



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

Tuesday, January 26, 2021

7:00 pm

Via Webex Livestream

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

| | | Pages |
|--|---|--------------|
| 1. | <u>ADOPTION OF THE AGENDA</u> | 7:00 PM |
| Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the January 26, 2021 Regular School Board meeting. | | |
| 2. | <u>APPROVAL OF THE MINUTES</u> | 7:05 PM |
| a. | Minutes from the Open Meeting held: December 15, 2020 Regular Meeting | 5 |
| Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the December 15, 2020 Regular School Board Meeting. | | |
| b. | Business Arising from the Minutes | |
| 3. | <u>COMMENT & QUESTION PERIOD FROM VISITORS</u> | 7:10 PM |
| 4. | <u>CORRESPONDENCE</u> | 7:20 PM |
| a. | City of New Westminster, Proposed Official Community Plan Amendment for 823-841 Sixth Street re Affordable Housing Development, December 16, 2020 | 9 |

- b. City of New Westminster, Aboriginal Land Trust re Affordable Homes for Indigenous and Swahili Peoples at 823-841 Sixth Street, January 4, 2021 11

5. BOARD COMMITTEE REPORTS

- a. Education Policy & Planning Committee, January 12, 2021 7:25 PM

i. Comments from the Committee Chair, Trustee Russell

ii. Approval of the January 12, 2021 Education Policy and Planning Committee Minutes 15

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the January 12, 2021 Education Policy & Planning Committee meeting.

- b. Operations Policy & Planning Committee, January 12, 2021 7:35 PM

i. Comments from the Committee Chair, Trustee Connelly

ii. Approval of the January 12, 2021 Operations Policy and Planning Committee Minutes 17

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the January 12, 2021 Operations Policy & Planning Committee meeting.

iii. Alternate and Home Learners Program Relocation 21

Recommendation:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval to collect input from both school communities on how best to support the relocation proposed in Option 3A (relocation of Hume Park Home Learners Program to the grounds of Lord Tweedsmuir and relocate RCAP/Power Alternate programs to Hume Park) and Option 3B (utilizing property owned and located at 522 Fader Street and supporting both programs at the expanded Hume Park site).

6. **REPORTS FROM SENIOR MANAGEMENT**

- | | | | |
|----|--|---------|----|
| a. | Superintendent Update (K. Hachlaf) | 7:45 PM | 26 |
| | i. Anti-Racism Policy Work Update (R. Johal) | 7:55 PM | 33 |
| b. | F.W. Howay & Richard McBride Elementary - Catchment Review and Proposed Changes (K. Hachlaf) | 8:10 PM | 35 |

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the F.W. Howay and Richard McBride Elementary Schools' catchment adjustment as outlined in Scenario 1 (McBride West to Howay) effective March 12, 2021.

- | | | | |
|----|---|---------|----|
| c. | Alternate Programs Relocation (K. Hachlaf / B. Ketcham) | 8:25 PM | 38 |
| d. | Review of Board Policy Handbook - New Policy Verbal Update (K. Hachlaf) | 8:45 PM | |

7. **NEW BUSINESS** 8:55 PM

8. **TRUSTEE REPORTS**

- | | | | |
|----|---|---------|--|
| a. | Provincial Policy Matters - Direction to Board Representative to BCSTA Provincial Council Meeting | 9:00 PM | |
|----|---|---------|--|

9. **QUESTION PERIOD (15 Minutes)** 9:10 PM

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

10. **NOTICE OF MEETINGS** 9:25 PM

Tuesday, February 9, 2021: Education Policy & Planning Committee Meeting, 5:00pm - Via Webex Livestream

Tuesday, February 9, 2021: Operations Policy & Planning Committee Meeting, 6:15pm - Via Webex Livestream

Tuesday, February 23, 2021: School Board Meeting, 7:00pm - Via Webex Livestream

Reminder:

Pink Shirt Day - February 24

11. REPORTING OUT FROM IN-CAMERA BOARD MEETING

9:30 PM

- a. Record of the December 15, 2020 In-Camera Meeting

77

12. ADJOURNMENT

9:35 PM

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

**Tuesday, December 15, 2020, 7:00 PM
Via Webex Livestream**

| | | |
|----------------|--|--|
| PRESENT | Gurveen Dhaliwal, Chair | Karim Hachlaf, Superintendent |
| | Dee Beattie, Vice-Chair | Bettina Ketcham, Secretary-Treasurer |
| | Anita Ansari, Trustee | Maryam Naser, Associate Superintendent |
| | Danielle Connelly, Trustee | Guests: |
| | Mark Gifford, Trustee | Members of the Public |
| | Mary Lalji, Trustee | Dave Crowe, Director of Capital Projects |
| | Maya Russell, Trustee | Julie MacLellan, Reporter, New Westminister Record |
| | | Sarah Wethered, President, NWTU |
| | | Caroline Manders, Recording Secretary |
| REGRETS | Robert Weston, Executive Director, Human Resources | |

The New Westminister School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 7:00pm.

2020-070

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda for the December 15, 2020 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meeting held:

1. November 24, 2020 Regular Meeting

2020-071

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the November 24, 2020 Regular School Board Meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes

Nil.

3. COMMENT & QUESTION PERIOD FROM VISITORS

Nil.

4. **REPORTS FROM SENIOR MANAGEMENT**

a. Superintendent Update

Superintendent Hachlaf provided an update:

i. COVID-19 Update:

- The revised Fraser Health Early Notification process and New Westminster Schools' statistics were reviewed. Various school districts have provided feedback and suggestions to Fraser Health to help improve clarity around communication of the notification process:
 - The District's first self-isolation letter was sent to a class at NWSS and those students are being supported via online learning.
 - Considerations in the event of Stage 3, schedules of instruction were reviewed, based on full-day models to allow for a more consistent schedule.
 - Central Registration - Neighbourhood Learning Centre - within NWSS, there will be a Wellness Centre, which is being reviewed at the Advisory Committee level. The Welcome Centre has moved beyond the concept stage and is now being setup at NWSS. Centralized registration system will be implemented in January. This project has been years in the making and it is very exciting to see this come to fruition.
 - K-8 Online Update - registration opportunities were opened up for families both to return to in-class learning; and online learning. 48 families applied to return to in-class instruction; 68 families applied to go to online learning.
 - Discover New Westminster Schools - in early 2020, the first Discover New Westminster Schools was introduced and it was a massive success. The 2021 event will take place virtually in mid-January. Details will be available on the District website.

ii. NWSS Move/Transition

The new high school will open on January 4. The move schedule is going very well. The first week of instruction will take place via remote learning, which will allow staff to receive training and orientation. When the students are introduced to the new building, they will also have an orientation. Superintendent Hachlaf thanked NWSS staff for helping to pack up their classrooms while continuing instruction.

A video of the new NWSS was shown. A link to the video is [here](#).

A question arose regarding the status of the anti-racism initiative and the school liaison officer program. Superintendent Hachlaf indicated that the District has reached out to the consultant and a presentation will be made to the Board in January.

b. 2021-22 Budget Development Process and Timelines

Secretary-Treasurer Ketcham reviewed the proposed 2021-22 Budget Process. She explained that the 2019-20 process was rather lengthy and that for this budget cycle the timeline has been shortened to be more efficient, yet still allow for sufficient discussion opportunities. A discussion followed regarding the use of ThoughtExchange. Secretary-Treasurer Ketcham agreed that ThoughtExchange may not be helpful in the format that it was initially used. She has connected with

ThoughtExchange to review how the format for the 2021-22 Budget Cycle could be adjusted to the format more helpful to the District. Staff was asked to research other possible platforms with which to engage the public in a more meaningful and honest manner. It was asked what the cost is of using ThoughtExchange. Secretary-Treasurer Ketcham will bring this information to the next meeting.

2020-072

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2021-22 Budget Development Process and Timelines, as presented.

CARRIED UNANIMOUSLY

c. Statement of Financial Information (SOFI) Report

Secretary-Treasurer Ketcham provided highlights of the Statement of Financial Information (SOFI) for 2019-20. It was asked that any Administrative Procedures relating to procurement be reviewed to ensure that they are Living Wage Employers.

2020-073

Moved and Seconded

THAT the Board of Education School District No. 40 (New Westminster) acknowledge receipt of the Statement of Financial Information (SOFI) Report for information.

CARRIED UNANIMOUSLY

d. Bank Signing Authority

2020-074

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster)'s bank signing authorities Trustee Gurveen Dhaliwal and Trustee Dee Beattie, Karim Hachlaf, Superintendent; and Bettina Ketcham, Secretary-Treasurer be approved;

AND FURTHER that effective immediately, bank signing authority Trustee Anita Ansari former Board Chair, be removed.

CARRIED UNANIMOUSLY

e. Student Withdrawal & New Registration Report

Associate Superintendent Naser provided highlights of the report:

- 48 students moved out of the District; 176 students left the District; 10 students left to go to independent schools; overall enrollment is up 76 students compared to 2019. The number of students leaving and coming into the district is roughly equal.

5. NEW BUSINESS

Nil.

6. TRUSTEE REPORTS

- a. Trustee School Liaison Assignments / Trustee Appointments to Committees & Community Liaison Groups

Chair Dhaliwal shared the new committee appointees of Trustees. The school liaison assignments will remain in place until the end of June 2021 to ensure continuity.

Trustees shared highlights of activities they participated in November and December.

7. QUESTION PERIOD (15 Minutes)

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

A member of the public asked that upon viewing the video of NWSS, that the skylight is glassed in on the second floor, however, on the third floor it is not, how will this be addressed? Secretary-Treasurer Ketcham indicated that the protections in the skylight exceed code requirements; once school is in session this matter will be assessed as to whether it is an issue. Director of Capital Projects Crowe indicated that the newly completed NWSS exceeds the current Code requirement. The architect has said that this is a very safe situation.

Another member of the public asked that they had responded to the anti-racism letter sent in June and had asked for a follow-up by the Board. The Board is working with consultants regarding a plan. A more robust update will follow in the spring. Parents will be involved in community communications.

8. NOTICE OF MEETINGS

Tuesday, January 12, 2021: Education Policy & Planning Committee Meeting, 5:00pm - Via Webex Livestream

Tuesday, January 12, 2021: Operations Policy & Planning Committee Meeting, 6:15pm - Via Webex Livestream

Tuesday, January 26, 2021: School Board Meeting, 7:00pm - Via Webex Livestream

Reminder:

Discover New Westminster Schools 2021 (Virtual Experience) - January 11-14, 2021

9. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of the November 24, 2020 In-Camera Meeting

10. ADJOURNMENT

The meeting adjourn at 8:14pm.

Chair

Secretary-Treasurer

December 16, 2020

Doc # 1711718

Dear : Board of Education of School District 40
811 Ontario Street, New Westminister
BC, V3M 0J7

Re: Proposed Official Community Plan amendment for 823-841 Sixth Street to facilitate an affordable housing development.

The purpose of this preliminary letter is to advise that City of New Westminister has received an application for an **Official Community Plan (OCP) Amendment** to change the Land Use Designation in the Mainland Community Plan for 823-841 Sixth Street (Map 1) from Residential – Infill Townhouse (RT) to Residential – Multiple Unit Dwellings (RM).



WHAT IS THE PROPOSAL?

The OCP amendment would allow for the construction of an affordable housing project that has been proposed by the Aboriginal Land Trust (ALT). The proposed project is a six storey apartment building, with a total of 96 rental residential units, including a mix of one-, two- and three-bedroom units. The target population of the project is multi-generational members of the Indigenous community. The project will also make a number of units available to the Swahili community.



