

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

Tuesday, April 30, 2024

7:00 pm

School Board Office (In-person & Via Zoom)

811 Ontario Street, New Westminster

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

		Pages
1.	<u>ADOPTION OF THE AGENDA</u>	7:00 PM
<p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the April 30, 2024 Regular School Board meeting.</p>		
2.	<u>APPROVAL OF THE MINUTES</u>	7:00 PM
a.	Minutes from the Open Meetings held:	
	i. March 12, 2024 Regular School Board Meeting.	6
<p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the March 12, 2024 Regular School Board meeting.</p>		
b.	Business Arising from the Minutes.	
3.	<u>PRESENTATIONS</u>	
a.	2024-2025 Preliminary Budget Stakeholder Presentations	7:00 PM
	i. District Parent Advisory Council President (L. Kwong)	13
	ii. CUPE 409, President (D. Bollen)	14
	iii. New Westminster Teachers' Union President (K. Oxley)	18

- iv. Indigenous Advisory Committee (C. Swan) 19
- v. Principals & Vice-Principals (PVP), Principal, Lord Kelvin (K. Millard) 22
- vi. Student Voice (M. McLeod) (Verbal)

4. COMMENT & QUESTION PERIOD FROM VISITORS 7:30 PM

DPAC:

CUPE:

NWTU:

5. CORRESPONDENCE 7:45 PM

6. BOARD COMMITTEE REPORTS

a. Education Policy & Planning Committee, April 16, 2024. 7:50 PM

i. Comments from the Committee Chair, Trustee Andres.

ii. Approval of the April 16, 2024, Education Policy and Planning Committee Minutes 23

Recommendation:
THAT The Board of Education of School District No. 40 (New Westminster) approve the minutes from the April 16, 2024, Education Policy & Planning Committee meeting.

iii. Kindergarten Gradual Entry. 29

Recommendation:
THAT The Board of Education of School District No. 40 (New Westminster) approve Gradual Entry Option 2 for the 2024-2025 school year.

b. Operations Policy & Planning Committee, April 16, 2024. 8:00 PM

i. Comments from the Committee Chair, Trustee Connelly.

ii. Approval of the April 16, 2024, Operations Policy and Planning Committee Minutes 52

Recommendation:
THAT The Board of Education of School District No. 40 (New

Westminster) approve the minutes from the April 16, 2024, Operations Policy & Planning Committee meeting.

iii. Approval of the Board & Committee Meeting Schedule (B. Ketcham) 8:10 PM 58

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the Board and Committee Schedule for the 2024-25 School Year as presented.

7. REPORTS FROM SENIOR MANAGEMENT

a. Superintendent Update (S. Russell) (Verbal) 8:20 PM
b. Health, Wellbeing, & Safety Report (M. Smith) 8:30 PM 60
c. 2024-2025 Budget Feedback Update (B. Ketcham) (Verbal) 8:40 PM

i. The budget feedback presentation will be made available on the night of April 30th as the budget survey is still open as of the circulation of this agenda.

d. School Fees for 2024-2025 (J. Pearce) 8:50 PM 69

Recommendation:
THAT The Board of Education of School District No. 40 (New Westminster) approve the 2024-2025 School Fees.

e. Short Term Capacity Guiding Principles Approval (B. Ketcham) 9:00 AM 73

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the short-term capacity guiding principles for space utilization for grades K-8 and grades 9-12 as presented.

f. 2025-2026 NWSS Timetable Implementation (P. Craven) (Verbal) 9:10 PM

g. Capital Plan Response Bylaw (B. Ketcham) 9:20 PM 75

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of Capital Bylaw No. 2024-

2025 - CPSD40-1.

THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of Capital Bylaw No. 2024-2025 - CPSD40-1.

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2024-2025 - CPSD40-1.

- h. School Site Acquisition Charge (B. Ketcham) 9:30 PM 78

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of SSAC Bylaw No. 2024-1.

THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of SSAC Bylaw No. 2024-1.

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of SSAC Bylaw No. 2024-1.

8. NEW BUSINESS 9:40 PM

- a. Policy 4 - Trustee Code of Conduct (M. Russell) 82

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) accept the revisions to Policy 4 - Trustee Code of Conduct as presented.

9. OLD BUSINESS 9:50 PM

- a. MAC Lands (M. Russell) (Verbal)
- b. Board Advocacy Plan (M. Russell) 100

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the board advocacy plan as presented.

10. TRUSTEE REPORTS 10:00 PM

11.	<u>QUESTION PERIOD (15 Minutes)</u>	10:10 PM	
	<i>Questions to the Chair on matters that arose during the meeting.</i>		
12.	<u>NOTICE OF MEETINGS</u>	10:25 PM	
	Events		
	<ul style="list-style-type: none"> • World Autism Day - Tuesday, April 2, 2024 • Board In-Service: 2024-2025 Budget Review - Tuesday, April 9, 2024 • National Volunteer Week - Sunday, April 14 to Saturday, April 20, 2024 • British Columbia School Trustees Association (BCSTA) All General Meeting (AGM) and Provincial Council Meeting - Thursday, April 18 to Sunday, April 21, 2024 • Earth Day – Monday, April 22, 2024 • Administrative Professionals’ Day – Wednesday, April 24, 2024 • National Day of Mourning – Sunday, April 28, 2024 • Red Dress Day and the National Day of Awareness for Missing and Murdered Indigenous Women and Girls – Sunday, May 5, 2024 		
13.	<u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u>	10:30 PM	
	a.	Record of the March 12, 2024 In-Camera Meeting.	106
	b.	Record of the April 9, 2024 Special In-Camera Meeting.	107
14.	<u>ADJOURNMENT</u>	10:30 PM	

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

**Tuesday, March 12, 2024, 7:00 PM
In-Person and Via Zoom Link**

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

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

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

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.

1. **ADOPTION OF THE AGENDA**

The Chair called the meeting to order at 7:06 pm.

2024-016

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the March 12, 2024, Regular School Board meeting.

CARRIED UNANIMOUSLY

2. **APPROVAL OF THE MINUTES**

a. Minutes from the Open Meetings held:

i. Regular Open Board Meeting held February 27, 2024.

2024-017

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for February 27, 2024, Regular Open School Board meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes.

Nil.

3. **PRESENTATIONS**

- a. Nil.

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

DPAC: Laura Kwong, Chair

- DPAC and PACs participated in the district-hosted Elementary & Middle School AP Fundraising Consultation meeting on February 29, 2024; an opportunity to engage with the District's ad hoc AP 520 committee and provide feedback.
- Neurodiversity celebration week: Monday, March 18 to Sunday, March 24, 2024.
 - Kwong provided clarification on the neurodiversity data that she had initially referenced at the Open Board meeting on February 27th. An overview of B.C. Public School Data is located at <https://studentsuccess.gov.bc.ca> The 2022-2023 District school year shows a graduation rate for non-diverse learners at 96% which ranks SD40 near the middle of the pack at twenty-one out of fifty-two school districts in the province. Their diverse learner graduation rate is 28% lower, 68% for which the District ranked thirty-seventh out of fifty-two school districts in the province. Kwong clarified that it is the spread between these two numbers for which the District ranked forty-seventh out of fifty-two school districts.
- Short Term Capacity Update: DPAC requests that the District provide consultation and engagement to the families and school communities that will be affected by the loss of play space in elementary schools.

Chair Russell thanked Kwong and DPAC for their clarification regarding the Diverse Learners data.

Superintendent Hachlaf thanked Kwong for her clarification about the Diverse Learners data, and noted that Rhonda Jones, Director of Instruction had provided him with a summary of the provincial completion rates, and clarified that their six-year graduation rate for all learners is 92%. Hachlaf also confirmed that the six-year completion rate for their diverse students for the 2022-23 school year is 68% as initially reported. A concerning range difference of 24%, a gap that the District is aware of will strive to do better moving forward. Rhonda Jones, Director of Instruction will provide an inclusive education update at the Open Board meeting in May.

CUPE 409 Dave Bollen, President

- Bollen noted that grievances are down, and appreciates the collaborative work with Human Resources over the last few weeks.
- Bollen congratulates Amelia Laidlaw for acquiring the position of Indigenous Curricular Coordinator for CUPE 409.

NWTU: Kristie Oxley, President

- The BCTF Annual General Meeting (AGM) will be held from March 16-19, 2024.
- She has heard a concern about staple supplies for their photocopiers and welcomed budget input.

The public was given the opportunity to ask questions on items related to the agenda with staff responding where appropriate. To view the full comment and question period, please refer to the meeting video at [\[7:07 p.m.\]](#).

5. **CORRESPONDENCE**

Nil.

6. **BOARD COMMITTEE REPORTS**

- a. The next EPPC & OPPC Meetings will be held on April 16, 2024.

7. **REPORTS FROM SENIOR MANAGEMENT**

- a. Extracurricular Athletics Audit Update (S. Rai)

Sukh Rai, Vice-Principal at QMS provided a report on the Extracurricular Athletics Audit that he is conducting at New Westminster Secondary School (NWSS) and three middle schools. In December 2023, a motion was passed at the Open Board meeting to review the District's approach to providing and supporting extra-curricular physical activities. The Board expressed that athletics opportunities should be offered equitably by removing barriers to student participation which may include socioeconomic status, sexual orientation, gender identity, race, disability, and gender. The main goal of this audit was to explore if the District's extracurricular athletics were being offered in an equitable and meaningful way to all their students. Rai also spoke about the next steps, timeline, and plans, and reiterated the importance of extracurricular athletics as learning opportunities for students as they can have a huge impact on creating a strong school culture, and building strong connections between students and staff. *Questions and discussions ensued.*

Rai to provide a summary report of findings to the Board of Education at the Open Board meeting on April 30, 2024.

To view the report in its entirety please refer to the meeting video at [\[7:18 p.m.\]](#).

- b. Short Term Capacity Update for New Westminster Schools (B. Ketcham)

Secretary-Treasurer Ketcham provided a comprehensive Short Term Capacity Update, regarding the ongoing enrollment challenges in New Westminster Schools, and stated that the District continues to experience a rapid rate of enrolment growth. The registration process for the 2024-25 school year is now complete; 350 new students will join our schools in the fall.

Highlights include:

- **Fraser River Zone:** Anticipated growth in this zone will be supported by portables that will continue to be installed as enrolment projections increase. The immense capacity pressures will continue to grow between now and the tentative construction completion of the new Simcoe Elementary School in September 2027.
- **Mainland Middle Schools:** projected Middle School Enrolment vs. Operating Capacity which includes approved Capital Projects as of December 2023, Middle School Projections vs. Operating Capacity, and the expected growth projections in mainland middle schools as the City continues to grow. Ketcham noted that approval for the middle site acquisition and building is currently pending.
- **Options Under Consideration:** Ketcham stated the following options under consideration to alleviate the enrolment projections are Option 1). Portable Placement Strategy, and

Option 2) Hold Grade 6 students at Elementary; the Pros and Cons of each option were outlined, and discussed in detail.

- **New Westminster Secondary School (NWSS):** Projected Secondary School Enrolment vs. Operation Capacity including approved Capital Projects as of June 2023 was presented. Items under consideration to deal with enrolment growth at NWSS are portables, renovations, International education phase-out, and the implementation of a 5-block timetable. Staff recommend a 5-block timetable modification.
- **Next Steps:** Staff will continue to implement the guiding principles when doing important work regarding short term capacity issues. Ketcham noted that staff will seek direction and approval at the April 30th Open Board meeting.

Questions were raised, and discussion ensued.

To view this comprehensive report please refer to the meeting video at [\[7:32 p.m.\]](#).

Chair Russell requested a 5-minute recess at 8:35 p.m.

Chair Russell reconvened the meeting at 8:42 p.m.

c. Short Term Capacity Guiding Principles (B. Ketcham & P. Craven).

Secretary-Treasurer Ketcham spoke to the original Guiding Principles for Short Term Capacity Review and noted that the guiding principles adopted June 2022 require revision in light of the continued growth challenges faced in the District. Ketcham presented draft Guiding Principles for the Board's consideration which will come back for approval April 2024.

Pam Craven, Director of Instruction and Learning, Secondary Programs, spoke to space utilization for Guiding Principals as they relate to New Westminster Secondary Schools (NWSS) Grade 9 - 12 students. The space utilization is different from how the District prioritizes space for K - 8 students as there is only one zone and one catchment area for secondary students. Highlights include: 1). To ensure all students who reside in New Westminster are placed in NWSS and/or in one of the alternate programs: 2) To ensure all students have equitable access to all educational opportunities by creating additional space for students in specialty instructional programs; and 3). To maintain 21st century learning opportunities within NWSS which allow flexibility, collaborative learning, and accessible open/visible spaces. Craven also spoke to the 5-Block timetable model which will require another set of guiding principles in collaboration with students, staff, and partner groups.

d. AP 520 Fundraising Activities Update (B. Ketcham)

Secretary-Treasurer, Ketcham noted that ongoing consultations continue to take place with DPAC & PAC groups and the Board's ad hoc School Generated Funds Committee. The District continues to listen to community feedback as it relates to the revisions, and work continues to progress. The AP 520 revisions were to be brought to the Board meeting this evening for adoption. However, this item will be postponed until the work of the School Generated Funds Committee completes its final recommendations. Ketcham stated that all groups who have provided input will receive an updated version of AP 520 prior to it being brought forward to the Board for discussion.

Chair Russell thanked Trustees Sluis and Connelly for agreeing to Co-Chair this committee, and to the partner groups for their continued participation in this process.

- e. 2024-2025 District Calendar (J. Pearce)

Interim Associate Superintendent brought forward the following motion for consideration.

2024-019

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2024-2025 District Calendar as presented.

CARRIED UNANIMOUSLY

- f. Terms of Engagement with Auditor (B. Ketcham) (Verbal).

Secretary-Treasurer, Ketcham put forward a request to the Board for one additional year of engagement services with KPMG LLP for the 2023-2024 year, as the District had concluded its 5-year term engagement with KPMG last year. Ketcham noted that their fees are in alignment with the marketplace and similar districts. An audit rotation was also completed two years ago which helps with any questions as it relates to independence between the engagement with KPMG and the District. The District seeks the Board's approval to have KPMG LLP services for one more year to complete the year-end audit services with the intent of going to an RFP in the fall.

2024-020

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) confirm and continue the engagement of KPMG LLP for the year-end audit services for 2023-24.

