



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
Education Policy and Planning Committee
AGENDA**

Tuesday, April 2, 2019

7:30 pm

**Lord Tweedsmuir Elementary School
1714 Eighth Avenue, New Westminster**

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

	Pages
1. <u>Approval of Agenda</u>	
Recommendation: THAT the agenda for the April 2, 2019 Open Education Policy and Planning Committee meeting be adopted as distributed.	
2. <u>Presentations</u>	
a. Lord Tweedsmuir Elementary School Learning Plan Presentation (Students & Teachers)	
b. Student Voice-Empowering Students in Decision-Making (S. Brine)	3
i. Backgrounder: Student Voice – Empowering Students in Decision-Making (K. Hachlaf)	15
3. <u>Comment and Question Period</u>	
4. <u>Reports from Senior Management</u>	
a. Special Education Review April Update (M. Naser)	
b. Administrative Procedures Revisions Review (M. McRae-Stanger)	31
c. Board Authority Authorized (BAA) Courses (M. McRae-Stanger)	52
i. BAA Retired Courses - Grades 11 & 12	68

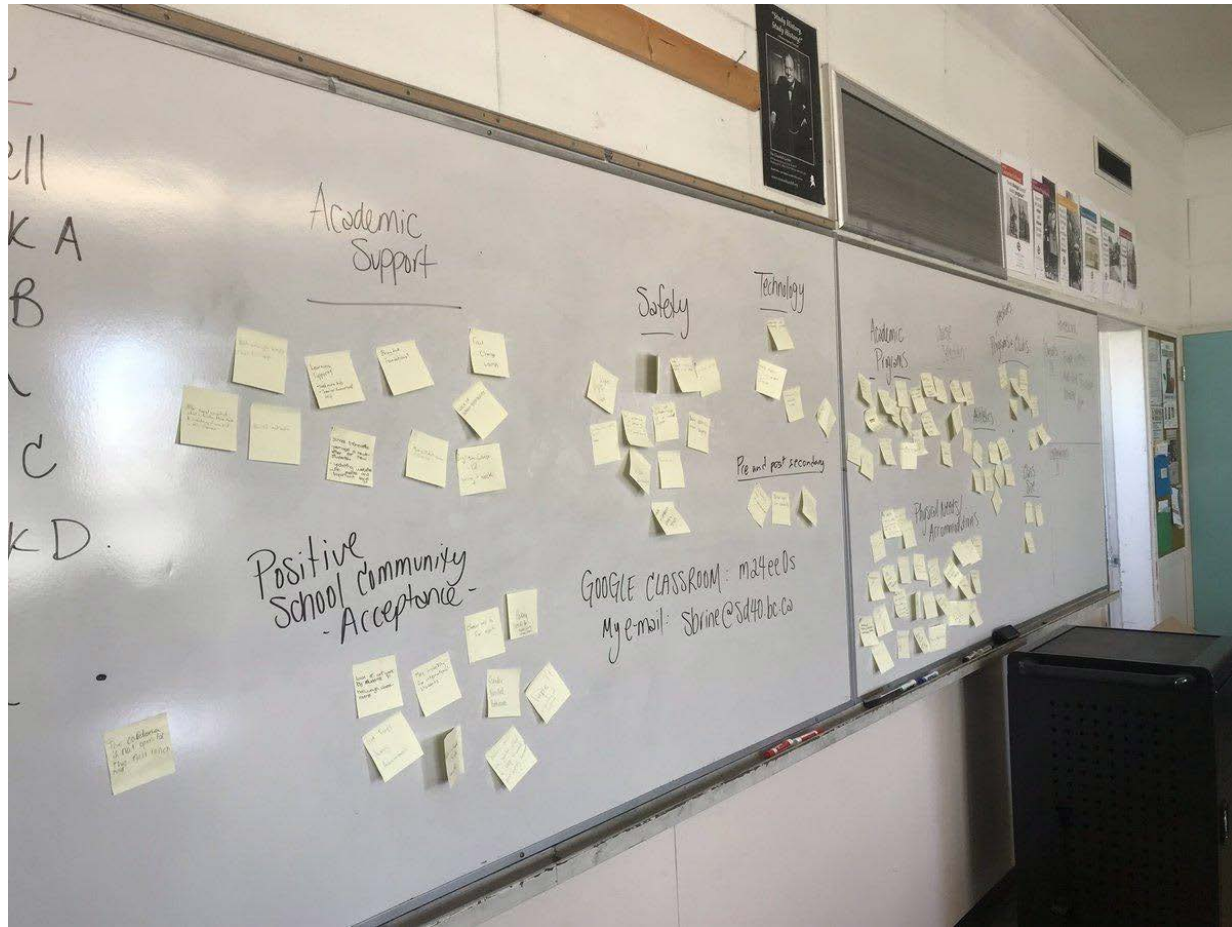
5. Old Business
6. New Business
7. General Announcements
8. Adjournment

