



BOARD OF EDUCATION SD NO. 40 (NEW WESTMINSTER)

Operations Policy and Planning Committee

Tuesday, June 13, 2017– 7:30 pm

School Board Office

Location: 811 Ontario Street, New Westminister

AGENDA

Item	Action	Info	Presenter	Attachment
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The New Westminister School District recognizes and acknowledges the Gayqayt First Nations, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. Approval of the Agenda	X		J. Janzen	
2. Reports from Senior Management				
a) Financial Update		X	K. Lorenz	<i>Encl Pg 1</i>
b) Maintenance & Capital Projects Update		X	K. Lorenz	<i>Encl Pg 3</i>
3. Other Business				
a) Queensborough Busing	X		M. Lalji	<i>Encl Pg 4</i>
b) Gender & Sexual Diversity Inclusion Committee Report	X		C. Nicholson	<i>Encl Pg 5</i>
c) Gender & Sexual Diversity Inclusion Policy	X		C. Nicholson	<i>Encl Pg 9</i>
d) Food Security & Healthy Eating	X		J. Campbell	<i>Encl Pg 15</i>
4. General Announcements				
5. New Business				
6. Adjournment				

Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Selection: 201710 End Date: APRIL 30, 2017

Description	Revenues	Original Budget	Revised Budget	Bud Remain \$	Bud Remain %
621 OPERATING GRANT MINISTRY OF EDUCAT	-47,165,169	-57,408,471	-58,594,287	-11,429,118	20
629 OTHER MINISTRY OF EDUCATION GRANTS	-1,017,185	-782,876	-1,062,859	-45,674	4
641 PROVINCIAL GRANTS OTHER	-119,582	0	0	119,582	0
643 SUMMER SCHOOL FEES	-138,533	-101,000	-121,824	16,709	-14
644 CONTINUING EDUCATION	-261,776	-220,000	-240,000	21,776	-9
645 INSTRUCTIONAL CAFETERIA REVENUE	-102,673	-130,000	-130,000	-27,327	21
647 OFFSHORE TUITION FEES	-4,976,958	-5,100,000	-4,950,000	26,958	-1
649 MISCELLANEOUS REVENUE	-218,327	-164,500	-225,500	-7,173	3
651 COMMUNITY USE OF FACILITIES	-239,261	-160,000	-165,000	74,261	-45
661 INTEREST ON SHORT TERM INVESTMENT	-209,328	-135,000	-200,000	9,328	-5
Grand Total	-54,448,792	-64,201,847	-65,689,470	-11,240,678	17

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Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Selection: 201710 End Date: APRIL 30, 2017

Description	YTD Exp	YTD Com	YTD Exp + Com	Budget	Bud Remain \$	Bud Remain %
105 PRINCIPALS & VP SALARIES	2,784,262	0	2,784,262	3,236,519	452,257	14
110 TEACHERS SALARIES	23,010,328	0	23,010,328	29,974,293	6,963,965	23
120 SUPPORT STAFF SALARIES	4,144,523	0	4,144,523	5,322,227	1,177,704	22
123 EDUCATIONAL ASSISTANTS SALARIES	3,683,324	0	3,683,324	4,483,021	799,697	18
130 OTHER PROFESSIONAL SALARIES	1,927,987	0	1,927,987	2,143,082	215,095	10
140 SUBSTITUTE SALARIES	1,240,537	0	1,240,537	1,755,868	515,331	29
200 EMPLOYEE BENEFITS	9,223,963	0	9,223,963	12,280,653	3,056,690	25
310 SERVICES	1,872,472	153,290	2,025,762	1,941,795	-83,967	-4
330 STUDENT TRANSPORTATION	83,152	34,082	117,234	159,110	41,876	26
340 PROFESSIONAL DEVELOPMENT & TRAVEL	438,140	4,344	442,484	485,103	42,619	9
360 RENTALS & LEASES	197,699	9,485	207,184	260,000	52,816	20
370 DUES & FEES	90,589	0	90,589	129,000	38,411	30
390 INSURANCE	133,605	0	133,605	111,000	-22,605	-20
510 SUPPLIES	1,669,876	385,815	2,055,691	2,125,270	69,579	3
540 UTILITIES	314,603	386	314,989	443,800	128,811	29
551 GAS - HEAT	227,306	0	227,306	278,500	51,194	18
555 CARBON TAX EXP	0	0	0	50,000	50,000	100
560 WATER & SEWAGE	159,224	0	159,224	270,900	111,676	41
570 GARBAGE & RECYCLE	58,847	3,223	62,070	73,000	10,930	15
580 FURNITURE & EQUIPMENT REPLACEMENT	28,744	11,424	40,168	99,016	58,848	59
590 COMPUTER & EQUIPMENT REPLACEMENT	716,155	73,883	790,038	308,800	-481,238	-156
591 TANGIBLE CAPITAL ASSETS PURCHASED	0	0	0	800,000	800,000	100
Grand Total	52,005,336	675,932	52,681,268	66,730,957	14,049,689	21