HOW DO I GET MORE INFORMATION?

The details of this proposed project can be found at:
www.beheardnewwest.ca/823-841-sixth-st

This page will be updated regularly as the project advances.



HOW CAN I BE HEARD?

There will be opportunities for you to provide feedback at three milestones:

1. **Applicant-Led Consultation (Anticipated January 2021)** – You can provide feedback on the project directly to the applicant prior to them making revisions.
2. **Advisory Planning Commission (Anticipated March 2021)** – You can provide feedback directly to the commission on the project, including the revisions made following the applicant-led consultation.
3. **Public Hearing (Anticipated June 2021)** – You can provide feedback directly to Council related to whether or not to support the proposed bylaw changes.

You will receive information about each of these opportunities to provide feedback once the dates have been set.



QUESTIONS?

Please feel free to contact Lynn Roxburgh, Senior Planner, if you would have any questions or would like to set up a meeting to discuss the project.

Email: lroxburgh@newwestcity.ca

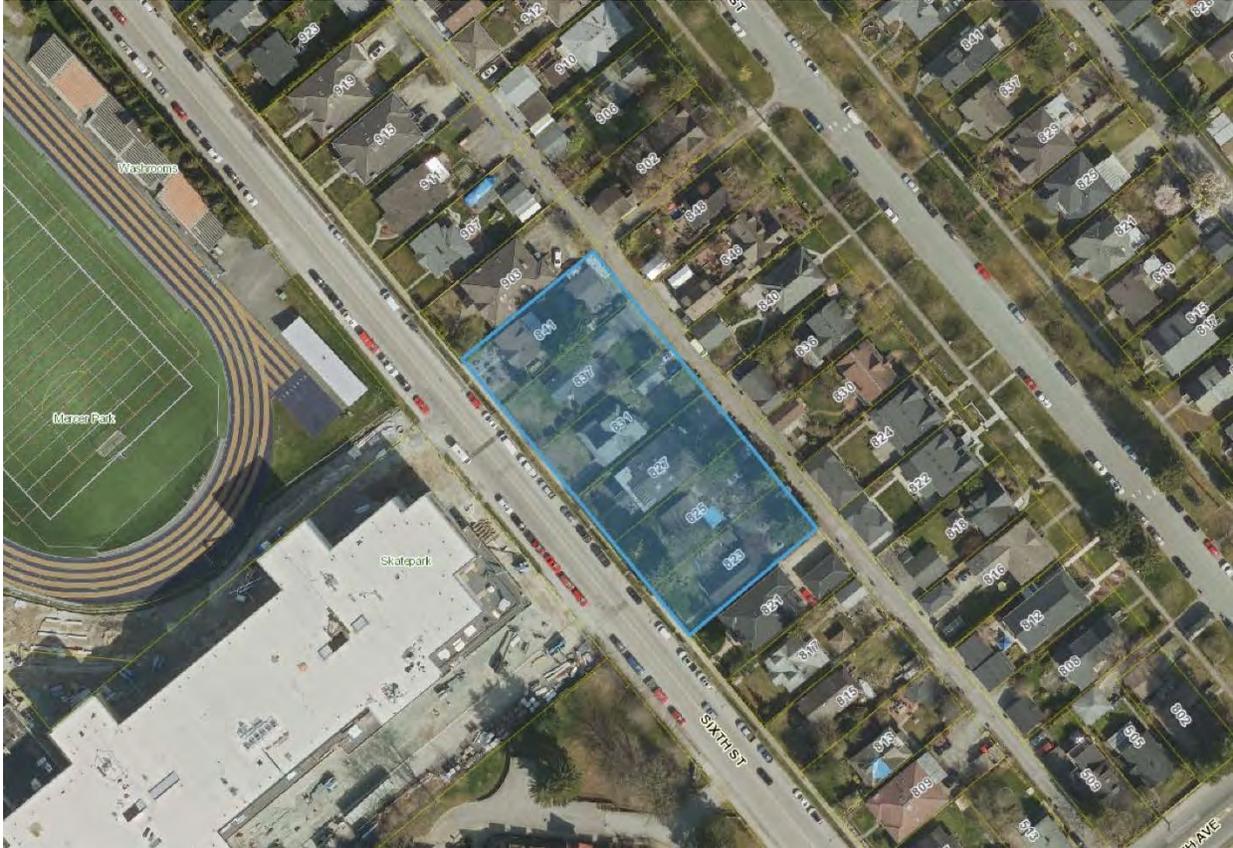
Phone: 604-515-3805

Post: Planning Division, Development Services Department
511 Royal Avenue New Westminister, BC V3L 1H9

Sincerely,

Emilie K. Adin

Map 1: 823 to 841 Sixth Street - Proposed OCP Amendment Area



 Area proposed to be amended from Residential – Low Density (RT) to Residential – Multiple Unit Dwellings (RM).

From: [Lynn Roxburgh](#)
To: [Board of Education](#)
Cc: [Karim Hachlaf](#)
Subject: ::External Email:: RE: Proposed Official Community Plan amendment, City of New Westminster
Date: January 4, 2021 4:01:29 PM
Attachments: [image002.png](#)
[image003.png](#)
[ALT New West - Letter to School District - Jan. 4, 2021.pdf](#)
[ALT New West Housing Fact Sheet Dec 2020 v8web.pdf](#)

Dear Board of Education,

In follow up to the information provided below I would like to share that Aboriginal Land Trust (ALT) is now moving forward with applicant led consultation regarding their proposal for an affordable housing project at 823-841 Sixth Street. Please find the attached letter and project fact sheet prepared by the applicant.

Both City staff and the applicant team would be happy to meet to discuss any feedback you have regarding the project. Please let me know if you would like us to set up a virtual meeting. You can also contact ALT directly at info@ALTSixthStreet.ca.

Regards,

Lynn Roxburgh MCIP, RPP | Senior Policy Planner
T 604.515.3805 | C 604.345.2978 | E lroxburgh@newwestcity.ca

📍 City of New Westminster | Development Services, Planning Division
511 Royal Avenue, New Westminster, BC V3L 1H9
www.newwestcity.ca | [f /newwestminster](#) | [@new_westminster](#)

From: Nazanin Esmaeili
Sent: Wednesday, December 16, 2020 3:15 PM
To: 'boardofeducation@sd40.bc.ca' <boardofeducation@sd40.bc.ca>
Cc: 'khachlaf@sd40.bc.ca' <khachlaf@sd40.bc.ca>
Subject: FW: Proposed Official Community Plan amendment, City of New Westminster
Hello,

Please find attached the preliminary letter indicating details regarding an application for an Official Community Plan (OCP) Amendment. A hard copy will be mailed out to you as well.

The OCP amendment would allow for the construction of an affordable housing project that has been proposed by the Aboriginal Land Trust (ALT). The proposed project is a six storey apartment building, with a total of 96 rental residential units, including a mix of one-, two- and three-bedroom units.

Please feel free to contact Lynn Roxburgh, Senior Planner, if you would have any questions or would like to set up a meeting.

Email: lroxburgh@newwestcity.ca

Phone: 604-515-3805

Post: Planning Division, Development Services Department

511 Royal Avenue New Westminster, BC V3L 1H9

Warm Regards,

Nazanin Esmaeili | Planning Assistant

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T 604.636.4357 | 📍 City of New Westminster

January 4, 2021

To whom it may concern at the Board of Education,

Re: Aboriginal Land Trust developing affordable homes for Indigenous and Swahili peoples in New Westminster

As you may be aware, Aboriginal Land Trust (ALT) in collaboration with Lu'ma Native Housing Society and Swahili Vision International Association, is planning to develop the site at 823-841 Sixth Street in the vibrant Uptown neighbourhood of New Westminster. The project will provide multigenerational and multicultural housing for members of both the Urban Indigenous and Swahili communities.

Attached you will find a project information sheet outlining the proposed plans.

This project is in the early planning stage. We would like to offer to meet virtually with you to discuss this project. Please let us know if you would like us to set up a virtual meeting to listen to any feedback you may have about the project.

We will also be hosting a virtual neighbourhood meeting on January 20, 2021 from 6:30pm – 7:30pm. If you would like to attend this meeting, please register by email to info@ALTSixthStreet.ca. Registration deadline is January 19 at 5:00pm.

We look forward to hearing from you.

Sincerely,

Kent Patenaude
President, Lu'ma Native Housing Society

Aboriginal Land Trust Sixth Street Housing Project

DECEMBER 2020

New, affordable homes for Indigenous and Swahili Peoples in New Westminster

The Aboriginal Land Trust, in collaboration with Lu'ma Native Housing Society and the Swahili Vision International Association, is planning to redevelop a site at 823 - 841 Sixth Street in the vibrant Uptown neighbourhood of New Westminster. The project will provide multigenerational and multicultural housing for members of both the Urban Indigenous and Swahili communities.



Located in the heart of New West's Uptown neighbourhood, the new building is walking distance to Uptown's many stores and services, including libraries, schools, parks, theatres, restaurants, grocery stores, and cafés.



Artist's conceptual rendering

The new housing is proposed to be six storeys and would include:

- Affordable rental homes for low to moderate income households
- A combination of one, two and three-bedroom apartments for a total of 96 housing units
- Indoor and outdoor gathering spaces and a children's play area
- One level of underground parking including 53 stalls, bike storage and lockers
- Ground floor units with doors opening onto 6th Street
- A new multi-use pathway at the north end of the site for pedestrians and cyclists to travel between 6th and 5th Streets





A place to share and celebrate culture

Designed to support both Urban Indigenous and Swahili Peoples, the building will serve as a safe, welcoming place where generations of people can come together to express, share and celebrate culture, traditional knowledge and history. The building is designed to reflect a traditional way of communal living, providing opportunities for Elders, families and young people to support and learn from one another.

The building's design and landscaping will incorporate Indigenous and Swahili art, native plants and other cultural elements.

This project is an important step towards reconciliation and an opportunity to fill the need for housing for Indigenous Peoples and people of African descent in New Westminister.

Proposed redevelopment process

| DECEMBER 2020 / JANUARY 2021 | JANUARY 2021 | MARCH 2021 | MAY 2021 | MAY 2021 |
|--|---|--|---|--|
| Aboriginal Land Trust leads Community Engagement on the Proposed Housing (opportunity to submit feedback via virtual Neighbourhood Meetings, an online comment form) | Aboriginal Land Trust submits applicant-led consultation summary / summary of proposed rezoning application changes to City of New Westminister | Aboriginal Land Trust presents its development proposal to the City's Advisory Planning Commission. The Commission reviews the project with regard to City policies, considers public feedback, and makes a recommendation to Council on the project | 1st / 2nd Reading of OCP and Zoning Amendment Bylaws by New Westminister City Council | City of New Westminister holds a public hearing on the proposed Rezoning and OCP amendment |

Participating Organizations

This project is a partnership of the Aboriginal Land Trust in collaboration with Lu'ma Native Housing Society and the Swahili Vision International Association.



Aboriginal Land Trust

The Aboriginal Land Trust serves people in need with hope and Indigenous ways of knowing and being. It is a B.C. non-profit society and a subsidiary of Lu'ma Native Housing Society which has been providing safe, affordable housing for Indigenous people and families since 1980.



Swahili Vision International Association

Swahili Vision International Association is a community of Swahili speakers and others who are interested in Swahili language and culture. Based in Vancouver, British Columbia, their mission is to promote Swahili language, culture, and arts around the world.