CARRIED UNANIMOUSLY

Chair Russell announced that this would be Superintendent Hachlaf's last Board meeting with New Westminster schools, before he takes on his new role as Superintendent at Burnaby Schools. She thanked him for his hard work, dedication, and contributions over the past 7 years to the District, New West Schools staff, students, and families within the community. Chair Russell presented him with a framed certificate and gift on behalf of the board. Trustee Slinn read an original poem.

- g. Superintendent Update (K. Hachlaf)

Superintendent Hachlaf of New Westminster Schools expressed his gratitude for his 7 years spent at New Westminster Schools District, and highlights a snapshot of its significant achievements, including being named one of the top 10 districts in Canada.

- Building relationships and Inclusive Education: Westminster School District prioritizes building meaningful relationships with students, parents, and staff to ensure every student thrives.

- School renaming, employee recognition, and district leadership: New Westminster School District recognizes employees and leaders for their contributions.
- Indigenous education and school development in BC: Board invests in new school openings and renovations, despite pandemic and flooding challenges.
- School nutrition program and student involvement. Westminster schools implemented a district-wide school nutrition program, student voice verification committee, and childcare and early learning initiatives.
- The Board of Education invested in significant land acquisition over the years to secure future school development, the complete seismic update and renovation of Lord Tweedsmuir Elementary School and the beginning of the new 3-story expansion at Queen Elizabeth School.
- Toonies for Tummies demonstrates their commitment to ensuring students have access to healthy food. And the implementation of a district-wide school nourishment program without barriers to handle the budget cycle that now has robust district input.

Superintendent Hachlaf acknowledged the tremendous community, and expressed his gratitude for support and growth in New Westminster School, and looks forward to his future in Burnaby Schools.

8. **NEW BUSINESS**

Nil.

9. **OLD BUSINESS**

- a. Board Advocacy Draft Plan (M. Russell) (Verbal).

Chair Russell spoke to the Board Advocacy Draft Plan and noted that it had not been included in this evening's Board Agenda package as the latest version was circulated today.

The updated changes to this document are as follows:

- Removed the 2024 date as it has been determined this is more than a one-year plan.
- Added a Purpose statement at the top of the first page.
- A reference was added to denote that the plan may evolve which warrants updates.
- Added that advocacy activities should be in support of the plan and be coordinated.
- The Engagement / Information Gathering language was placed in its section.
- Added a reference to the Memorial Site at NWSS under Capital Projects.
- Added a reference to schools as gathering places as part of wider emergency response planning in the context of climate resilience.

Chair Russell noted that the Board Advocacy *Draft* Plan will be brought forward to the next Open Board meeting for final adoption. In the interim, the latest Draft Plan will be available for review on their website under [Board News Bulletins](#).

To review the Board's 2024 Draft Advocacy Plan discussion, refer to the video at [\[9:24 p.m.\]](#)

At 9:27 p.m. Trustee Andres put forward the motion to extend the meeting past 9:30 p.m.

Trustee Gurveen Dhaliwal left the meeting at 9:28 p.m. and did not return.

10. **TRUSTEE REPORTS**

Trustees spoke to various meetings and events they attended over the past month.

Chair Russell highlighted the remarkable accomplishment of the New Westminster Secondary School (NWSS) program having received the Canada Young Theatre Award for last year's Shrek Musical, and to the incredible Jazz band students who won at the Surrey Provincial competition. *To review the full Trustee Reports refer to the meeting video at [\[9:30 p.m.\]](#).*

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

The public was given the opportunity to ask questions on matters that arose during the Meeting. Members of the public voiced their concerns to the Board of Education on the following topics: 5-block timetable model, enrolment pressures and impacts, and the Board Advocacy Draft Plan.

Questions and discussions ensued; Secretary-Treasurer Ketcham responded to questions. Refer to the meeting video at [\[9:34 pm\]](#) for full Q&A comments.

12. **NOTICE OF MEETINGS**

Events

- World Autism Awareness Day - Tuesday, April 2nd
- International Women's Day – Friday, March 8th
- Earth Day - Monday, April 22nd
- BCSTA Provincial Council & AGM - Thursday April 18th to Sunday, April 21st
- Volunteer Recognition Day - Sunday, April 14th

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

- a. Record of the February 27, 2024 In-Camera Meeting

14. **ADJOURNMENT**

The meeting adjourned at 9:46 p.m.

Chair

Secretary-Treasurer

2024-2025 Budget Priority Requests from DPAC

Safe and comfortable learning environment for students and staff

- Increase in district total FTE for CYWs and Counsellors
- Utilizing community partner(s) to support student safety (e.g. social workers)
- Cooling for portable classrooms

Supporting student and staff success

- Additional district psychologist
- Added redundancy for support staff & teachers (LSTs, CYWs, ELL teachers, indigenous support)

Supporting equitable transportation addressing traffic constraints

- Expanding the Walking School Bus
- Extending QB busing for west end middle school students

Supporting open and transparent communication

- Robust consultation for next interaction of LRFP with families & public
- Annual stipend to support DPAC operational costs

Supporting child care programs that meet family needs

- Available during non-instructional time & breaks, for all grades at program school



April 19, 2024

To: The Board of Education, New Westminister Schools

Re: District Budget Priorities for the 2024/2025 School Year

CUPE Local 409 would like to thank the New Westminister School Board for the opportunity to be a part of the 2024-2025 Budget process. New Westminister is the second fastest growing city (per capita as per SD#40 Long-Range Facilities Plan) in Canada. With the density of the city seemingly growing faster than our schools can keep up. The last 4 years, our District has seen an increase of steady growth with our student population. Particularly in our Elementary schools. CUPE 409 requests additional clerical, Education Assistant, Child and Youth Care Workers, Maintenance, Custodial and IT support for our schools.

ECE Programs:

In the last few years there has been a whirlwind of change when it comes to the definition of childcare in BC. After finding that the government has moved the Ministry of Childcare under the banner of Ministry of Education the school system finds itself in an interesting situation. We are finding ourselves in the middle of a childcare crisis in BC. This district is at the forefront of this movement and is finding new and innovative solutions to manage these issues. Where most districts are finding it difficult, New Westminister School District attacked the childcare crisis in our city head on.

New Westminister School District has added several unique solutions such as adding a Manager of Childcare, adding multiple Seamless-day childcare sites, strengthening our already popular Strong Start programs Adding the very special B4 program and a pilot Program where we will see afterschool care through the district in the future. New Westminister School District has had, for a long time, a daycare facility at every site. CUPE wants to recognize all the hard work in this area and encourages the district to move full steam ahead. CUPE 409 is asking that the district keep adding to these successes by adding more staff to these programs which will help enhance the popularity and growth.

Indigenous support team:

The Indigenous support team would like to request the ability to have Professional Development opportunities for learnings that would come from elders and knowledge keepers from outside our community. The team

needs the ability to go to people for cultural teachings as opposed to having those people travel to our district. Part of the cultural journey that will bring our district a wealth of knowledge and connection revolves around the gathering of community for family feasts centered on spring and winter season cultural events. These events teach specific learnings and connect the students to supports in the Indigenous community. Access to these events and teachings in culturally appropriate ways and settings will lift our students and community.

Clerical Review of workload:

Most of our new(er) student population are newcomers to Canada from countries in extreme conflict, and the families have suffered unfathomable hardships. Not only is language a barrier, but most of these children have suffered complex trauma. This creates a plethora of issues at all levels of our education system, and trickles down to all our clerical staff.

Our school offices need additional clerical support. Most Secretary 2 positions are only 35 hours a week. Some of them have support of a secretary 1 position who is shared between multiple schools. Many clerical staff are suffering from stress and burnout due to the additional workload, without additional hours of support. It is vital that we receive more clerical support at our most vulnerable sites. For example, more hours for the Secretary 1 position at Queen Elisabeth Elementary where there is enough work for a full-time Secretary 1. More hours for clerical staff at Lord Kelvin Elementary where they are bursting at the seams with student enrollment. More hours for clerical staff at Qayqayt Elementary where the district has added multiple portables to accommodate increased enrolment causing the site based childcare program to move to another location.

Additionally, to alleviate the pressure at our sites, we are asking for 2 Priority Dispatch Clerical positions so we can properly fill vacancies and relieve some of the stress on the Secretary 2 positions. These priority positions, over time, will have the skills to help any school and be able to seamlessly cover absences. This would reduce the stress currently faced by staff who are often not replaced when away for illness or medical reasons. Furthermore, these new positions would address the issue of recruitment and retention of casual clerical workers who are currently leaving the district as they seek full-time employment.

Modernizing and updating Maintenance /Custodians:

As we have predominantly put COVID behind us, there is a growing need for facility rentals. This workload falls on the Maintenance clerical staff. The hours required might not be the equivalent of a full-time staff however, if we add another clerical staff in Maintenance-IT this member can take on the overflow of staff support from the IT department currently being done by an IT Generalist. For many years we had clerical staff in IT that



would act as a contact point for staff members seeking IT services. They would help with minor IT issues such as passwords, email issues, minor system concerns etc. (MIT Secretary + another position)

The district has an aging fleet of vehicles. With the rapid growth of our district, CUPE is asking to replace 3 vehicles in our fleet. These vehicles are between 10 to 15 years old. The cost of replacing these vehicles is far more affordable in the long run. Replacing these vehicles will greatly reduce the over all maintenance cost on the aging vehicles.

Some minor requests that would greatly improve the over all ability to maintain our high level of operation is: Self Propelled Snow Blowers to increase the speed at witch the snow is removed and to reduce the wear on members who have to work on some our steepest hills, Tables and chairs (25-50 light plastic) as opposed to the heavy wooden ones to greatly reduce the strain and weight of these kinds furniture and to reduce the likelihood of injury.

An upgrade to TIS:

CUPE 409 is asking for an IT Generalist position to replace the position vacated in 2022. This would redistribute the workload covered by the department back to previous staffing levels. Additionally, we would like to add a Facilities Rental Technician position that would benefit the district to support clients effectively and safe engagement with modern technologies in our buildings. Facility renters require access to built in equipment such as Chromecast systems, projectors, sound systems and the state-of-the-art theatre. Maintaining access to technology and computer data is key to smooth operations in our district.

CUPE 409 is asking for the board to purchase an Office 365 Backup. There is currently no backup system. Backup would cover all district email, SharePoint, and MS Teams data along with other minor programs. By not having this backup, the district is vulnerable to a disruption of daily operations.

Additional Child and Youth Care Workers Position:

As our Youth Workers are spread throughout the district there are some sites that only have these supports for one or two days a week. This makes it difficult on the children at these sites who are going through crisis to have to wait days before they can connect with these members. Cupe 409 is asking for one additional Child and Youth Worker Position in the district to create more time at each individual site for these students.

Education Assistant support at all levels and a voice at the table:

CUPE 409 requests additional minutes for Educational Assistants (EA) at the elementary school level. We are requesting 10 minutes a day per person to be able to prepare for the students and to increase the level of supports for these students. Time to prepare documents and manipulatives is needed daily. If the learning



environment is set in anticipation of the schedule for the day, the tools are at hand for the transitions between tasks. When an Education Assistant has the time to prepare for students before a class it will increase their odds of success. As well, that child then has the opportunity to ask more questions and engage more seamlessly during lesson time. This affords them a higher likelihood to establish positive learning habits for their educational career.

The EA compliment at New Westminster Secondary School (NWSS) is the biggest department in the school. This department has more staff than any other department in the district. Therefore, CUPE 409 is asking that the district create a Lead Hand EA position at NWSS. EAs are not represented in the school community. When department heads meet, support staff workers are not represented. A Lead Hand EA position can help support administration for daily assignments as well as discussions and placement of semester assignments. A Lead Hand EA would also give the ability to help support and mentor staff members. They could provide New-Site orientation and be a point of contact for changing schedules throughout the day. They would also participate in department head meetings and be a voice at the table on behalf of the support workers on site.

CUPE Local 409 would like to thank you again for the opportunity to provide input into the budget process.

Sincerely,

Dave Bollen
President, CUPE Local 409

NWTU Summary of Budget Priorities

- ▶ Full release of administrators at K-8 schools. Admin can provide additional supports to students and can take classes when there's a shortage of TTOCs.
- ▶ Additional Child and Youth Care Worker time at Tweedsmuir, increased to a 1.0 fte; Additional CYCW time at other identified schools (EGMS, Kelvin)
- ▶ Additional EAs reserved for early primary
- ▶ 1.0 fte Indigenous Curriculum Facilitator position and 1.0 fte Indigenous Education Transitions Support position. Currently, these positions are combined into one.
- ▶ District priority counsellor on call positions that can fill unanticipated gaps created mid-year (ie, maternity or medical leaves, resignations and retirements).
- ▶ In consultation with the counselling team, create positions that will remove administrative tasks from NWSS counsellors, allowing them to focus on counselling.
- ▶ Explore minor renovations at schools that will increase interior teaching spaces.
- ▶ Additional School Psychologist time
- ▶ Tutoring Centre at NWSS
- ▶ Additional laptops, improvements to teacher devices, where needed, and better Wi-Fi
- ▶ Supplies and alternatives to photocopying

Indigenous Education Budget Priorities 2024-25

Connie Swan, District VP – Indigenous
Education



New
Westminster
Schools

Indigenous Education Department:

1. PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR DEPARTMENT STAFF
2. CONTINUED FUNDING FOR EQUITY IN ACTION RECOMMENDATIONS
3. CONTINUE INDIGENOUS FOCUSED PRO-D EACH YEAR



“First Nations, Inuit and Metis traditions are clear: children are a gift from the creator, on loan to us from the spirit world. It is their birthright to inherit cultures whose central tenets for thousands of years focused on how to best nurture young ones physically, emotionally, spiritually & mentally.” - (2009- 2010) Messages from the Heart: Caring for Our Children. National Collaborating Centre for

Shift the District Coordinator of Indigenous Curriculum & Transitions Position into Two (2) Full-Time Positions:



**1.0 FTE District
Coordinator Indigenous
Curriculum**

**1.0 FTE District
Transitions/Grad
Coach**

NW Principals' & Vice- Principals' Association

- **Our three connected priorities:**
 - **Vice-Principal time**
 - **Enrolment growth, time with families with needs, new families to Canada**
 - **Support for complex learners**
 - **Resource teachers and specialists**
 - **Depth of complexity**
 - **Wait times for ASD diagnosis and undiagnosed cases**
 - **Education Assistants**
 - **Has made a difference**

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

**Tuesday, April 16th, 2024, 3:30 PM
Skwo:wech Elementary School**

PRESENT

Marc Andres, Committee Chair
Danielle Connelly, Trustee
Cheryl Sluis, Trustee
Maya Russell, Trustee
Kathleen Carlsen, Trustee

Sylvia Russell, Superintendent
Bettina Ketcham, Secretary Treasurer
Anne-Marie Martin, Recording Secretary
Julie Pearce, Associate Superintendent
Kathleen Chad, Principal – Skwo:wech Elementary
Darren Elves, Vice Principal – Skwo:wech Elementary
Sandra Singh, Director of Instruction, Learning & Innovation
Ileana Neilson, Manager, Early Learning and Child Care
Kenneth Headley, District Vice Principal – Diversity, Equity, Inclusion and Anti-Racism
Rhonda Jones, Director of Instruction, Inclusive Education
Pam Craven, Director of Instruction, Secondary Programs
Murray McLeod, Principal, NWSS

REGRETS

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

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

1. ADOPTION OF THE AGENDA

The meeting was called to order at 3:31 pm

Moved and Seconded

THAT the agenda for the April 16th, 2024, Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. **PRESENTATIONS**

Skwo:wech Elementary School (Kathleen Chad, Principal, Darren Elves, Vice Principal)

Students: Nathaniel, Rafaela, Sima, Olivia, James, Gabriel, Charlie, Felix, Becky, Ruby, Izabella, Elizabeth

The presentation demonstrated the weaving the story of the school learning plan through the themes of, Literacy (writing), Development of Identity, SEL/RULER Program.