Student Voice SD40

— Empowering Students to
Engage in Decision Making —

Our Meetings

- first meeting was October, 2018
- generally meet once a month
- began our focus at the school level: concerns we have at NWSS and where improvements can be made
- celebrated what makes NWSS a wonderful place to learn
- excited about the possibility of communicating with the student body, with teachers, and administration about what is important to us



Student Voice at the School Level

- meet regularly to share ideas and express areas of need
- Q&A session in November with Principal Tyler to bring some issues forward:
 - School start up concerns
 - Cleanliness concerns
 - Lack of resources
- we have seen some changes: Semester 2 start up:
 - courses changes policy more efficient
 - no more lining up and missing classes to speak to counsellors

Student Voice at the District Level

First ever **School District 40 Student Symposium** was on February 7th at Shadbolt Centre in Burnaby

- 61 students attended from NWSS, POWER, RECAP, Ecole Glenbrook Middle school, Queensborough Middle School and Fraser River Middle
- provided feedback directly to the Superintendent Hachlaf on what we need to be successful in our learning
- some of our school trustees were there to meet us and listen
- students were very honest
- had a nice lunch and felt that the adults wanted to hear from us



Feedback from the Symposium

Question:

**What are the most important things to help
you be successful at school?**

Top 3 Learning Priorities from the Symposium

Student/Teacher Relationships

- passionate, genuine teachers who care and who connect with students
- more feedback from teachers

Support for Students

- mental health support, more technology, more counsellors

Flexibility with learning and assessment

- more inquiry, more opportunity to improve, offer various ways to show learning, less testing, less focus on letter grades.

Talking Tables on the Budget: February 21st

- watched a brief presentation on how the budget is organized
- shown where resources go and what is proposed for the future
- were given the opportunity to sit at a table with trustees, parents, teachers, administrators, other key stakeholders
- had discussions on:
 - Investing in Social -Emotional well being and healthy lifestyles
 - Investing in Engagement and Personalized Learning
 - Investing in Communicating Student Learning

Talking Tables on the Budget: February 21st



Student Voice at the School Board Level

- we would like to see Student Voice representatives at the school board to engage with our trustees
- would appreciate being consulted; the decisions made at the board affect us directly
- hope to represent students by giving our voice to questions or topics the trustees would like to ask us about
- at this point in the school year, we feel there should be 3 representatives from NWSS at the school board meetings to participate and give feedback where appropriate
- The Student Voice group will choose our own representatives

Thank you for having us!

Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: April 2, 2019

Submitted by: Karim Hachlaf, Superintendent

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

Subject: Student Voice – Empowering Students in Decision-Making

Background:

At the March 13, 2018 Regular Open Board Meeting, the Superintendent presented a report on student engagement and leadership (see Appendix A) for review by the Board of Education. This report was created as a result of the motion passed at the November 28, 2017 Board meeting *“THAT the Education Policy and Planning Committee recommend to the Board of Education for School District No. 40 (New Westminister) that they appoint no more than two Student Trustees, and one Aboriginal Student Trustee to sit on the Board of Education.”* In considering this motion to appoint student trustees, the report examined existing student governance structures within the New Westminister School District and included recommendations, based on best practice, for consideration.

Resulting from the March 13, 2018 Board meeting the following two motions were adopted:

THAT the Board of Education of School District No. 40 (New Westminister) ask staff to prepare:

- *A process within the student leadership group to represent a student voice at Board and Committee meetings to include a role for a student trustee, no less than two student trustees, one of whom shall represent a voice for aboriginal students, to sit with the Board of Education.*

THAT the Board of Education of School District No. 40 (New Westminister) ask staff to prepare:

- *An inclusive and transparent process for the selection of student representatives for our own New Westminister School District student leadership group needs to be developed in partnership with our students.*
- *Staffing support to work with our District student leadership group on a regular basis.*
- *A new Administrative Procedure that reflects the process and selection of student representatives for Board participation.*
- *Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.*

Recommendation:

Nil.

March 13, 2018

Report to the Board – Student Engagement and Leadership

Background

At the November 28, 2017 Board meeting, Trustee Lalji submitted a motion “THAT the Education Policy and Planning committee recommend to the Board of Education for School District No. 40 (New Westminster) that they appoint no more than two Student Trustees, and one Aboriginal Student Trustee to sit on the Board of Education.” After a discussion period on the motion, the Board requested staff to investigate this process further and provide recommendations which consider potential next steps prior to an approval of motion.