For more information, please contact:

info@ALTSixthStreet.ca

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

**Tuesday, January 12, 2021, 5:00 PM
Via Webex Livestream**

- PRESENT**
- | | |
|---|---|
| <p>Gurveen Dhaliwal, Chair Dee Beattie, Vice Chair Anita Ansari, Trustee Danielle Connelly, Trustee Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee Student Trustees Katharine Galloway Jeryca Hechanova Sam Killawee</p> | <p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Caroline Manders, Recording Secretary Guests: Members of the Public Tanis Anderson, District Vice Principal, Early Learning Stacy Brine, Social Studies Teacher, NWSS Ravinder Johal, District Principal, Equity & Inclusion Kristen Keighley-Wight, Communications Manager Iain Lancaster, District Vice Principal, Programs & Planning Julie MacLellan, Reporter, New Westminster Record Tammy McArthur, Teacher, NWSS Maureen McRae-Stanger, Director of Instruction, Learning & Innovations Jennifer Scorda, Principal, Connaught Heights Elementary</p> |
|---|---|
- REGRETS** Robert Weston, Executive Director of Human Resources

Chair Russell recognized and acknowledged the Qayqayt 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 Agenda

The meeting was called to order at 5:01pm.

Moved and Seconded

THAT the agenda for the January 12, 2021 Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentation

- a. Connaught Heights Elementary - Outdoor Learning

Connaught Heights Elementary School Principal Jennifer Scorda provided highlights of their Outdoor Learning Journey. It is anticipated that this program will continue to be part of the Connaught curriculum.

3. Comment and Question Period

Nil.

4. **Student Voice**

a. Verbal Update: School Liaison Officer Program

Student Voice students provided highlights of their survey completed by NWSS students. The students noted that the program has an opportunity to build relationships, educate on its purpose, and provide student support.

It was asked whether the Liaison Officers carry guns into the schools. Director of Instruction, Learning & Innovations McRae-Stanger indicated that the officers may arrive at school wearing their active duty uniform and change into a more casual uniform when they are in school (slacks and polo shirt); typically they do have their weapons when they first arrive at school as they are on active duty. Their weapon can be secured in the school and/or their vehicle. This matter has been previously raised and is being reviewed.

5. **Reports from Senior Management**

a. Careers Program Report

District Vice Principal, Programs & Planning Lancaster provided highlights:

- Careers Curriculum - provides students with career exploration and training opportunities.
- Career Life and Exploration - students introduced to start thinking about their career path.
- Community Connections – mentorship.
- CLE and CLC were run virtually this year.
- Work Experience - provides them with a taste of what the program will be like without having to commit to a full program.
- Apprenticeship Programs - Youth Explore Trades; TRAIN in Trades and WORK in Trades. The ITA provides the funding to support these programs.
- The participation is approximately the same for 2020-21 as in 2019-20.
- The students find the programs very worthwhile.

b. District Nourishment Program Highlights

District Vice Principal, Early Learning Anderson provided an update on the school nourishment program. The Alternate Programs have now also subscribed to the lunch program. A [video](#) was created to highlight community and feeding children. The Youth Leadership Society of British Columbia has provided donations, which have allowed the purchase of snacks for the Power and RCAP programs. The Greater Vancouver Food Bank has donated \$16,000 in gift cards to families in need.

c. District Calendar 2021-2022

This item will be brought forward at the January 26 Regular Open Board meeting.

6. **Adjournment**

The meeting adjourned at 6:12pm.

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

**Tuesday, January 12, 2021, 6:15 PM
Via Webex Livestream**

| | | |
|----------------|---|---|
| PRESENT | <p>Gurveen Dhaliwal, Chair Dee Beattie, Vice Chair Anita Ansari, Trustee Danielle Connelly, Trustee Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee</p> | <p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Members of the Public Tanis Anderson, District Vice Principal, Early Learning Steven Beasley, CUPE Dave Crowe, Director of Capital Projects Kristen Keighley-Wight, Communications Manager Julie MacLellan, Reporter, New Westminster Record Marcel Marsolais, President, CUPE Local 409 Jennifer Scorda, Principal, Connaught Heights / HLP Sarah Wethered, NWTU Caroline Manders, Recording Secretary</p> |
|----------------|---|---|

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. Approval of Agenda

The meeting was called to order at 6:16pm.

Moved and Seconded

THAT the agenda for the January 12, 2021 Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentations

a. Seamless Childcare

Marcel Marsolais, President CUPE Local 409, and Steven Beasley, CUPE, provided highlights of the Seamless Childcare program. The Board noted that this initiative will be brought forward to a future meeting for a more in-depth discussion. Associate Superintendent Naser indicated that the District has submitted an expression of interest to be considered for the pilot of this program.

b. Childcare Verbal Update

District Vice Principal, Early Learning Anderson provided a brief update. Currently, there are 80 child care spaces available in Queensborough. A Rapid Renovation Grant application has been submitted to add additional storage space at Connaught Heights Elementary.

3. **Reports from Senior Management**

a. Alternate and Home Learners Program Relocation

Secretary-Treasurer Ketcham indicated that two virtual Townhalls have been scheduled for Monday, January 18 and Wednesday, January 20, both at 6:00pm to provide an opportunity for the public to provide feedback. The proposed options of the relocation were reviewed and discussed. Please refer to the [Operations Committee meeting video](#) (40.38 minute mark) for the detailed discussion.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval to collect input from both school communities on how best to support the relocation proposed in Option 3A (relocation of Hume Park Home Learners Program to the grounds of Lord Tweedsmuir and relocate RCAP/Power Alternate programs to Hume Park).

An amendment to the original motion was requested, reference to Option 3B was added in the amended motion as follows:

AMENDED MOTION

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval to collect input from both school communities on how best to support the relocation proposed in Option 3A (relocation of Hume Park Home Learners Program to the grounds of Lord Tweedsmuir and relocate RCAP/Power Alternate programs to Hume Park) and Option 3B (utilizing property owned and located at 522 Fader Street and supporting both programs at the expanded Hume Park site).

**CARRIED
1 Opposed**

b. Comment & Question Period from Visitors

Many questions and comments from parents regarding the Hume Park Home Learners and Alternate Programs relocation were shared with the Board. Please refer to the [meeting video](#) for the detailed discussion. All questions and comments were transcribed and will be addressed at the respective Townhalls. The Board thanked everyone for their feedback.

c. Capital Projects Update

i. Richard McBride Elementary School

Director of Capital Projects Crowe provided highlights:

- Phase 1 is nearly complete; moving into steel structure Phase 2;
- Sequencing has changed a bit: landscaping was moved up;
- Dashboard is all green, there are no areas of concern – the project is on-schedule and on-time.

ii. New Westminster Secondary School

Director of Capital Projects Crowe was pleased to announce that the new NWSS opened to staff and students on January 11 who were all very excited to move into the new building. This is a huge milestone and achievement for everyone involved in this project (about 3,000 people worked on the site over the past 4-1/2 years). This will be the last NWSS update, the team will now move into the decommissioning of the old school and developing the passive park. Any reports to be brought forward will include updates on those items.

The Board congratulated Director of Capital Projects Crowe on the completion of the project, which has been the largest provincial capital project to date.

A concern was raised pertaining to the traffic congestion at Richard McBride Elementary. Due to City civil works, the roads near the school have experienced congestion. Ongoing construction at Royal Columbian Hospital have also added to the traffic delays, which will continue for at least another month.

NWSS Transition Update

Superintendent Hachlaf provided a brief update on the move from the old NWSS to the new building. Another milestone achieved was the move into the new building, which was a huge task. Still transitioning into the new space, which will take a few months such as collaborative work spaces, etc. Further updates on Phase 2 (demolition) will be forthcoming as well as Memorialization Advisory Committee updates at future Committee and Board meetings, as required.

d. Operations Update

i. Facilities Report January 2021

Secretary-Treasurer Ketcham indicated that a first draft of PDR regarding the Queen Elizabeth Elementary school expansion has been reviewed by the Ministry of Education, who have provided comments for consideration.

ii. 2020-21 Grant Recalculation and Amended Budget Update

Secretary-Treasurer Ketcham reviewed the grant recalculation. The estimated funding has increased by approximately \$250,000, for a total of \$63 million, which aligned with earlier estimates. Additional amended budget information will be forthcoming at the February Board and Committee meetings. Federal COVID-19 funding update, the first half of funding was received in September (\$1.2 million). The 10% holdback was recently released to districts – this has resulted in an additional \$156,810 for New Westminster Schools. Planning is underway for how to best utilize those dollars.

It was asked whether this additional money could be allocated for additional mental health resources to support students. Associate Superintendent Naser confirmed that the District's mental health resources are above by 3.3 FTE of the required provincial staffing ratio. The services being offered at NWSS have been well-received. The District will continue to monitor the needs of its students and will adjust services as necessary.

iii. TIS Verbal Update

Associate Superintendent Naser introduced the new IT Director Curtis Dunn who recently joined the District. IT will focus on the following four areas:

1. Hardware refresh cycle - specifically laptops.
2. NWSS - IT team prepared the school for students and staff. Associate Superintendent Naser thanked everyone involved who worked over the winter holiday to make this happen.
3. Audit of the bandwidth in schools to ensure connectivity for all schools; looking at making future improvements.
4. Xerox multi-functional devices are being refreshed and hope to complete that work later January.

e. COVID-19 Update

Superintendent Hachlaf updated the Board on the COVID-19 notifications. In discussions with Fraser Health and Superintendents from Districts within its health authority, additional changes to COVID-19 reporting to improve streamlining of communications will be forthcoming. Superintendent Hachlaf will provide additional feedback at the January 26 Board meeting. The Ministry of Education has indicated that the FSA and Grade 10 assessments will proceed. The timeline for the administration of these tests will be extended.

f. F.W. Howay & Richard McBride Elementary Catchment Review Update

Superintendent Hachlaf mentioned that additional feedback will be forthcoming to the January 26 Board meeting.

g. Administrative Procedure 300-Student Admissions, Catchment Areas & Placement

Associate Superintendent Naser highlighted an edit in Administrative Procedure 300. Language was added indicating that if the need arises, the Superintendent can deem a school at full capacity (paragraph 4.2.1a) and therefore may not guarantee placement. Currently, there are no schools within the District deemed to be at full capacity.

4. **General Announcements**

Superintendent Hachlaf announced that Friday, January 15 will be Black Shirt Day, everyone in the District is encouraged to wear black shirts to raise awareness of the civil rights struggle, and help foster solidarity against all forms of racism and hate.

5. **New Business**

Nil.

6. **Old Business**

Nil.

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

Nil.

8. **Adjournment**

The meeting adjourned at 9:15pm.



Supplement to: OPERATIONS POLICY AND PLANNING MEETING

Date: January 12, 2021

Submitted by: Bettina Ketcham, Secretary-Treasurer

Item: Requiring Action Yes No For Information

Subject: Alternate and Home Learners Program Relocation

Background:

The Board of Education desires to have a long-term outlook of all schools and programs within its Long-Range Facilities Plan. As part of the District’s strategic plan to develop innovative and sustainable programs, we have committed to review our Alternate Programs to ensure the diverse needs of our students are being met. Currently, our RCAP and POWER Alternate Programs (along with our New West Online program) are located in a unit within the Columbia Square Plaza. The District entered into a temporary agreement in 2016 for a 5-year lease in order to more fulsomely plan a long-term strategy. The lease at Columbia square is coming due April 2021, and an extension has been requested to August 2021 to allow the district to conclude the 2020-21 school year prior to a relocation.