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New Westminster Secondary

Partnerships BC and the District are working with the City to finalize the design guidelines for the site. Collaborative meetings with the three proponents identified by the Request for Qualifications have begun and will continue through July.

F.W. Howay Elementary

Seismic work began on September 12th and is scheduled to be completed by August 2017. They have started work on the Library, staffroom, office and day care. The concrete has been poured for the footings for the under-covered classrooms and framing done. The portable that was being utilized during the classroom work is no longer required and was moved on June 9, 2017 to Lord Kelvin Elementary.

All other projects

The Ministry has approved from School Enhancement Program (SEP) 2017-2018 Capital Funding two projects for Lord Tweedsmuir Elementary, including a roofing project in the sum of \$300,000, to which we will commit \$125,000 from AFG; and a boiler upgrade in the sum of \$350,000, to which we will commit \$300,000 from AFG. The boiler project will be over two years and the cost of the complete boiler upgrade will be \$1,300,000. The Ministry will fund the remainder on the second year. We have tendered the Tweedsmuir replacement and seismic. We had six applicants and the successful proponent was GRC Roofing who submitted the lowest bid.

We have purchased a new portable for Qayqayt Elementary and placed on the playfield, we have moved a portable from NWSS to Connaught Elementary, we moved two portables from NWSS to McBride Elementary and we moved the portable from HW Howay on June 9 2017 to Lord Kelvin Elementary. WE have purchased a new portable for RECAP. It will be installed onsite July 4 2017 after which we will start the Reno's to RECAP.

Staff continues to work on planning for the future projects. We are ready to proceed with the top priority items in our capital plan; however, we do not expect significant new funding announcements from the Ministry until a new provincial budget is tabled.

Respectfully,

Kevin Lorenz, Secretary-Treasurer



Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 13, 2017

Submitted by: Trustee Mary Lalji

Item: Requiring Action For Information

SUBJECT: Queensborough Busing Survey

Background

A survey was recently conducted to determine the interest in providing bus service to/from Queensborough and New Westminister Secondary School. By conducting the survey in English only, the District did not make the effort to address cultural diversities.

The consequence of which is that we minimized input from interested parties who were denied participation in the survey due to language barriers and further focus was placed on user pay issues instead of registering interest from our Queensborough parents. We need to correct this.

We are an inclusive District and we need to be more sensitive to the cultural and language differences within our learning community. We need a more comprehensive approach.

