BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)

From: Dana Cupples

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Call For An AREA STANDARDS Review

Background and Context

“More than other building types, school facilities have a profound impact on their occupants and the functions of the building,

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Call For An AREA STANDARDS Review

World Leading Curriculum Design,Outdated Area Standards

"There is a growing belief amongst policymakers, architects, educators, parents, and students that traditional models of school design are not conducive to teaching and learning the skills necessary for success in the 21st century." Hanover Research[xxxii]

BC has designed a world leading curriculum to

[xxxiii]

[xxxiv]

[xxxvi]

[xxxvii]

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Call For An AREA STANDARDS Review

Call For An AREA STANDARDS Review

to bettelany9 06mdlny9 06 ouec-14(l)omtli. ru

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APPENDIX A

TABLE COMPARISON OF AREA STANDARDS ACRO SS 5 PROVINCES

The following findings are based on provincial area specifications for a public elementary school of

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Call For An AREA STANDARDS Review

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APPENDIX B:

BAYVIEW ELEMENTARY SCHOOL: COMPARISON OF SPACE ALLOCATIONS

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APPENDIX C

SUPPORTING EVIDENCE FOR THE VALUE OF ARTS EDUCATION

Source: Letter to Mo Signed by Arts educators, organizations, practitioners and professionals across BC. http://www.panvancouver.ca/news

Arts Education is essential for building a healthy, pluralistic and democratic society:

Arts Education develops aesthetic and imaginative capacities for human fulfillment

- The right to engage in cultural production and to enjoy the arts is a fundamental hu man right. Universal Declaration of Human Rights, Article 27, 1949. http://www.un.org/en/universal-declaration-human-rights/
- The arts are an intrinsic part of our human social and emotional experi94i0 Tc 0 qe p

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- Neuroscientists link arts engagement and the attention to other perspectives as key to developing the capacity for empathy in the brain. Bazalgette, Peter. The Empathy Instinct: How to Create a More Civil Society. John Murray Publishers, 2017; Bazalgette, Arts, Culture and Empathy lecture, January 2017; James Catterall, "A Neuroscience of Art and Human Empathy", (draft) 2011. www.croc-lab.org/uploads/7/9/9/8/7998314/neuroscience-art-empathy.docx

Arts education promotes mental health and well-being

- Mental health issues in young people are on the rise and are a growing concern amongst educators and policy makers. Ali, Carmen. "Why more Canadians than ever are at risy2yTdzs

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- Preliminary results from STEM education initiatives in North America have not demonstrated improvement in creativity or divergent thinking. Integrating the arts stimulates innovation and creativity. Sousa, David and Tom Pilecki. From STEM to STEAM: Using Brain-Compatible Strategies to Integrate the Arts. Corwin 2013.
- Companies that integrate arts with sciences outperform companies that do not, in both innovation and growth. Cultural Learning Alliance. STEAM: Why STEM can take us only so far Briefing Paper, 2013. https://culturallearningalliance.org.uk/wp-content/uploads/2017/10/CD4CE-A-STEAM-Briefing-Teachers-Notes08.pdf
- Participation in the arts develops creative habits of mind. Hetland, Winner, Veenema and Sheridan, Studio Thinking 2: The Real Benefits of Visual Arts Education. Harvard U P, 2013; Winner and Vincent Pancrin, Art for arts sake? The Impact of Arts Education, OECD, 2013; Neuroeducation: Learning, Arts and the Brain: Findings and Challenges for Educators and Researchers from the 2009 John Hopkins University Summit. Dana Foundation, 2009. https://www.giarts.org/sites/default/files/Neuroeducation_Learning-Arts-and-the-Brain.pdf
- The arts act as a catalyst for innovative thinking across all economic sectors.
- Neuroscientists are linking increased emphasis on technology to the decrease in right brain capacities that include creativity, empathy and big picture thinking. McGilchrist, Iain. The Master and his Emissary: The Divided Brain and the Making of the Western World. Yale University Press, 2009.
- The Select Standing Committee Report on the Budget 2018 Consultations recommends that government make an investment in K-12 education in the arts to support BC's creative economy. https://www.leg.bc.ca/content/CommitteeDocuments/41st-parliament/2nd-session/FGS/Budget2018Consultation/FGS_2017-11-15_Budget2018Consultation_Report.pdf