A number of options have been examined in order to find a more suitable long-term space for our students attending RCAP and POWER while maintaining financial stability. These include:

- 1) Stay at the existing location;
- 2) Find alternative rental space;
- 3) Relocating the program to a District owned site.

Option 1 – Status Quo

The annual cost of rent for the 2019-20 school year for Columbia Square was \$229,136. Over the course of a 5-year lease, the District has paid over \$1M and these investments have not created a long-term solution for the Alternate Programs. This substantial amount of rent can be assumed to remain at its current rate or increase at the rate of inflation and market conditions.

Questions since entering the lease have also arisen surrounding the appropriateness of the location for our students given the proximity of a liquor store and adult store. Staff do not recommend this option as it does not meet the Board’s objective of creating a long-term and sustainable space for the Alternate Programs and due to financial reasons noted above.

Option 2 – Alternative Rental Spaces

Staff investigated other rental spaces around the community and it was discovered that the cost per square foot exceeded what the District is already paying. Furthermore, the District would have to invest substantial dollars in tenant improvements to make the spaces usable for our purposes. For comparison, the tenant improvements put into Columbia Square was \$150,000 five years ago. However, we can anticipate general additional investments of \$50,000 or greater, if we relocate to another rental space.

Again, staff do not recommend pursuing this option due to the additional financial costs, as well as the fact that it also does not create a more suitable long-term solution for our RCAP and POWER Alternate Programs.

Option 3 – Relocating Program to a District-Owned Site

This solution involves examining existing space within the District to create a long-term solution and home for the RCAP and POWER Programs as well as reducing the financial costs of renting facilities. By undertaking this option, the District recognizes it may have a more substantial investment initially, but the payback period would be very short considering the annual lease costs are extremely high (see Option 1 above).

A couple of options under Option 3 were also considered and they include:

- a) Relocating the RCAP and POWER Alternate Programs to Hume Park, and the HLP program to the grounds of Lord Tweedsmuir;
- b) Renovating the rental house owned by the District in the Hume Park neighborhood for potential use for our RCAP and POWER alternate programs or the Home Learners' Program.

Option 3A

The proposal involves relocating the RCAP and POWER Alternate programs to Hume Park, where the Home Learner's Program (HLP) is currently located (Note: the New Westminister Online program will be located within NWSS). We would then relocate the Home Learner's Program to the Lord Tweedsmuir grounds. Lord Tweedsmuir and HLP would be co-located but would operate separately and distinctly. Both moves secure a long-term outlook for the programs

A logical question surrounding option 3A may be to ask why we are disrupting two programs when only one needs to be moved. The answer lies in the fact that there is far more alignment locating a distance learning program that serves mostly K-7 students on the same grounds as an elementary school rather than programs that serve an older aged cohort. The District has evaluated all other elementary sites but has identified Lord Tweedsmuir as the best site given the amount of space it has to house the HLP program on the school grounds, its proximity to SkyTrain options and nearby city park (Grimston Park).

To better inform the decision making process, staff reviewed the number of out-of-district students being served by the Home Learner's Program (HLP) at Hume Park. Based on our records, 80% of the HLP students are out-of-district. For comparison, all students served by our RCAP/POWER programs are in-district students. Furthermore, due to the nature of the program, HLP students are on site a couple of days per week for a few hours to develop their connections with peers and teaching staff. In comparison, the alternate students have daily scheduled programming spanning the full school day.

The cost to carry out this option is \$335,000. Over the course of five years, the District would save approximately \$865,000 which could be redirected to additional benefits for our students.

Another consideration here is the impact to enrolment this relocation may have as a result of moving the HLP program to an alternate site. Enrolment at HLP increased by 40 students as a result of COVID-19. If we assume those students go back to their home schools in future school years, the HLP program would have approximately 100 students. The HLP program is funded at \$6,100 per FTE as it is considered a distance learning program.

To gauge the potential financial impact of moving the program, it may be possible that fewer students enroll due to the move. However, as 80% of HLP students are out-of-district learners, it stands to reason they are not tied to the program due to location. As an assumption, we could expect these out-of-district students to continue to stay with the program. Given that the other 20% may be tied to the location given proximity to their homes, if we had a 20% reduction in enrolment, this would amount to a loss of \$134,200 in funding. Of course, the related costs associated with running the program would also be reduced (teaching and clerical salaries, supplies and services) on a variable basis. In this scenario, the overall net loss would be approximately 18% of the revenues, or \$24,156.

It is not anticipated that the enrolment for the RCAP/POWER Alternate Programs would incur any decreases. In fact, the District believes that this relocation would only enhance the program to support its current learners to obtain educational supports that suits their learning needs at a site that is better suited for the offerings provided by the program.

Beyond any financial impact, our first priority is examining the educational impact to all of our students:

- The relocation of the Alternate Program to a more long-term site is educationally beneficial as it creates stability for our diverse group of learners. The proposed relocation also provides great access to outdoor spaces and other amenities, which align with the offered curriculum. The location also lends itself well to public transit options where both the SkyTrain and bus routes are proximate to the school.
- The relocation of HLP is also one with long-term vision in mind. A co-location on the grounds of another elementary site may provide some good opportunities for shared field space and certain learning resources. One of the main program considerations is the outdoor learning focus this program has. Tweedsmuir Elementary is closely located to Grimston Park which may offer a similar opportunity for students. Furthermore, 22nd Street SkyTrain Station is very close to the grounds of Tweedsmuir which also lends itself well for transit options for parents/students.



On the educational considerations, we would look to our school-based staff and administrators for additional input on how the transition could be made more positive for students in advance of any relocation.

Option 3B

The Board also asked staff to investigate utilizing the house owned by the District located across the street from the Hume Park site and convert that space into a school, which could potentially house one of the programs.

Staff can confirm that while the Official Community Plan (OCP) states that the District-owned rental property is slated for "Major-institutional", the zoning presently is RS-1 (residential) and no rezoning applications have been put forward. District staff have had a conversation with City staff. City staff suggested that a Temporary Use Permit would be a more expedited process than rezoning at this time. However, the City indicated that the Temporary Use Permit (TUP) timelines are 3-6 months (errring on the longer side given the pandemic) and involve a community consultation process. If we started the TUP process now, we may get approval in May 2021, however, the District would have to apply for permits to modify or deconstruct the house which could take another 3-5 months. The actual work depending on whether we went with a renovation or totally modular structure would be another 3 months at best. As you can see, this would take us beyond the September 2021 opening date. As such, this solution is not viable in the existing time frame.

Despite the above, staff have still investigated how to execute a plan under this option for the Board's consideration. The costs below excludes the professional services costs like architectural, structural, mechanical and electrical engineers or any city requirements (if any) for site servicing:

- 1) Renovate the existing house for use by converting living space to classroom space (\$250,000 – minimum depending on overall design and what we uncover once work begins);
- 2) Demolishing the existing house and placing portables on site to support the program (\$395,000).

In both of these options, \$50,000 would have to be added to bring the Columbia Square lease to base.

Again, the major barrier under this option is that the timeline does not align to our needs.

Conclusion

The only viable option taking into consideration the programming and educational needs of both HLP and the RCAP and POWER Alternate Programs and financial considerations is Option 3A, which is to relocate HLP to the grounds of Lord Tweedsmuir and move the RCAP and POWER Alternate Programs to Hume Park.

With Board approval, staff will be hosting separate town halls to each of the RCAP/POWER and HLP learning community groups to garner further input in providing support towards this transition.



Information will be collected from these meetings, which will take place in January. Feedback received will be brought back to January 26, 2021 Regular Open Board meeting to be shared with Trustees on moving forward with the relocation.

Recommendation:

That the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminister) approval to collect input from both school communities on how best to support the relocation proposed in Option 3A (relocation of Hume Park Home Learners Program to the grounds of Lord Tweedsmuir and relocate RCAP/Power Alternate programs to Hume Park).

Superintendent Update

Karim Hachlaf
January 26, 2021



New
Westminster
Schools

Central Registration



Welcome

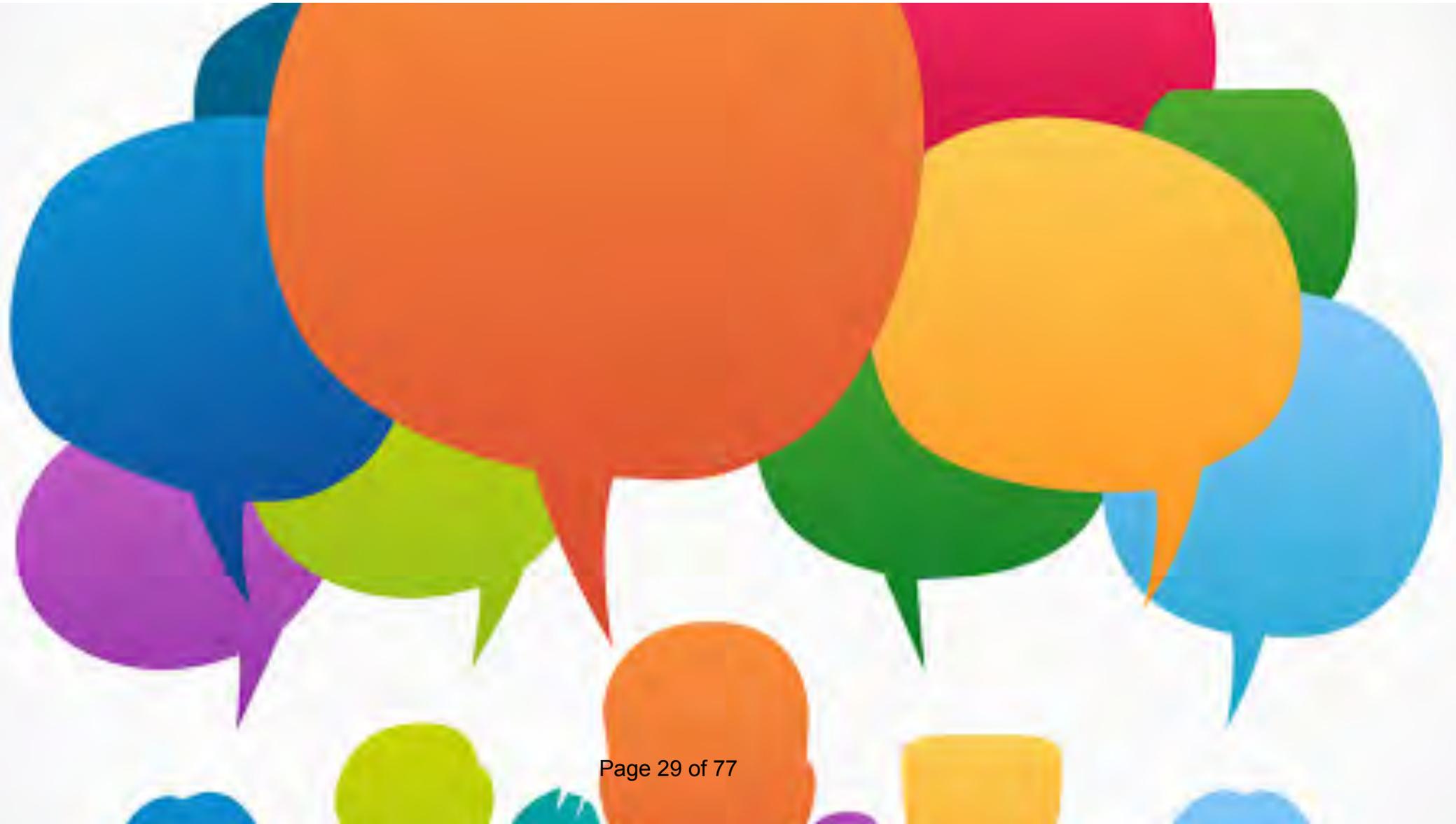
You are invited to

DISCOVERY FOUNDATION'S

Young PowerPlay Leaders Online Showcase



Consultations



Building Resilience



Fuel Up Updates



New
Westminster
Schools

Fuel Up!
Nourishment
Program

Commitment to Anti-Racism



Anti-Racism Advisory Committee - Terms of Reference

Overview

New Westminster Schools is a rich tapestry of cultures, backgrounds, learning styles and needs. Together, we are a caring, inclusive, and committed learning community dedicated to supporting each of our unique learners so they will have the skills and competencies they need to be productive and successful citizens in a rapidly changing world. 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.