Students introduced the five Learning Communities:

The Salmon Community
The Bear Community
The Wolf Community
The Eagle Community
The Raven Community

Examples of the Mood Meter, and Story Champ icons were discussed, and events were shared including the celebration of Students/Teachers with a pancake breakfast, the Salmon community gathering and First Nations Fridays.

Questions and Comments

- Q. Trustee Connelly asked the students if they stay in the same community.
A. Kindergarten is the Salmon community, while the Bear community is Grade 1/2, Wolf community is Grade 2/3 and Raven and Eagle community is Grade 4/5.

Trustee Russell gave koodoo's to the students and commented that she was impressed with the events and especially the First Nation Fridays.

Chair Andres thanked them for being brave and presenting as it was impactful and demonstrated that caring is part of learning.

The presentation ended with the Kindness Video created by students/staff at Skwo:wech Elementary School, which can be viewed [here](#).

3. **COMMENT AND QUESTION PERIOD**

Nil.

4. STUDENT VOICE

Julia and Callum provided a brief overview of the Student Symposium that was held on Friday April 12th, 2024 at the Shadbolt Centre.

The main topics of discussion were around mental health, safety, anti-racism, and student success with technology.

Some students are curious about the policy around vaping and phone use.

Student Voice will be attending the budget meeting next week to report on the students' top five needs.

Q. Trustee Sluis asked what the top idea was coming out of the day.

A. Callum mentioned the students wanted a speaker, someone to come in and talk to them about the dangers of vaping, as well as air conditioning.

Chair Andres commented that the student facilitators training was neat and well done.

5. REPORTS FROM SENIOR MANAGEMENT

a. Review SOGI Report – Kai Smith

Kai produced a PowerPoint which reflected on the Anti-SOGI protest, and how school administrators are careful to ensure families understand the “why” behind the learning opportunities. Kai discussed how District staff want to be sure that they have language they feel confident using.

Successes discussed were the creation of the First New Westminster School District SOGI Advisory Committee (Policy 17). SOGI School Leads are an exemplary model, and that Glenbrook Middle School teacher Sheelagh Brothers has increased the SOGI team from one School Lead to six.

Sheelagh mentioned the challenges that staff face: they are afraid to lead alone, afraid of saying something wrong, and staff are tired.

They spoke to how they engage in courageous conversations from meeting with parents, staff and advising on GSA's (Gender and Sexuality Alliance) and Diversity Clubs across all school levels.

Key messages were to increase students' understanding of 2SLGBTQIA+ identities, to equip them for teamwork and leadership in our diverse society. Schools and spaces must be a mirror in which students see themselves, a window through which students see the outside community. The need for further development and implementation of Safer In Here was noted. Support SOGI Programming to ensure widespread informed, respectful, person-to-person communication and connection that settles fears, builds capacity, and fosters inclusion.

Questions and Comments

Trustee Connelly questioned if there was a recommendation to the Board of Education. Kai confirmed that the recommendation was to gather further information and direction to District Vice-Principal of Diversity, Equity, Inclusion and Anti-Racism Ken Headley to decide on further actions/directions.

Trustee Russell commented that we need to take a harder look inside and outside, as she worries about sustainability and their wellness as a team, as it is not getting easier, with additional pressures on educators.

Trustee Sluis concurred with Trustee Russell. Trustee Sluis asked one question What do you need?

Kai responded that they need to get out there and meet more of the parents and students and get feedback on what is working, and we need the students and parents to communicate.

b. Kindergarten Gradual Entry Update – Ileana Neilson and Sandra Singh

Ileana and Sandra spoke to who are kindergarten students are, why we have gradual entry, Child Care/Pre-School vs Kindergarten and what is the difference.

The presenters explained what happens during gradual entry and provided a sample gradual entry schedule.

The Board of Education requested survey's regarding gradual entry feedback (which were completed in February) to gather a representative group of K-5 Admin, Kindergarten teachers, and district staff to discuss feedback on how best to support parents needs, and to provide an update to the Board of Education at an April or May Education Meeting.

This survey results were reported on. Summary of feedback was provided from Kindergarten teachers.

Questions and Comments

Trustee Connelly voiced concern over parents getting notification to late.

Sandra advised that parents/guardians will receive this information during the following times:

- Welcome to Kindergarten events in May & June
- Emails, School Messenger, Kindergarten handbooks/documents to be sent to families May/June.
- Information is on our school websites.
- Early July district-wide Gradual Entry schedule shared with all families.
- End of August Welcoming Conversations times shared.
- Families who register in the summer, admin will reach out to families at the end of August.

Chair Andres read and brought forward the following motion to allow for further discussion at the open board meeting.

Moved and Seconded

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No.40 (New Westminster) that the Gradual Entry Option 2 be adopted for the 2024/25 school year.

CARRIED UNANIMOUSLY

Moved and Seconded

Chair Andres motioned to extend the Education Policy and Planning Committee meeting 10 minutes to be able to review the 2024-2025 School Fees

CARRIED UNANIMOUSLY

c. Review School Fees (2024-2025) – Julie Pearce

The fees' were reviewed, and highlighted items indicated changes from 2023-2024 school year. Cost increases included locks, the Graduation activity fee, Football, Carpentry and Chef Apprenticeship fees.

Questions and Comments

Trustee Sluis noted the large discrepancies in fees due to gender. What does this say about the experience that the girls are getting? This information should be provided to Sukhdeep Rai as he is currently putting together a report for the Board of Education on Extracurricular Athletics Audit.

Principal Mr. McLeod at New Westminster Secondary School advised that these fees may vary depending on coaches and tournaments they are registered for. Some students play in more games/tournaments.

Trustee Connelly does not see how Math and Band practice books are optional and would like to know the cost for us to cover these fees, so every student gets a practice book. Trustee Connelly also questioned the Accounting workbook fee not listed. Mr. McLeod confirmed that this fee is no longer charged.

Trustee Connelly also noted the Graduation Fee indicates that the grad gown, cap, and tassel are rentals, but this is not the case students keep these. Would like to have a program in place to recycle or reuse them.

Mr. McLeod advised that they will take a look at recycling and/or reusing gowns for next year. The major cost incurred is from the company ProShow, this cost has almost doubled.

Trustee Connelly would like to see everyone pay the same fees for sports, and if they are not used then a refund provided.

Trustee Carlson noted the same concern with different fees for Basketball.

Mr. McLeod mentioned that different coaches are registering for different tournaments and fundraising.

Chair Andres mentioned that the following motion was to be considered, but noted there are still many questions and comments regarding the 2024-2025 School Fees and recommended the motion be tabled.

Trustee Russell recommended that all comments and questions be sent to Chair Andres by the end of April as this will be added to the Agenda for the April 30th, 2024, Board Meeting for consideration of approval.

**Moved and Seconded
Motion to Table**

THAT the Education Policy and Planning Committee recommend to the Board of Education of No.40 (New Westminster) that the 2024-2025 School Fees be approved

**TABLED
CARRIED UNANIMOUSLY**

6. GENERAL ANNOUNCEMENTS

Nil.

7. ADJOURNMENT

The meeting adjourned at 5:08 pm.

Gradual Entry to Kindergarten in New West Schools

Update prepared for New Westminster Schools

Ileana Neilson

Sandra Singh

April 16, 2024



New
Westminster
Schools

Who Are Our Kindergarten Students?

Our Students...

- Come from different experiences: home, pre-school, daycare with a wide range of expectations
- May be new to our country as immigrants or refugees
- May be English Language Learners (ELL)
- Come from different backgrounds & cultural approaches to parenting
- Have diverse social, emotional, physical, and learning needs
- Are in different places developmentally
- Some may have complex learning/physical/social needs (with or without an assessment/diagnosis)



Why Gradual Entry?

- Kindergarten Gradual Entry is a developmental model of **transition** planning that emphasizes the interconnected relationships among the child, teachers, family, peers and community.
- More individual time with their teacher, exposure to small groups, and shortened time expectations supports a strong foundation in social and emotional learning and allows for comfort, connection and success.
- The goal is to scaffold skills and expectations for a successful start for all students in the class community.
- Many students need gradual entry to help them increase their stamina to attend and appropriately engage for a full day



Child Care/Pre-School Vs Kindergarten: There's a Difference!

- Caregiver to Child Ratio: 1:8
- Smaller self-contained environment
- Washrooms in self-contained environment
- Supported eating, dressing and self-care
- Opportunities for napping as needed
- Play based
- Gradual entry



- Teacher to student ratio: 1:20
- Larger environment—multiple learning spaces (library, gym, classroom, music room, outdoor play area with other K-5 students at recess and lunch)
- New routines: e.g. washrooms may not be in classroom
- Greater independence in eating, dressing, and self-care
- Play based, but includes new learning expectations in alignment with the BC Kindergarten curriculum
- Gradual

Kindergarten

What Happens During Gradual Entry?

- **Opportunities for Parents/Caregivers to connect:** Orientation/Meet and Greet
- **Welcoming Conversations/interviews:** Individual and personalized relationship building for each child
- **Small group:**
 - Activities, observation and assessment of social and emotional learning skills
 - Develop teacher and peer connections
 - Introduction and guided practice of classroom routines and procedures
- **Collaboration:** Teachers meet with EAs, ECEs, community partners, parents/caregivers, and School Based Team to determine staffing needs, student support needs, and to balance classes for optimal learning
- **Flexibility school to school to support community needs**



Sample Gradual Entry Schedule

September 4, 2023	September 5, 2023	September 6, 2023	September 7, 2023	September 8, 2023
Labour Day – students do not attend	First day of school Kindergarten students do not attend school on this day.	Welcome Conversations Students attend with parent/caregiver at their scheduled time	Welcome Conversations Students attend with parent/caregiver at their scheduled time	Welcome Conversations Students attend with parent/caregiver at their scheduled time
September 11, 2023	September 12, 2023	September 13, 2023	September 14, 2023	September 15, 2023
8:50-10:50am Group A (bring a snack)	8:50-10:50 am Group B (bring a snack)	8:50-11:30am All students attend (bring a snack)	8:50-2:00 All students attend	8:50-3:00 All students attend full day
1:00-3:00pm Group B (bring a snack)	1:00-3:00pm Group A (bring a snack)		Please send snack, lunch, and towel/blanket	Please send snack, lunch, and towel/blanket

What Have We Heard?

- Parent scheduling concerns: full time working families, single parent families
- Equity issues: families who can least afford additional care and/or time off
- My child is “ready”... why do they have to do gradual entry?
- What if some students need even more time?
- Partial day schedules mean too many pick ups and drop offs (for multi child families)
- Do students have to come if the parents can't do partial day care?
- Make it one week



- Gradual entry feedback surveys out in February
- Gather a representative group of K-5 Admin, Kindergarten teacher, and district staff to discuss feedback on how best to support parents needs
- Update to the Board of Education at an April or May Education Meeting



Survey Timelines

Two gradual entry surveys were created:

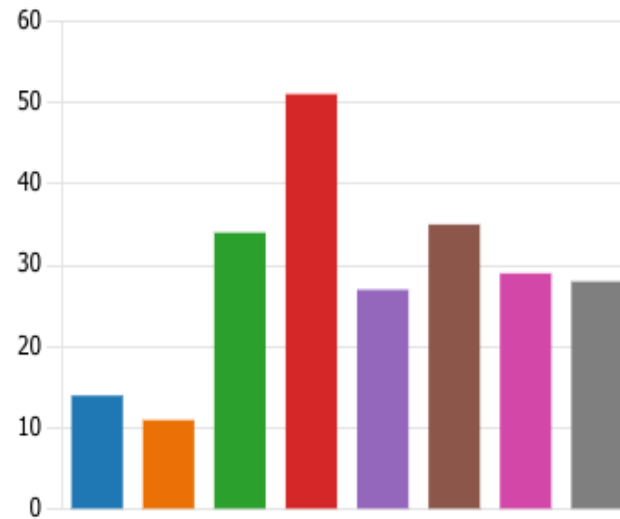


- One survey sent to parents with a child(ren) presently in kindergarten.
- One survey sent to parents/guardians of an incoming kindergarten child in the 2024/2025 school year.
- Surveys sent on Tuesday, February 20 at 10 am
- Survey closed on Friday, March 1 at midnight
- March 5 presentation to Kindergarten teachers and school-based administration.

1. Which school does your child attend?

[More Details](#)

● Connaught Heights Elementary	14
● F.W. Howay Elementary	11
● École Herbert Spencer Elementa...	34
● École Qayqayt Elementary	51
● École Lord Tweedsmuir Element...	27
● Lord Kelvin Elementary	35
● Queen Elizabeth Elementary	29
● Skwo:wech Elementary	28



Total: 229 responses

Responses from current Kindergarten Parent/Guardians

2. Did your child go to preschool or daycare prior to attending kindergarten?

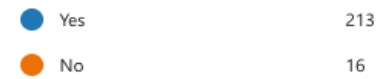
[More Details](#)



3. Were you and your child invited by your child's teacher for a visit to the school during the first week?

[More Details](#)

 Insights



Total: 229 responses

Response summary for question 4: Did you find the visit beneficial?