Arts education is relevant for critical engagement in today's public communication sphere

- Multimedia technologies have transformed the sphere of public communications and engagement in today's world. Scott McMaster, Visual Literacy and Art Education: A Review of the Literature, 2015 https://www.researchgate.net/publication/280319601_Visual_Literacy_and_Art_Education_Review_of_the_Literature
- As early as 1987, an estimated 85% of the information absorbed on a daily basis is visual rather than textual. McMaster, 2015.
- Students must develop visual literacy and a critical understanding of how imagery shapes and informs our values and beliefs. Bamford, Ann. The Visual Literacy White Paper. Adobe Systems Inc., 2003. https://www.aperture.org/wp-content/uploads/2013/05/visualliteracy-wp.pdf;
- Oring, Stuart. "A Call for Visual Literacy," The Free Library. Davis Publications, Inc. 2000 https://www.thefreelibrary.com/A+CALL+FOR+VISUAL+LITERACY.-a061524607

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The arts and culture sector is an important and growing part of BC's economy

- The United Nations has identified the creative economy as one of the world's fastest growing sectors for income generation, job creation and export earnings. Government of British Columbia, Factsheet: Arts, Culture and the Creative Economy 2018. https://news.gov.bc.ca/factsheets/arts-culture-and-the-creative-economy
- Arts and culture are an important indicator of economic competitiveness and growth in leading economies. Otis Report on the Creative Economy. Los Angeles Economic Development Corporation, 2017. https://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/facts-and-stats
- Investment in the arts yields positive returns of up to ten times when accounting for direct, indirect and induced benefits. A Strategic and economic business case for investment in the arts, Business for the Arts, 2009 http://www.businessforthearts.org/wp-content/uploads/2012/02/BftA-business-case-for-funding-the-arts.pdf
- BC

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Call For An AREA STANDARDS Review

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and Pasifica Student Outcomes." New Zealand Ministry of Education, November 2016 http://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Flexible-learning-spaces/FLS-Maui-whakakau-kura-whakakau.pdf

[xlvii] For example, New Brunswick Planning Guidelines for Educational Facilities states "[Community use] is a secondary function of the facility. The facility should be planned to accommodate the community without compromising its effectiveness to deliver education to the student."

[xlviii] VSB, 21st Century Learning Design, derived from Prakash Nair, Randall Fielding and Jeffery Lackney, Design Patterns for 21st Century Schools, 2009.

[xlix] In other provinces, where child care and early childhood provisions are incorporated into school plans they are either jointly funded partnerships (Saskatchewan, Ontario and Alberta) or services consistent with Ministry mandate (Such as Ministry of Early Childhood and Education, New Brunswick). For an example of joint use schools that do not compromise educational space see Natascia Lypny, "Saskatchewan Government unveils joint-use school designs," Feb. 23, 2016. https://leaderpost.com/news/local-news/province-unveils-joint-use-school-designs

[l] Statement of Education Policy, 1989

[li] BC Government, Ministry of Education Service Plan 2018/9-2020/21, February 2018, p.13. https://www.bcbudget.gov.bc.ca/2018/sp/pdf/ministry/educ.pdf

[lii] Minnesota Department of Children, Families and Learning, Guide for Planning School Construction Projects in Minnesota, January 2003, p. 66.