Recommendation

THAT the Operations Policy and Planning Committee recommend that the Board of Education for School District No. 40 (New Westminister) direct Senior Administration to revisit the survey related to transportation of students from Queensborough to NWSS, and the survey be:

- 1) provided in multiple languages;***
- 2) made available at different district locations, eg., schools and board office;***
- 3) made accessible online;***
- 4) tracked and followed up with parents who have not submitted a survey;***
- 5) based on overall interest in bus service, not based on a user-pay bus.***



Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 13, 2017

Submitted by: Chris Nicholson on behalf of the Gender and Sexual Diversity Inclusion Committee

Item: Requiring Action For Information

SUBJECT: Gender and Sexual Diversity Inclusion Committee year-end report

Year-End Report:

The Committee held four meetings this year, with a focus on reviewing current policy in order to make recommendations to the Board for revision. 10 key research based components of effective Sexual Orientation and Gender Identity (SOGI) policy, as co-developed by the Ministry of Education, ARC Foundation, Out in Schools, BCTF, UBC, and K-12 educators, were discussed, as were the policies of a number of other BC school districts provided as exemplars. After careful consideration, the Committee is excited to present its recommendations to the Board in the form of a revised Policy.

A second, and equally important actionable item was to underscore the importance of access to gender neutral washrooms, and to provide support for their implementation at the high school, middle schools, alternate program sites, and the Board Office. While existing bathroom facilities have since been designated as such, logistical issues concerning privacy and safety (i.e. lockable doors for a population at risk for self-harm) are currently being worked out. The Committee would like to thank the administrators in charge of those sites for their cooperation, as well as the Maintenance staff tasked with changing signs, amending facilities to be gender neutral, and working through privacy and safety issues.

A glossary of SOGI terms, included in the Administrative Procedures has been attached to this report.

Recommendation:

THAT the Operations Policy and Planning Committee recommend that the Board of Education for School District No. 40 (New Westminster) approve the current Gender & Sexual Diversity Committee of the Board have its name changed to the Sexual Orientation and Gender Identity (SOGI) Committee in keeping with current common terminology province wide.

Administrative Procedure 17 – Appendix A

Glossary of Terms

Asexual:

A person who is not sexually attracted to any gender or sex. Asexual people may still be romantically attracted to people of a variety of genders and sexualities and have romantic, non-sexual relationships.

Bisexual:

A person who is attracted to both women and men.

Cisgender:

A person whose sense of personal identity and gender corresponds with their birth sex.

Gay:

A person who is attracted to someone of the same sex and/or gender as themselves. This word can be applied to all genders of relationships, but has primarily been used in reference to men.

Gender:

A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.

Gender expression:

The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).

Gender identity:

A person's internal sense of being a man, a woman, genderqueer etc. This is not the same thing as a person's biological sex, and may not be consistent with how they are perceived by others.

Gender nonconforming:

A term that often refers to children who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth. For the purposes of this policy and accompanying regulations gender nonconforming children are included under the term trans.

Heteronormative:

A term to describe a world view that promotes heterosexuality as the normal and/or preferred sexual orientation.

Heterosexism:

A term used to describe discrimination or prejudice against homosexuals or other non-heterosexuals on the assumption that heterosexuality is the normal sexual orientation.

Homophobia:

The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay or bisexual. This often leads to bias, discrimination, hatred, harassment and violation of the human

rights of lesbian, gay or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of perceived sexual orientation.

Intersex:

Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have “corrective” genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions, however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals, however, this term is considered highly offensive.

Lesbian:

A woman who is attracted to other women.

LGBTQQ+:

An acronym that in this case stands for lesbian, gay, bisexual, trans, Two-Spirit, and queer/questioning. There is a wide range of other terms often included in this acronym (often referred to by queer communities as “the alphabet soup”) such as asexual, and this acronym tends to vary depending on the source. The plus sign (+) indicates the inclusion of all sexual and gender identities.

Perceived as LGBTQQ+:

Refers to someone who is treated as if they are LGBTQQ+ even if they do not identify as such.

Pronouns:

The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.)

Queer:

An umbrella term (often used in place of the LGBTQQ+ acronym) used to describe individuals who identify as being part of sexual and gender diverse communities (e.g. lesbian, gay, transgender).

Sex:

A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.