Our District is proud of our ongoing commitment to inclusion and diversity, our efforts to move toward reconciliation and our work to create greater equity. As a Board of Education, it has become clear to us that now more than ever, it is imperative to build anti-racist policies within our District. We recognize the overall existence of systemic racism, and the harmful impact it continues to have on our students, staff and the families in our community. As a civic pillar of the community, New Westminster Schools undertakes a responsibility to reflect on its' practice to ensure all members of our school community – students, staff, and parents/guardians – have equal opportunity for success and are able to access safe spaces for dialogue and communication.

Co-chairs: District Principal, Ravinder Johal, and Trustee Gurveen Dhaliwal. The Co-chairs will:

- take input from the Advisory in establishing the agenda;
- share the agenda with Advisory Committee members in advance of all meetings;
- co-chair meetings in an open and respectful manner that gives group members equal voice;
- ensure that tasks developed by the Advisory Committee are completed effectively and in a timely manner;
- ensure that tasks are reported back to the Advisory Committee while in progress and when completed;
- build consensus within the advisory group with regard to outcomes and recommendations; and,
- ensure that meeting minutes are distributed appropriately.

Role of members: Members of the Anti-Racism Advisory Committee will participate in all aspects identified in the mandate below and will do so in ways that represent decorum and the building of consensus, and that respect matters of privacy, confidentiality and the dignity of all involved.

Two members will be selected by each stakeholder group and names will be brought forward to the Co-chairs. The stakeholder groups are:

- NWTU
- CUPE
- NWPVPA
- DPAC
- SOGI
- Indigenous Education
- SD 40 Students (secondary)
- Board of Education

Mandate of Advisory Committee: The Anti-Racism Advisory Committee will solicit feedback from stakeholder groups to ensure a thorough and comprehensive process that supports continued improvement with respect to developing the framework of policy that will support school communities to be able to identify and meaningfully address racism, inequities and discrimination

through clear policies and procedures. New Westminster Schools will also be engaged with a consultant to support us in this work. The framework will recognize that additional factors such as sex, sexual orientation, gender identity, gender expression, race, ethnic origin, religion, socio-economic background, physical or mental ability may intersect with race to create further systemic barriers for students, staff, and community members.

More specifically, the Anti-Racism Advisory Committee will:

1. Create a safe and open space for dialogue regarding systemic or other forms of racism for students, staff and community.
2. Formalize an engagement process that invites the participation of all members of the New Westminster Schools community including students, staff, parents/guardians, and Board members.
3. Work to implement actions that support the District's commitment to build inclusion and multiculturalism, become anti-racist, and break down barriers that cause systemic discrimination.
4. Draft recommendations to the Board of Education for consideration to promote anti-racism and address inequities and discrimination within New Westminster Schools.

Decision Making: The Advisory Committee will operate on participatory democratic principles, meaning that all members will have equal voice. When decisions are to be made, the Co-chairs will support the advisory group in arriving at consensus, meaning that even when a decision is not the choosing of a member, that member will agree to support the decision. Should consensus not be reached on any matter requiring a decision, the Co-chairs will be charged with making that decision. In such a case, the Co-chairs will ensure that dissenting opinions are noted for the record, with the names of dissenters only shared with their permission. The Board of Education will receive all information related to decisions made within the Anti-Racism Advisory Committee for final review and decision making.

Respect and Confidentiality: It is understood that a number of matters examined by the Advisory Committee will be delicate in nature, whether in regard to circumstances of children and families, programs or services favoured by staff, and matters related to personnel. As such, it will be an expectation and requirement that committee members respect privacy and confidentiality, as well as the dignity and beliefs of anyone affected by this review.

Meeting Agenda: The agenda will be developed with the support of Advisory Committee members as much as possible and then circulated prior to each meeting by the Co-chairs. It is understood that the agenda will be fluid and can be amended prior to or during a meeting. Meetings will be approximately on a monthly basis between January and June, 2021 with regular updates provided to the Board of Education.



Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: January 26, 2021

Submitted by: Karim Hachlaf, Superintendent

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

Subject: F.W. Howay & Richard McBride Elementary – Catchment Review and Proposed Changes

Background:

Following the approval of the recommendation on November 24, 2020, the consultation process has now been completed.

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the F.W. Howay and Richard McBride Elementary Schools’ catchment review and public consultation process outline as presented.

- December 1, 2020: Information shared directly with respective presidents’: NWTU, CUPE, NWPVPA, DPAC, F.W. Howay PAC & Richard McBride PAC.
- December 2, 2020: Information posted to the New Westminster Schools website (see Appendix A).
- December 2, 2020: Information shared directly with all F.W. Howay and Richard McBride parents with email invitation to January/February community consultation event(s).
- December 2, 2020: Email to staff at F.W. Howay Elementary and Richard McBride Elementary with email invitation to staff consultation scheduled for January/February.
- December 4, 2020: Email to staff and parents of New Westminster Schools with invitation to community consultation event.
- Advertise community consultation events in the New Westminster Record and social media channels.
- Advertise opportunity for online feedback for those unable to attend community consultation events.

Further, the virtual community consultation events for F.W. Howay and Richard McBride have now been completed and took place on January 19th and 20th for the Howay and McBride communities. The events reviewed the preferred option to successfully achieve increased capacity at F.W Howay Elementary School and decrease capacity constraints at Richard McBride Elementary School.

The feedback and comments received through the above process included:

Q. What about other options? And, why are those not considered viable options?

A. *The other options considered are below and did not achieve the desired outcome:*

- *McBride Northeast to Howay: pushed capacity to 90% at McBride and stabilized Howay at 120 students*
- *Spencer Northeast to Howay: took Spencer below 80% and stabilized Howay a 120 students*
- *Permutations or combining options all combinations except one led to Howay exceeding 100% capacity*

Q. What about capacity issues at other elementary schools and should the proposed boundary be enlarged?

A. *First, the proposed catchment changes for F.W. Howay and Richard McBride are focused for that particular school zone, and indeed, will not address all of the district's capacity challenges. Through the District's Long-Range Facilities Plan, we have a multi-faceted strategy which includes a proposal to acquire land and build a new elementary school in the Fraser River zone.*

Q. What about our childcare needs if we move to F.W. Howay?

A. *We are pleased to note, in collaboration with WCAS, that we anticipate space availability for childcare as we have been able to create additional spaces within the school building.*

Q. When does this change come into effect?

A. *The recommendation will be presented to the Board of Education on January 26th for their review. If approved, staff have recommended that the change be officially implemented after this year's registration window closes on March 12, 2021.*

Beyond the above questions and comments, no further concerns were raised and the respective school communities appreciated the long-term planning by the school district to equitably balance student enrollment.

The proposed change is again outlined below with the following recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the F.W. Howay and Richard McBride Elementary Schools' catchment adjustment as outlined in Scenario 1 (McBride West to Howay) effective March 12, 2021.



Scenario 1 (McBride West to Howay) – Overview

An area that is in approximately equal proximity to McBride and Howay was identified. Note that the red lines are the existing boundaries:



Supplement to: REGULAR SCHOOL BOARD MEETING

Date: January 26, 2021

Submitted by: Karim Hachlaf, Superintendent and Bettina Ketcham, Secretary-Treasurer

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

Subject: Alternate Programs Relocation

Background:

At the January 12, 2021 Operations Policy and Planning meeting, the following recommendation was passed:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval to collect input from both school communities on how best to support the relocation proposed in Option 3A (relocation of Hume Park Home Learners Program to the grounds of Lord Tweedsmuir and relocate RCAP/Power Alternate programs to Hume Park) and Option 3B (utilizing property owned and located at 522 Fader Street and supporting both programs at the expanded Hume Park site).

The proposed relocation plan for the Home Learners and Alternate Education Programs was brought forward to ensure that all students attending New Westminster Schools have access to rich learning environments.

To further investigate these Options (3A and 3B), staff and parents from the POWER, RCAP and Hume Park Home Learners Program (HLP) communities were invited to engage in further consultation with District staff as follow:

- January 14 – consultation held with teachers of HLP
- January 18 – RCAP/POWER parent Townhall
- January 19 – consultation held with teachers of RCAP/POWER
- January 20 – HLP parent Townhall

We thank the staff and families for their feedback and provide a summary of our discussions as they pertain to each option below.

RCAP/POWER

In both scenarios, RCAP/POWER move to Hume Park. The consultation process centered on the move to this site and the various ways this relocated program could be supported in this change.

Staff Engagement– January 19, 2021

From the perspective of our Alternate Programs staff, there are both pros and cons to a move to Hume Park. Our staff are concerned about the loss of the current central location and the impact this will have on students who may have difficulty traveling to the Sapperton area. A mapping of current students indicates that many of them live in close proximity to the current location and half of our RCAP students currently walk to school. Another consideration brought forward by staff was that the Columbia Square location facilitates easy access to businesses such as the grocery store, offering convenient shopping for the cooking program. Additionally, the current location is adjacent to the Child and Youth Mental Health office which has proven convenient in accessing Ministry supports and services. Finally, our staff felt that students enjoy the distinctly “non-school” setting and access to local businesses to support leisure.

In spite of the drawbacks noted by staff, opportunities to strengthen our student’s educational experience were also identified. These include:

- Access to outdoor space to support the Physical Health Program and allow for new programming such as gardening.
- Quiet environment for students and staff free from traffic and SkyTrain noise.
- Development of a true Alternate Program of Choice which may result in increased enrollment and ability to offer a more robust course selection.
- Ability to offer students who (desire/need) an alternate program but (have previously declined opportunities to attend at the current location, a much-needed option).

Regarding interior space requirements identified by our staff, the following were noted:

- Large centrally located classroom to support supervision, staff safety and community building.
- 4-5 classroom spaces that are in close proximity to each other, not isolated.
- Private spaces to provide supports such as counselling, youth care worker, 1-1 conferences with teachers.
- Space to support mindfulness work.
- Kitchen.

Our staff are committed to working collaboratively to ensure the success of a program relocation and have identified that location stability is their greatest priority at this time. They have a strong preference for a plan that will offer stability over the next 7-10 years and it is stability that is the most significant priority.

When considering a co-location plan (Option 3B), Alternate Program staff are flexible and open to this arrangement provided that adequate space is available to support their program. Staff see potential benefits that collaboration and program overlap could offer in the future. One such example is that a number of Home Learners already choose to enroll in Alternate Programs in senior grades and a co-location would facilitate smooth transitions in such circumstances.

Parent Townhall – January 18, 2021

We were joined by approximately 5 parents representing the RCAP/POWER student population of 68 students.