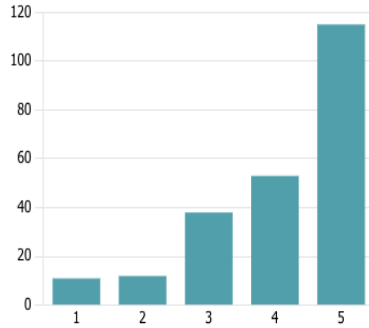
- *Many respondents appreciated the opportunity to meet the teacher in person and get acquainted with the classroom environment. They found it valuable to have a face-to-face interaction and observe the set-up.*
- *Some respondents highlighted the importance of understanding the daily schedule and knowing what to expect. This information helped them prepare for their child's kindergarten experience.*
- *Overall, respondents expressed positive sentiments about the visit, emphasizing it was helpful and information.*

5. What was your child's overall experience with gradual entry?

[More Details](#)

[Insights](#)

4.09
Average Rating

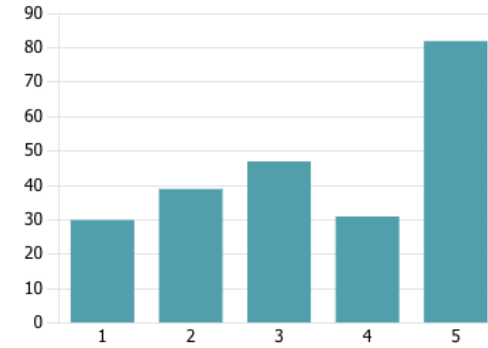


6. What was your overall experience with gradual entry?

[More Details](#)

[Insights](#)

3.42
Average Rating



Responses from current Kindergarten Parent/Guardians

Response summary for question 7: Additional Feedback regarding Gradual Entry Schedule

- *The feedback is mixed, with some parents expressing appreciation for the gradual entry, while others expressing frustration and inconvenience with the schedule.*
- *The most common view expressed is that the gradual entry is too long and hard to manage for working parents and children who are already used to full-time daycare or preschool.*
- *Many parents suggest shortening the gradual entry to one week or making it optional for some children.*

Option 1:




September 2, 2024	September 3, 2024	September 4, 2024	September 5, 2024	September 6, 2024
Labour Day – students do not attend	First day of school Kindergarten students do not attend school on this day	Welcome Conversations Kindergarten students attend with parent/caregiver at their scheduled time.	Welcome Conversations Kindergarten students attend with parent/caregiver at their scheduled time.	Morning Session Students in this group attend for 1 <u>hour</u> Afternoon Session Students in this group attend for 1 hour
September 9, 2024	September 10, 2024	September 11, 2024	September 12, 2024	September 13, 2024
Morning Session Students in this group attend for 1.5 <u>hours</u> Afternoon session Students in this group attend for 1.5 hours	Morning Session Students in this group attend for 2 <u>hours</u> Afternoon Session Students in this group attend for 2 hours	All students attend the full <u>morning</u>	8:50-2:00 All students <u>attend</u>	8:50-3:00 All students attend full day

Option 2:

September 2, 2024	September 3, 2024	September 4, 2024	September 5, 2024	September 6, 2024
Labour Day – students do not attend	First day of school Kindergarten students do not attend school on this day	Welcome Conversations Kindergarten students attend with parent/caregiver at their scheduled time.	Welcome Conversations Kindergarten students attend with parent/caregiver at their scheduled time.	Morning Session Students in this group attend for 2 <u>hours</u> Afternoon Session Students in this group attend for 2 hours
September 9, 2024	September 10, 2024	September 11, 2024	September 12, 2024	September 13, 2024
<u>Morning session</u> Students in this group attend full <u>morning</u> <u>Afternoon session</u> Students in this group attend full afternoon	<u>Morning session</u> Students in this group attend full <u>morning</u> <u>Afternoon session</u> Students in this group attend full afternoon	All students attend full morning	8:50-3:00 All students <u>attend</u> full day	8:50-3:00 All students attend full day

Final Results

More Details

 I prefer OPTION 1.	122
 I prefer OPTION 2.	418
 I have no preference.	25



565 responses

Kindergarten Teacher's Summary of Feedback:

- **Gradual Entry:** Comments focussed on whether the decision from respondents is child-centered or driven by child care/parent convenience.
- **Routine Establishment:** Comments highlighted challenges of establishing routines with the whole class, such as toilet use, hallway behavior, and handwashing, emphasizing the importance of gradual entry for safety and development.
- **Parent Interviews:** Comments suggests that individual interviews with parents are valuable, and there's a preference for a schedule that allows for quality one-on-one time during the first week of school.
- **Schedule Proposals:** Comments including the benefits and drawbacks of each schedule, with a focus on the importance of small group connections and the management of class composition.

Kindergarten Teacher's Summary of Feedback:

Spencer raised questions about whether the decision for gradual entry is child-centered or influenced by child care/parent preferences. They emphasized the importance of establishing routines and highlighted the safety concerns during recess. They also questioned the difference between the proposed options and the current schedule.

QE expressed concerns about the benefits of having Kindergarten children attend class for a limited time on Friday followed by the weekend. They suggested a preference for week 1 orientation and interviews, followed by half days and then full days in the second week.

Tweeds emphasized the importance of welcome conversations and careful sorting of classes. They suggested that it would be more feasible to have whole groups if there was a scheduled supporting adult.

Qayqayt highlighted the excitement of Kindergarten children coming into the classroom.

Connaught pointed out the challenges of managing K/1 classes with gradual entry and expressed a preference for the current schedule.

Howay suggested that the proposed option 2 seems viable but would like communication to parents to be clear.

Kelvin recommended an extra adult in each K class for the first two weeks with a suggestion of 2 pm dismissal for Thurs. Sept. 12

Suggested Draft Recommendation for next Board Meeting

Based on the parent survey and conversations with Kindergarten teachers and elementary administrators it is recommended that the Gradual Entry Option 2 be adopted for the 2024/25 school year.

September 2, 2024	September 3, 2024	September 4, 2024	September 5, 2024	September 6, 2024
Labour Day – students do not attend	First day of school Kindergarten students do not attend school on this day	Welcome Conversations Kindergarten students attend with parent/caregiver at their scheduled time.	Welcome Conversations Kindergarten students attend with parent/caregiver at their scheduled time.	Morning Session Students in this group attend for 2 <u>hours</u> Afternoon Session Students in this group attend for 2 hours
September 9, 2024	September 10, 2024	September 11, 2024	September 12, 2024	September 13, 2024
<u>Morning session</u> Students in this group attend full <u>morning</u> <u>Afternoon session</u> Students in this group attend full afternoon	<u>Morning session</u> Students in this group attend full <u>morning</u> <u>Afternoon session</u> Students in this group attend full afternoon	All students attend full morning	8:50-3:00 All students <u>attend</u> full day	8:50-3:00 All students attend full day

Questions



Kindergarten

Communicating Gradual Entry

Goal: provide early, specific and clear communication to all families about gradual entry dates/times and expectations to give them time to determine a care plan for their child

- Welcome to Kindergarten Events in May & June provide gradual entry information
- Emails, School Messenger, Kindergarten handbooks/documents sent to families May/June
- Information on school websites
- Early July District-wide Gradual Entry schedule shared with all families
- End of August Welcoming Conversations times shared
- Families who register in the summer, admin will reach out to families at the end of August



Thank you

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

**Tuesday, April 16, 2024, 6:30 PM
In-person & Via Zoom Link**

PRESENT	Danielle Connelly, Committee Chair Maya Russell, Trustee Cheryl Sluis, Trustee Gurveen Dhaliwal, Trustee Marc Andres, Trustee Kathleen Carlsen, Trustee	Sylvia Russell, Interim Superintendent Julie Pearce, Interim Associate Superintendent Bettina Ketcham, Secretary-Treasurer Robert Weston, Executive Director, HR Amy Grey, Assistant Secretary-Treasurer Dave Crowe, Director of Capital Projects Matt Brito, Director of Facilities & Operations Laura Goodman, Recording Secretary
REGRETS	Elliott Slinn, Trustee	Members of the Public Kristie Oxley, NWTU President Laura Kwong, DPAC

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

1. **ADOPTION OF THE AGENDA**

The meeting was called to order at 6:33 pm.

Moved and Seconded

THAT the agenda for the April 16, 2024, Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

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

Nil.

3. **DELEGATION**

a. Annual Day of Mourning Presentation (S. Wethered)

On behalf of the New Westminster & District Labour Council (NWDLC), teacher Sarah Wethered read a statement in commemoration of the National Day of Mourning. The National Day of Mourning ceremony for workers killed or injured on the job will be held on Sunday, April 28, 2024, at 11:00 a.m. at Westminster Pier Park. For the full statement, please refer to the meeting video at [\[6:52 pm\]](#).

Trustee Russell thanked Sarah for her presentation and emphasized the importance of safety education and spoke to the Alive After Five Young Worker Awareness Program of the BC Federation of Labour; an innovative initiative that seeks to make the province a healthier and safer place to live and work for all of us. The New Westminster Schools District holds this program at various school libraries.

3. **REPORTS FROM SENIOR MANAGEMENT**

a. Capital Projects Update (D. Crowe)

i. Queen Elizabeth Expansion Project:

Dave Crowe, Director of Capital Projects presented the following highlights for Queen Elizabeth Elementary School.

- The District received both the variance approval and the development permit application from the City of New Westminster which will allow the District to proceed to the building permit process.
- On-site challenges continue, and the team is working through these including the pile driving which is on schedule to commence in July 2024.
- The final submission for the expansion project was submitted to the Ministry of Education and Child Care (MECC) last week; once approved the project will move to the tender process. In the interim, a call-out for contractor pre-qualifications was completed which resulted in 6 quality contractors, the shortlisted group will be invited for tender.

ii. NWSS Decommissioning Project

- The decommissioning project is now complete at NWSS; the next phase of the process is to finalize the design and create the Memorial Park. The District will continue to work on the final design of the Memorial Park and proceed with creating working drawings which will go out for tender to the landscape contractor building the park.
- Over the last four weeks, the team has been working on creating and rebuilding parking areas throughout the site which has increased the parking around the Massey Theatre. The District will commission an engineering firm to help create a better traffic flow plan for the parking lots around the theatre, stadium, and school to address congestion issues.
- Signage around the construction site will be provided to inform the public about the project status and what areas are being developed. Signs will be placed on the fencing surrounding the site once the design and conceptual drawings are confirmed.

Chair Connelly requested a timeline for the placement of the signage around the site. Crowe noted that they have expedited this process and are currently awaiting confirmation once the fence has been installed.

iii. Simcoe Elementary School

- Crowe provided an update on the Simcoe Elementary School project, including the submission of a final business case to the Ministry of Education and Child Care (MECC); they are also working with the City of New Westminster to address the traffic concerns on this site regarding the pick-up and drop-off areas along Queens Ave. They believe they have a solution in place to mitigate their concerns and have put forward their 'motion to the solution' to the City which has enabled them to move forward in this process. Crowe stated that their team is looking forward to approval from MECC in the coming months.

Questions and discussion ensued.

b. Operations Update

i. Finance and Facilities Report (M. Brito & A. Grey)

Matt Brito, Director of Facilities and Operations highlighted key capital projects:

F.W. Howay and Tweedsmuir Daycare Centres:

- Both sites are operational, and they continue to monitor a successful startup. F.W. Howay has been in operation for one and a half months, and Tweedsmuir for one month.

Fraser River and Qayqayt Classroom Conversions:

- To minimize disruption to the school, the demolition of the walls occurred at both sites over Spring Break.
- The mechanical and electrical demolition continues to progress, along with new walls and door frames being built at both sites.
- Currently, waiting for the City of New Westminster wall framing inspections before drywall is installed. Both spaces are moving along very well within a very tight schedule and will be ready for September 2024.

Short Term Capacity:

- Two portables have been placed at Qayqayt for September 2024. One portable has been placed at Queen Elizabeth Elementary with a second one planned for July 2024. The team will also start site prep for one portable at Lord Kelvin next week, as they have just received the required building permit. To create additional classroom space at Glenbrook Middle School, a renovation to the library for a classroom is being contemplated.

NWSS Cooling Project:

- Brito was pleased to state that the Ministry announced funding for the New Westminster Secondary School (NWSS) cooling project; a 3-million-dollar approval from the School Enhancement Program, along with the \$500,000 Board approved funds. The District is currently working with their mechanical engineer and the successful bidder to create a construction schedule. Brito stated that the plan is to install two air source heat pump units with individual hydronic cooling units for each classroom on the second and third floors which will be separate from the heating and ventilation system that is currently in place at the high school. They look forward to the start of a much-anticipated project.

Questions were asked by Trustees Connelly, Russell and Sluis. Secretary-Treasurer Ketcham, and Director of Facilities Brito provided answers to their questions.

Trustee Connelly requested that Brito reach out to Communications Manager, Mike Lee to facilitate the process of having both the NWSS cooling information and the school classroom project information placed on the District website.

Trustee Connelly requested that it would be beneficial to have a breakdown of the District's classrooms regarding how their individual tech ed, art room and music rooms have changed over the last few years and how they are going to be changing moving forward. Secretary-Treasurer Ketcham stated that they are currently working on a report of this nature to bring back to the Board in May 2024.

ii. March 31st Financial Projection (A. Grey)

Assistant Secretary-Treasurer Grey provided highlights.

- The projected operating deficit as of March 31 to June 30, 2024, is \$800K, a higher deficit of \$400K more than anticipated from the 2023/24 amended budget deficit of \$389K.
- Grey stated that increased expected revenue of approximately \$364K is being offset by higher-than-expected salaries and benefits.
- Staff salaries and benefits are projecting about \$920K higher than budget due to student support salaries that have been deployed earlier than budgeted to address the current student needs in our schools; substitute costs are also trending higher than budgeted.
- The HR department has seen significant successes in recruiting thereby reducing unfilled absences which also leads to higher replacement costs.
- The accumulated surplus balance which will carry into the 2024-2025 school year is estimated at \$2.3 million; above the \$2 million threshold set by Board Policy 19.

To view the operations update and the budget update in their entirety please refer to the meeting video at [\[7:03 pm\]](#).

c. 2024-2025 Base Budget Presentation (B. Ketcham)

Secretary-Treasurer Ketcham reviewed the 2024-2025 Base Budget.

Highlights:

- Enrolment is anticipated to increase by 315 FTE.
- The base budget without any additional efficiencies and priorities is a structural deficit of \$129K.
- Labour settlement funding related to the Cost of Living (COLA) for teachers and support staff have been confirmed at 1%; to date the funding allocations have not been announced by the Ministry.
- District is also waiting on Ministry announcement for exempt/PVP funding.
- Superintendent recommendations will be presented at the OPPC meeting on May 14th.
- Significant consultation process commencing, which includes: the district budget survey which opened today and will remain open until April 26th, one-on-one partner budget consultations with Board Trustees on April 23rd and 25th, and ongoing open meeting presentations.

