusive Education Curriculum Facilitators, additional FTE for the Behaviour Support Team, 1.0 FTE School Language Pathologist, and an increase in FTE for Augmentative and Alternative Communication Speech and Language Pathologist (AAC SLP) has also proven to be effective in supporting students.

Priority 2: Build Meaningful Relationships

Upon review of the Student Learning Survey and the MDI data, it is evident that there continues to be a focus on ensuring that students feel safe, connected and have a sense of belonging at school. This year, key strategies were implemented to support this priority area:

- Increased number and visibility of lunchtime supervisors and Child and Youth Workers to support students,
- Improved on-boarding and training for lunchtime supervisors and Child and Youth Workers to engage with students in caring and meaningful ways,
- School-wide initiatives to teach students what safe and caring schools look, sound, and feels like,
- Implementation of the ERASE (Expect Respect and A Safe Education) report it tool—links on District website and all school websites and additional ERASE training for school counsellors,
- Creation of the Transitions Guide to support elementary to middle and middle to secondary transitions for all students,
- Individual transition planning for students with complex needs requiring an additional year or transitioning to Community Living BC (CLBC),
- Robust ‘Welcome to School’ events at school sites, and
- Recognition of special cultural days aligned to reflect diversity and personal identity of students, and their families.



NWSS International Day, 2024

Priority 3: Lead Into Our Future

From the 2023 FESL Annual Review the recommendation to intentionally engage with Indigenous communities was noted. Specifically, this year 2024 school district continued with intentionality to work collaboratively with the Nation to better support the learning of Indigenous students in the district. The Indigenous District Leads and the Interim Associate Superintendent worked closely in collaboration with the Qayqayt First Nation to plan the 2024 Indigenous Graduation Ceremony. The Ceremony was well attended by students, families and the wider school community including trustees, teachers and members of the district leadership team. The graduation ceremony infused Coast Salish traditions of drumming, singing and a traditional salmon feast. Students were recognized and honoured for their efforts and achievements on their successful journey through to graduation.

One of the greatest areas of success from this year’s Equity in Action plan was the collaboration between local Indigenous artist Eleanor Atkins and Fraser River Middle School. Ms. Atkins created an Indigenous school logo. At New Westminster Secondary School an aesthetics committee meet to consult on acquiring and installing Indigenous artifacts that reflect the local Indigenous communities.

The following strategies also highlight key achievements to support Indigenous students in the school district:

- The inclusion of an Indigenous lens to the budget process by engaging and seeking the input of the Indigenous Advisory Council,
- Indigenous Focus Pro D district-wide professional development day focused on our commitment to Truth and Reconciliation and Indigenous Education,
- Update of current Learning Resources Administrative Procedure 207 to better align with the Aboriginal Enhancement Agreement and the educational recommendations within the United Nations Declaration on the Rights of Indigenous Peoples,
- Within our Equity in Action initiative, the district has:
 - Created a new Indigenous Education Administrative Procedure 207,
 - Created Reconciliation Committees at three schools.
- Removal and installation of new resources and Indigenous art installations,
- Creation of new Administrative Procedures 541 & 542 AP's (naming and re-naming of schools and district facilities) reinforcing the district's commitment to reconciliation and decolonization of the district's physical structures within the public landscape of the traditional and unceded territories of the Qayqayt and Coast Salish peoples. (e.g. Qayqayt and Skwo:wech Elementary schools),
- Ongoing focus to Indigenize spaces with completed initiatives at Skwo:wech Elementary, Fraser River Middle, and the Welcome Centre located at New Westminster Secondary,
- Involvement of Indigenous students in Middle Schools to create drums and protocols to model, teach their peers,
- Recognition, and education of: Louis Riel Day, Metis Week, MMIWG Red Dress Campaign, National Indigenous People's Day, National Day for Truth and Reconciliation, Moose Hide Campaign,
- Vice-Principal of Indigenous Education uses the Grandmother's Perspective as a formative approach to assessment that addresses opportunity gaps for Indigenous students. This approach is specifically geared to Grades 10-12 students and provides insight into how best to address students' academic and social emotional needs so that they can successfully continue their journey through graduation.

Existing and/or Emerging Areas of Growth

The district's achievement results, and strategic engagement process indicate some trends about what is happening in the school district. In general, it is noted that a smaller sample size reflects greater variance as the data for certain student population cohorts is masked. There has been a drop in FSA participation rates over the past few years amongst all groups particularly Indigenous students. For grade 7 Indigenous students, in particular, there is concern with attendance rates and the general nature of transiency.

Literacy results for students in Grades 4 and 7 are overall higher than the provincial level. There is consistent alignment between literacy scores for students in grades 10 and 12. Numeracy has not received the same level of focus as literacy. The numeracy achievement results are particularly lower in grade 7.

The district's performance in completion/graduation rates has shown promising results in some areas, but there are areas that require attention and improvement, particularly for Indigenous students and students with disabilities/diverse abilities.

The proportion of students who report feeling safe, welcome, cared for, and that they belong at school has been slowly and steadily declining. While these results are disappointing, they point to the need to inquire further regarding student understanding and interpretation of the words and questions.

Ongoing Strategic Engagement (Qualitative Data)

Goals for the Strategic Plan were determined in consultation with education partners. Our processes for strategic planning reflect the Board's commitment to work in partnership with stakeholders, communities, and the local Indigenous Nation.

The school district is committed to working alongside partners during engagement and consultation. The district uses the [IAP2 Spectrum of Public Participation Framework](#). This framework serves as a guide when engaging with community members.

In general, the district's process for inclusive and ongoing strategic engagement occurs throughout the school year including:

- A yearly review of strategic priorities and goals with and by all District departments and schools,
- Parent/community/staff/student input and feedback in the annual budget process to identify and prioritize needs, adjust goals and align budget,
- Community engagement at all Board of Education Meetings (hybrid format to support virtual and in-person attendance),
- Regular consultation with various stakeholder groups, including the Indigenous Education Council, Accessibility Advisory, Student Voice, Wellness and Welcome Centre Advisories, District Parent Advisory Council, CUPE, New West Teachers' Association, and Community Partners,
- Each of our schools and programs have developed a *School Learning Plan* identifying key areas for improvement—along with specific goals and strategies that will enhance student success. School Learning Plans are aligned with the District Strategic Plan using FESL data analysis and are created in consultation with school staff, families, and students.