While attendance at the Townhall represented a small percentage of our families, the majority of those who attended wish to have their children remain at the current location in Columbia Square. The primary reasons for this are: central location, newer building (compared to the school at Hume Park), perceptions that teenagers will be “bored” at the new location and concern about student safety in an “isolated” area.

The families who support the new location referenced a desire for a more appropriate location for students – away from liquor and adult store and other businesses deemed to be inappropriate for vulnerable learners.

Please see the attached Townhall notes for additional comments recorded.

Home Learners Program

For HLP, the Options (3A and B) present different physical locations and the dialogue focused on answering questions related to Option 3A that the community and staff brought back and further diving into Option 3B which would mean a co-location of the HLP and RCAP/POWER programs at Hume Park, adjacent to each other.

Home Learners Program Staff Engagement – January 14, 2021

The preferred option for the Home Learners Program staff is to remain at the current location at Hume Park; however; if a move to another location is approved by the Board of Education, staff feel strongly that the current suggestion of Lord Tweedsmuir is not a suitable option due to its proximity to an elementary school. Our staff feel that the current location which is away from another elementary school sites is critical to the success of the program. They noted that previous locations of the program such as Columbia Square and 6th Street were successful due to their location being away from schools. The following space and location requirements were identified by the staff:

- Atmosphere that fosters community building - more important than the physical footprint of the space.
- Access to a kitchen.
- Office space for clerical.
- Collaborative space for staff.
- Private space for meetings with parents.
- Adequate space to house lending library of resources.
- Access to an outdoor learning space inclusive of a covered area.

The potential of a co-location of the two programs resonated with the staff at HLP and this was the preferred of the two options presented. Again, the space requirements mentioned above would ensure the success of this arrangement. Most notably, access to space conducive for community building and storage for learning resources. The staff identified a number of opportunities that could enrich both programs in a co-location scenario. These include:



- K-12 programming options for families.
- Efficiencies in space utilization including sharing the kitchen, makerspace, and covered outdoor spaces.
- Mentoring opportunities for students in alternate programs.

In recognition of an anticipated reduction in the interior space available to the Hume Park Program if the program were to move to the adjacent Hume Park site, staff identified accommodations that could be made to support co-location. These include a reduced need for interior space during the months of September and December due to family conferences being held at this time and access to Hume Park reducing the need for interior classroom space – particularly if a secure storage could be provided. The suggestions also included sharing certain spaces with the Alternate Programs like kitchen/ADST, and storage for resources.

When information was shared with staff about the possibility to moving to the adjacent Hume Park site, there was discussion about retaining the house and creative ways to configure the space to make it work. There was discussion that keeping the house and putting a portable next to the house would be tight but could fulfil the needs of the program, especially if space could be shared with the Alternate Program.

Home Learners Program Townhall – January 20, 2021

We were joined by approximately 150 HLP community members representing 140 students.

There was agreement amongst the families who attended the Townhall that a change in location would be detrimental to the Home Learner's Program. The reasons cited included loss of ready access to rich outdoor learning spaces and a feeling of a loss of community for staff and families may be likely.

While, the attached Townhall notes include a record of participant comments, it is worth noting many of the comments can be characterized under the following themes or categories:

- Outdoor Learning – overwhelming concern over re-location outside of the Hume Park region due to connection to natural surroundings and integrated outdoor learning activities.
- Space Capacity – should the program move to portables, a general concern regarding sufficient space to accommodate the number of students in the program.
- Space Configuration – should the program move to the portables, a general concern over the ability to accommodate multiple needs of the program (e.g. library, bistro, kitchen, reception area, storage).
- Re-location to an elementary site – general concern over any co-location with an elementary site due to a desire to move away from any connection to a traditional school setting and maintain its own identity. Additionally, concerns were noted regarding having sufficient resources to support the entire K-9 curriculum. Overwhelming sentiment to remain at Hume Park.
- Timing – general concerns over timing of move and why time pressures surrounding lease expiration are seemingly dictating schedule.

District Staff Summary

Our first priority is always ensuring all New Westminister Schools' students have the ability to learn in a safe place where they can achieve educational success. We also all want to have a long term and sustainable outlook for all schools and programs. The existing Columbia Square location for RCAP/POWER is not a location that services the best interest of some of our most vulnerable and diverse learners, nor is continually engaging in back-to-back leases a sustainable nor long-term, fiscally sound solution.

The Options, 3A and B, are grounded in the fact that the District has limited facilities and is trying to balance the benefits of all programs/students across the District. The status quo or revisiting another rental property as a solution for an indeterminate period are not being recommended by staff to the Board of Education as long term viable options to support our RCAP and POWER learners.

Educational Considerations for RCAP/POWER:

As we look to the future, a number of factors bear mention when considering the most suitable location for our Alternate Programs. With just one secondary school in the District, our Alternate Programs are the only other option for students for whom attending a large secondary school has proven challenging. Thus, Alternate Programs within the District must meet a variety of student needs. This includes providing a space conducive to learning and free from noise and distractions, access to all aspects of the curriculum and wrap-around supports and services.

While the central location of our current program offers several benefits, there are also challenges that have been identified. On several occasions, we have been unable to offer students within our District a viable alternative to New Westminister Secondary School because of the current location and its proximity to adult oriented businesses which has been identified as unsuitable by students and their families. In addition, the current location has made it challenging for us to offer students access to all aspects of the curriculum. The proposed relocation would allow us to offer students a fulsome physical education program including access to service providers such as Game Ready who have experienced programming challenges with our current location. In addition, access to outdoor learning space would allow for enhanced learning opportunities through place-based learning in Science and Social Studies. It may also allow staff to engage students in mindfulness practice which is not currently offered due to space limitations. Finally, a relocation would offer students and staff with a quiet work environment, free from traffic and SkyTrain noise and distractions from adjacent businesses.

Demographics and Schedule

It is again worth highlighting the following facts previously presented on the demographics of the program as well as the utilization of space for student learning purposes:

RCAP/POWER:

- There are 22 RCAP and 46 POWER students in the RCAP/POWER program.
- All students served by our RCAP/POWER programs are in-District students. They have daily scheduled programming spanning the full school day.

Home Learners Program:

- There are 140 students that attend HLP (of which 35 were new to the program this year due to COVID related selections – it is unknown yet how many students intend to stay through the 2021-22 school year).

| Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Total | |
|-------|----|----|----|----|----|----|----|----|----|---|-------|----------------------------|
| 20-21 | 17 | 19 | 10 | 16 | 25 | 13 | 15 | 16 | 6 | 3 | 140 | (35 enrolled due to COVID) |
| 19-20 | 19 | 6 | 13 | 18 | 9 | 11 | 16 | 14 | 6 | 4 | 116 | |
| 18-19 | 7 | 17 | 13 | 14 | 15 | 16 | 16 | 10 | 12 | 3 | 123 | |

- Based on our records, 80% of the HLP students are out-of-District learners.
- The instructional schedule has HLP students on site a couple of days per week (Tuesday and Thursday for Primary and Wednesday and Thursday for Intermediate students) for approximately 4 hours (10am to 2pm).

The Home Learner’s Program is a distributed learning (DL) program. While it is not a conventional DL program, as has been highlighted by parents and staff, it is funded and recognized by the Ministry of Education as such. Distributed Learning is defined in the *School Act* as “a method of instruction that relies primarily on indirect communication between students and teachers, including internet or other electronic-based delivery, teleconferencing or correspondence.” In the above definition, “primarily” can assumed to be defined as 50% or more.

Furthermore, due to how the HLP program is structured as a DL program, we noted the following where on site instruction does not happen:

- September, as staff and families are working on learning plans.
- December, as staff and families are engaged in conferencing.
- June, as staff and families are engaged in final check-ins for learning plans.
- One week in each of February and November for mid-term check-ins.

Temporary Use Permit Process

Option 3B does utilize the adjacent property owned at Hume Park. In order to convert the space so that it may be used for instruction, the District must apply for a Temporary Use Permit (TUP) which allows for the use of the property for something other than the existing zoning permits. The TUP is good for 3 years with the possibility of extensions thereafter. The TUP is a City process that requires community consultation and City Council approval. There is no certainty that by undertaking this option that it will be approved.

At the January 12, 2021 Operations Policy and Planning Committee meeting, we initially heard some openness to being flexible in the timeline to assist with the transitions of both programs by the HLP staff and some parents. It was suggested that online/remote learning could continue for a period of time given the above noted uncertainty. However, it seems that this is not the general sentiment shared by the overall HLP community. The District is currently exploring ways to mitigate the time pressures of Option 3B.

Finance

While the initial costs to the various space configurations contained in 3A and 3B should not sway the option is ultimately selected, what should not be lost is the shorter-term higher costs / investment will be offset by the longer term annual lease savings of \$230,000 per year.



Final Remarks

The needs of all students were considered as we have moved through the process and there needs to be a recognition that some compromise may be required to meet a longer term and broader District objective. Whatever the outcome, a solution that best balances the many layered, and sometimes competing needs of both programs is required. We have also heard that staff and students really just need some certainty as to a final outcome.

ALTERNATE PROGRAMS (POWER & RCAP) TOWNHALL

Monday, January 18, 2021, 6:00 PM
Via Microsoft Teams

Pamela Craven, District Principal, Alternate Programs, indicated that the Townhall was being recorded. She delivered the territorial acknowledgment. She introduced Associate Superintendent Maryam Naser and Secretary-Treasurer Bettina Ketcham. A brief overview of the format of the Townhall was provided. The relocation proposal was reviewed (via PowerPoint).

The participants were provided with an opportunity for comments/questions:

Janice – I think the perspective I'd like to share from is that my children went to Hume Park for about 7 years, so we're really familiar with the school in the area. I think the concerns I would have with it moving is it is definitely a wide green space and there's lots of room around there, but it is a bit of an isolated area. The walk to the SkyTrain is a bit far. There are buses that can pick them up at Fader but they don't run very often, not as much as you would have in a more central area, and my concern would be around the time when we don't have a lot of daylight that they'd be coming out of the school when it gets dark fairly quickly. They missed the bus, they have to do that long walk down to Braid Station. And I think it takes away from a lot of not really a lot in the area. It is still quite a walk to go up there to Columbia. So yeah, it just seems bad that they would be taken out of such a centralized area. I understand the actual location or the school itself is quite nice having been there but that would be my major concern at this point.

David – We actually live in Sapperton so it would be closer for us but I'm just wondering this being a District-wide program, if there's been any consideration about moving to one edge of the city, I'm not sure how many or if there's any kids attending either POWER or RCAP from Queensborough, but it's a long ways from Queensborough that's for sure.

District Principal, Pam Craven indicated that Google Maps was used to plot where students are located. A lot of them are located in the vicinity of Columbia Square. But there is a handful who are further north as well.

Associate Superintendent Naser indicated there are pros and cons to any location that is considered and there will be some drawbacks of moving away from the central, more urban environment around Columbia Square. However, there are benefits to be noted as well.

Secretary-Treasurer Ketcham confirmed that the District did look at all the various sites that are available to us. The District has eight elementary schools, three middle schools and our high school and we're trying to find the best fit amongst them. So immediately when you think of alignment and fit surrounding our sites, the elementary schools don't necessarily have the best fit in terms of alignment. And then, we do have other sites under consideration, but space is at a premium in an urban setting like New Westminster and the Hume Park site, as was noted, has a lot of green space and programming opportunities that we thought would be a great fit for these learners. Hume Park rose to the surface as an area in which these students could be located. We still feel that this probably is the best site available that we have in the District at this time. The building has five classrooms, a kitchen and area for ADST programming. This site is particularly beneficial in the overall scheme of things.