Rationale

The following rationale, regarding above motion, was shared by Trustee Lalji:

The student voice is a resonant force in establishing a thriving learning environment giving students the ability to influence learning is integral to everyone’s success. Appointing a student trustee would empower students by giving them a voice and keeping the student body informed of discussions and decisions that affect them.

We want our schools to be places where students take ownership of their learning and their school environment. In order to accurately represent the New Westminster School District, the student body needs to be heard, sharing their views, ideas and concerns with us so that decisions can be made with their best interests in mind.

Report

The following report has been prepared by Associate Superintendent Karim Hachlaf for review by the Board of Education. In considering the motion to appoint student trustees, the report examines existing student governance structures within the New Westminster School District and includes recommendations, based on best practice, to consider.

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Research

Within my research, I examined three other school districts which have implemented a formal process to ensure the student voice is heard and considered at the Board level. While each school district employs a slightly different process, they all share a common commitment to encourage open communication with the Board and increase student engagement in School District governance.

Greater Victoria School District No. 61

Deb Whitten, Associate Superintendent of Schools, shared their process for creating a Representative Student Advisory Council (see Appendix A). The Representative Student Advisory Council consists of Grade 11 and 12 students from each secondary school and alternate program. All schools individually handle the selection process, which includes an interview with the school principal and a current student representative. This process is completed in May to allow a meeting with the current council and newly appointed representatives. The council will meet once a month, with the Superintendent, to discuss particular agenda items they would like to bring forward to the Board of Education. At these monthly meetings, the council decides which representatives will attend the upcoming Board and committee meetings. The Representative Student Advisory Council is a standing agenda item to allow for comments and questions to the Board.

Vancouver School Board – School District No. 39

In speaking with the former interim Superintendent, John Lewis, the Vancouver School Board has implemented a school regulation for a student trustee (see Appendix B). Essential to this process is the Vancouver District Student Council (VDSC). The VDSC has representatives from each of the 18 secondary schools and alternate programs. Through the Superintendent's office, staff support is provided to the VDSC with an Educational Coordinator who provides guidance and assistance to the student council and to the individual student trustee. "The staff liaison, in addition to support from the Superintendent, has been integral to the success of the student trustee."

The election of the student trustee is by secret ballot, after each student trustee candidate has had an opportunity to make a short presentation. The successful candidate will serve a one-year term. The student trustee does receive an honorarium and additional funds are available for conference attendance.

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Sunshine Coast – School District No. 46

In 2015, the school district adopted a new Administrative Regulation (see Appendix C) on Student Leadership. The rationale included the need for the Board to have a direct link to student voice on an ongoing basis. Similar to Vancouver and Victoria school districts, the Sunshine Coast school district created a District Student Leadership Team (DSLTL). The DSLTL includes two students from each secondary school and the Sunshine Coast Alternative program and meets with the Superintendent every two months. Further, the DSLTL would select a representative to fulfill the role of student trustee for a one-year term. As Superintendent Patrick Bocking noted to me, “there is absolutely no downside to having a student trustee and everything good about it!”

With all three school districts, the student trustee or representative student council, would have the opportunity to participate in the public/open committee and Board meetings. However, the student trustee did not attend closed meetings nor was entitled to vote. In summary, the student trustee is not a member of the Board and does not have the statutory powers or duties of a School Trustee under the *School Act* and our New Westminister School District Board Policy #3 (see Appendix D).

Recommendations Moving Forward for the New Westminister School District

Inherent in the above student leadership models, are two key elements: student voice and choice. Moreover, in all three school district examples, a district student council provided a more informed and representative structure that can be sustained over time. While we have student leadership opportunities and initiatives supported by teachers at our secondary school, there is currently no student council. Furthermore, there is no question that our school district, can and should, benefit from providing a structure for student voice at our Board and Committee meetings.

Moving forward, the following implementation steps need to be considered:

- An inclusive and transparent process for the selection of student representatives for our own New Westminister School District student leadership group needs to be developed in partnership with our students.
- Staffing support to work with our District student leadership group on a regular basis.
- Determine a process within the student leadership group to represent student voice at Board and committee meetings.
- Develop a new Administrative Procedure that reflects the process and selection of student representatives for Board participation.
- Update our current Board Policy #3 to reflect formal support for our new Administrative Procedure on student leadership.

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I look forward to further dialogue and providing ongoing leadership support to successfully empower our students to pursue their passions, interests and future.