[liii] Andrea Wood, "Vancouver board names 12 schools up for possible closure", June 20, 2016. https://www.theglobeandmail.com/news/british-columbia/vancouver-board-names-12-schools-up-for-potential-closure/article30532264/ Maggie Milne Martens, "Who Really Benefits from School Closures?", August 31, 2016. https://vancouversun.com/opinion/opinion-who-really-benefits-from-school-closures

[liv] Kenneth Leithwood and Doris Jantzen, Review of Empirical Evidence about School Size Effects: A Policy Perspective, for the Board of Education for the Regina School Board, 2009. https://www.google.com/search?client=safari&rls=en&q=review+of+Empirical+Evidence+about+School+Size&ie=UTF-8&oe=UTF-8

[lv] For information on Alberta's Modular Classroom Program see Government of Alberta, About Infrastructure accessed October 9, 2018. http://www.infrastructure.alberta.ca/636.htm For Saskatchewan Relocatable Classroom Program see Government of Saskatchewan, Relocatable Classroom Program Guidelines. http://www.publications.gov.sk.ca/details.cfm?p=83026 and Relocatable classroom wings in New Brunswick for replacement schools in areas with declining enrolment. New Brunswick Department of Education and Early Childhood, Planning Guide for Educational Facilities, February 2016. http://web1.nbed.nb.ca/sites/ASD-E/Salisbury2017/Documents/EECD%20Planning%20Guidelines%20.pdf

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Figure1 – Anticipated Location of Major Site Uses (January 2017)

First Structural Steel Arrives on site

East Wing – near Sixth Street

PROVIDED AS INFORMATION – MAY BE SUBJECT TO CHANGE

East Wing – Career Technical Education area

Structural Steel progress as of January 7, 2019

Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Range: 201801 End Date: JULY 31, 2017 To 201905 End Date: NOVEMBER 30, 2018

	Description	Revenues	Original Budget	Revised Budget	Bud Remain $	Bud Remain %	2018 Ytd Exp	2018 Annual Budget	Bud Remain $	2018 % Remaining
619	OTHER FEDERAL GRANTS	-1,735	0	0	1,735	0.00	0	0	0	0.00
621	OPERATING GRANT MINISTRY OF EDUCAT	-19,122,431	-61,585,932	-61,585,932	-42,463,501	68.95	-18,823,328	-60,471,507	-41,648,179	68.87
629	OTHER MINISTRY OF EDUCATION GRANTS	-101,992	-616,113	-616,113	-514,121	83.45	-209,701	-960,567	-750,866	78.17
641	PROVINCIAL GRANTS OTHER	-49,500	0	0	49,500	0.00	-64,100	-100,000	-35,900	35.90
643	SUMMER SCHOOL FEES	-90,694	-120,000	-120,000	-29,306	24.42	-140,561	-140,562	-1	0.00
644	CONTINUING EDUCATION	-51,523	-200,000	-200,000	-148,477	74.24	-101,520	-240,000	-138,480	57.70
645	INSTRUCTIONAL CAFETERIA REVENUE	-37,974	-130,000	-130,000	-92,026	70.79	-38,572	-130,000	-91,428	70.33
647	OFFSHORE TUITION FEES	-1,450,850	-3,584,000	-3,584,000	-2,133,150	59.52	-4,847,373	-4,880,000	-32,627	0.67
649	MISCELLANEOUS REVENUE	-58,186	-230,000	-230,000	-171,814	74.70	-49,592	-230,000	-180,408	78.66
651	COMMUNITY USE OF FACILITIES	-114,478	-200,000	-200,000	-85,522	42.76	-130,071	-250,000	-119,929	47.97
661	INTEREST ON SHORT TERM INVESTMENT	-200,439	-100,000	-100,000	100,439	-100.44	-136,603	-200,000	-63,397	31.70
		---	---	---	---	---	---	---	---	---
	Grand Total	-21,279,802	-66,766,045	-66,766,045	-45,486,243	68.13	-24,541,421	-67,602,636	-43,061,215	63.70

Date: 08-Jan-2019 08:43 New Westminster

Capital Projects , Operations and Planning

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

Ministry & Other Submissions: November 2018 – January 2019

Submitted to:	Description	Date
Ministry of Education	Classroom Enhancement Fund Remedies	November 19, 2018
Ministry of Education	Mercer Actuarial – Appendix B – Employee Data	November 19, 2018
BCSTA	Trustee Remuneration Survey	November 21, 2018
Ministry of Education	VFA Data Maintenance Initiative	November 30, 2018
Ministry of Education	Quarterly Consolidated Financial Statement (GRE)	December 12, 2018
Ministry of Education	Statement of Freedom of Information (SOFI)	January 9, 2019

Other

Audit Services

KPMG, LLP was awarded the external financial statement audit services for 2018-2019, 2019-2020 and 2020-2021.