Sexual Orientation:

Refers to a person’s attraction towards a particular gender or sex. Someone may identify as lesbian, gay, bisexual, queer, pansexual, etc. It is important to remember that sexual identity and gender identity are separate.

SOGI:

An acronym for “Sexual Orientation and Gender Identity,” a term used by the BC Human Rights Code to describe an area of prohibited discrimination. It is an inclusive term that encompasses all individuals regardless of where they identify on the sexual orientation or gender identity

spectrums, including lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender

Trans (also Trans*, Transgender, Transsexual):

An umbrella term that can be used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans people may choose to medically transition by taking hormones, having surgery. Some trans people may choose to socially transition by changing their name, clothing, hair, etc.

Transphobia:

Fear, ignorance and mistreatment of people who are, or are perceived to be, trans or gender nonconforming. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of perceived gender expression.

Transition:

A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.

Two-Spirit:

An Aboriginal term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Aboriginal term for gay or lesbian.



Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 13, 2017

Submitted by: Chris Nicholson on behalf of the Gender and Sexual Diversity Committee

Item: Requiring Action

For Information

SUBJECT: Policy 17 Gender and Sexual Diversity Inclusion Policy

Background:

“With higher levels of discrimination and bullying, and lower level of family, school, and community support, LGBTQ youth face higher risks for significant health challenges, including suicidal thoughts and attempts and problem substance use. However, when LGBTQ youth experience safe and supportive schools and families, they are much less likely to report health challenges.” – Saewyc et al. (2016)

On September 8, 2016 the Ministry of Education announced that all British Columbian Boards of Education and Independent School Authorities would be required to have policies that explicitly reference sexual orientation and gender identity. While the current Gender & Sexual Diversity Inclusion Policy meets this Ministry requirement, a Committee of the Board comprised of staff, student, parent, and community representatives was formed to discuss ongoing and emerging SOGI issues, review current Policy, and provide recommendations to the Board.

The committee has completed their review, and humbly submit the attached revised Policy for Board consideration. With an exclusive focus on SOGI issues, this revised Policy and embedded procedures are founded on the 10 key components of effective SOGI policy, as co-developed by the Ministry of Education, ARC Foundation, Out in Schools, BCTF, UBC, and K-12 educators. These components are informed by current research and jurisdictional scans as effective in promoting learning environments that are welcoming and inclusive for all members of the school community. As importantly, in adopting these 10 key components, the Committee incorporated elements of other district’s policies to make the Policy our own, and to acknowledge the aspirational nature of implementing positive change.



While the revisions to the Policy for Board consideration are substantial, the Gender Diversity & Sexuality Committee would like to acknowledge the efforts of those involved in drafting the existing Policy. Many of the 10 components were already present in the existing Policy. The Committee takes great pride in being part of a district that saw fit to include a stand-alone policy referencing SOGI issues.

“Effective policies and procedures that explicitly reference SOGI have been proven to reduce discrimination, suicidal ideation and suicide attempts for all students.” – Saewyc, et al. (2016)

Recommendation #1

THAT the Operations Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminister) that the Gender and Sexual Diversity Inclusion policy be renamed the Sexual Orientation and Gender Identity (SOGI) policy in keeping with current terminology province wide.

Recommendation #2

THAT the Operations Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminister) approval of the revised Gender and Sexual Diversity Inclusion policy (see attached)

SEXUAL ORIENTATION and GENDER IDENTITY (SOGI)

Rationale

The Board of Education recognizes that students who identify as LGBTTTQ+ may face challenges within our schools and communities. These individuals, as well as their families, are frequently the targets of homophobic, transphobic or heterosexist behaviours. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and dropping-out, self-harm and suicide.

A responsive, safe, and inclusive school environment is necessary for students to learn and achieve high academic standards. Discrimination is not part of such an environment. As students learn by example, all members of the school community are expected to model respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination due to an individual's actual or perceived LGBTTTQ+ status or identity.