Skwowech Family Engagement Night, 2024

Engaging the local Nation, Indigenous Education Council, Parents and Students

Beginning in January 2024, the Indigenous leads and Interim Associate Superintendent met with members of the Qayqayt First Nation to begin to understand the new ministerial orders and that of the Indigenous Education Council. The meetings sought to create a collaborative framework for sharing and building relationships with the Qayqayt representatives. This involved a series of gatherings, including attending the Joint Convened Annual Meeting (JCAM) together and holding dinner meetings. Additionally, the school district partnered with the Nation on two key initiatives. The first being the development of Terms of Reference to guide the council's structure. The development of this document is crucial for establishing clear guidelines and structures for the council and helps to define roles, responsibilities, and processes; ensuring that the council operates effectively and meets the needs of the community.

Through these initiatives, we aim to create a more inclusive and responsive educational environment for Indigenous students and families. During discussions with the Nation, the district has envisioned creating a student and parent forum to collect feedback regarding their expectations and desires for Indigenous education. With the approval of the Indigenous Education Council, the District leadership is eager to revisit and implement this initiative for the 2024-25 school year.

Stakeholder and Community Engagement Summary:

Stakeholder and Community engagement and consultation take place throughout the school year to provide opportunities for the Board to receive feedback from parents, staff and community members to inform and adjust strategies and inform the Board's budget process. The following is a list of key groups:

Accessibility Advisory Committee

Participating Groups: CUPE, NWTU, Parent Participation, Community Partners (Kinsight, and Share Society), MOSAIC. The Director of Inclusive Education, VP for Indigenous Education and VP for DEIA are also members of the committee

Issues raised through the engagement process:

- In the 2024-2025 school year the committee aims to address accessibility issues at the high school to improve access to the school for students and members of the community

Anti-racism and SOGI Committee

Committees were created out of response from the 2021 DEIA report. Participants: Members from each stakeholder group (HR, Senior Management, NWTU, NWPVPA, Indigenous Education Department, CUPE). Received feedback from the student voice symposium regarding anti-racism initiatives, student success and mental health supports

Issues raised through the engagement process:

- Anti-racism: Needs to respond to hateful events in an appropriate manner
- SOGI: Reporting and responding to events of discrimination. Visibility in schools to highlight representation from the 2SLGBTQIA+ Community
- Both groups expressed the need for further professional development for all staff in the school district

Sexual Health Education Working Group

- Has included engagement with students through:
 - SEAS (Safety, Education, Advocacy, Support), a student-led, collaborative advocacy group who aims to uplift the voices of NWSS students to create a safe school environment
 - Student Symposium – organized and for middle and high school students, held annually at Shadbolt Centre of the Arts
- Consultation with Fraser Health, community sexual health educators, LMCAPE (Lower Mainland Child Abuse Prevention Educators group), Burnaby-New West Exploitation Prevention Task Force (includes city counsellors, police, CYMH, MCFD, school trustees, other community partners), other stakeholders including parents, educators
- Consultation and advocacy have resulted in creation of a permanent .5FTE District Sexual Health Educator position

Situation Table

- Funded by the federal Building Safer Communities grant. Created by City of New Westminster with focus on supporting youth
- Attendees include human service organizations in New West (school district, CYMH, MCFD, transit, indigenous services, BC Housing & Pathways BC, NWPD, City of New Westminster, Fraser Health, income assistance, etc.)
- Provides collaborative 24–48-hour intervention to youth and families at acutely elevated risk

Wellness Centre Advisory

- Various initiatives of engagement include parent education evenings, student presentations and workshops, professional growth workshops

Adjustments and Adaptations: Next Steps

The school district will continue and or expand on the following key strategies:

a) Professional Learning Networks

- Professional learning networks consist of educators representing each school who will meet with their respective network group on a regular basis throughout the year
- Participants engage in focused conversations pertaining to instructional areas that require further attention and support
- Participants collectively examine evidence-based research, discuss and share instructional strategies within their network and with colleagues. Networks for this year include: UDL, Literacy, Numeracy and SEL

b) District Assessments

- Expansion on district literacy assessments for students in K-3 will take place 2-3 times per year. This allows for monitoring of student progress and identification of students that may require targeted or intensive support
- Implementation of CTBS (Cognitive Test of Basic Skills) to grade 5 students and a grade one numeracy assessment created by the District Support Numeracy Facilitator will also occur

c) Inclusive Education Educator Supports

- In addition to continued district-wide support teacher meetings and in-service that targets interventions for students, the Inclusive Education Department will also provide opportunities to connect with Provincial Outreach Programs for continued learning on student access points
- Provide targeted UDL support at the high school level with a focus on identifying and enhancing student access points
- Focus on a wraparound service delivery model from the inclusive education team (SLP/OT/AAC/Curriculum Facilitators/District Behaviour teachers) to support student learning outcomes
- The development of Competency-Based Individual Education Plans will focus on closer connections to the Core Competencies of the curriculum. This approach will foster greater intentionality in educational planning, enabling educators to focus more on student strengths and competencies

d) Indigenous Education

- Indigenous Teacher lead will work with the Indigenous Support Workers to ensure that there is a greater infusion of local First Nation culture, traditions and Indigenous worldviews into all programs at the elementary, middle, and secondary level
- Re-establish the Elder's and Knowledge Keepers Program. A handbook will be created this year for Elders and Knowledge Keepers protocols for teachers in the district to use. This initiative will support the Model Local Education Agreement
- Restructuring of the Indigenous room at the high school in collaboration and consultation with the administration, teaching staff and learning support teachers. The goal is to create a learning space that will enable students to focus on their learning throughout the school day as well as infuse an array of cultural teachings over the lunch break
- To increase the participation rate of Indigenous students in Ministry assessments (FSA specifically) a district letter to Indigenous families will be sent to ensure purpose, clarity and the importance of the FSAs
- More time and attention to attendance as put forth in the Model Local Education Agreement. Work in collaboration with schools to put a plan in place to support greater attendance rates
- Increasing Indigenous graduation rates by bringing in rotating learning support teachers that are specialized in Math, Science, and Literacy to support Indigenous students
- Ensure that adequate supports are provided to Indigenous students during transition from elementary to middle school and from middle school to high school

e) Focus on Equity and Inclusion

It is evident that a continued focus to ensure that students feel welcome, safe and have a sense of belonging is required. With the creation of the District's DEIA Framework the following strategies will compliment and support the goal to have all students from diverse backgrounds thrive and flourish in the district with a genuine sense of self-identity and pride:

- Greater focus on student learning in how to report, respond in a restorative process to discrimination
- School Climate and Culture Survey/Scan. This initiative is targeted for middle schools, students and families to determine if students feel safe and connected to their school communities

- Build capacity with administrators on how best to address incidences of discrimination with confidence and care at the admin monthly meetings
- Culturally responsive pedagogy focus: To create a deeper sense of belonging for students as we uplift their cultural identities as assets not deficits in their learning
- Increase point time for district SOGI Facilitator from 0.20 FTE to 0.40 FTE
- This year: JEDI Program (Justice, Equity, Diversity and Inclusion) based on the work of Leona Prince. Focus on creating networks in schools for staff and students to address those topics
- Representation from each school with different stakeholders (CUPE, NWTU, NWPVPA and Senior Executive. Goal to develop shared responsibility amongst stakeholder groups

f) Focus on Sense of Belonging in Middle Schools

To gain greater insight into student experiences, staff will continue to engage students in forums. This year, the school district will work with University of British Columbia to seek input as to how best to support students in middle schools with their social emotional learning (SEL). As well the SEL working team, consisting of NWTU, CUPE, BCPVPA and district staff will chart what SEL strategies are being used across schools and investigate school and district assessment methods to ensure successful implementation of SEL strategies.