Business Re-Engineering

- District Allocations to Schools Review

Seven members of the NWPVPA participated in the meeting 1 of 3 to review the way SD40 allocates services and supplies monies to schools. During the meeting, the working group agenda included:

1.

[redacted]

SIG[redacted]URE OF SUPERINTENDENT

[redacted]

SIGNATURE OF [redacted] SECRETARY-TREASURER

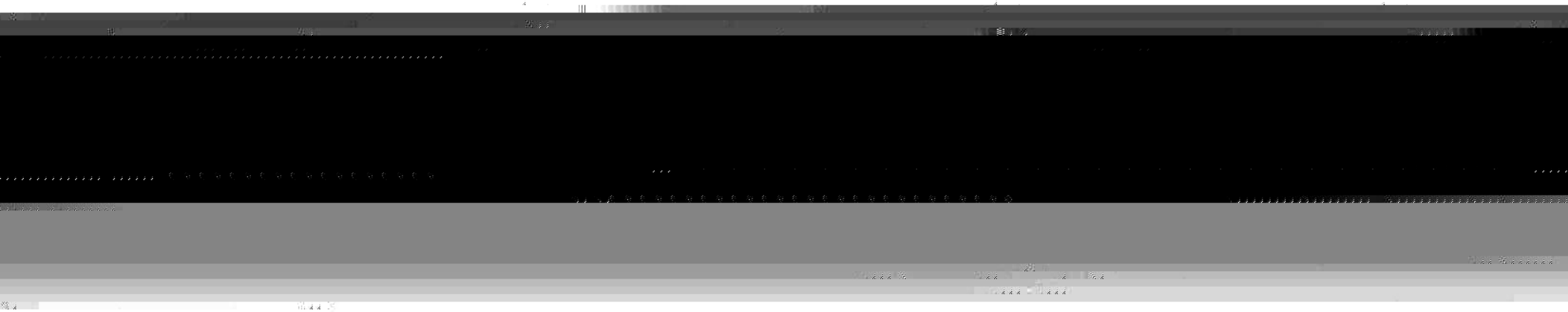
[redacted]

achl

C. REMUNERATION TO ELECTED OFFICIALS

D. EMPLOYER PORTION OF E.I. AND C.P.P.

The employer portion of Employment Insurance and Canada Pension Plan paid to the Receiver General of Canada:	$2,797,650.11



School District No. 40 (New Westminster)

Supplement to: Operations Policy & Planning Committee of the Whole

Date: -DQXDU\

Submitted by: .LP 0RUULV 6HFUHWDU\ 7UHDVXUHU

Item: Requiring Action Yes ____ No ____ For Information ____

Subject: 7UXVWHH 5HPXQHUDWLRQ

Background:

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Position	Current (Dec 31, 2018	Rolling Average
Vancouver CPI Jan 201 -Nov 2018 = 59 months'		

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Recommendation:

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0HHWLQJV ZLOO EH RSHQ WR WKH SXEOLF DQG UHSUHVHQW
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WKH SXEOLF LQSXW SURYLGHG DQG ZKHUH UHTXLUHG D FRUS
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UHVSRQVH WKDW FRUUHVSRQGHQFH VKDOO EH SODFHG RQ
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6XSHULQWHQGHQW GHHPV DSSURSULDWH 7KLV FRUUHVSRQ
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Modification to this document is not