Questions and discussion ensued.

To view the 2024-25 Base Budget Presentation in its entirety please refer to the meeting video at [\[7:17 pm\]](#)

d. Board and Committee Meeting Calendar Approval (B. Ketcham)

Secretary-Treasurer Ketcham outlined proposed changes for the Board and Committee Meeting calendars for the 2024-25 school year, and noted that this meeting calendar is a roll-over schedule with no significant changes.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) that the Board and Committee Meeting Calendar be approved as presented.

CARRIED UNANIMOUSLY

e. Capital Plan Response Bylaw (B. Ketcham)

Secretary-Treasurer Ketcham provided highlights to the Ministry of Education and Child Care (MECC) announcement of the \$3-million-dollar funding for the NWSS School Enhancement Program. The District has completed the tender and awarded the contract for the above-noted project and will commence work in the Summer 2024. Ketcham noted that the bylaw will be brought to the April 30, 2024 Board meeting where three-readings of the capital bylaw will be requested for approval.

f. Human Resources & Staffing Update (R. Weston)

Executive Director, Human Resources Weston shared highlights and noted that HR has been successful in vacancy replacement. They were able to recruit additional TTOCs and casual EAs, and noted that their replacement record has improved since the fall of 2023. They have created additional strategies that they will employ over the next few months in order to place them in a better position for the fall.

Human Resources Department is currently getting ready for their spring staffing process for the 2024/25 school year at which time they will typically have 200 postings under both the NWTU Collective Agreement and CUPE 409.

Weston noted that the newly hired Superintendent will be arriving at the end of May to visit their District.

g. Guiding Principles – Information Campaign (B. Ketcham)

Secretary-Treasurer Ketcham noted that this item was introduced at the last Board meeting on March 12, 2024. The purpose of bringing this notification back to the Board is to determine if the trustees have any comments and/or questions they would like to be discussed prior to the Open Board meeting on April 30th. Ketcham noted that these

Guiding Principles have been shared broadly with the community to advise them of their capacity challenges, and the guiding principles that the Board will consider at the Open Board meeting on April 30, 2024.

Trustee Sluis noted that this would be a good opportunity to simplify some of the language within the guiding principles (e.g. plain language). Questions were asked, and discussion ensued with the Trustees. Interim Superintendent S. Russell noted that the Board of Education is also required to keep inline with the language within the School Act of B.C. and that there are quite a few places where there is the intersection between the School Act, Policy, and Administration Procedures and the Guiding Principals Document. Russell noted that the use of the language is quite purposeful yet at the same time they have a communication obligation to their community. Trustee Connelly suggested that the District create a FAQ sheet in plain language for members of the community, and that this information be posted on the District website.

4. **General Announcements**

Committee Chair Connelly was pleased to announce Mark Davidson as the new Superintendent for the New Westminster School District, and will be welcoming Mark to SD40 on July 8th.

5. **New Business**

Nil.

6. **Old Business**

Nil.

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

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

Refer to the meeting video at [\[8:37 pm\]](#) for full comments.

8. **Adjournment**

The meeting adjourned at 8:51 pm.

BOARD MEETING SCHEDULE

September 2024 to June 2025

Tues.	Sept	3	<i>First Day of School</i>		
Tues.	Sept	24	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	Oct	15	Education Policy/Planning Committee	3:30 PM	in person*
Tues.	Oct	15	Operations Policy/Planning Committee	6:30 PM	Hybrid
Tues.	Oct	29	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	Nov	5	<i>Board In-Service - Placeholder (Topic TBD)</i>	3:30 PM	(SBO)
Tues.	Nov	12	Education Policy/Planning Committee	3:30 PM	in person*
Tues.	Nov	12	Operations Policy/Planning Committee	6:30 PM	Hybrid
Tues.	Nov	26	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	Dec	17	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	Dec	24	<i>Winter Break (December 23 - January 3)</i>		
Tues.	Dec	31			
Tues.	Jan	14	Education Policy/Planning Committee	3:30 PM	in person*
Tues.	Jan	14	Operations Policy/Planning Committee	6:30 PM	Hybrid
Tues.	Jan	28	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	Feb	11	Education Policy/Planning Committee	3:30 PM	in person*
Tues.	Feb	11	Operations Policy/Planning Committee	6:30 PM	Hybrid
Tues.	Feb	25	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	March	11	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	March	18	<i>Spring Break (March 18 - 29)</i>		
Tues.	March	25			
Tues.	April	8	<i>Board In-Service - Budget 2025/26</i>	3:30 PM	in person

BOARD MEETING SCHEDULE

September 2024 to June 2025

Tues.	April	15	Education Policy/Planning Committee	3:30 PM	in person*
Tues.	April	15	Operations Policy/Planning Committee	6:30 PM	Hybrid
Tues.	April	29	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	May	13	Education Policy/Planning Committee	3:30 PM	in person*
Tues.	May	13	Operations Policy/Planning Committee	6:30 PM	Hybrid
Tues.	May	27	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid
Tues.	June	10	Education Policy/Planning Committee	3:30 PM	in person*
Tues.	June	10	Operations Policy/Planning Committee	6:30 PM	Hybrid
Tues.	June	24	Board Meetings (In-Camera & Open)	6:00 PM	Hybrid

*Education meetings will be held at schools on a rotational basis and will be communicated closer to the date

Safe & Caring Schools

Updates



Health and Wellness



Student
symposium



Wellness Centre



BC Adolescent
Health Survey



Student Symposium - Themes

Sexual Health and Consent Education

Washroom safety

Peer to peer support

Availability of resources

Wellness Centre



Themes from Wellness Centre Advisory



Wellness Centre Initiatives

Review of 2023/24
Preview of 2024/25



Substance Use Prevention and
Health Promotion

HPPW Update
Fraser Health – collaboration and focus

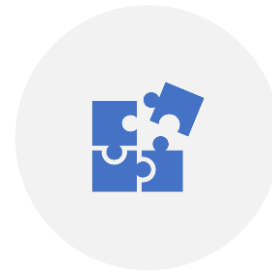
Safety Updates



DATA TRACKING



MOU WITH NRPD



CLIMATE & CULTURE
SCAN – SST



NEW WESTMINSTER
SITUATION TABLE

Data Tracking

- Police Contacts
- Worrisome Online Behaviour Reports
- ERASE Reporting Tool
 - Updates
 - Trends
- MDI/YDI, AHS



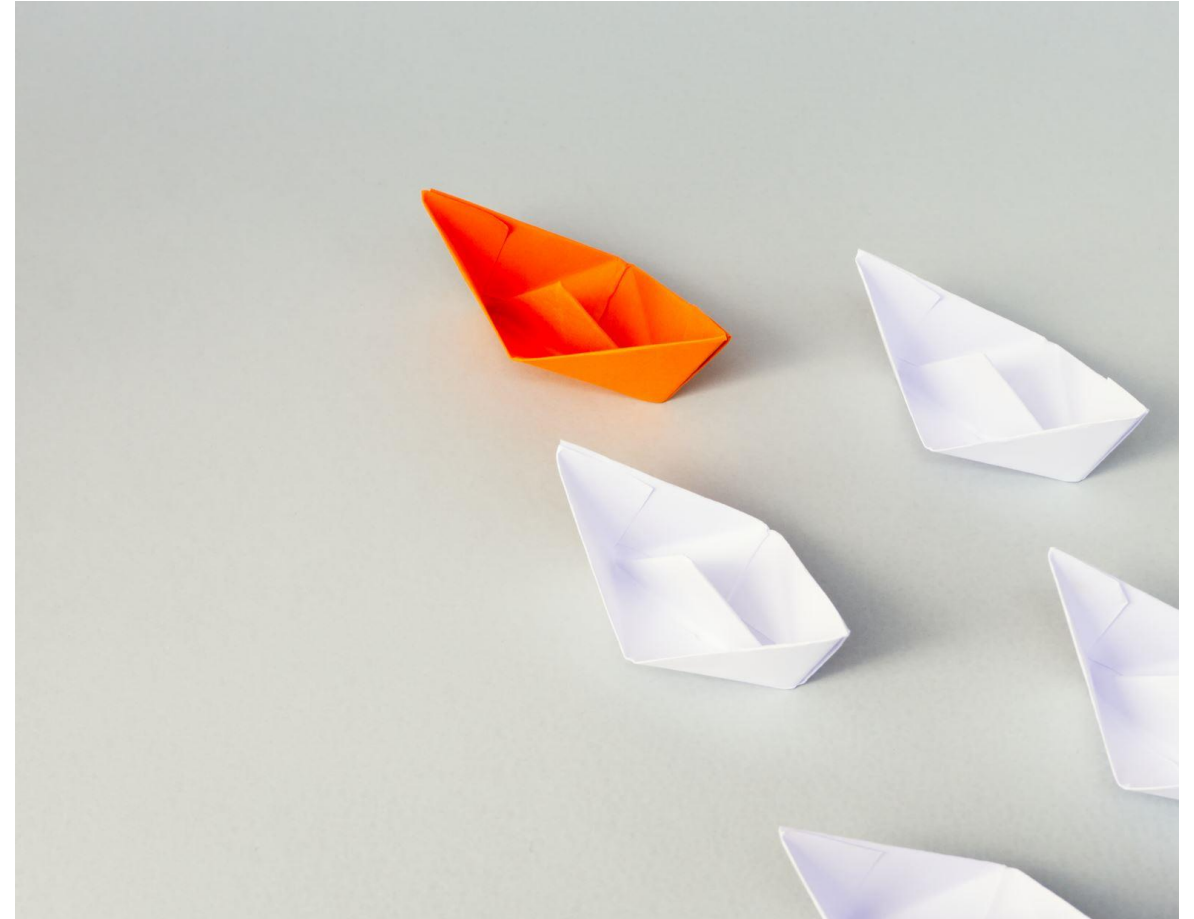
MOU with New Westminster Police



- VTRA
- Update process & procedure
- Administrative Procedure Updates

A collaboration with Safer Schools
Together

Climate & Culture Scan



New Westminster Situation Table



ELEMENTARY

ITEM	2023-24 COST	2024-25 - COST
Agenda/Planner	\$4.00 - \$8.00	\$4.00 - \$8.00
School supplies (optional)	\$40.00 - \$50.00	\$40.00 - \$50.00
Recorder fee (may purchase or use school recorder)	\$5.00	\$5.00

MIDDLE

ITEM	2023-24 COST	2024-25 COST
Agenda/Planner	\$6.00 - \$10.00	\$6.00 - \$10.00
School Supplies (optional)	\$40.00	\$40.00
Yearbook (optional)	\$25.00 - \$40.00	\$25.00 - \$40.00
Band practice book (optional)	\$10.00 - \$15.00	\$10.00 - \$15.00
Band rental (rental cost depends on instrument)	\$10.00 - \$40.00/mo.	\$10.00 - 40.00/mo.
Gr. 8 Athletic fee	\$35.00/sport	\$35.00/sport
Locks (optional)	\$7.00	\$8.00

NWSS			2023-24 COST	2024-25 COST
STUDENT ACTIVITY FEE (Total)			\$10	\$10
Other: (specify)		Yearbook (optional)	\$60	\$60
GRADUATION ACTIVITY FEE (Total)		Ceremony (includes rental of grad gown, cap, and tassel purchase)	\$110	\$140
DEPARTMENT	COURSE CODE	COURSE NAME or Description	2023-24 COST	2024-25 COST
		Football	\$425	\$475
Physical Education		Junior Girls Volleyball (Grade 9)	\$80	\$80
		Junior Girls Volleyball (Grade 10)	\$80	\$80
		Senior Girls Volleyball	\$90	\$90
		Junior Boys Volleyball	\$200	\$200



		Senior Boys Volleyball	\$150	\$150
		Junior Boys Soccer	\$100	\$100
		Senior Boys Soccer	\$100	\$100
		Cross Country Running	\$60	\$60
		Field Hockey	\$60	\$60
		Junior Girls Basketball (Grade 9)	\$125	\$125
		Junior Boys Basketball (Grade 9)	\$330	\$330
		Junior Girls Basketball (Grade 10-12)	\$150	\$150
		Junior Boys Basketball (Grade 10-12)	\$150	\$150
		Senior Girls Basketball	\$180	\$180
		Senior Boys Basketball	\$150	\$150
		Junior Lacrosse	\$150	\$150
		Wrestling	\$250	\$250
		Junior Boys Volleyball (Grade 9)	\$150	\$150
		Badminton Junior & Senior	\$100	\$100
		Junior Soccer	\$90	\$90
		Senior Soccer	\$100	\$100
		Ultimate Frisbee	\$120	\$120
		Track & Field	\$60	\$60
		Golf	\$150	\$150
Business Education	MAC-11	Accounting 11 (optional workbook)		



DEPARTMENT	COURSE CODE	COURSE NAME or Description	2023-24 COST	2023-24 COST
IB	Program Fee	Program Fee for IB registration (annual)	Grade 11: \$150 full Diploma Program Students \$50 per course for Course Students Grade 12: \$200 full Diploma Students \$50 per course for Course Students	Grade 11: \$150 full Diploma Program Students \$50 per course for Course Students Grade 12: \$200 full Diploma Students \$50 per course for Course Students
	Diploma Fees Grade 11	Diploma Fees Grade 11 (deposit; balance based on # of courses)	\$500	\$500
	Diploma Fees Grade 12	Diploma Fees (balance based on # of courses)	\$550 full Diploma Program Students \$150 per course for Course Students	\$550 full Diploma Program Students \$150 per course for Course Students
Math	MFOM-11	Foundations of Mathematics 11 workbook (optional)	\$25	\$25
	MFOM-12	Foundations of Mathematics 12 workbook (optional)	\$25	\$25
Music	Rental of school-owned instruments: MU--09, MMUCB10, MICB11, MICB12, XLDCB09, MMUJB-10, MIMJB11, MIMJB12, MMU--09O, MMUOR-10, MIMOS11, MIMOS12	Concert Band 9 to 12, Jazz Band 9 to 12	\$100	\$100
Tech Ed		Skills exploration 9	\$50	\$50
Apprenticeship Programs		Carpentry	\$500 plus \$190 workbook	\$500 plus \$200 workbook
		Plumbing	\$500 plus \$200 workbook	\$500 plus \$200 workbook



		Chef Apprenticeship	\$250 plus \$300 tool deposit	\$300 fee plus \$250 deposit
Visual Art	9-12 Art classes	Personal Supplies for the class (optional)	N/A	N/A



Supplement to: OPEN BOARD MEETING

Date: April 30, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Approval of Short Term Guiding Principles

Background

At the open board meeting dated March 12, 2024 the revised short-term capacity guiding principles were introduced. Since this time, an information campaign to create additional awareness of the capacity pressures and guiding principles has been shared with our learning community. As discussed at the March 12th open board meeting and April 16th Operations, Policy and Planning Committee meeting, staff are seeking the Board’s approval of the revised short-term capacity guiding principles as noted below.