Alignment for Successful Implementation

The school's district's strategic plan highlights Priority Areas that target student learning success. The plan aligns with the district's Enhancement and Local Education Agreements. School plans are developed and revised yearly. Each school plan is informed by the district's plan and the key aspects of the Framework for Enhancing Student Learning. School plans are reviewed by the Superintendent of Schools. During the school year, individual schools work through their identified goals in consultation and collaboration with staff and their school community.

Operational budgets, Human Resources and Facilities develop their plans in alignment with the identified objectives and key results (OKRs) in the strategic plan. Directors of Instruction, and District Vice Principals identify goals and strategies that align with the district's strategic plan based on (OKRs). The cycle of reflection, adjustment and action takes place throughout the school year.

Key commitments and results by district services

Every department contributes to the short and long-term goals we are trying to achieve by working together. Please review to the link provide for explanation for how district services to support successful implementation of the strategic plan. This highlights the recommendation from the 2023 Annual Review of the FESL report.

Learning Team	Capital Projects	Communications	Facilities & Operations
Finance	Human Resources	Information Technology	International Education

<https://newwestschools.ca/about-us/strategic-planning/>

At the end of each school year, results from provincial and local assessment data are reviewed with school-based administrators and department personnel. The Framework for Enhancing Student Learning Report is submitted outlining the district's key achievements and identified areas of future growth.

Conclusion

The yearly submission of the Framework for Enhancing Learning report informs the school district on how best to move forward in achieving its strategic plan goals. The ongoing journey towards equity for all learners in the school district is reflected through many initiatives. It is acknowledged that we have much to achieve, and yet we have achieved much to ensure that students are reaching their full potential in all aspects of their learning.

As the New Westminster School District begins consultation with its stakeholders in the coming school year to envision the next five-year cycle of its strategic plan, it recognizes that it is entering an exciting phase of growth and promise that will ensure all students can succeed and thrive today, and in the future.



Supplement to: **OPEN SCHOOL BOARD MEETING**

Date: October 29, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: November and December 2024 Board Work Plan

Background

In June 2024, the Board had approved its work plan for committee and board meetings to October 2024 as we were anticipating the arrival of our new Superintendent. Currently, the superintendent is initiating a review of Policy 7 *Board Operations* and Policy 8 *Board Committees* with the Board of Education. These revisions will be brought to a future open board meeting for discussion and approval. Upon review and revision, there may be some impacts to how the Board carries out its work through board and committee meetings. This work to review and revise both policies 7 and 8 is underway. To that end, only the board work plan for November and December are being brought to the Board for its approval.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approve the Board Work Plan for November and December 2024.

November

Education

- [5 Block Model Update – Pam Craven](#)
- [Review and approve Board authorized courses](#)
- [Food Programs/Community schools/NLCs - Rick Bloudell](#)
- [School safety, ERASE reporting student concerns; data collection – Melanie Smith](#)

Operations

- Standing operations reports (Capital, Facilities, Finance, Human Resources)
- Estimated operating grant recalculations based on September 1701

Regular Board Meeting Agenda

- Learning Story # 3— [Indigenous](#)
- Elect Chair/Vice-Chair
- Receive Statement of Financial Information (SOFI) Report

Events

- Represent Board at the BC Public School Employers' Association (BCPSEA) Symposium – Thursday, November [27 and 8](#) — [Friday, November 3, 20243](#)
- Remembrance Day ~~Ceremonies~~— [SaturdayMonday](#), November 11, 20243
- British Columbia School Trustees Association (BCSTA) Trustee Academy - Thursday, November [231](#) - Sunday, November [264](#), 20243

December

Education

- No meeting

Operations

- No meeting

Regular Board Meeting Agenda Items

- Learning Story # 4 – Human and Social Development
- Receive School Learning Plans to be presented to the Board annually by the Superintendent
- Bank signing authority
- [Review-Announce](#) Trustee appointments to committees and community liaison groups
- [Approve-Announce](#) Trustee school liaison assignments

Events

- National Day of Remembrance and Action on Violence Against Women – [WednesdayFriday](#), December 6, 20243.

Supplement to: **OPEN SCHOOL BOARD MEETING**

Date: Tuesday, October 29, 2024

Submitted by: Pam Craven - Director of Instruction

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

Subject: 2025 – 2026 NWSS 5 Block Timetable Update

Background

This update provides information regarding the 2025-2026 school year at NWSS. Since the Open Board meeting on June 24, 2024, two JEDIC meetings have taken place - October 1, 2024 & October 8, 2024.

JEDIC Meeting Summary:

On October 1, 2024, the Joint Educational Implementation Committee (JEDIC) met for the fourth time to discuss potential 5-block schedule options. This committee convenes under Article F23 of the SD40/NWTU Collective Agreement.

Discussions centered around a sample timetable developed from feedback gathered via surveys and meetings that occurred in the spring. Two main scheduling options were presented:

#1 Daily Schedule:

*74-minute per block, 5-minute transition time between blocks, 25-minute extended block, 55-minute lunch break

*Day starts at 8:10 AM and ends at 3:50 PM

#2 Alternate Day Schedule

*60-minute per block, 5-minute transition time between blocks, no extended block, 15-minute break

*Day starts at 8:10 AM and ended at 1:40 PM, allowing for staff meetings

Concerns Raised by NWTU Members:

- Ensuring the support block does not create additional work for teachers
- Break time in the alternate schedule being too short
- Other considerations such as Learning Support Teacher (LST) time, sports and clubs, and consultation timetable-building process.

The NWTU members reviewed the timetable and reconvened with JEDIC on October 8, 2024.