Action

The Board of Education strives to create school and district culture which supports diversity, including a welcoming learning and working environment for everyone, regardless of sexual orientation, gender identity or expression. The Board is therefore committed to the following 10 key components of effective SOGI policy¹:

1. Common Language
 - 1.1. The Board strives to ensure that all parties be well-informed and equipped with appropriate and respectful language.
 - 1.2. The Board acknowledges that language is ever evolving and that the individual is always the expert on how they may identify and on what language or terms they consider respectful and inclusive of themselves.
2. Safety/Anti-Harassment
 - 2.1. All schools and the District will have Codes of Conduct that explicitly include language prohibiting the harassment, bullying, or violence based on sexual orientation, gender identity, and expression.

3. Self-Identification

- 3.1. Individuals will have the right to self-identification, which includes the name by which they wish to be addressed and their pronoun of choice that corresponds to their gender identity.
- 3.2. Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student's official record to reflect their name and/or gender identity of choice will be accommodated.
- 3.3. Whenever possible, at the request of a student or of a student's parent(s)/guardian, the student's name and/or gender identity of choice will be included on class lists, timetables, student files, identification cards, etc.
- 3.4. Unless the student or the student's parent/guardian has specified otherwise, communications between school and home will use a student's legal name and the pronoun corresponding to the student's gender assigned at birth

4. Confidentiality and Privacy

- 4.1. A student's trans status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization.
- 4.2. In situations where school staff or administrators are required by law to use or to report a trans student's legal name or sex, such as for purposes of data collection, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such information.
- 4.3. Students' rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.

5. Dress

- 5.1. Students have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with societal expectations of masculinity/femininity.
- 5.2. School dress codes will not contain gender specific language.

6. Gender Integrated and Inclusive Activities

- 6.1. Schools will focus on integrated and inclusive activities. Where gender segregated activities continue to exist, students will have the option to be included in the group that corresponds to their gender identity or, in the case of gender non-conforming students, the group in which they would like to participate.



7. Educator Training

7.1. Professional Development and Training

7.1.1. The Board will strive to ensure that professional development and training is provided for staff to develop the awareness, knowledge, skills and attitudes necessary to:

- deliver an LGBTTTQ+ inclusive curriculum (including anti-homophobia and anti-transphobia education)
- identify and address homophobic and transphobic discriminatory attitudes and behaviours; and
- support and advocate for the needs of students whose real or perceived identity is LGBTTTQ+

7.2. Counselling and Student Support

7.2.1. The Board will strive to ensure that:

- counsellors respond competently to the needs of LGBTTTQ+ students as well as to the needs of students with LGBTTTQ+ family members;
- counsellors and staff are provided with information on support programs or services for students and families;
- all schools have at least one staff person to be a contact who is able to act as a resource person for LGBTTTQ+ students, staff and families. (Note: School administrators will act as the Safe Contact if no one voluntarily steps forward.) School administrators will inform students and other staff about the location and availability of this contact person; and
- middle schools and secondary schools are supported in establishing and maintaining Gay /Straight Alliance clubs (GSAs).

8. Inclusive Learning

8.1. Whenever possible, learning and curriculum resources regarding SOGI will emphasize universal human themes that acknowledge human diversity as an essential and enriching element of our society.

8.1.1. Classroom materials and activities related to SOGI will contain positive images and accurate information about sexual and/ or gender diversity, SOGI history and culture which reflects accomplishments, contributions, and struggles of LGBTTTQ+ people.

9. Facilities

9.1. Individuals may choose to use washrooms and change rooms that match their gender identity.

9.2. At least one single, gender neutral washroom stall/change room in each middle school, high school, and alternate school will be provided.



10. Inclusive Extra-Curricular Activities

- 10.1. Students will be included and accommodated for in all extra-curricular activities regardless of their sexual orientation or gender identity/expression, including support to set up a Gay-Straight Alliance.
- 10.2. In the case of sex-segregated team sports, students whose gender identity is different than their sex at birth may, on a case-by-case basis, join the sex-segregated team aligned with their gender identity.