A parent of a POWER student asked which program is being proposed for Hume Park? Pam indicated that POWER and RCAP would be located there – co-locating with Hume Park Home Learners. The parent indicated that she and her husband are not really happy about that idea. It's a lot further away, it's a really old building, and she is concerned whether the building has asbestos. Secretary-Treasurer Ketcham answered that due to the age of the buildings within the District, asbestos is present in most sites. However, the fact that buildings may have asbestos

does not present a risk challenge to any students or staff assuming that it is not disturbed. We do take care under any renovation circumstance to be very mindful of any asbestos that might be in the building and we have done a District-wide study. We are aware of all buildings, all places that asbestos-containing material is at and so if we were to undertake a renovation of this nature to prepare the site for RCAP and POWER, you can rest assured that we would be following strict WorkSafeBC guidelines to ensure the absolute safety for everyone in the building.

Right now bathrooms in the building are outfitted for a younger population and we would certainly be making improvements to make that more suitable for an older age cohort. And of course, renovations will be done keeping in mind the needs of students and teaching staff to ensure the needs for the programs are met during renovations.

The current lease at Columbia Square has been extended to stay until August 2021, however, the five-year lease does expire in April and the lease costs the District \$239,000 per year. Finances are one factor, however, there is a need for the District to ensure that the most fiscally responsible decisions are made for the benefit of all students.

It was asked whether Alternate students could attend the new high school, District Principal Craven indicated that for those students who choose to return to NWSS, they may do so at any time. The parent's son is not excited by the idea of moving to a new location, he was just getting used to this location.

Lori – Personally, for my family, the commute to Hume Park is huge. Right now, it's a 5 minute stroll for my child to go to school and so it's a significant increase in his travel time to move it to Hume Park. I agree with the green space, except these students aren't kids, they're teenagers and it's not like they're going to go outside and frolic in the playground. There is absolutely nothing around there. All I can see is there's lots of trees or the creek. They're just going to go there, do drugs, smoke and do whatever, because nobody can see them 'cause they're hiding in the woods. I think a more central, urban location would be better.

District Principal Craven indicated that an opportunity to bring in outdoor learning into the Alternate program would be more calming and settling.

Maya – is a school Trustee and her child attends the Alternate program. Her child was uncomfortable coming in through the back door. They had a feeling of like you know what's wrong with us? Why can't we go in the front door? The truck noise being really, really loud and distracting and unpleasant. There's a sex shop across the street and it's right above a liquor store. It is not a great location for vulnerable students. We really want to send these students the message that they are incredibly important learners and they deserve, the best space that is appropriate, comfortable and safe, the best type of school location, not something that's cobbled together. How important is walkability and the location. Is it workable to expect kids to be on the bus and/or SkyTrain at a certain time?

District Principal Craven asked how important walkability is and asked participants to enter that into chat.

Lavina – That location (Hume Park) is really nice location for children and because the school is a little bit old and needs some renovations. If the parents donate some money, how will the District allocate those money towards this kind of project? Because I think it's important. I mean we can even go further for some funds – the question is if we parents make donations for this school because it's important children to have their own location, how will those funds be allocated?

Secretary-Treasurer Ketcham indicated that there is no expectation of parents to fundraise money towards any sort of renovation to make the space appropriate for these learners. This is an investment that the District is openly willing and wanting to make in these learners to improve the space. I'm not sure if you were here earlier, but we are committed to making the space suitable for the learners of this program. So there is no concern for parents to talk about fundraising or put money towards this particular initiative.

Yana – Her child attends the Alternate program and is currently at home just in terms of their own comfort in relation to both COVID but also space. So I acknowledge that. I think that space feels a little bit cramped and I can imagine with the addition of RCAP students, but at the same time they personally have concerns about the commute. Now you know in terms of our family we're close to the current location, but acknowledging that it's not just about our family. The point I wanted to make relates to the current program that's there in terms of the online learners. I've had some concerns expressed from one of the related parents on social media regarding the success of their nature-based program at the Hume Park site and they are really concerned about losing that. So I just wanted to flag that as a concern. I know, you know, being a parent in one program, I really think it's important to be listening to the concerns of the parents of the students already there, so just wanted to flag that.

Janice – Further to her earlier comments added that Hume Park is a good location. She would hate to see the Home Learners lose that location. So it's almost like if we're being pitted against one another but aside from that, with traveling having done that many, many times. SkyTrain is not always on time. When you miss those buses, it's 20 to 30 minutes for the next one, unless there's one coming around. We've had to do that, walk so many times and I can't see teens wanting to do that walk, especially when it's fall or darker hours when they have to go back, it is quite isolated.

Maya – there is a very strong lobby from the Home Learner families because the current proposal is that they would have to move out for the Alternate Programs to move in and they are fighting fiercely to hold onto it. This really is about wanting the best location for these kids.

Dee – Thanked the parents for attending and for sharing their comments and questions.

District Principal Craven confirmed that parents are welcome to email and/or call her with any additional questions or concerns. The Board will be looking at the proposal at the January 26, Board meeting.

Secretary-Treasurer Ketcham clarified that the District is looking at an option that would co-locate both the RCAP and POWER students with the Home Learners program at the Hume Park site so both programs would benefit from this really great location.

District Principal Craven will share the meeting video link with parents.

Associate Superintendent Naser thanked everyone for their feedback and providing their perspective on this matter.

The Townhall concluded at 6:50pm.

RCAP/POWER proposed relocation

January 18, 2021



New
Westminster
Schools

Background

Options considered

- 5-YEAR LEASE AT COLUMBIA SQUARE IS ENDING**
- OUR COMMITMENT FOR A LONG-TERM STRATEGY**
- OPTIONS CONSIDERED:**
 - NO CHANGE – STAY IN PLACE**
 - ALTERNATE RENTAL SPACE**
 - RELOCATING TO A DISTRICT OWNED SITE**

Relocation to District-owned site

ALL SITES WERE CONSIDERED BUT THE MOST SUITABLE SITE IDENTIFIED IS HUME PARK

- 5 classrooms in total (one includes a Kitchen suitable for programming)
- Access to plenty of outdoor space
- Covered area for outdoor learning opportunities
- Close to transit



Hume Park



Timeline and next steps

- ❑ **FEEDBACK WILL BE SOUGHT FROM BOTH PROGRAMS JAN 18 AND 20 FROM PARENTS AND STAFF**
- ❑ **DECISION MADE BY THE BOARD OF EDUCATION ON DIRECTION ON JANUARY 26 AT THE PUBLIC BOARD MEETING**
- ❑ **INFORMATION COLLECTED DURING THESE PARENT TOWN HALL AND STAFF MEETINGS WILL BE SHARED WITH THE BOARD OF EDUCATION SO THEY CAN MAKE AN INFORMED DECISION**



Feedback

Feedback

- WE ARE LOOKING FOR FEEDBACK TO BETTER UNDERSTAND ANY CONSIDERATIONS OR CONCERNS IN THIS PROPOSED RELOCATION**

HUME PARK HOME LEARNERS TOWNHALL

Wednesday, January 20, 2021, 6:00 PM
Via Zoom

Karim Hachlaf, Superintendent, delivered the territorial acknowledgement. He reviewed the agenda for the Townhall and reminded everyone that no decision has been made. Feedback will be brought back to the Board at the January 26, 2021 Regular Open Board meeting.

Secretary-Treasurer Bettina Ketcham provided an overview of the Hume Park Home Learners (HLP) proposed relocation (PowerPoint presentation, see attached).

Superintendent Hachlaf clarified that a final decision has not been made, looking at the model to figure out which program would be best suited for the respective locations. Priority around outdoor space and strong desire to remain in HLP area for access to the forest and river has been noted. Speakers were called upon (in order) to speak as follows:

Colin – spoke about why HLP is a good location. The outdoor program would not be possible in the Tweedsmuir location as Grimston Park will not be able to accommodate the program as it is not as large. Students, parents and teachers all use the spaces at the current HLP well. Moving the HLP should not be an option at all. Better option would be to move the other program to the 522 Fader street property. 326 signatures on a petition have been collected from the HLP community. No one involved with HLP would like to move. Why move 138 students? Program should not be moved.

Superintendent Hachlaf indicated that the two programs stand on their own and are strong programs within the District. There may be an opportunity to have both programs co-exist so both programs may take advantage of the location.

An HLP student spoke about how they enjoy the outdoor location to learn and respect nature; teachers at HLP have created a program in and around the park, which does not take place in a traditional classroom. Hume Park is my home, please do not take it away from me.

Shauna – had follow-up questions from the January 12, 2021 Operations Committee meeting:

- Why is the District, which signed a 5-year lease that expires in April 2021, only addressing this issue now and wasn't planned ahead of time?
- How can two weeks of inquiry be a sufficient amount of time to make a decision especially when it affects so many people - the proposal includes so many discrepancies?
- Who raised the option to move HLP to Tweedsmuir, and what is the reason for doing so and whether data was collected for the presentation.

Superintendent Hachlaf provided the following clarification regarding Shauna's questions:

- The change proposed we felt that was doable within 6 months, which upon having received feedback may not be doable – may need to adjust the timeline. To make it clear, if additional time is required to best serve the needs of both programs, we will do so. Will come up with alternate solutions where September 2021 is not the ultimate deadline.
- Review began in October 2020 to look at the lease agreement; ultimately the learning environment at Columbia Square is less than ideal; further the pandemic caused some other things to be placed on the backburner; however, if we need to make more time to make a decision, we will take more time.
- Regarding the option to move to Hume Park – initially, we looked at relocating the Alternate Program to a District-owned land, however, District-owned land is limited; the HLP location provided an opportunity due to being located near an adjoining property, and that is what was brought to the Board for initial review and what has led to the consultation process.

Laurel – the Outdoor Explorers’ Program at Hume is not a traditional outdoor learning program; it is an important nature-based program and fundamental to Hume. Physical environment affects students’ performance and well-being, if HLP is moved away this will be sacrificed. Outdoor-based nature learning helps children with emotional-social health, self-regulation, mental resilience, as well as academically. Other schools’ outdoor learning programs is not the same as the program at HLP which is a K-9 program and there may not be enough middle school resources at an elementary school setting. Elementary environment is not the best place to be for learning. To be able to truly understand the program at HLP, she encouraged District staff and Trustees to come to HLP to see how the program operates. Individual students may only attend one or two days’ a week, however students do attend other days for other learning opportunities outside of the classroom learning. Learning centre is in full and active use over the course of the week – 5 days. The report stated that students are out-of-District and may not be as tied to the District, which is unequivocally not accurate.

Superintendent Hachlaf acknowledged the uniqueness of the HLP outdoor program and the concern over being co-located on an elementary school site. Understanding of the program is critical. He has visited the program numerous times and is not losing sight of what the HLP provides to students and teachers.

An HLP student thinks that relocating HLP is a bad idea. They asked that the Board reconsider moving the program.

George – should address the numbers of people, at least 140, who are bringing to the table about 340 more people who are part of the HLP community. This would not be possible if the program moved to Lord Tweedsmuir location. The program is being made successful by the community of people. When 80% are out-of-District, this is a testament to how successful the program is, in its current location. A change of concept would occur if moved, the parents would no longer be able to participate and their program would fall apart. Alternate Program participants are less in number and he proposed an Option 3C – renegotiate the Columbia Square lease on a year-by-year basis to provide sufficient time to move Alternate Programs to the 522 Fader Street site; this would allow for sufficient time to get permits and renovate this location. Superintendent Hachlaf again reiterated that the timing will be extended where required. He also acknowledged that staff has heard their concern about relocating HLP to Tweedsmuir.