October 8, 2024, JEDIC Meeting Agreements:

- Block Length: Instructional time should be as close to 77 minutes as possible.
- No extended block for the 2025/2026 school year, with further discussion planned.
- Lunch Period: A single lunch period, no shorter than the current 49 minutes.
- Transition Time: 4 minutes with flexibility (“grace period”).

This information was shared with NWSS department heads on October 16, 2024. A final draft timetable will be shared for feedback with staff during a meeting on October 30, 2024.

Next steps

The timetable development team, along with NWSS administrative team, Human Resources, and the Director of Instruction, will create a final timetable for feedback. This proposed timetable will be presented to all stakeholder groups in October/November for review and input. This step is crucial to ensuring concerns are acknowledged, diverse perspectives are incorporated, and feedback is provided on how input shaped the decision.

2025 - 2026 NWSS Timetable

Five block model

Key Considerations



Block Length:
instructional time
should be as close to
77 minutes as
possible



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



5 block schedule -
students take 4
blocks (A - D or B - E)



Teachers teach 7
blocks/1 block prep
(ideally A - D or B - E)



Morning Z block to fit
into A, Afterschool
classes to fit into E



5.5 hours per day
[330 mins]: 27.5 per
week (no more than
5.5)



School act- Calendar
hours required: 952
hours/year required

Key Consideration



IF DOING SPLIT A-D OR B-E
GROUP START TIME EX. GRADE 9
& 10 A-D AND GRADE 11 & 12 B-E



1 LUNCH REALLY IMPORTANT
*INCREASE TIME - SOCIAL ASPECT,
CLUBS,...



CONCERNS SIMILAR TOO OTHERS:
IMPACT ON SPORTS, CULINARY
PROGRAM, TRADES,...

Next Steps

Adjusting time

JEDIC agreed upon: no support block, review of end of day, lunch (50 mins), 4 mins transition time with grace

Alternate day schedule (Staff meetings, Collaboration time, PTI)

Staff meeting - present one close to example, last feedback loop

► **EXAMPLE**

Schedule B	
Monday - Friday	First Monday of Every Month
<i>Block A</i> 8:00 – 9:17	<i>Block A</i> 8:00 – 9:08
<i>Block B</i> 9:19 – 10:35	<i>Block B</i> 9:12 – 10:20
<i>Block C</i> 10:39 – 11:55	<i>Block C</i> 10:24 – 11:32
Lunch 11:55 – 12:45	Lunch 11:33 – 12:12
<i>Block D</i> 12:49 – 2:05	<i>Block D</i> 12:16 – 1:24
<i>Block E</i> 2:09 – 3:25	<i>Block E</i> 1:28 – 2:36
	Staff Meeting @ 2:45
• Does not include flex time. • 4-minutes for transition time • Staff teach 4 out of 5 (A-D; B-E) • 76-minute blocks • Shortened day once per month for staff meetings.	

Administrative Procedure 341

TRANSPORTATION OF STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES

BACKGROUND

It is the responsibility of the parents/guardians to get their children to and from school. The School District recognizes that in certain circumstances, students with ~~D~~isabilities and ~~D~~iverse ~~A~~abilities may be unable to make their own way to and from school or take public transportation. ~~due to their physical and/or psychological challenges/disabilities~~. The District is committed to supporting the transportation needs of such students. Once a parent has explored all options, requests for transportation for a student with Disabilities or Diverse Abilities shall be considered based on the student's individual circumstances.

PROCEDURES

1. All requests for transportation assistance for students with disabilities and diverse abilities will be managed by the Director of Instruction, ~~Learning services.~~
Inclusive Education.
2. For an assignment on the bus, students must be in catchment or have been placed out of catchment by the District. Considerations will be given to students with Ministry of Education low incidence designations and one or more of the following criteria: Students will be assessed in collaboration with the school administration, Director of Instruction, Learning Services, and families.
3. ~~While individual student and family circumstances will be considered, the following decision-making guidelines will used:~~
 - ~~• Students with profound physical or cognitive disabilities Student is in catchment or has been placed out of catchment by the District~~
 - ~~• Student is designated in a Ministry of Education Low incidence category~~
 - ~~• Student has a profound physical or mental disability~~
 - Students requiring complex supports (Medical assistance /Nurse support)
 - Students with significant mobility challenges (wheelchair, walker, etc.)
 - Seating availability on the bus
4. Siblings of students being transported by the ~~D~~istrict do not qualify for transportation even when they attend the same school.
5. The bus will not operate when in the opinion of the driver, ~~or~~ carrier/contractor or School District Superintendent, road conditions are such that it would be unsafe to do so.

6. Subject to fiscal and logistical constraints, it is the objective of the District to maintain travel time and waiting time at school for students with Disabilities and Diverse Abilities at a reasonable limit.
7. Transportation of students with Disabilities and Diverse Abilities shall be subject to annual review.

Students Requiring a Child Safety Restraint

In circumstances in which students require the use of a child safety restraint the following procedures apply:

1. Restraint harnesses are provided by the School District for students who need to be restrained because of safety issues related to their disability or diverse needs ~~special needs~~.
2. The vest provides support by helping hold the wearer upright and has been safety tested to meet Federal Motor Vehicle Safety Standards.
3. Students will be assessed by the School District Occupational Therapist in consultation with parents.
4. Vests are the property of the School District.

SD No. 40 (New Westminster)

Adopted: February 7, 2023

Revised: October 29, 2024

ACCESS TO BUILDINGS

Background

The District understands that there are times when, or people for whom, the school is the best place for staff to catch up on work in the evening or on non-operational days. This procedure describes the responsibilities associated with access to schools outside of operational hours and days.

The Principal is delegated the authority to issue school keys and codes to staff members. ~~He/she~~They, in turn, ~~accepts~~ responsibility for the security of the school and for ensuring that it is used only for activities and purposes approved by the District.

The Director of Facilities and Operations is delegated the authority to issue keys and codes to all non-school buildings. ~~He/she~~They, in turn, ~~accepts~~accept responsibility for the security of non-school buildings.

Procedures

1. The Principal shall maintain a key and code inventory.
2. For purposes of security and maintenance, the Director of Facilities and Operations has the sole responsibility for having keys cut. The supply of master keys is to be kept to a minimum.
3. Locks may be changed only by the Director of Facilities and Operations and only after having received the concurrence of the Principal and the Superintendent.
- ~~4.~~ The Director of Facilities and Operations shall maintain a key and code inventory for non-school buildings.
5. The Director of Facilities maintains a list of keys and fobs handed out to contractors for use of working in school and non-school buildings
6. Staff may not access school facilities for personal use or gain during the instructional session or during school breaks.
7. Staff personal items of value shall not be stored at the school. Items left or stored on school sites or premises that are lost, stolen or damaged, are not the responsibility of the District.