¹These practices have been co-developed by the Ministry of Education, ARC Foundations, Out in Schools, BCTF, UBC, and K-12 educators as part of the Ministry of Education SOGI Working Group

Legal References: Section 85 School Act; BC Human Rights Code

SD No. 40 (New Westminster)

Adopted: _____

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



Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: June 13, 2017

Submitted by: Trustee Jonina Campbell

Item: Requiring Action For Information

SUBJECT: No Child Goes Hungry and Every Child Eats Healthy

Background

One of five children in BC live in poverty. In New Westminister, in 2011, over 2000 children from birth to 18 years old lived in poverty.

While school districts cannot alone address all the roots of poverty, issues like low minimum wage and escalating housing costs, we can address the issue of children going hungry. In 2016, 33,300 children relied on food banks. This is up 33% since 2008.

The impacts of poverty, and childhood hunger in particular, can negative impact a child's physical, social, emotional and cognitive development. For our students to grow up healthy and to be able to focus in school and feel good about themselves, it is our responsibility to ensure that no child in the New Westminister School District is hungry at school.

In addition to the efforts that New West Schools can directly take to eliminate hunger in our schools, we also have a responsibility to work with other levels of government as well as our community agencies and businesses to support our mutual responsibility to end childhood hunger.

New West Schools has been in the process of developing a Comprehensive School Health model that takes a holistic approach to a student's engagement within our school system. Comprehensive School Health develops a pathway to support students' educational outcomes. "Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier," (Comprehensive School Health summary document). New Westminister School District's *Teaching and Learning in Diverse Classrooms: A District Blueprint for Learner Success* sets three goals to address poverty and childhood hunger:

- 1) Develop a framework for Comprehensive School health;
- 2) Explore ways to improve and possibly expand school nutrition programs for students;
- 3) Increase awareness of the impact of poverty by participating in MCFD's Poverty Project initiative.



Several food and nutrition programs and services are in place in New West Schools. First, we have a B.C.'s fruit and vegetable program that is available to students across New Westminister. Several of our schools have breakfast programs, some have lunch programs and some schools use Foods curriculum to address feeding hungry students. My concern and the intent of these motions is that the existing programs are constrained either by funding or by physical constraints like the size of the kitchen, or staffing that limit our ability to serve all students with a healthy meal.

Eliminating hunger is one part of the strategy. We must also ensure that all of our students have access to healthy meals at school. We need to be doing everything possible to prevent chronic diseases such as diabetes, heart disease, and stroke that are very much diet-related. Rising obesity rates in Canada are very much a concern.

Community LINK funding can play a key role to eliminating hunger in New Westminister schools. "CommunityLINK (Learning Includes Nutrition and Knowledge) funding is designed to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counselling, youth workers and after-school programs."

<http://www2.gov.bc.ca/gov/content/education-training/administration/community-partnerships/communitylink>

Last year the school district received approximately \$1.4 Million in LINK funding. The lunch program also generates some revenue but it is often not enough to fully fund breakfast and lunch programs.

Recommendation

To ensure that in New Westminister schools **No student goes hungry and every child eats healthy:**

BE IT RESOLVED THAT The Board of Education, School District 40 direct staff to develop a district-wide plan to address food security and healthy eating, that will make available food programs to all of our schools by January 2018 so that no student is hungry and every child eats healthy; and

THAT The Board of Education, School District 40, direct staff to ensure that there are temporary school specific plans to address food security at each school and to provide necessary funding and resources to make sure no child goes hungry, by September 2017; and

THAT The Board of Education, School District 40, direct staff to review the Community LINK funding using the criteria identified above by the Ministry of Education to ensure that we are doing everything we can to best support vulnerable students, with specific attention to food insecurity and healthy eating and report back their findings and recommendations to the Board of Education by September 2017.