Proposed revised guiding principles on space use for K-8

- **Guiding Principle #1** – Prioritize the utilization of space within our schools to ~~support~~ place K-8 students in the following priority sequence: making every effort to enroll students in their neighborhood catchment school:
 - Students that reside in New Westminister are placed within our District’s schools;
 - Students are placed in their school catchment zone (Fraser River Community Zone, Glenbrook Community Zone and Queensborough Community Zone);
 - Students are placed in their neighbourhood in-catchment regular school; and
 - Where possible, provide the maximum space ~~possible available given the enrolment priority~~ possible available given the space for play and outdoor learning.
- **Guiding Principle #2** – Programs of choice, community partnerships (including infant/toddler childcare), and non-instructional uses of space will be operated in school facilities, and when necessary, relocated where space permits.

Proposed revised guiding principles on space use for Grades 9-12

Since the district only has one secondary school (New Westminister Secondary) with its own capacity needs set in a single zone and catchment, the district aims to create guiding principles that are unique to this school:



1. Secondary students that reside in New Westminister are placed within New Westminister Secondary School or within our alternate programs.
2. Provide equitable access to educational opportunities ~~by creating additional space for students~~ in specialty instructional programs (home economics, physical education, arts, Applied Design, Skills and Technology (ADST) etc.).
3. Maintaining 21st century learning environment ~~created within the school to maintain space for flexibility, that fosters~~ collaborative learning, ~~which foster~~ cross-disciplinary work, accessible and inviting hallway spaces and visible/open learning.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approve the short-term capacity guiding principles for space utilization for grades K-8 and grades 9-12 as presented.



Supplement to: **OPERATIONS POLICY AND PLANNING MEETING**

Date: April 16, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Capital Plan Response Update 2024-25

Background:

Attached, please find the draft Capital Bylaw No. 2024/25 – CPSD40-01. The Ministry of Education announced the following minor capital projects awarded to the District. They are as follows:

Facility Name	Program Project Description	Amount funded by MoE
New Westminister Secondary School	School Enhancement Program	\$3,000,000
Total Funding for 2024/2025		\$3,000,000

The District has completed the tender and awarded the contract for the above noted project and will commence work in Summer 2024.

Conclusion: The bylaw will be brought to the April 25, 2023 Board meeting where three-readings of the capital bylaw will be requested for approval.

Recommendations coming to the Board meeting dated April 30:

The School Act - Section 68 (4) states:

"The Board may not give a By-Law more than 2 readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the By-Law all 3 readings at that meeting"



THAT the Board of Education of School District No. 40 (New Westminister) complete all three readings of Capital Bylaw No. 2024/25 – CPSD40-01.

THAT the Board of Education of School District No. 40 (New Westminister) approve first and second reading of Capital Bylaw No. 2024/25 – CPSD40-01.

THAT the Board of Education of School District No. 40 (New Westminister) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2024/25 – CPSD40-01.

**CAPITAL BYLAW NO. CPSD40-01
CAPITAL PLAN 2024/25**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 40 (New Westminster) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2024 is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No.40 (New Westminster) Capital Bylaw No. CPSD40-01.

READ A FIRST TIME THE 30th DAY OF *April* 2024;
READ A SECOND TIME THE 30th DAY OF *April* 2024;
READ A THIRD TIME, PASSED THE 30th DAY OF *April* 2024.

APPLY CORPORATE SEAL

Maya Russell, Board Chair

Bettina Ketcham, Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 40 (New Westminster) Capital Bylaw No. CPSD40-01 adopted by the Board the 30th day of April 2024.

Bettina Ketcham, Secretary-Treasurer



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

Date: April 30, 2024

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: School Site Acquisition Charge (SSAC) Bylaw

Background:

The School Site Acquisition Charge (SSAC) is established through the authority of Sections 571 to 581 of the Local Government Act (LGA). The SSAC is a charge per dwelling unit to be paid by residential developers. The charge collected by local government is transferred to school districts to help them to fund new school site acquisition because of new residential development.

The LGA requires the Board of Education, within 60 days of receipt of the approval of the Five-Year Capital Plan from the Ministry of Education and Child Care, to adopt a bylaw to set the SSAC charges applicable to the chargeable development for the school district in accordance with the formula prescribed by the LGA and the School Site Acquisition Charge Regulation.

The School Site Acquisition Charge Regulation (SSAC Regulation) prescribes maximum rates and formulas to determine the per unit SSAC rates to be paid by developers for new residential development. The intent of the SSAC is to raise revenue to cover 35 per cent of the school site acquisition costs required over a 10-year period identified in the school districts eligible school sites proposal, which was approved by the Board in the previous year.

The projected growth of new housing and its impact on enrolment growth at schools has been included in the District's Long Range Facilities Plan (LRFP), which provides a facilities expansion strategy to address the growth in the school district.

The SSAC rates are based on the total value of the land required to meet the Eligible School Site Proposal. Pursuant to the approved 2023/2024 Eligible School Site Proposal, the Board of Education expects one (1) new elementary school site and one (1) new middle school site will be required in the vicinity of the Fraser River zone as well as planned site expansions to one (1) middle school site at Queensborough zone and one (1) future elementary school site in the Glenbrook zone. These new sites and site expansions are considered "eligible school sites" pursuant to the Local Government Act and are needed to accommodate the projected student growth resulting from new residential development over the next ten years at a cost of \$80,000,000.



The funds are collected by the City of New Westminister on our behalf and remitted quarterly to the school district. The funds can only be used for school site acquisition and are intended to augment capital funds provided by the Ministry for necessary site acquisitions. The charges are based on the value of the land required and the density category for residential development applications received by the City and the charge is calculated on a per-dwelling unit basis pursuant to the SSAC regulation.

The SSAC charges are currently set at the maximum allowable rate following the regulation. SSAC Bylaw No. 2024-1 will result in no changes to current SSAC rates:

Residential Density	Current SSAC Rate	2024/2025 SSAC Rate
Low Density (< 21 units per hectare)	\$1,000	\$1,000
Medium Low Density (21 - 50 units per hectare)	\$900	\$900
Medium Density (51 - 125 units per hectare)	\$800	\$800
Medium High Density (126 - 200 units per hectare)	\$700	\$700
High Density (> 200 units per hectare)	\$600	\$600

Recommendations

Based on the information discussed above, it is recommended that the Board of Education adopt SSAC Bylaw 2024-1 to set the School Site Acquisition charge for 2024-2025.

THAT the Board of Education of School District No. 40 (New Westminister) complete all three readings of SSAC Bylaw No. 2024-1.

THAT the Board of Education of School District No. 40 (New Westminister) approve first and second reading of SSAC Bylaw No. 2024-1.

THAT the Board of Education of School District No. 40 (New Westminister) approve third reading, reconsideration and final adoption of SSAC Bylaw No. 2024-1.

**SSAC BYLAW NO. 2024-1
TO SET THE SCHOOL SITE ACQUISITION CHARGE**

WHEREAS, School District No. 40 (New Westminster) (hereafter called the "Board") is an eligible school district pursuant to Division 10.1 of the Local Government Act for which the Board has indicated an eligible school site requirements in its approved 2024-2025 Five-Year Capital Plan;

AND WHEREAS, the Board submitted its eligible school site requirement pursuant in its capital plan to the Ministry of Education after the Board consulted with and received approval from each local government within the School District pursuant to the Local Government Act;

AND WHEREAS, the site acquisition component of the 2024-2025 Five-Year Capital Plan for School District No. 40 (New Westminster) was approved by the Minister of Education on the 15th day of March, 2024 with the Minister requiring that the School Site Acquisition Charge Bylaw be adopted by the Board within sixty (60) days;

NOW THEREFORE, the Board enacts as follows:

1. This bylaw may be cited as School District No. 40 (New Westminster) Bylaw SSAC 2024-1 to set the 2024/25 School Site Acquisition Charge.
2. "Eligible Development" means
 - (a) A subdivision of land in School District No. 40 (New Westminster); or
 - (b) Any new construction, alteration, or extension in School District No. 40 (New Westminster) that increases the number of self-contained units on a parcel.
3. Pursuant to Division 10.1 of the Local Government Act, the Board establishes the charges applicable to the prescribed categories of eligible development for the School District in accordance with the following formula: $SSAC = [(A > B) / C] \times D$

WHERE SSAC = the School Site Acquisition Charge applicable to each prescribed category of eligible development

A= \$80,000,000 (the value of land required to meet the Board's eligible school site requirements)

B = 35 percent [pursuant to Section 937.5(1)1

C = 16,300 (the number of approved eligible development units); and

D; a factor set by Provincial Regulation for each prescribed category of eligible development.

4. The school site acquisition charges applicable to the categories of eligible development as prescribed by BC Regulation 17/00 for the school district are set out in the table below:

Prescribed category of Eligible Development (BC Reg 11/00)	D (Factor set by BC Reg 17/00)	School Site Acquisition Charge* SSAC = [(A)(B) / C] x D
Low Density(< 21 units/ha)	1.25	\$1,000 per unit
Medium Low Density (21-50 units/ha)	1.125	\$900 per unit
Medium Density (51-125 units/ha)	1.000	\$800 per unit
Medium High Density (126 – 200 units/ha)	0.875	\$700 per unit
High Density(> 200 units/ha)	0.750	\$600 per unit

**(The SSAC rate is capped at maximum allowed pursuant to Provincial Regulations)*

5. The school site acquisition charge does not come into effect until sixty (60) days after the adoption of the bylaw or as regulated by the Province.

READ A FIRST TIME THE 30th DAY OF APRIL, 2024;
READ A SECOND TIME THE 30th DAY OF APRIL, 2024;
READ A THIRD TIME, PASSED AND ADOPTED THE 30th DAY OF APRIL, 2024.

Board Chair

Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 40 (New Westminster) SSAC Bylaw No. 2024-1 adopted by the Board the 30th day of APRIL, 2024.

Secretary Treasurer



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

Date: April 30, 2024

Submitted by: Maya Russell, Chair; Cheryl Sluis, Vice-Chair

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

Subject: Policy 4 – Trustee Code of Conduct

Background:

The BC Schools Trustee Association has put together criteria guidelines for school trustee codes of conduct. Attached is the provincial resource that was formulated to assist boards of educations. The Ministry is requiring that Districts submit their updated codes of conduct. Staff have compared Policy 4 – *Trustee Code of Conduct* with the companion policy, Policy 3 – *Role of the Trustee* with the provincial guidance and have proposed edits for the Board’s consideration.

Criteria Guideline	Reference to Policy 3 or 4	Edits proposed
Emphasis on Student Achievement, Equity and Well-being	Missing	Trustees champion a culture focused on student achievement and well-being. And are committed to the pursuit of equity, actively working to reduce racism and oppression.
Confidentiality	Policy 4, # 2	
Conflicts of interest	Policy 4 # 3 and 4	
Integrity	Policy 3 # 15	
Relationships	Policy 4, #7 and 9	
Respect	Policy 4, # 7 and 9	
Responsibility	Policy 4, # 8	
Alignment with existing provincial and federal legislation	Policy 4, #5	
Respectful workplace and relationships with others	Policy 4, # 9 Policy 3, # 4, 5, 6, 14	



Anti-racism, reconciliation and relations with local first nations	Missing	“Trustees will recognize their duty to represent and advocate for the best interest of learners in the community, including indigenous communities and first nations on whose traditional territories our schools operate.
Acceptable use of social media	Policy 4, #11 Could be strengthened	“The Board of Education is committed to responsible digital citizenship and minimizing the risk associated with the use of electronic communications systems and access to social media.”
Mechanisms to regularly review and affirm the code	Missing	“The Board shall review this policy and policy 3 – <i>Role of a Trustee</i> within 3 months of the inaugural board meeting.”
Board Training, including with trustee onboarding	Policy 3, # 11, 12 and “Orientation”	
Plain language	Confirmed that policy 3 and 4 use plain language.	

Based on the above analysis, the edits to Policy 4 have been attached for the Board’s review and approval.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approve the edits to Policy 4 *Trustee Code of Conduct* as presented.

SCHOOL TRUSTEES CODES OF CONDUCT: PROVINCIAL CRITERIA GUIDELINES

CONTEXT

PURPOSE

The purpose of this document is to set out best practices and provide guidelines for the voluntary development or refinement of a board of education's ('board') school trustee ('trustee') code of conduct.

This document is meant to be a resource to assist boards in the review of their trustee code of conduct and related policies and processes. The criteria outlined below will help set a common approach and ensure boards can focus on their core responsibilities to deliver an educational program and to support safe and inclusive schools and workplaces.

This document was developed in collaboration between the Ministry of Education and Child Care and the BC School Trustees Association. Its content is based on extensive research including a literature review, a cross-jurisdictional scan, interviews with experts, and learnings from other sectors. This document is not intended as legal advice and should not be relied upon for that purpose. Boards are responsible for developing codes of conduct in their respective districts. Boards are encouraged to seek independent legal advice and/or support from other sources, should circumstances warrant.

What is a code of conduct? Codes, or Standards of Conduct:

- Ensure values that guide ethical behaviour and norms for trustee relationships;
- Promote awareness regarding trustee roles and responsibilities; and
- Encourage respect for divergent views so that boards can focus on student achievement, equity and well-being.

CRITERIA OVERVIEW

The Ministry of Education and Child Care ('the Ministry' or 'ECC'), together with the BC School Trustees Association ('BCSTA') and education partners and rightsholders, have developed the following criteria for codes of conduct for school trustees. The code of conduct criteria is meant to support boards by providing trustees with a clear understanding of roles and expectations on conduct, as well as approaches to investigate breaches of conduct, determine consequences, and restore relationships. It will help ensure boards have the necessary tools and resources to focus decisions on the best interest of students.

It is highly recommended that boards work together with district senior staff to review their codes of conduct to ensure there is:

- ✓ Emphasis on student achievement, equity and well-being;
- ✓ Alignment with BCSTA's principles/standards for codes of conduct:
 - Confidentiality, [addressing] conflicts of interest, integrity, relationships, respect, and responsibility;
- ✓ Alignment with existing provincial and federal legislation;
- ✓ Provisions on:
 - Respectful workplaces & relationships with others;
 - Anti-racism, reconciliation & relations with local First Nations;
 - Acceptable use of social media;
- ✓ Policies and procedures for breaches and sanctions with public accountability;
- ✓ Mechanisms to regularly review and affirm the code;
- ✓ Board training, including with trustee onboarding; and
- ✓ The incorporation of plain language.