8. On all days during the school year between the hours of 10:00 p.m. and 6:00 a.m. access to schools is not available to staff unless they have received a pre-authorized approval from the Principal or designate.
- 4.9. The Facilities team generally require significant portions of Winter Break, Spring Break and Summer Break to conduct their work in an unfettered manner in preparation for the return of students after these breaks.
- 4.1.—Staff shall avoid accessing school buildings during these times unless there are extenuating circumstances that require them to come into the building. Should this be the case, staff are required to seek approval from their school principal and email the facilities team 48 hours in advance of building access (maintenance@sd40.bc.ca).
- 9.1. 8-2
- 9.2. No staff shall access school building in the last two weeks of July and first two weeks of August unless approved school programming is occurring at that site location (Summer School). If staff must access the school building permission must be sought as per 9.1 above.
- 9.3. In schools where keyless fobs are in use, staff access will be limited electronically during the winter, spring and summer breaks as noted above.
10. All schools are monitored twenty-four hours per day, 365 days per year through the fire and intrusion alarm systems.
- 10.1. Costs incurred for false alarms, due to the negligence of a staff member, will be passed on to the individual or the school for reimbursement.
- 10.2. Repeat false alarms of more than 3 times by a single individual staff member may result in limited access for this staff member during afterhours and non-school days.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Amended: ~~To be Determined~~ October 29, 2024

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

Supplement to: **OPEN SCHOOL BOARD MEETING**

Date: October 29, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: AP 520 - Fundraising and Coordination of Fundraising with Parent Advisory Councils (PACs)

Background

The District has engaged in a robust consultation process surrounding Administrative Procedure (AP) 520 *Fundraising and Coordination of Fundraising with PACs*. The following represent the various sessions that have taken place:

- January 18, 2024 – Superintendent and Secretary-Treasurer attendance at DPAC meeting
- February 1, 2024 – NWSS consultation with NWSS PAC Chair and Treasurer
- February 16, 2024 – Written submissions on AP 520 received
- February 29, 2024 – Elementary/Middle PAC consultation
- March 4, 2024 – School Generated Funds Ad Hoc Committee meeting 1
- April 12, 2024 – School Generated Funds Ad Hoc Committee meeting 2
- April 17, 2004 – School Generated Funds Ad Hoc Committee meeting 3
- May 8, 2024 – School Generated Funds Ad Hoc Committee meeting 4
- May 30, 2024 – School Generated Funds Ad Hoc Committee meeting 5
- June 17, 2024 – School Generated Funds Ad Hoc Committee meeting 6
- June 20, 2024 – School Generated Funds Ad Hoc Committee meeting 7
- October 21, 2024 – School Generated Funds Ad Hoc Committee meeting 8 to review AP 520.

AP 520 will take effect on October 29th. The Related fundraising policy, Policy 26 *Fundraising*, remains in draft and as per Policy 10 *Policy Making* as to allow for the Board's consideration of this policy and provide additional feedback to the superintendent. Policy 26 will come to the board for its approval at the November 26 board meeting.

The following table summarizes the recommendations received from the School Generated Funds Ad Hoc Committee and various consultations over AP 520 and the staff response as to how the recommendation/feedback was addressed.

Recommendation or Feedback Provided	Response
1. Concern over the procedures aimed to address equity amongst school and feeling punitive and may unintentionally reduce fundraising efforts.	Removed from AP. Instead, a Fundraising policy has been created which addresses overall philosophies.
2. Concerns over assets purchased with gaming grants.	Addressed via the statement under "Scope" within the revised AP 520 that "The PAC is responsible for the administration of the funds it raises (including gaming grants) pursuant to its constitution and bylaws, legislation and commitments to donors."
3. PAC purchases and adherence to AP 515.	Addressed via the statement under "Scope" indicating that "These procedures do NOT apply to fundraising conducted by a Parents' Advisory Council in its own name unless students are involved. PACs can operate fundraising events and are accountable to their members and financial supporters."
4. Make clear that the procedures for carry over balances relates only to school based accounts and not PAC accounts.	Addressed under the "Scope" statement as per above.
5. Flexibility to carry over balances - amount and timelines.	Addressed through procedures 11, 12 and 13 in the revised AP 520.
6. Enforceability of procedures.	We do our best to apply the procedures and give clarity where we can. We rely on school administrators to make good judgement on a case by case basis with the procedures providing overall guidance.
7. Ensure full participation of programs and schools on Schools Cash Online to track school generated funds.	All programs have been added to Schools Cash Online.
8. Ensure that any parties involved in fundraising are aware of the relevant policies and procedures through the review of AP 520 <i>Fundraising</i> .	Principals will be advised that AP 520 should be reviewed with staff at the first staff meeting of the school year. Similarly Principals will be advised to bring AP 520 to their first PAC meeting to bring awareness of this AP to fundraisers.
9. 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	See response to 8 above.

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.	
10. 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.	An update has been made in Schools Cash Online to state that donors should include the purpose of the funds. We have also indicated that if left blank, the school will have the discretion to apply the funds in a way that it deems fit to benefit students.
11. 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.	Detailed procedures have been added to the clerical handbook. Additional clerical training and communication with principals will be undertaken to ensure a good understanding of best practice.
12. 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.	Please refer to procedures 11, 12 and 13 in the revised AP 520.
13. 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.	Please refer to procedures 9 and 10. Detailed procedures have been added to the clerical handbook to place unused funds to like categories for consistent spending in future years. Guidance included in the clerical handbook: The District's preference is for unused amounts received from the PAC to be returned to the PAC by issuing a cheque equal to the unspent amount.

	If returning unused funds is not practicable (ex. Amounts are very insignificant to return) or as per an agreement with the PAC there is a desire to carry-forward unspent PAC provided amounts, approval must be obtained from the PAC with clear documentation as to the use of the funds in the future year. In absence of specific direction, the school should use the following categories that best following the original intent of the funds using these general accounts: • PAC Classroom Funds General • PAC Field Trips General
14. 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.	Please refer to procedures 7, 11 and 12 in the revised AP 520.
15. 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.	Please refer to procedure 14 in the revised AP 520

Administrative Procedure AP 520

**COORDINATION OF FUNDRAISING ACTIVITIES WITH
PARENT ADVISORY COUNCILS (PACS)****BACKGROUND**

New Westminster School District believes school/student fundraising can contribute to the advancement of education. Further, the District wishes to foster cooperative relationships with Parent Advisory Councils (PACs) to serve the best interests of students. School operations and PAC activities are dynamic and ongoing liaison is appropriate. To that end, the following procedures provide direction to principals on practices to utilize where a PAC chooses to raise funds to support school services.