Respectfully submitted,

Karim Hachlaf

Associate Superintendent

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APPENDIX A - Greater Victoria School District No. 61

Process for Student Representative Selection

The Representative Advisory Council of Students recommends the following process to select student representatives:

- All schools have a similar process
- All schools make students aware of the opportunity
- The student can be in grade 11 or grade 12 in the following year
- Representatives can serve for more than one year but need to reapply after the first year
- Selection can be either an application process or teacher's recommendation to the principal with an interview that includes the current student representative (during or after selection process)
- Selection will be in May
- Representatives from both groups meet in May or June (current and new representatives)

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APPENDIX B - *Vancouver School Board – School District No. 39*

BK: Student Trustee

Classification:

B: Board Governance and Operations

Code:

BK

The position of Student Trustee has been established by the Vancouver Board of Education (VBE) for the purpose of encouraging open communication between the student body and the Board, increasing student engagement in School District governance matters, and increasing student participation in district planning and policy and program development.

The Student Trustee position on the VBE is guided by the following Regulations.

SMT Responsibility: SUP

Cross References:

BD: School Board Meetings (general policy) BDDA: Notification of Board Meetings

Adopted Date:

Monday June 17, 2013

Revision Date:

Jun 2015

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BK-R: Student Trustee on Vancouver Board of Education

Classification:

B: Board Governance and Operations

Code: BK-R**REGULATION: STUDENT TRUSTEE****1.0 ROLE DESCRIPTION AND EXPECTATIONS**

The Student Trustee:

1.1 is not a member of the Board, is not entitled to vote on any matter before the Board or any of its committees, and does not have the statutory powers or duties of a school trustee under the *School Act*.

1.2 will attend all regular public meetings of the Board but is not entitled to be present at any meetings that are private and/or closed to the public.

1.3 may attend all meetings of the Board, including standing committee meetings, except private/closed meetings or at which persons other than trustees are excluded.

1.4 will participate with other trustees in discussions, and provide a student perspective on matters before the Board.

1.5 will comply with the *Student Trustee Conflict of Interest Guidelines* in Appendix 1.

1.6 is not entitled to move a motion, but may suggest a motion on any matter at a meeting of the Board or a committee on which he/she sits.

1.7 shall have access to all information and resources provided to Board members (e.g.: reports, training sessions, etc.) with the exception of information related to matters which are being considered at a private/closed meeting or from which persons other than trustees are excluded.

1.8 will present a Student Trustee report at the first regular Board meeting of each month.

1.9 will report regularly to the students of the VBE, through the Vancouver District Student Council (VDSC), the activities of the Board pertaining to public meetings of the Board and its committees.

1.10 is encouraged to visit and meet with secondary school students in schools within the Vancouver School District.

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2.0 ELIGIBILITY AND QUALIFICATIONS

To qualify to be nominated and hold the position of Student Trustee, the person must meet the following qualifications:

- 2.1 be a student in regular attendance at a VBE secondary school.
- 2.2 be 16 years of age or older by December 31 of the school year in which he/she holds office.
- 2.3 have parental consent (if under 19 years of age).
- 2.4 be a member of the Vancouver District Student Council (VDSC).

3. ELECTION OF A STUDENT TRUSTEE

In order to elect a Student Trustee, the VDSC must follow the process outlined below.

- 3.1 Each member of the VDSC is eligible to be nominated as a candidate for the position of Student Trustee, subject to section 2 of this Regulation.
- 3.2 Candidates interested in election as a Student Trustee will provide members of the VDSC with a personal resume and/or a letter of intent at least forty-eight hours prior to the meeting of the VDSC to select the Student Trustee.
- 3.3 Student Trustee candidates will be provided the opportunity to make a five minute presentation to the meeting of the appropriate VDSC meeting.
- 3.4 Where there is more than one candidate, the VDSC will select, by secret ballot, the Student Trustee representative from among the candidates. Balloting will continue, dropping off the candidate with the fewest votes, until one candidate achieves a simple majority.
- 3.5 VDSC will notify the Secretary-Treasurer of the person elected as Student Trustee.
- 3.6 In the event that the Student Trustee leaves office before the completion of his or her term, the vacancy will be filled by a by-election.

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4. TERM OF OFFICE

4.1 The Student Trustee will be elected in May/June for the following school year. The term of office of the Student Trustee shall be from September 1st of the year in which he/she is elected and ends June 30 of the following school year.

4.2 The term of office for the Student Trustee will be one school year. A Student Trustee may be re-elected by the VDSC and may serve a maximum of two years. The Student Trustee will be expected to serve during the school year only.

5. DISQUALIFICATION OF STUDENT TRUSTEES

5.1 A student trustee will be disqualified from service if he or she:

- a) ceases to be a student in School District 39 (Vancouver).
- b) is absent from three consecutive regular meetings of the Board without permission of the Board.
- c) is convicted of an offence under the Criminal Code of Canada or under the Youth Criminal Justice Act.