Leanne – her child read a poem they wrote – they enjoy the outdoor program and building forts and dams. Leanne was thankful that their concerns have been heard. Proposals are inaccurate / deceptive as HLP is a flexible learning program and could move and adapt. However, there are students who have diverse learning needs and parents do not want to be part of the public school system as they took their children out of school. The program would not fit into 4 portables – no place for storage/parents to meet, etc. Uprooting kids will cause them harm. This will also cause harm to the program. There should be other feasible options.

Superintendent Hachlaf indicated that the amount of dollars invested in the proposed relocation would be a better investment than spending the money on a lease. The money saved, would be better-used to support students. He spoke to the comment that it was mentioned that HLP could potentially go fully online during the proposed renovation, that is not okay and the District would not ask for that kind of concession.

Andrea – has a friend who has a child at HLP. They are exceptionally passionate about their child’s learning and very proud of academic and personal accomplishments, which is due to being part of HLP and community. This learning environment has a positive effect on learning and is very beneficial to the learners. Uprooting this learning environment would be damaging to the program and to the students. The District is currently fostering success for HLP students and providing this environment and a student support structure. This would change if the program is moved to portables. Simpler to move the Alternate Program to a portable environment. How would the District ensure safety should the HLP and Alternate Programs co-locate.

Superintendent Hachlaf asked that Andrea email her questions to communications@sd40.bc.ca.

Detailed notes have been taken of the various questions/comments, which will be included in the feedback to the Board at the January 26, 2021 Regular Open Board meeting discussion. On behalf on the Board of Education, Superintendent Hachlaf thanked everyone for their participation and encouraged those interested to attend the meeting.

The Townhall concluded at 7:02pm.

Home Learners Program Town Hall

January 20, 2021



New
Westminster
Schools

Road map for tonight

- ❑ RECAP BACKGROUND INFORMATION (10 MIN)
- ❑ SHARING INFO ABOUT OPTION 3A (10 MIN)
- ❑ SHARING INFO AND SEEKING INPUT ABOUT OPTION 3B (10 MIN)
- ❑ QUESTION AND ANSWER PERIOD (30 MIN)
- ❑ COMMUNICATIONS@SD40.BC.CA



Objective for tonight

- ❑ **ANSWERING QUESTIONS ON OPTION 3A (HLP RELOCATION TO GROUNDS OF TWEEDSMUIR) AND COLLECTING INFO ON HOW TO SUPPORT THIS OPTION IF IT WERE SUPPORTED BY THE BOARD OF EDUCATION**
- ❑ **COLLECTING YOUR FEEDBACK ON OPTION 3B (UTILIZING PROPERTY OWNED IN THE NEIGHBOURHOOD) WHICH INVOLVES THE CO-LOCATION OF THE HOME LEARNERS PROGRAM AND THE RCAP/POWER STUDENTS ON THE HUME PARK SITE**



The background of the slide is a photograph of a rocky beach. The rocks are smooth and rounded, scattered across the foreground and middle ground. The water is visible in the upper portion of the image, with gentle ripples. The entire image is overlaid with a semi-transparent teal color, which serves as a background for the text.

Background

Background

- WE HAVE A SHARED OBJECTIVE
- RCAP/POWER PROGRAMS IN TEMPORARY LEASED UNIT IN COLUMBIA SQUARE
- LEASED SPACE IS NOT AN IDEAL SPACE FOR A LEARNING ENVIRONMENT
- CURRENTLY INVESTIGATING RELOCATION OF THE RCAP/POWER PROGRAMS AT A DISTRICT OWNED SITE IN WHICH THE OPTIONS BEING INVESTIGATED DO IMPACT HLP
- INPUT WAS BROUGHT FORWARD BY HLP STAFF AND PARENTS WHICH HAS THE DISTRICT REVISITING ONE OF THE OPTIONS IN FAR MORE DEPTH

Consultation Process

SINCE THE JANUARY 12 OPERATIONS POLICY AND PLANNING MEETING:

- ❑ JANUARY 14 – CONSULTATION HELD WITH TEACHERS OF HLP**
- ❑ JANUARY 18 – RCAP/POWER PARENT TOWN HALL**
- ❑ JANUARY 19 – CONSULTATION HELD WITH TEACHERS OF RCAP/POWER**
- ❑ JANUARY 20 – HLP PARENT TOWN HALL**

ON JANUARY 26 THE BOARD OF EDUCATION WILL HOST ITS MONTHLY BOARD MEETING FOR WHICH RESULT OF THE ABOVE NOTED CONSULTATIONS WILL BE BROUGHT FORWARD FOR FURTHER DISCUSSION AND DECISION.

What we heard about Option 3A

HERE'S WHAT WE HEARD FROM PARENTS:

- THE PROGRAM IS NOT ONLY ONLINE LEARNING; STUDENTS AND PARENTS/FAMILIES ARE SUPPORTED BY THE PROGRAM. IT IS A PLACE TO GATHER AND CONNECT AS A COMMUNITY. SPACE WHERE PARENTS CAN SUPPORT THEIR ENTIRE FAMILIES IN ONE PLACE.**
- MOVE TO TWEEDSMUIR WILL NOT BENEFIT THE PROGRAM AS THEY USE MUCH OF THE OUTDOOR SPACE OFFERED AROUND HUME PARK LOCATION AND A CITY PARK IS NOT A SUBSTITUTE.**
- FAMILIES CHOOSE HLP BECAUSE IT DOES NOT HAVE A TRADITIONAL SCHOOL STRUCTURE AND THIS ASSISTS STUDENTS WHO MAY STRUGGLE IN THAT ENVIRONMENT.**

Motion

THAT THE OPERATIONS POLICY AND PLANNING COMMITTEE RECOMMEND TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER) APPROVAL TO COLLECT INPUT FROM BOTH SCHOOL COMMUNITIES ON HOW BEST TO SUPPORT THE RELOCATION PROPOSED IN OPTION 3A (RELOCATION OF HUME PARK HOME LEARNERS PROGRAM TO THE GROUNDS OF LORD TWEEDSMUIR AND RELOCATE RCAP/POWER ALTERNATE PROGRAMS TO HUME PARK) AND OPTION 3B (UTILIZING PROPERTY OWNED AND LOCATED AT 522 FADER STREET AND SUPPORTING BOTH PROGRAMS AT THE EXPANDED HUME PARK SITE).



Option 3A

Space configuration

- ❑ **TWEEDSMUIR IS A LARGE SCHOOL SITE WITH A LOT OF FIELD/GRAVEL SPACE WHICH ALLOWS FOR 4 PORTABLES ON SITE TO SUPPORT THE HLP PROGRAM**
- ❑ **THERE IS A LOT OF FLEXIBILITY THAT A PORTABLE CAN OFFER – IT IS A BLANK CANVAS AND CAN BE MODIFIED TO SUIT NEEDS.**
- ❑ **THE PLAN IS TO HAVE RUNNING WATER AND BATHROOMS WITHIN.**
- ❑ **THERE WOULD BE NO BELLS WITHIN THE CLASSROOMS AS IT WOULD HAVE OPERATED SEPARATELY AND DISTINCTLY FROM TWEEDSMUIR.**
- ❑ **OVERALL FROM WHAT WE HEARD, A KITCHEN, COMMUNITY BUILDING AND RESOURCE SPACE IS CONSIDERED IMPORTANT TO THE SPACE NEEDS AS PLANNING CONSIDERATIONS ARE MADE**

Outdoor Learning

- ❑ IT IS RECOGNIZED THAT THE ECOLOGICAL SYSTEMS NEAR HUME ARE DIFFERENT THAN ELSEWHERE**
- ❑ WE HAVE GREAT EXAMPLES OF FANTASTIC OUTDOOR LEARNING AT MANY OF OUR SCHOOL SITES AND THEY ALL LOOK DIFFERENT.**
- ❑ WE HAVE SEEN THE CURRICULUM TAILORED TO TAKE ADVANTAGE OF ANY SURROUNDING AND CHANGED IN CREATIVE WAYS AND IT WOULD STILL THRIVE DUE TO THE ENTHUSIASM OF STUDENTS AND PASSION OF TEACHERS.**

Lord Tweedsmuir Grounds



Outdoor Learning

FOOD FOR THOUGHT QUESTIONS:

WHAT SPACES CAN WE BUILD TO SUIT THE OUTDOOR LEARNING WHICH IS CONSIDERED OF HIGH IMPORTANCE TO THE PROGRAM

WOULD IT BE HELPFUL TO ALLOCATE DEDICATED SPACE IN THE EXISTING COMMUNITY GARDEN AT TWEEDSMUIR?

WOULD YOU WANT TEACHERS TO PLAN FOR FIELDTRIPS AS PART OF THE OUTDOOR EXPLORERS PROGRAM?

The background of the slide is a photograph of a rocky beach. The foreground is filled with numerous smooth, rounded stones of various sizes, ranging from small pebbles to larger, fist-sized rocks. The stones are densely packed and recede into the distance. The entire image is overlaid with a semi-transparent teal color, which is darker towards the edges and lighter in the center where the text is located. The overall effect is a clean, modern aesthetic with a natural, textured background.

Option 3B

Complexities of 3B and timeline considerations

- ❑ **THE TEMPORARY USE PERMIT (TUP) IS A CITY PROCESS THAT REQUIRES COMMUNITY CONSULTATION AND COUNCIL APPROVAL. THERE IS NO CERTAINTY THAT BY UNDERTAKING THIS OPTION THAT THERE WILL BE APPROVAL. THIS REPRESENTS A RISK.**
- ❑ **THE DISTRICT IS CURRENTLY INVESTIGATING WAYS TO REDUCE RESTRICTIONS WHEN IT COMES TO TIMELINE TO ENSURE THAT A THOUGHTFUL EXECUTION CAN BE MADE RECOGNIZING THAT BOTH PROGRAMS DO NEED CERTAINTY OF THEIR FUTURES.**

Space Configuration

- OPTION 3B CONTEMPLATES A CO-LOCATION OF BOTH HLP AND RCAP/POWER ON ADJACENT HUME PARK SITES**
- THIS MAY STILL NECESSITATE THE MOVE OF THE HLP PROGRAM TO THE ALTERNATE SITE AT HUME PARK**
- ONE OF THE SPACE CONFIGURATIONS OF THIS SPACE DOES UTILIZE PORTABLES**
- THE HUME PARK RENTAL SITE IS SMALLER IN FOOTPRINT THAN THE SPACE OFFERED AT TWEEDSMUIR**

Poll Questions

ACKNOWLEDGING THE SPACE AT TWEEDSMUIR IS LARGER THAN THAT OF THE ADJACENT HUME PARK SITE, WHICH IS MORE IMPORTANT TO YOU – THE CONNECTION TO HUME PARK OR SQUARE FOOTAGE OF LEARNING SPACE.

Questions?





ADOPTION OF AGENDA – 6:00 pm.

MINUTES FOR APPROVAL – November 24, 2020

BUSINESS ARISING FROM THE MINUTES – Nil

REPORTS FROM SENIOR MANAGEMENT – Facilities / Operations / Administration / Personnel

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

ADJOURNMENT – 6:56 pm.