SCOPE

These procedures apply to all fundraising for curricular and extra-curricular activities conducted through schools or in the name of schools whether or not students are involved. These procedures do NOT apply to fundraising conducted by a Parents' Advisory Council in its own name unless students are involved. PACs can operate fundraising events and are accountable to their members and financial supporters. The PAC is responsible for the administration of the funds it raises (including gaming grants) pursuant to its constitution and bylaws, legislation and commitments to donors.

PROCEDURES**PLANNING FOR A FUNDRAISING ACTIVITY**

1. School Principals have the primary responsibility to approve all fundraising done in the name of the school or for the benefit of the students at the school.
2. Where the PAC has expressed an interest in raising funds, the PAC will engage with the school principal to discuss opportunities for financial support in a collaborative manner. The opportunities presented by the PAC for fundraising must be comprehensive and consistent with existing school programs.
3. Before a PAC fundraising activity can involve students, school facilities, school communication systems, or be sanctioned for schools' protection program insurance coverage, the school principal is responsible to ensure that:
 - i. Student involvement is safe and appropriate;
 - ii. Values which the public will confer on the school from the activity are acceptable;
 - iii. Purposes of the PAC fundraising is acceptable and clearly identified;

- iv. They have consulted with the appropriate District department/contact should equipment or technology be desired from fundraising prior to commencing fundraising activities (For equipment donations refer to Administrative Procedure 522 – Charitable Donations);
 - v. Considerations have been made for the need for additional insurance, maintenance (custodial, building security and access), and relevant licenses or permit requirements;
 - vi. Each fundraising activity or set of common activities be separately accounted for pursuant to district standards;
 - vii. Those involved in fundraising are to be informed how funds were expended;
 - viii. Financial controls appropriate for publicly raised funds are to be established in the event cash is being collected;
 - ix. Coordination of fundraising is congruent with school use schedules; and
 - x. Any student accidents or illness will be reported (Administrative Procedure 315 – Student Incidents and Sickness) and any accidents of members of the public reported to the District school board office for awareness.
4. If the fundraising activity involves commercially oriented activities (ex. Sale of shirts or hoodies), before proceeding, the Principal should evaluate vendors, products, service and commercial terms. Potential purchasers should be informed that:
- i. The school district does not warrant or guarantee products, services or vendor performance.
 - ii. The product or service is not endorsed to parents as a part of their child's education program.
 - iii. The sale is being solicited to realize benefits and indicate how the benefit will be utilized.
5. The school principal is the PACs contact for the expenditure of PAC funds to support school operations. Funds may be expended by:
- i. Contributing funds to the school for either defined purposes or discretionary flexibility. Funds received from PACs for the purchase of goods and services by the school via the school principal shall follow Administrative Procedure 515 – Purchasing and Tendering.
 - ii. Purchasing goods, services or equipment and contributing them to the school, subject to procedures below relating to Site Improvements and Administrative Procedure 522 – Charitable Donations (see section under equipment donations).
 - iii. Contributing funds to the board to fund larger expenditures for the school.
6. Funds raised are to be expended for the purpose for which they were raised. The identification of the purpose must precede the commencement of fundraising activities or collection of contributions and should be approved by the Principal.
7. The PAC shall report to the school community 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.

SITE IMPROVEMENTS

Site improvements are activities that physically improve a site and can be new, additional or replacement items. These are separate from building improvements and include such items as playground equipment, specialty lighting, outdoor basketball courts and backstops, community gardens, and other such amenities that would exceed \$500 in cost. In general, site improvements are not provided from the District's maintenance operating budgets.

8. Site improvements which are financially supported by the PAC may only be constructed on school district property under the control and direction of the secretary-treasurer in order to ensure district standards. The prime concern with respect to site improvements is that they are of such a design and quality that they provide safe recreation and physical activity for children.
 - i. Where appropriate, all equipment and materials must be CSA approved. The materials will be durable, require minimal maintenance and be fabricated of materials which will not splinter, become abrasive or deteriorate through normal use.
 - ii. All equipment and materials installed on district premises must meet the manufacturer's installation standards, and any other standards established by the school district.

FUNDS COLLECTED BY AND HELD IN SCHOOLS

9. Refund of Parent Contribution
Fees charged or funds raised for events, trips, or services provided are expected to achieve little surplus or "profit" beyond the costs involved. Where a combination of fundraising and parent contributions exceeds the financial requirement of a function, organizers, in consultation with the school principal, shall determine how surplus funds are to be treated:
 - i. Retained by the school for application to other similar student activities consistent with the general intent of the funds collected or,
 - ii. Refunds provided to parents to the maximum of their cash contributions.
10. Refund of Public Contribution
Contributions from the public are non-refundable. Where public fundraising exceeds the financial requirements of a particular project, the balance of funds remaining are to be utilized for a similar project or for a similar group of students.
 - i. Fundraising organizers shall consult with the School Principal to have a plan approved for these surplus funds, inclusive of a timeline for expenditure.
11. Funds raised are to be directed to the benefit of students and are not to be accumulated other than for specific projects as supported by approved plans or budgets.
 - i. For recurring events, to minimize the unplanned accumulation of funds, PACs/organizers will utilize budgets to inform the maximum required carryover amount. The budget will also include plans for profits should any be generated from an event where revenues exceed costs. Where balances exceed the maximum required carry over balance, PACs/organizers should refer to 10 above.

12. In situations where amounts collected and held by schools for events require fundraising or collection of contributions beyond one year, such as for recurring events or major trips, amounts may be carried over beyond the district's fiscal year end upon approval by the school principal. Should these balances exceed \$2,500, the principal shall retain documentation of the rationale for carryover which will include an approved budget and/or expenditure plan for these unspent amounts in a future year upon working with the school PAC.
13. The Secretary-Treasurer will be notified by the school principal of fundraised balances in school accounts that are unspent in the year exceeding \$10,000 and shall be advised as to the rationale or plan for expenditure.
14. Principals may be requested to provide the PACs with periodic reports on school usage of funds provided by the PAC.

Reference: Sections 8, 8.4, 8.5, 20, 22, 23, 65, 85 School Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: October 29, 2024

Administrative Procedure 522

CHARITABLE DONATIONS

BACKGROUND

The School District is registered with Canada Revenue Agency as a charitable organization for the purpose of 'advancement of education' as defined in the Income Tax Act and is entitled to issue charitable receipts for income tax purposes for eligible donations.

A charitable donation is a voluntary transfer of property or cash that does not provide a material benefit to the donor or a member of the donor's family.