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	EXISTING	OPTION 1	OPTION 2	OPTIO
Appendix	A	B	C	D
Fixed Stalls	49	43	40	49
Drop-Off Stalls	5	14	25	5
Stalls on Salter	0	0	0	11
Total Stalls	54	57	65	65
City Support	n/a	Yes	Yes	No
Cost *	$0	$120,000	$170,000	$500,0
Funding Source	n/a	AFG or SEP	AFG or SEP	SEP
* Cost is very preliminary until engineering is completed				

2Q'HFHPEHU WKH &LW\ DGYLVHG WKH\ KDG UHYLHZHGGWEK\H6WKUH
DQG WKH 'LVWULFW7HKVWDIIUHFRPPHQGHG6' UHWDLQ
VHUYLFHV RI D WUDQVSRUWDWLRQ2IILFHU WR FRRUGLQDWH WUDQVSRUWDWLRQ LQLWLDWLYHV
XQGHUWDNLQWKH6RXWKHQWO\

$OVRQ 'HFHPEHU WKH &LW\ SURYLGHG WKHF'LDQJHWWRSSLFN XSURSS
GURSS]RQHV IURPSVRXWK VLGH RI6FDUWKHWUHHWRWKH(OHPHQWDU6WUHHW (OHPHQWDU
URDGSLFNXSRQGXSRISDQG ZKHUHVWKHUHSZDHQG[7KHKDQJHUSH
LQSODFH RYHU WKH ZLQ3UHQ RKRSDGGDF WKDWWDWZREDFN DIWHU ZLQ
EUHDN LV SRVLWLYH

2Q -DQXDU\ WKHFUHWDUHDV\XSRNH ZLWK WRHV WKHVLGHBRQWO
WKSHRVVLEMWHPS\RUDULO\ UHDQWLQQJ WKDWKDVODWZKLOH D PRUH SHUP
SDUNLQJQXWLRQ RQ 'LVWULFW 3KURSHVLWGWKW RBYHOOLQJGHGDWHG KH
SURYLGH D 3ULQVSRZQHVHR´R

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Recommendation:

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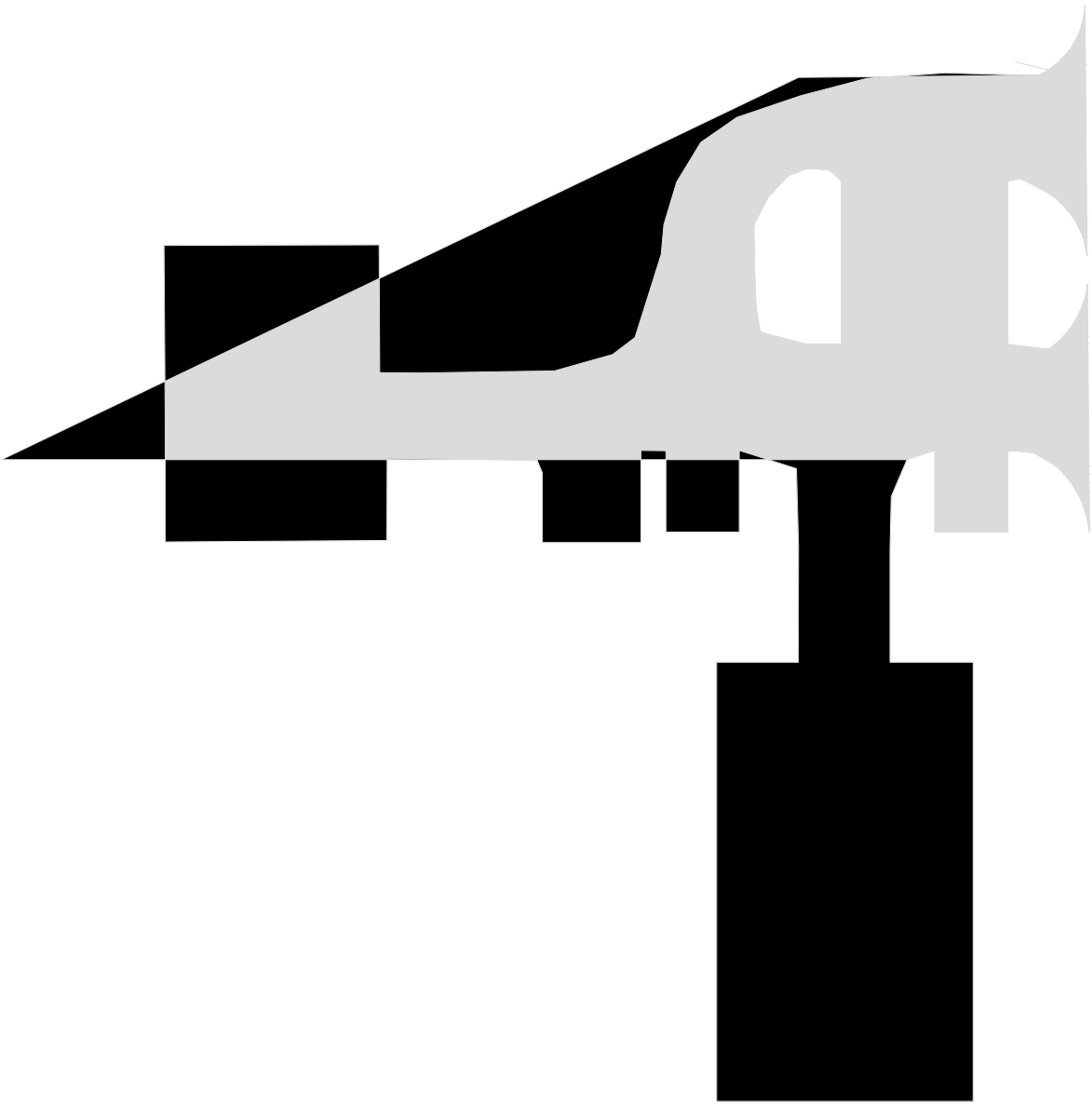
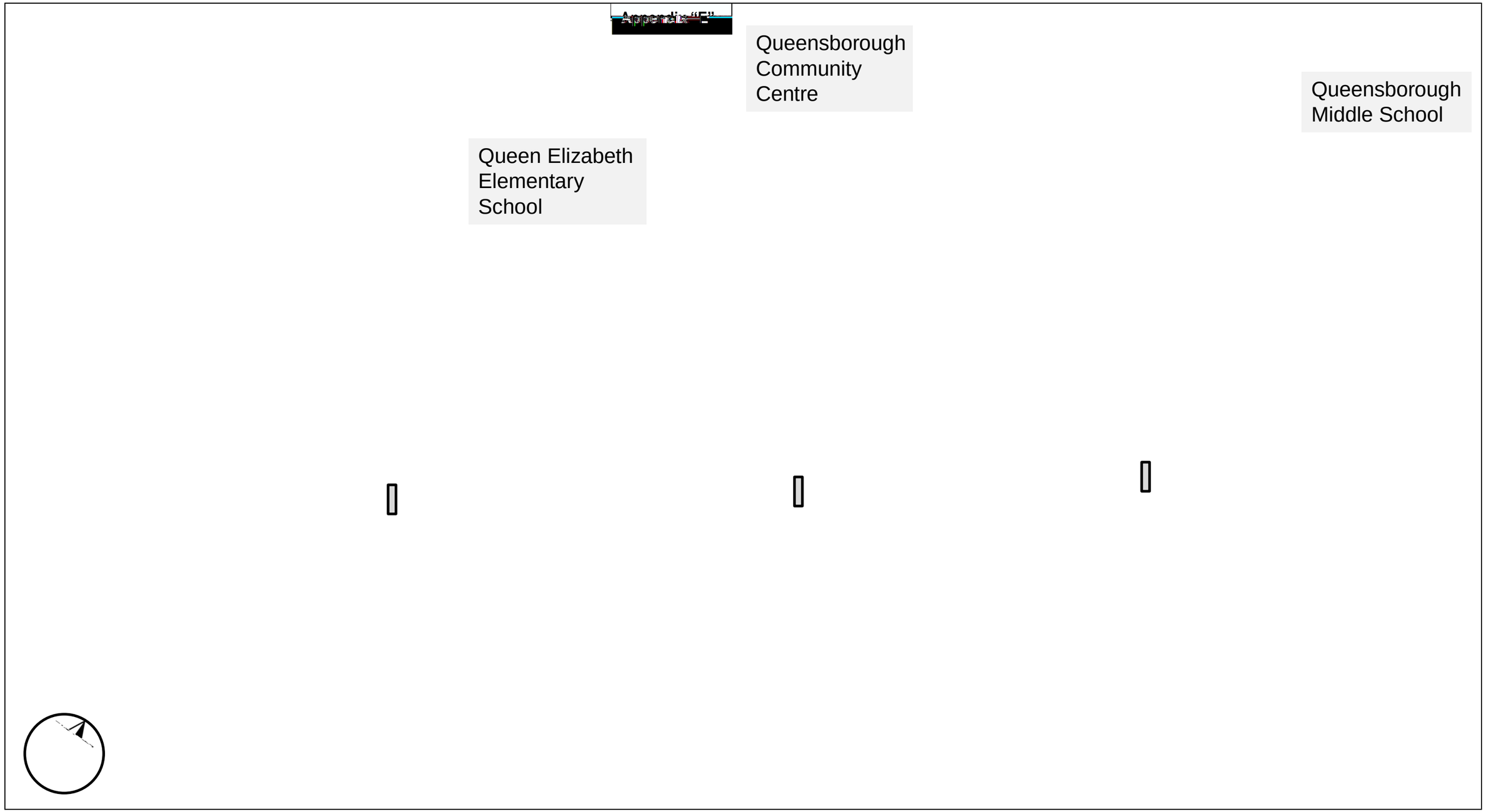
WKH <HDU &DSLWDOEXGJHWDQGRUWKH $QQXDO)DFLOLWLHV *UDQ