5.2 A student trustee may be disqualified from service if he or she:

- a) breaches the confidentiality of the Board.
- b) is suspended from school for a serious violation of the Code of Conduct or other Board policies or school rules.

6.0 HONORARIUM AND SUPPORT FOR THE STUDENT TRUSTEE

6.1 The Student Trustee will receive an honorarium as determined by the Board from year to year. This honorarium will be pro-rated if a Student Trustee does not serve for the full term.

6.2 The Student Trustee will be reimbursed for any appropriate receipted expenses incurred as a function of the role, including transportation costs in accordance with Board policies. Further, the Student Trustee will be supported in attending conference opportunities that relate to the role, with a budget for conference expenses to be approved by the Board.

6.3 The Student Trustee will be supported in attending one out of district conference opportunity per school year that relates to the role, if they so choose to attend, with a maximum budget of \$3000 and in alignment with Board conference expense guidelines. A request for an out of district conference must be received by the Board for review prior to registration via a proposal that includes proposed expenses.

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7. RESPONSIBILITIES OF THE BOARD CHAIR AND SUPERINTENDENT OF SCHOOLS (OR DESIGNATES)

7.1 To appoint one elected trustee to act as a mentor for the Student Trustee.

7.2 To meet with the Student Trustee at the beginning of the school year to discuss their responsibilities and participation.

7.3 To meet with the VDSC at the beginning of the school year to orient them to the role and expectations of Student Trustee to the Board and to encourage VDSC student representatives to attend VBE Standing and Advisory Committee meetings, and to support the Student Trustee at Board meetings throughout the school year.

7.4 To acknowledge the service of the Student Trustee to the Board during the second Board meeting in June of each school year.

7.5 To organize an annual liaison meeting between the Board and VDSC.

8. OTHER

The Student Trustee will not participate in BCSTA events in any formal manner. The Student Trustee may accompany elected trustees to appropriate BCSTA events or orientation and training purposes provided BCSTA does not object.

Student Trustee Conflict of Interest Guidelines

1. A Student Trustee must not participate in any Board discussion where the Student Trustee may have a conflict of interest or an apparent conflict of interest.
2. For the purposes of this policy and regulation, the Student Trustee has a conflict of interest when a Student Trustee or their parent(s), spouse, sibling or child has a direct or indirect financial interest in the matter being discussed at the Board or Committee meeting.
3. For the purposes of this policy and regulation, the Student Trustee has an apparent conflict of interest where a reasonable member of the public may believe that the Student Trustee's participation in a discussion at a Board or Committee meeting may have been affected by their private interest.
4. A Student Trustee who believes that he or she has a conflict of interest must declare the conflict to the Board or the Committee and withdraw from any further participation in the discussion of the matter that gave rise to the conflict.

Adopted Date:

Monday June 17, 2013

Revision Date:

Jun 2015

Oct 2016

Sep 2017

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APPENDIX C - Sunshine Coast – School District No. 46



School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION

2820

STUDENT LEADERSHIP

Background

Student Voice allows a direct link between the current educational experience of students and the Board on matters immediately before the Board on an ongoing basis.

District Student Leadership Team (DSLTT)

- Two students (normally one in grade 11 and one in grade 12) from Pender Harbour, Chatelech, Sunshine Coast Alternative and Elphinstone Secondary Schools will meet with the Superintendent or designate at least every two months to discuss matters of interest to students.
- A process will be developed by the DSLTT to nominate a member of the DSLTT to be Student Trustee for the academic year.
- Should the nominee be unable to complete his/her term, the DSLTT will nominate another student to fulfill the role of the Student Trustee for the balance of that school year.

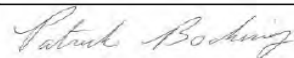
Student Trustee

- The Student Trustee shall be recommended to the Board each school year by the DSLTT, where possible at the October board meeting.
- The Chair of the Board or designate will mentor the student trustee.
- The Student Trustee shall have the same opportunities for participation in meetings of the Board and its committees as an elected Trustee. However, the Student Trustee is not a member of the elected Board, and, therefore, cannot attend closed meetings. Further, the Student Trustee cannot vote on matters before the Board.
- The Student Trustee must try to attend all regular meetings of the Board, normally in Gibsons.
- The Student Trustee shall report to the DSLTT the activities and priorities of the Board.
- The Student Trustee shall act in accordance with the Bylaws and Policies of the Board.
- The Student Trustee shall prepare a written report for the June Board meeting to describe his/her experiences as a Student Trustee for his/her term of office.