For a gift to qualify as a charitable donation, all of the following conditions must be met:

- Property or cash is transferred by the donor to the District;
- The donation is voluntary and made without expectation of a return; and
- The Secretary-Treasurer (or designate) is satisfied that the purpose of the donation complies with the Income Tax Act requirements.

PROCEDURES

1. Acceptance of Charitable Donations

- 1.1 Once approved, a tax receipt will be processed by the District to the donor for donations over \$20. Donations received by cheque must be made out to "Board of Education of School District No. 40" as this is the entity with charity status. Schools do not have charity status. Donations may be directed to a school or program.
- 1.2 A charitable donation receipt can NOT be issued where the donor receives a direct benefit for themselves or their family members.
- 1.3 The Board of Education, through the Superintendent, has the authority to decline a charitable donation. The Board, through the Superintendent, reserves the right to refuse to accept any donation that it determines:
 - 1.3.1 cannot be usefully applied to the purposes of the District;
 - 1.3.2 may cause District to incur costs in its acceptance that the District determines are unacceptable;
 - 1.3.3 contains conditions that conflict with the mission, vision, overall objectives or independence of the District;
 - 1.3.4 is given with unacceptable conditions for its use or acknowledgement;
 - 1.3.5 has arisen, or is suspected to have arisen, through illegal activity;
 - 1.3.6 may damage the reputation of the District; or
 - 1.3.7 is inappropriate or not in the best interests of the District to accept.
- 1.4 If the donation has been accepted and should it come to the attention of the Board that a donor's ethics are called into question after funds have been received, that the Board, through the Superintendent, may return these funds back to the donor.

- 1.5 The District must maintain direct administration on the use of the donation for the intended purpose. The District cannot flow the donation through to another organization or use the donation for a purpose for which it was not intended.
2. Gifts by a business
 - 2.1 When a business provides cash or property to a charity, it may or may not be making a gift to the charity.
 - 2.1.1 If a business advantage, such as promotional or advertising services, is provided to the business and the business can claim an expense, then a charitable donation receipt cannot be issued. This would be a corporate sponsorship and administrative procedure 525 *Corporate Sponsorships* would apply.
 - 2.1.2 If no benefit is provided in return to the business, then the gift that has been made can be issued a charitable donation receipt.
 - 2.2 Gifts of inventory from a business (e.g. food from a grocery store) usually do not have charitable receipts issued. Since the business must include the fair market value of the gifts from inventory in its taxable income before deducting the donation, there is no net benefit to the business. To avoid the administrative burden of determining the fair market value of gifts of business inventory and the administrative burden of issuing the related receipts, the District normally does not issue charitable receipts for gifts of business inventory.
3. Use of Funds received from Charitable Donations
 - 3.1 Products and services purchased utilizing funds collected through donations are subject to Administrative Procedure 515 - Purchasing and Tendering. All purchases must first be approved by the School Principal.
 - 3.2 Donations shall not be utilized for the hiring of staff or the provision of programs or activities in schools which require continuity.
 - 3.3 Donations shall not be used to acquire resources which would create a significant inequitable situation among schools.
4. Equipment Donations (including those received from Parent Advisory Councils (PACs))
 - 4.1 All equipment donations must have a program use which is acknowledged by the school principal or program, or management responsible for the department.
 - 4.2 Equipment must be of a standard acceptable to the District including considerations of technical operation, health, safety and aesthetic acceptability.
 - 4.3 Donated equipment must be operational and capable of being operated and repaired at a reasonable cost.
 - 4.4 Accepted equipment donations are to be placed in inventory and taken into the care, custody and control of the school district.
 - 4.5 Receipt of an equipment donation does not imply that the District will provide for its replacement at the end of its life cycle.

5. Donations In-Kind

- 5.1 Donations in-kind are a tangible piece of property for which title is transferred from the donor to the District. It is a non-cash gift.
- 5.2 Procedures under section 4 apply if the donation in-kind is equipment.
- 5.3 Property that is unused must have the accompanying vendor receipt as proof of valuation where the donor is looking for a charitable donation receipt.
- 5.4 Property that is not new must have an accompanying appraisal as follows to support the value on a charitable donation receipt:
 - 5.4.1 For property valued at more than \$1,000, an independent appraisal must be provided from a third party who has expertise in the field of the donated property.
 - 5.4.2 For property valued at less than \$1,000, an employee of the District with sufficient knowledge of the property may determine its value.
- 5.5 Once a donation in-kind is approved, form AP 522-A must be completed and submitted to the District for processing for a charitable donation receipt.

6 Donor Recognition

- 6.1 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.
- 6.2 The District will not accept donations that include requirements to include anything permanently affixed to District property or resources/equipment provided or purchased with donated funds to the school community or students (examples include emblems/crests, plaques).
- 6.3 Appropriate forms of recognition for a donation shall generally be limited to mention in the school newsletter, event program, recognition at an assembly, news release, or letter of thanks to the donor with prior approval of the school Principal;
- 6.4 When donations involve donor recognition through means outside of 6.4, prior approval from the Superintendent or designate is required before the donation is accepted.

7 Ineligible Donations

- 7.1 Canada Revenue Agency has determined that not all gifts qualify as a charitable donation that give rise to a charitable donation receipt. Such items that do not qualify for a charitable tax receipt include, but are not limited to, the following:
 - Cash received in loose collections where the particular donor cannot be identified;
 - Donations of services;
 - Donations of most nominal value used goods that have no fair market value;
 - Donations of furniture and equipment with no educational value;
 - Gift certificates or cards;

- Pledged donations;
- Lottery tickets;
- Tuition and membership fees; and
- Payment of a basic fee for admission to an event or to a program

Reference: Sections 65, 85 School Act

SD No. 40 (New Westminster)

Adopted: September 24, 2024

Revised: October 29, 2024

Administrative Procedure 525

CORPORATE SPONSORSHIP

BACKGROUND

The District supports corporate participation that encourages and promotes the development of mutually beneficial relationships between schools and the business and non-profit sectors via corporate sponsorships. This participation must enhance learning opportunities for children and build citizenship in our communities through partnering to help deliver quality, relevant curricular and co-curricular programs for students.

PROCEDURES

Corporate sponsorships are formal relationships where businesses give a product, service, or money for returns such as recognition or advertising or to meet a company goal related to community involvement. Examples of such sponsorships might include money and/or equipment in exchange for recognition at a ceremony. Corporate sponsorships are developed at both the school and District levels.