Appendix "D"

Appendix "E"



Queen Elizabeth Elementary School
parking/stopping signing plans
Current Signs and Parking Regulation

Appendix "E"

Appendix “F”

BOARD COMMITTEES

7KH %RDUG UHFRJQL]HV LWV REOLJDWLRQV WR HVWDEOLVK FRPP
1:78 FROOHFWLYH $JUHHPHQWV 7KHVH LQFOXGH WZR FRPPLWWH
$JUHHPHQW 7KH &83(/DERXU 0DQDJHPHQW FRPPLWWHH DQG WK
DGGLWLRQDO FRPPLWWHH LV LGHQWLILHG LQ WKH 1:78 $JUHHPH
0DQDJHPHQW 6WHS FRPPLWWHH 7KH SXUSRVH SRZHUV DQG G
DUWLFXODWHG LQ WKHVH FROOHFWLYH DJUHHPHQWV

7KH %RDUG VKDOO EH JXLGHG E\ WKH IROORZLQJ SULQFLSOHV Z
SURYLVLRQV DUWLFXODWHG LQ FROOHFWLYH DJUHHPHQWV

- 7KH %RDUG VPDOO HQVXUH WKDW QR FRPPLWWHH FDQ EH H[HUFLVHG RQO\ E\ WKH %RDUG DQ LQGLYLGXDO WUXVWHH RU FRPPLWWHH
- 7KH %RDUG V IXQFWLRQ LV SULPDULO\ JRYHUQDQFH UDWKH
- 5HVSRQVLELOLWLHV SODFHG RQ WUXVWHHV DUH WR EH FOR SHU 3OLF\

7KH %RDUG PD\ FRQVLVWHQW ZLWK WKH DERYH SULQFLSOHV G
FRQVLGHUDWLRQ RI SDUWLFXODU SUREOHPV RU LVVXHV ZLWK V
WKH %RDUG &RPPLWWHHV HVWDEOLVKHG E\ WKH %RDUG DUH WR

&RPPLWWHH PHPEHUV RU UHSUHVHQWDWLYHV VKDOO EH QDPHG

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