Date adopted: January 13, 2015
Revised:

Reference:
Board Policy 2.8

Supt. Signature:



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2 ROLE OF THE BOARD

On behalf of the students and citizens of the Sunshine Coast, the Board shall:

- 2.1 Ensure the school district operates with a clear set of Values, a Vision and a Mission Statement that are reflective of our community, and our students' needs.
- 2.2 Develop, carry forward and regularly evaluate a Strategic Plan that sets direction for School District No. 46 (Sunshine Coast).
- 2.3 Adopt and review policies that establish a clear assignment of roles, responsibilities, accountability and evaluation among the Board and senior administration.
- 2.4 Protect the integrity of the community, students and public education by fostering an atmosphere of trust, respect and confidence free of discrimination, harassment, and any financial or ethical impropriety.
- 2.5 Make decisions and communicate publicly as a corporate body, with individual trustees having no authority to direct staff, or act or speak for the Board or school district, unless otherwise delegated to do so in Board policy.
- 2.6 Adopt and amend an annual budget.
- 2.7 Select and evaluate the Superintendent of Schools.
- 2.8 Support the annual selection and participation of a student trustee and District Student Leadership Team (DSLTT).
- 2.9 Comply with other statutory responsibilities such as the appointment of an auditor, and submission of Achievement Contract, School Plans, Superintendent's Report on Student Achievement, School Calendar and Capital Plan.
- 2.10 Emphasize strong and balanced communications in support of the Board's Vision, Mission, Values and Strategic Plan by facilitating community involvement in district and school planning, and informing the community about (a) education issues; (b) services, programs and processes; and (c) local and provincial goals, plans and policies; and facilitating community involvement in district and school planning.
- 2.11 Create appropriate partnerships with other agencies to coordinate effective and efficient delivery of education and other services to the citizens of the Sunshine Coast.
- 2.12 Promote the continuity of governance capability by training and developing its trustees, including prompt orientation of new members.

APPENDIX D – New Westminister Schools – School District No. 40

Policy #3 – Role of The Trustee

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Government Act.

The role of the trustee is to contribute to the Board as it carries out its legislated mandate. The oath of office taken by each trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of public education. A trustee must first and foremost be concerned with the interests of the school board.

The Board of Education is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. The School Act gives no individual authority to trustees. As members of the corporate Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate Board. School board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the school board in good faith and with reasonable diligence. Trustees have one overarching responsibility – a shared public duty to advance the work of the school board. A trustee's fiduciary duties are owed to the school board (not to themselves, their family or friends) which is, in turn, accountable to the electorate.

A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

- The Board shall indemnify a trustee in accordance with Policy 20 Indemnification By-Law

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Become familiar with District policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Support a majority vote of the Board to advance the work of the board and monitor progress to ensure decisions are implemented.
3. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent.
5. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal, or District Office personnel and will inform the Superintendent or designate of this action.
6. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the District.

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7. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
8. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the District.
9. Attend committee meetings or meetings as a Board representative, as assigned, and report to the Board in a timely manner.
10. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
11. Participate in Board/trustee development sessions so that the quality of leadership and service in the District can be enhanced.
12. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
13. Stay current with respect to provincial, national and international educational issues and trends.
14. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
15. Attend District or school functions when invited and when possible.
16. Continue to carry out duties with integrity and responsibility during an election period.
17. Become familiar with, and adhere to, the Trustee Code of Conduct.

Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate a smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and approved plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The District will offer an orientation program for all trustees following an election that provides information on:
 - 1.1 Role of the trustee and the Board;
 - 1.2 Organizational structures and procedures of the District;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 District programs and services;
 - 1.6 Board's function as an appeal body;
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest; and
 - 1.8 Trustee remuneration and expenses.

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2. The District will provide financial support for trustees to attend British Columbia School Trustees Association sponsored orientation seminars.
3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for trustees. The Superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
4. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies and procedures.

*Legal Reference: Sections 49, 50, 52, 65, 85 School Act
Local Government Act*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Administrative Procedures: Review and Updates

Board Presentation
April 2, 2019

Administrative Procedures:

- Guide a variety of processes used in our District and in Schools
- Provide clarity for staff, students, parents and community partners
- Align our practices with clear policies, Ministry guidelines, the School Act and other relevant documents





AP 117 Appendix A–SOGI Glossary



ADMIN PROCEDURES MANUAL
Administrative Procedure 117 – Appendix A

SEXUAL ORIENTATION and GENDER IDENTITY (SOGI) **Glossary of Terms**

Changes

- SOGI terms are changing and evolving within the LGBTQ+ community: Glossary needs to be a “living” document
- Regular review to support clear understanding, respect, inclusivity, safety and support for all staff and students
- Reviewed and updated with input from SOGI Committee