1. Corporate sponsorship agreements are supported when they:
 - 1.1 are respectful of the educational setting;
 - 1.2 treat the welfare of students as a paramount priority and create benefits for the students, school/District;
 - 1.3 enhance the delivery of quality, relevant curricular and co-curricular programs for students;
 - 1.4 are in keeping with the mandate, values and beliefs of the Board of Education and are consistent with District policies and procedures; and
 - 1.5 treat fairly and equitably all those served by ensuring that the sponsorship relationship does not discriminate by Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation and gender identity or expression, or age.
2. Ethical Guidelines
 - 2.1 The agreement must not express exclusive endorsement of a company's products, services or ways of doing business.
 - 2.2 Decision makers for the school/District sponsorship must not benefit personally or professionally from the sponsorship.
 - 2.3 The agreement must respect requirements for confidentiality in the school system (The School Act and the Freedom of Information and Protection of Privacy Act).
 - 2.4 The Board of Education, through the Superintendent, has the authority to decline or terminate a sponsorship. The Board, through the Superintendent, reserves the right to refuse to accept or terminate any sponsorships that it determines:

- 2.4.1 contains conditions that conflict with the mission, vision, overall objectives or independence of the District;
- 2.4.2 is given with unacceptable conditions for its use or acknowledgement;
- 2.4.3 has arisen, or is suspected to have arisen, through illegal activity;
- 2.4.4 may damage the reputation of the District; or
- 2.4.5 is inappropriate or not in the best interests of the District to accept.

3. Accountability

- 3.1 Goals, objectives and benefits of the relationship must be stated clearly at the outset.
- 3.2 Resources provided by all parties must be clearly described.
- 3.3 Records of the operational activities of the relationships must be maintained.
- 3.4 Sponsorship performance is to be reviewed regularly to ensure ongoing benefits.
- 3.5 Sponsorships shall be one school year at a time and be renewable if desired. There must be provision for cancellation and/or renegotiation.
- 3.6 A summary of corporate sponsorships at the school shall be reported to the Secretary-Treasurer with the appropriate signed agreement submitted with the report.

4. Prior to entering any agreement, the Principal shall submit the following information to the Superintendent (or designate) for approval:

- Name of the Corporation;
- the purpose of the agreement;
- the benefit being provided to the school community;
- the expected form of recognition requested by the Corporation;
- identification of personnel involved in developing and implementing the agreement.

5. Recognition

- 5.1 The District will not accept sponsorships that include requirements to include anything permanently affixed to school District property or on any Corporate supplied equipment or materials provided to the school community or students (examples include logos, plaques).
- 5.2 The District does not offer naming of its programs or facilities after corporations as a form of sponsorship. Facilities are named in accordance with the criteria and procedures outlined in Administrative Procedure 541 - Naming New Schools.
- 5.3 Sponsorships are not eligible for a tax receipt as they are viewed as a business agreement in which the Company or Organization is getting some commercial benefit in return.

6. District Level Sponsorships

- 6.1 Decisions for District level sponsorships are coordinated through the office of the Superintendent.
- 6.2 The majority of corporate sponsorships will be developed at the individual school level. Generally, District-wide sponsorships may occur when a sponsorship is so widespread that it affects the majority of schools and/or when it is more advantageous to schools to enter into a sponsorship at the District level.

Reference: Section 65, 85, School Act

SD No. 40 (New Westminster)

Adopted: September 24, 2024

Revised: October 29, 2024

Policy 26

FUNDRAISING

BACKGROUND

The New Westminster Board of Education believes school/student fundraising can contribute to the advancement of education in the school district. The District recognizes that schools often require additional funds, which are not provided by the District or Ministry of Education and Child Care 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 Parent Advisory Council (PAC) fundraising activities. The board believes the types of fundraising undertaken, the conduct of the activity, and the management of funds realized and financial accountability should be ethical, in harmony with the goals of public education and utilizing sound financial and business management practices.

PHILOSOPHY

The philosophies behind this fundraising policy are to ensure that:

- The District supports appropriate fundraising activities by schools and PACs which are designed to enhance educational programs and activities.
- The school's PAC is given the opportunity to participate in and support planning and allocating monies raised from school fundraising activities;
- Funds raised are expended in accordance with the purposes stated and/or budgets and that those involved in the fundraising are informed of how the funds are to be expended;
- Proceeds of fundraising are not to be intended to be used to create major inequities from school to school;
- Funds raised are to be directed to the benefit of students and are not to be accumulated other than for specific projects/purposes; and
- 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.

PRINCIPLES

1. Fundraising may be conducted only for the purposes of the general welfare, education or morale of the students in the school. The purpose for which funds are raised must be clear and, in addition, should preferably be for enhancements of curricular and extra-curricular activities.
2. The specific purpose of a fundraising project must be known to all the organizers, workers and persons from whom support is sought. The purpose of the funds raised must be sufficiently specific and must not be so broad in nature that they could be used for any type of school activity.

3. The fundraised proceeds shall not be utilized for the hiring of staff or the provision of programs or activities in schools which require continuity.
4. The Board intends to foster cooperative relationships with PACs to serve the best interests of students. Each school principal has the primary responsibility for and authority to conduct school/student fundraising done in the name of the school as guided under Administrative Procedure 520 *Fundraising and Coordination of Fundraising with Parent Advisory Councils (PACs)*.
5. Fundraising is to be accomplished by voluntary not-for-profit efforts.
6. Fundraising activities and their conduct must be consistent with the goals of public education, in good taste and comply with the law.
 - a. Incentives which encourage student competition in fundraising should be discouraged.
 - b. Competitive sales campaigns which use financial or material incentives, which place pressure on student sellers should not be used.
 - c. The raising of money is generally to be limited to functions at the school or those sponsored by the school at other locations. House-to-house canvassing and solicitation at business establishments and shopping centres is strongly discouraged for student safety reasons.
 - d. The use of instructional time and resources for fundraising is to be avoided.
7. Funds raised are to be expended for the purpose for which they were raised.
8. Funds raised are to be directed to the benefit of students and are not to be accumulated other than for specific projects as supported by plans or budgets.

Reference: Sections 8, 8.4, 8.5, 20, 22, 23, 65, 85 School Act

SD No. 40 (New Westminster)

Adopted: October 29, 2024

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF SEPTEMBER 24, 2024 IN-CAMERA MEETING**

ADOPTION OF AGENDA – 5:01 pm.

MINUTES FOR APPROVAL

- i. In-Camera Board Meeting held on June 24, 2024.

BUSINESS ARISING FROM THE MINUTES – Nil

REPORTS FROM SENIOR MANAGEMENT – Finance, Human Resources

NEW BUSINESS – Chair Report (tabled)

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

Tuesday, October 29, 2024: In-Camera Board Meeting, 6:00 pm (Via MS Teams).

ADJOURNMENT – 6:59 p.m.