CRITERIA GUIDELINES

Together with education partners and rightsholders,¹ the Ministry and the BCSTA have applied research, legal findings, and expert insights to develop the following criteria for province-wide standards for codes of conduct. It is strongly recommended that boards work collaboratively to discuss and develop and/or refine their codes of conduct. The discussions arising from the review process at the board and district senior staff level will be as important as the updates that the board will make to its code of conduct.

The BCSTA and ECC extend appreciation to the boards identified in the following section for allowing excerpts of their policies and guidelines to be used throughout this document.

EMPHASIS ON STUDENT ACHIEVEMENT, EQUITY AND WELL-BEING

Under the *School Act*, a board of education is responsible, collectively, for the improvement of student achievement in their district. For example, boards may wish to include statements such as:

"Trustees make decisions in terms of the educational welfare of children/students and strive for public schools that will meet the needs of all students."

-- SD 73, Kamloops-Thompson

¹ The Ministry and BCSTA worked with an advisory committee (including the First Nations Education Steering Committee (FNEESC), BC Public School Employers' Association (BCPSEA), BC School Superintendents Association (BCSSA), and BC Association of School Business Officials (BCASBO).

ALIGNMENT WITH BCSTA'S CORE VALUES

The BCSTA and best practices from other jurisdictions and organizations recommend that codes of conduct reflect the principles/standards of confidentiality, [addressing] conflict of interest, integrity, relationships, respect and responsibilities. These standards or principles are interrelated. Boards may integrate these throughout codes and/or combine them with other relevant criteria and provisions.

CONFIDENTIALITY

This commonly covers issues around trustees maintaining confidentiality, including of information discussed in closed sessions. Boards may wish to include provisions such as:

“Trustees shall preserve the confidentiality of information discussed at closed school board or committee meetings and shall not release privileged information in any format to the public until the Board has done so in an official capacity.”

-- SD 44, North Vancouver

CONFLICTS OF INTEREST

The *School Act* requires trustees to voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board. Boards may wish to reference these requirements in their codes of conduct with relevant provisions, such as:

“As a trustee, I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue giving rise to the conflict.”

-- SD 6 Rocky Mountain

INTEGRITY

Integrity includes reference to other criteria such as being student-centered and referencing applicable legislation. Integrity may also include:

- Trustees making all decisions based on available facts and their independent judgment and refusing to surrender that judgment to individuals or special interest groups; and
- Trustees acting with the highest standards of professional integrity and in a manner that inspires public confidence in the board.

Boards may wish to directly reference integrity in their codes of conduct provisions:

“Board members will do everything possible to maintain the integrity, confidence, and dignity of the office of School Trustee.”

-- SD 35, Langley

RELATIONSHIPS

Relationships include those with other trustees, with district staff, and with all members of an educational community. This includes working respectfully with others, recognizing the importance of good relationships to boards' core responsibilities to deliver educational programs and support safe and inclusive schools and workplaces. Boards may wish to include reference to the principle of relationships:

"Trustees shall work with fellow board members in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board."

-- SD 44, North Vancouver

RESPECT

Respect includes reference to criteria on provisions for respectful workplaces and relationships with others, and anti-racism, reconciliation, and relations with local First Nations. This also includes respecting differing views and being prepared for board meetings and committee work. Boards may wish to emphasize respect in their codes of conduct:

"Trustees shall represent the Board in all Board-related matters with proper decorum and respect for others."

-- SD 63, Saanich

RESPONSIBILITY

In addition to the other responsibilities referenced in the provincial criteria, responsibility also includes upholding board decisions and ensuring effective stewardship of board resources in the best interests of students. Boards may wish to directly include provisions on responsibility such as:

"I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole."

-- SD 6, Rocky Mountain

ALIGNMENT WITH EXISTING PROVINCIAL AND FEDERAL LEGISLATION

Boards and trustees have legal responsibilities as set out in the *School Act* and under common law. Additionally, boards and trustees are subject to, and must comply with, all applicable provincial and federal laws. This includes the *Criminal Code*, *Freedom of Information and Protection of Privacy Act*, *Human Rights Code*, *Workers' Compensation Act*, and other applicable legislation. Boards may wish to include relevant provisions such as:

"Trustees shall abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act and the Oath of Office."

-- SD 63, Saanich

PROVISIONS ON:

RESPECTFUL WORKPLACES & RELATIONSHIPS WITH OTHERS

In addition to the guidance on the principles of respect and relationships, this provision relates to compliance with the Human Rights Code and the *Workers' Compensation Act*. As the employer, boards must work with staff, students, and communities abiding by applicable legislation, and supporting safe, inclusive workplaces and communities. Boards may wish to include provisions such as:

"This commitment includes... appropriate decorum in individual and group behaviour and fair and respectful treatment of students, parents, staff, members of the community and other Board members."

-- SD 35, Langley

ANTI-RACISM, RECONCILIATION & RELATIONS WITH LOCAL FIRST NATIONS

Boards have an important role in addressing systemic racism and promoting an active culture of anti-racism in schools. To uphold the Human Rights Code and support safe, inclusive educational communities, boards may wish to integrate the principles from the *Declaration on the Rights of Indigenous Peoples Act* and the Ministry's K-12 [Anti-Racism Action Plan](#) into their codes through provisions such as:

"Trustees will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate."

-- SD 37, Delta

ACCEPTABLE USE OF SOCIAL MEDIA

Boards may wish to directly include provisions on acceptable use of social media (including confidentiality, respect, conflict of interest) or reference their communications policy in their code of conduct. Provisions could include:

“The Board of Education remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.”

-- SD 6, Rocky Mountain

POLICIES AND PROCEDURES FOR BREACHES AND SANCTIONS, PUBLIC ACCOUNTABILITY

Misconduct and breaches may affect boards’ abilities to deliver on their core responsibilities to offer an educational program and their ability to support safe and inclusive schools and workplaces. It is best to ensure boards take a proactive approach by establishing policies outlining processes to address breaches as well as steps to restore relationships after the occurrence of a breach.

When there are issues with misconduct, it is best to develop solutions to resolve issues early and with measures that are commensurate with the underlying factual context. When appropriate, boards could also take an incremental approach (i.e., having informal complaint processes and mediated conversations before a formal complaint process is triggered). A board may wish to seek legal advice depending on the nature of the complaint.

If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:

- Writing a letter of apology;
- Participating in a restorative justice process;
- Participating in specific training, coaching, or counselling as directed by the board;
- Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
- Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.²
 - It is important to note that, except as expressly permitted by the *School Act*, a board’s authority does not extend so far as to effectively remove a trustee from their elected office.

The board may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate. However, the board should be careful to avoid disclosing details that identify third parties or disclose confidential information. The board must comply with its obligations to protect the privacy of others under the *School Act* and the *Freedom of Information and Protection of Privacy Act*.

Boards should act in accordance with principles of administrative fairness, which includes avoiding bias (including the perception of bias). The Ombudsperson’s Office has developed the [Complaint Handling](#)

² The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board meeting shall be deemed to be the authorization for the trustee to be absent from the meeting, and therefore not in violation of the *School Act* regarding absences from meetings.

[Guide](#) as a resource on the topic of fairness. Furthermore, the [Public Authority Consultation and Training Team](#) in the Ombudsperson’s Office is available to provide support to public bodies, including boards of education, to ensure they incorporate and reflect administrative fairness principles. Boards may also contact the BCSTA for resources.

MECHANISMS TO REGULARLY REVIEW AND AFFIRM THE CODE

Effective codes are living documents that are strengthened through regular review and affirmation. Boards may wish to include requirements such as:

“The Board shall review this policy within six months of the Inaugural Board Meeting.”

-- SD 44, North Vancouver

BOARD TRAINING, INCLUDING WITH TRUSTEE ONBOARDING

In addition to regular review and affirmation, board training strengthens the effectiveness and usefulness of codes of conduct. Boards may wish to include training provisions in their codes of conduct, such as:

“Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends.”

-- SD 44, North Vancouver

The BCSTA provides sessions on governance and codes of conduct, and will also offer requested assistance or advice to boards. Please contact the BCSTA directly for support.

In addition, the Ministry and BCSTA have developed an onboarding approach to support trustees in their role. This training includes sessions on six key areas: Governance, Legislation, Roles and Responsibilities; Relations with First Nations; Working with People; Values-Based, Evidence-Informed Decision Making; Planning for Student Success; and Financial and Resource Management. Boards and trustees can find more information on BCSTA’s HUB, in the [Virtual Orientations section](#).

PLAIN LANGUAGE

When revising a code of conduct, boards may wish to promote accessibility by presenting information in clear, understandable language. In addition to defining certain terms and refraining from using jargon, some boards have also written their codes with plain language and “I” statements. For example:

“I will do my best to protect, conserve, and advance public education, giving to the children of this District educational facilities and services that are as complete as it is possible to provide.”

-- SD 6, Rocky Mountain

To support the principles underpinning codes of conduct and to promote consistency in the application of codes across the province, the Ministry and BCSTA encourage all boards to review their codes of conduct in accordance with these criteria guidelines. Please submit your updated codes to EDUC.Governance.Legislation@gov.bc.ca by **April 30, 2024**.

APPENDIX A: CODES OF CONDUCT

School District	Code of Conduct ³	Updated
SD05 Southeast Kootenay	Policy 4 - Trustee Code of Conduct	2021/08
SD06 Rocky Mountain	Policy 1500 - Trustee Role, Responsibility and Code of Ethics	2021/11
SD08 Kootenay Lake	Policy 130: Trustee Code of Professional and Ethical Conduct	2023/01
SD10 Arrow Lakes	Policy 120 – Governance (Section 4.0 Board of Education Code of Conduct)	2017/05
SD19 Revelstoke	Policy 2.2 - Composition, Roles and Conduct	2014/10
SD20 Kootenay-Columbia	Policy 5.12 - Trustee Code of Conduct	2018/01
SD22 Vernon	Policy 130 - Trustee Code of Ethics and Conduct	2022/09
SD23 Central Okanagan	125 - Trustee Code of Ethics	2021/09
SD27 Cariboo-Chilcotin	Policy 130 – Trustee Code of Conduct	2019/11
SD28 Quesnel	Policy 107 - Trustee Code of Ethics	2023/01
SD33 Chilliwack	130 - Trustee Code of Conduct Separate Policy – 131 Trustee Conflict of Interest	2022/03
SD35 Langley	Policy 4 - Trustee Code of Conduct	2020/12
SD34 Abbotsford	Policy 6 – Trustee Code of Ethics	2013/10
SD36 Surrey	Policy 2100 - Trustee Code of Conduct	2018/01
SD37 Delta	Policy 4 - Trustee Code of Conduct	2022/06
SD38 Richmond	Policy 200 – Trustee Role, Responsibilities and Code of Ethics	2008/09
SD39 Vancouver	Policy 4 - Trustee Code of Conduct	2021/12
SD40 New Westminster	Policy 4 - Trustee Code of Conduct	2017/05
SD41 Burnaby	Policy 1.05 Trustee Code of Conduct and Ethics	2021/04
SD42 Maple Ridge-Pitt Meadows	Policy 2919 - Trustees' Code of Conduct	2019/12
SD43 Coquitlam	Policy 4 - Trustee Code of Ethics	2019/02
SD44 North Vancouver	Policy 108 - Trustee Code of Ethics	2018/09
SD45 West Vancouver	Policy 108 – Trustee Code of Ethics	2022/06
SD46 Sunshine Coast	Policy 3 – Role of Trustee	2022/10

³ Generally captured as policy. As per [SD 20](#), policies are statements of principle whereas bylaws are legally enforceable resolutions of the board.

School District	Code of Conduct ³	Updated
SD47 Powell River	Policy 4: Trustee Code of Conduct	2022/05
SD48 Sea to Sky	Policy 204 - Trustee Code of Conduct	2022/03
SD49 Central Coast	Policy 120: Trustee Code of Conduct	2018/04
SD50 Haida Gwaii	Policy 2.0 - Governance	2018/09
SD51 Boundary	Policy 1110 - Trustee Code of Ethics	2018/03
SD52 Prince Rupert	6140 - Role of the Trustee and Trustee Code of Conduct Policy	2020/10
SD53 Okanagan Similkameen	Policy A-4 - Trustee Code of Conduct	2019/10
SD54 Bulkley Valley	Policy 1.180 - Trustee Code of Conduct	2021/04
SD57 Prince George	Policy 4 – Trustee Code of Conduct	2022/06
SD58 Nicola-Similkameen	Policy 205.3 - Trustee Code of Ethics and Conduct	2020/01
SD59 Peace River South	Policy 2150 – Roles and Responsibilities of the Board	2020/01
SD60 Peace River North	Policy 1001 - Roles and Responsibilities of the Board and Trustees	2021/08
SD61 Greater Victoria	Policy 8251 - Trustees' Code of Conduct	2022/05
SD62 Sooke	Policy A-105 – Trustee Code of Conduct	2021/01
SD63 Saanich	Policy 13 – Trustee Code of Conduct	2020/11
SD64 Gulf Islands	Policy 107 - Trustee Code of Conduct	2018/06
SD67 Okanagan Skaha	Policy 4 - Trustee Code of Conduct	2019/11
SD68 Nanaimo-Ladysmith	Policy 2.3 - Code of Conduct	2012/12
SD69 Qualicum	Trustee Code of Ethics included in Trustee Handbook (and Bylaw)	2022/09
SD70 Pacific Rim	Policy 112 - School Trustee Code of Conduct	2022/10
SD71 Comox Valley	Policy 4 – Trustee Code of Conduct	2023/03
SD72 Campbell River	Board Governance Policy 7 – Trustee Code of Conduct	2017/10
SD73 Kamloops/ Thompson	Policy 4 - Trustee Code of Conduct	2019/06
SD74 Gold Trail	Policy 1.100 Trustee Code of Conduct	2022/10
SD75 Mission	Policy 1.2 Trustee Code of Ethical Conduct	2022/06
SD78 Fraser-Cascade	Bylaw 17 - Trustee Code of Conduct ; Conflict of interest in stand alone Bylaw #7	2018/03
SD79 Cowichan Valley	Policy 4 – Trustee Code of Conduct	2018/09

School District	Code of Conduct ³	Updated
SD81 Fort Nelson	Policy 1111 - Trustee Code of Ethics; Policy 1112 – Expectations of Trustees	2015/03
SD82 Coast Mountains	Policy 5010 - Trustee Code of Ethics	2021/12
SD83 North Okanagan-Shuswap	Policy 133 - Trustee Code of Conduct	2022/04
SD84 Vancouver Island West	Policy 4 - Trustee Code of Ethics	2022/6
SD85 Vancouver Island North	Policy 1-03 - Trustee Code of Conduct Sanctions	2021/05
SD87 Stikine	Policy 3 – Role of Board – District Expectations - Trustees	2009/06
SD91 Nechako Lake	Policy 200.2 - Trustee Code of Conduct	2022/09
SD92 Nisga’a	Policy 4 - Trustee Code of Conduct	2020/12
SD93 CSF	Code of Ethics	2018/06

APPENDIX B: FURTHER RESOURCES

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TRUSTEE CODE OF CONDUCT

The Board commits itself and its members to conduct which meets the highest ethical standards. All personal interactions and relationships shall be characterized by mutual respect, which acknowledges the diversity, dignity and worth of each person.