AP 356: Student Substance Use



ADMIN PROCEDURES MANUAL
Administrative Procedure 356

STUDENT SUBSTANCE ABUSE

Changes

Inclusion of a reference to the Privacy Act and Human Rights Code

- Guides the way that we intervene with students who need help
- Prevention, proactive supports, respect for the individual, harm reduction and confidentiality are important to support students/families who may be struggling with substance use
- Clear direction that drug testing is never asked for or required



AP 490: Parent/Guardian Volunteers



ADMIN PROCEDURES MANUAL
Administrative Procedure 490

PARENT / GUARDIAN VOLUNTEERS

Changes

Alignment with the Parent/Guardian Volunteer Form: 490-1

- Reference to District/School Code of Conduct
- Reference to Criminal Record Checks
- Roles and Responsibilities of Volunteers
- Principal's role in the recruitment, selection, assignment and supervision of volunteers
- Reference to Volunteer drivers and driving records



SEXUAL ORIENTATION and GENDER IDENTITY (SOGI)

Glossary of Terms

Asexual:

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

Bisexual:

A person who is attracted to both women and men.

Cisgender:

A person whose sense of personal identity and gender corresponds with the sex they were assigned at birth. their birth sex.

Gay:

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

Gender:

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

Gender expression:

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

Gender identity:

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

Gender nonconforming:

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

Heteronormative:

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

Heterosexism:

A term used to describe discrimination or prejudice against homosexuals, [bisexuals](#) or other non-heterosexuals on the assumption that heterosexuality is the [expected normal](#) sexual orientation.

Homophobia:

The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay or bisexual. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of lesbian, gay or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of perceived sexual orientation.

Intersex:

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

Lesbian:

A woman who is attracted to other women.

LGBTQT+:

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

Perceived as LGBTQ+:

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

Pronouns:

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

Queer:

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

Sex:

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

Sexual Orientation:

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

Trans (also Trans*, Transgender, Transsexual):

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

Transphobia:

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

Transition:

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

Two-Spirit:

[Used by some North American Aboriginal groups to describe](#) ~~An Aboriginal term~~ [being](#) the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Aboriginal term for gay or lesbian.

(These definitions are adapted from Questions & Answers for Parents and Family Members of Gender Variant and Transgendered Youth (Vancouver School Board, 2011).

SD No. 40 (New Westminster)

Adopted: ~~November 30, 2014~~ [April 2, 2019](#)

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

STUDENT SUBSTANCE ABUSE

Background

The District prohibits the use of alcohol or drugs by students while on school property or at school-sponsored events. The District supports a proactive and comprehensive approach to substance abuse, which emphasizes these four areas of activity:

- Youth Prevention and Engagement
- Parent Engagement
- Curriculum Development and Implementation
- Restitution

When supporting students who may be engaging in substance use, District Staff will act in accordance with the Privacy Act and the Human Rights Code of British Columbia. District Staff, School Administration and School and Community Coaches will not request that any student undergo drug testing.

Procedures

1. The District has five objectives for this Administrative Procedure:
 - 1.1 To promote healthy lifestyles which includes problem solving, drug education, and prevention through the Physical and Health Education and Career Education curriculums approved by the Ministry of Education.
 - 1.2 Align training and practices for the Prevention and Health Promotion Program Professional, counsellors and Child Care Youth workers at the middle schools, alternate schools and high school to provide support for classroom teachers and students. An emphasis is on making connections with youth through open dialogue and strong trusting relationships.
 - 1.3 To establish and maintain an early intervention program providing accessible assessment, counselling, and referral services to community or provincial programs
 - 1.4 To provide targeted and individual interventions that may involve an inter-agency care team approach to ensure students and their parents are connected to community support services and school-based case managers as needed and appropriate.
 - 1.5 To establish a restitution procedure which may involve the student, parent(s)/guardian(s), teachers, counsellors, and administrators.

2. The Principal is responsible for the implementation of the following procedures:
 - 2.1 Support school staff in working with parents and caregivers to assist them in fostering and maintaining connections to their child's school. Provide education and support that focuses on ways to develop strong relationships with youth.
 - 2.2 Partner with community groups (Fraser Health, Fraserside Community Services: Perspectives Youth Program, Child and Youth Mental Health) to support current school programs or implement new programs at the school level which will engage at risk students and connect them to something or someone.
 - 2.3 Ensure relevant curriculum and resources are made accessible to school staff to promote healthy lifestyles which includes problem solving, drug education, and prevention.
 - 2.4 Ensure a student who has been found to be intoxicated or under the influence of drugs while on school property or at a school-sponsored event is detained and the parents/guardians are called to retrieve their child.
 - 2.4.1 Confiscate any alcohol or drugs present and then notify the School Liaison Officer for disposal of the confiscated items.
 - 2.4.2 Inform the student that their behaviour is an infraction of the school code of conduct and that the infraction may result in suspension.
 - 2.4.3 Make a referral to the Prevention and Health Promotion Program Professional, counsellor and explore restitution for further interventions and support.
3. The Safe Schools Coordinator or designate is responsible for:
 - 3.1 Creating and keeping up-to-date an inventory of all prevention and intervention resources available to engage students and parents in addressing substance use issues within the district, including:
 - 3.1.1 School staff whose job descriptions specifically include addressing substance use.
 - 3.1.2 Community resources that can be brought to bear on substance use issues.
 - 3.1.2 A knowledge base of empirically-supported interventions and approaches.
 - 3.2 Determine, develop and deliver training and capacity-building opportunities for school staff and community resources aimed at creating a response to substance use among students and parents that is:
 - consistently messaged and implemented,
 - coordinated,
 - sustained,
 - evaluated,
 - reported on, and
 - continually refined.