Specifically

Trustees shall:

1. Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with reasonable diligence.
2. Trustees champion a culture focused on student achievement and well-being. And are committed to the pursuit of equity, actively working to reduce racism and oppression.
- 4-3. Trustees will recognize their duty to represent and advocate for the best interest of learners in the community, including indigenous communities and first nations on whose traditional territories our schools operate.
- 2-4. Keep confidential any personal, privileged or confidential information obtained in his or her capacity as a trustee and not disclose the information except when authorized by law or by the board to do so. Trustees shall not divulge the contents of closed (in-camera) meetings, recognizing that a disclosure could seriously harm the Board's ability to conduct its business.
- 3-5. Be fully conversant with Section 55 and 60 of the School Act. Disclose in open meeting prior to discussion of the subject matter which may place the trustee in conflict, the nature of any pecuniary interest, and may leave the room. In addition, such a trustee in conflict shall not discuss the matter outside the meeting with other trustees and shall not exert influence on the decision in which the trustee has a conflict of interest. The trustee is responsible for declaring himself/herself to be in possible conflict of interest, however, it is the fiduciary duty of all trustees, the Superintendent and the Secretary-Treasurer to protect the Board and they have a duty to point out apparent, potential or perceived conflict of interest when it appears. Additionally a trustee may request guidance from other trustees or the Board on this matter. Such declaration of conflict of interest shall be recorded in the minutes of the

meeting and the trustee shall not in any way contact or discuss the associated topic at any time outside the Board table.

~~4.6.~~ Not use their influence to obtain employment within the District for family members or friends and will not use their position for personal advantage or the advantage of friends and/or family.

~~5.7.~~ Abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act, the Oath of Allegiance and the Oath of Office.

~~6.8.~~ Respect and abide by the majority decisions made by the Board in legally constituted meetings.

~~7.9.~~ Endeavour to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion which may arise during debate.

~~8.10.~~ Ensure fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs,.

~~9.11.~~ Represent the Board in all Board-related matters with proper decorum and respect for others.

~~10.12.~~ Use discretion at all times to minimize the impression that the individual trustees' statements reflect the corporate opinion of the Board.

~~13.~~ Ensure the use of electronic devices is for the purposes of the meeting.

~~14.14.~~ The Board of Education is committed to responsible digital citizenship and minimizing the risk associated with the use of electronic communications systems and access to social media

~~15.~~ Refrain from engaging in private communications while at Board meetings.

~~12.16.~~ The Board shall review this policy and policy 3 – Role of a Trustee within 3 months of the inaugural board meeting.”

~~13.17.~~ Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

*Legal Reference: Sections 49, 50, 55, 56, 57, 58, 59, 62, 65, 85, 94, 95 School Act
SD No. 40 (New Westminster)*

Adopted: May 30, 2017

Amended: April 30, 2024

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

Board 2024 Advocacy Action Plan – Proposed for adoption April 30(DRAFT FOR DISCUSSION)

Purpose

The purpose of a board Advocacy Action Plan is to articulate what we are working to achieve, and ensure that our advocacy efforts are strategic, coordinated, and consistent.

Strategic Plan

We are proud of the work of our District focused on achieving the strategic priorities in our 2019-2024 Strategic Plan. Those priorities were developed after extensive and wide consultation with our community and inspired by our Vision --- A place where students love to learn. Our strategic priorities:

- *Transform the student experience*
- *Build meaningful relationships*
- *Lead into the future*
- *Ensure full participation in learning*

Annual Board Self-Assessment and strategic plan implementation

The board retained BCSTA trainer and facilitator Rick Price to lead a board reflection, during summer 2023. Trustees reflected individually on several aspects of board governance effectiveness, including

- knowledge of the board's oversight role
- strengths of the district, and the board
- challenges facing the district, and the board
- board's oversight of Superintendent and senior staff
- knowledge of strategic plan
- alignment of structures, policies and processes with strategic plan
- use of data and evidence in decision-making
- independence from outside groups or political pressures
- having difficult conversations while maintaining a disciplined, respectful tone
- having a consistent protocol for handling expressions of concern from the public

The board gathered early in September 2023 with the consultant and senior staff to review compiled results. One concern that emerged was the desire for bigger picture advocacy, particularly around education funding.

The Board met again in November 2023 to review its Objectives and Key Results related to implementing the district strategic plan. Focusing on its advocacy role, the board reviewed

recent advocacy efforts against critical district needs. The board prioritized areas of focus, and ways to have the most impact. This advocacy action plan is the result of these conversations.

The Board's Advocacy Action Plan is a guide for us as we work to ensure student needs are met in both the short and long term. This Plan may evolve and be updated regularly but will serve as a framework to help ensure we continue fulfilling our mandate to advocate for the needs of all students.

Advocacy Action Plan framework

The board's role includes advocacy for public education and the needs of our district.

This work is outlined in Policy 2 *Role of the Board*:

Political Advocacy

The Board shall

5.1 Make decisions regarding BCSTA and BCPSEA issues

5.2 Advance District positions and priorities through relevant provincial organizations and associations

5.3 Act as an advocate for public education and the ~~d~~District

5.4 Develop an annual plan for advocacy including focus, key messages, relationships and mechanisms

5.5 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials including representation on municipal committees

5.6 Arrange meetings with elected provincial government officials to communicate and garner support for education

The School Act also sets out a co-governance relationship between the Ministry of Education and school districts.

Board advocacy activities will be coordinated in line with this Advocacy Action Plan. With the exception of emerging issues discussed at the board table, all activities should be in support of this plan and be executed in a coordinated fashion.

Advocacy Goals

The Board has identified the following goals we want to achieve through advocacy:

1. **Raise awareness of the need to increase basic per student funding** from the Province of BC to adequate levels, to be able to meet the full range of student needs
2. **Expedite approval of capital funding** to fulfill our long range facilities plan and manage exploding enrollment and the district's capacity crisis.

3. **Secure capital funding needed to begin equipping schools for the demands of extreme weather and climate resilience**, starting with cooling infrastructure
4. **Increased funding from the Province of BC to meet needs of diverse and ELL students**
5. **Increase access to adequate mental health supports** for students, including staff training, support from provincial ministries and the health region
6. **Expand access to child care for district families, and increase district readiness for shared responsibility of child care responsibilities**

Objectives, Engagement and Tactics

1. INCREASED BASIC PER STUDENT FUNDING

GOAL: To raise awareness of the need to increase basic per student funding from the Province of BC to adequate levels, to be able to meet the full range of student needs

OBJECTIVES:

- To raise awareness and identify the impact of underfunding
- To get support of local provincial elected officials
- To collaborate with partner organizations at district levels
- To get support from other school districts
- To engage families in advocacy
- To continue to build confidence in public education and the district

ENGAGEMENT / INFORMATION GATHERING

- Direct staff to provide a report about budget pressures and the amounts the districts funds over and above provincial formulas
- Request meeting with representatives of CUPE 409, New Westminister Teachers Union, Principal/Vice Principals Association and DPAC to invite their participation and understand their advocacy priorities and capacity
- Engage BC School Trustee Association Metro Branch

TACTICS:

- Bring forward or support motions to BC School Trustees Association on Increased Per Student Funding
- Briefing with New Westminister MLAs on the pressures faced by schools
- Develop a communications and engagement plan for families and the community to ensure coordinated advocacy.

2. CAPITAL PROJECTS - NEW SCHOOLS AND SPACES

GOAL: **Expedite approval of capital funding** to fulfill our long-range facilities plan and manage exploding enrollment and capacity crisis.

OBJECTIVES:

- To continue to demonstrate to ~~the public~~, municipal ~~partners~~, ministry and provincial government partners the urgency of the capacity crisis in New Westminster
- To ensure that the Ministry of Education's Capital Branch provides a mechanism to fund purchase of air space parcel in new developments
- To ensure that schools / school sites and child care sites is a priority in the City of New Westminster's Official City Plan and ongoing planning work
- Identify partner for implementation of the Memorial Park vision on the NWSS site
- To continue to build confidence in public education

TACTICSENGAGEMENT / INFORMATION GATHERING:

- ~~Support~~ Chair's regular meetings with New Westminster MLAs and staff to ensure they are familiar with the needs and priorities of the district and status of current projects
- Continue regular Joint City and School Board Working Group meetings focused on understanding district enrollment growth, gaining support for capital projects needed to fulfill our Long Term Facilities Plan as well as address short term capacity issues, and facilitate the most efficient processes to move through the development process in capital projects
- Continue School Board and City Council meetings at least twice annually to ensure district needs are understood by municipal government
- ~~Send correspondence from the board about the need for a funding mechanism for air space parcel purchasing~~
- ~~Support Trustee participation on the BC School Trustees Capital Working Group~~
- ~~Engage BC School Trustee Association Metro Branch~~
- ~~Continue to engage community partners and the public on our capital crisis~~
- ~~Send a brief about the Memorial Park vision to provincial, federal and local government and pursue support and partners, including a long-term steward for the site~~

TACTICS

- Send correspondence from the board about the need for a funding mechanism for air space parcel purchasing
- Support Trustee participation on the BC School Trustees Capital Working Group
- Engage BC School Trustee Association Metro Branch
- Continue to engage community partners and the public on our capital crisis
- Send a brief about the Memorial Park vision to provincial, federal and local government and pursue support and partners, including a long-term steward for the site

3. CAPITAL PROJECTS – CLIMATE RESILIENCY AND EXTREME WEATHER

GOAL: To secure funding needed to equip schools for the demands of extreme weather and climate resilience, starting with cooling infrastructure

OBJECTIVES:

- To receive funding for NWSS cooling infrastructure which has been initiated by the district ~~in~~ order.
- To receive funding to increase the HVAC capacity of Skwo:wech Elementary School to provide cooling.
- To advance the vision of schools as community gathering spaces and part of bigger community emergency response planning
-

TACTICS:

- Focus on climate resilience in our Minor Capital Project requests
- Include climate resilience projects in update meetings with provincial MLAs
- Engage BC School Trustee Association Metro Branch

4. DIVERSE LEARNERS / ELL STUDENTS

GOAL: Increased funding from the Province of BC to meet the needs of diverse and ELL students, either as targeted funds or as part of increased per student funding.

OBJECTIVES:

- To understand the current wait times for assessments and services within the District
- To understand the unmet needs of families
- To understand how much out of pocket expenses (assessment, professional services including counselling, Occupational Therapy, tutoring, etc.) families are expending to meet the needs of their learner
- To raise awareness of the needs of ELL students

ENGAGEMENT / INFORMATION GATHERING~~TACTICS:~~

- Engage families as part of the next phase of work in our delivery of inclusive education
- Invite community organizations with relevant expertise to brief the Board Education Policy & Planning Committee
- Support Trustee participation in the BCSTA Metro region's ELL Consortium

5. MENTAL HEALTH

GOAL: Increase capacity to provide adequate mental health supports for students, including staff training, support from provincial ministries and the health region

OBJECTIVES:

- To engage staff to understand increasing rates of mental distress and serious behaviour among some learners
- To engage families to understand how much out of pocket expenses (assessment, professional services including counselling, Occupational Therapy, tutoring, etc.) families are expending to meet the needs of their learner
- Learn about pressing needs from relevant service delivery and advocacy organizations

ENGAGEMENT / INFORMATION GATHERING TACTICS:

- Examine results of Student Wellness surveys conducted within the district and brought to the board in February
- Discuss with DPAC and PACs ways to engage families
- Learn about pressing needs from relevant service delivery and advocacy organizations
- Identify relevant organizations to provide updates on current and future services and to better understand the state of mental health with school aged children

6. CHILD CARE

GOAL: Expand access to child care for district families, and increase district readiness for shared responsibility of child care responsibilities

OBJECTIVES:

- To continue to secure funding for increased child care spaces on school sites
- To clarify expanded, shared responsibility between Ministry and school districts for child care
- To ensure we are equipped and resourced to meet expectations of families

TACTICS:

- Send correspondence to the Ministry of Education and Child Care about child care capital and operating needs and shared responsibility
- Continue to engage in conversations about child care with BC School Trustees Association and Metro Branch
- Continue to prioritize child care expansion in new capital projects
- Include child care project updates in meetings with provincial MLAs
- Pursue opportunities to convene relevant levels of government and child care providers and collaborate on meeting the child care needs of working families for all ages of care

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF MARCH 12, 2024 IN-CAMERA MEETING**

ADOPTION OF AGENDA - 5:51 p.m.

MINUTES FOR APPROVAL - In-Camera Board Meeting held on February 27, 2024.

BUSINESS ARISING FROM THE MINUTES - Nil

REPORTS FROM SENIOR MANAGEMENT - Human Resources, Capital Projects

NEW BUSINESS - Media Correspondence (Chair Russell) (Verbal)

ITEMS TO BE REPORTED OUT AT OPEN MEETING - Nil

NOTICE OF MEETINGS

- Tuesday, April 9, 2024: Board In-Service: Budget Review - 2:00 pm, SBO.
- Tuesday, April 30, 2024: In-Camera Meeting - 6 pm, (SBO & Via MS Teams).

ADJOURNMENT

- In-Camera Board meeting adjourned at 7:01 pm.



**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF April 9, 2024 SPECIAL IN-CAMERA MEETING**

ADOPTION OF AGENDA - 6:30 p.m.

REPORTS FROM SENIOR MANAGEMENT - Human Resources, Land Acquisition Update

OTHER BUSINESS - Nil.

ADJOURNMENT - The Special In-Camera Board meeting adjourned at 7:05 pm.