- 3.3 Support the development and implementation of a drug curriculum program for each of the three levels: elementary, middle, and secondary. Effective drug education is best positioned within a broad health and personal development curriculum that includes mental health issues such as stress management. Effective programs focus on both knowledge and skills for problem predicting and problem solving and assist students in relating their learning to real-life situations.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act

SD No. 40 (New Westminster)

Adopted: ~~May 30, 2017~~[April 2, 2019](#)

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ADMIN PROCEDURES MANUAL
Administrative Procedure 490

PARENT / GUARDIAN VOLUNTEERS

Background

The District believes that parents and/or guardians can play an important role in assisting with their children's education by acting as volunteers in the school and at school activities.

The objective of this Administrative Procedure is to ensure that parents and guardians are provided an opportunity to enhance and support the education of their children by volunteering their time and expertise. Volunteers will be expected to maintain the integrity of school-based programs, uphold the **Standards of Conduct for District Employees** as outlined in Administrative Procedure 403 (link to this), to follow District and School Codes of Conduct and to support the School District's Mission, Vision and Values.

The Board expects all schools to be safe, secure and caring environments for students. Therefore, appropriate safeguards respecting the selection, role and supervision of volunteers must be followed.

Procedures

1. Each parent/guardian volunteer will complete a "Volunteer Registration Form" (Form 490-1) and, if applicable, have a Criminal Record Check completed in accordance with Administrative Procedure 400 Appendix A (link). A Criminal Record Check will be required for volunteers who are working one on one with students or groups of students and are not under the direct supervision of a staff member at all times. This includes overnight trips, coaching and regular volunteering throughout the year involving significant direct contact with students.
2. School administrators shall be responsible for volunteer recruitment, selection and assignment. Volunteer opportunities may include, but are not limited to, support in individual classrooms, in-school programs (sports, clubs), on field trips, in fundraising initiatives, at cultural events or at PAC or DPAC sponsored events.
3. Volunteers will perform in areas which are not in conflict with existing union positions.
4. Volunteers working directly with students must do so under the supervision of school staff. This may include administrative, teaching or support staff. The degree of supervision, direct or indirect, to be provided by the staff member shall be determined by the staff member and volunteer, subject to approval of the Principal.
5. Schools using volunteers shall ensure appropriate orientation, training where required, and ongoing supervision.
6. Volunteers are visitors in the school and will report to the office on arrival unless other

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arrangements have been approved by the Principal.

7. Volunteers may be asked to discontinue their role if they fail to keep their commitments, fail to comply to District Policies and Procedures, or if their volunteer role is no longer needed.
- ~~1-8. Parents/guardians shall be informed of all situations where volunteers are working with their children on a regular basis.~~
- ~~2-9. Volunteers who use their private vehicle to transport students must complete the Volunteer Driver section of the "Volunteer Registration Form" (Form 490-1). This will provide proof of a valid driver's license and confirm that there is adequate liability insurance to transport students. The form also includes a request for the volunteer's driving record. The Principal will review this record and if the person has a driving history that would make them an inappropriate choice, they will not be permitted to act as a volunteer driver.~~
- ~~3-10. Volunteers will perform in areas which are not in conflict with existing union positions.~~
- ~~4-11. New volunteer programs and opportunities will be developed in conjunction with District Administration, School Administrators, NWTU, CUPE, and the PAC/DPAC.~~
- ~~5-12. Programs in existence will not be deleted without the agreement of the PAC/DPAC, School Administration, District Administration, NWTU and CUPE.~~
- ~~6-13. Programs may include, but will not be limited to, fund raising, special lunch programs, lunch hour programs, transportation, cultural events, sports events, food concessions, and special classroom activities.~~ Items 10-13 should be deleted.

Reference: Sections 17, 20, 22, 26.1, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
School Protection Program

SD No. 40 (New Westminster)

Adopted: ~~May 29, 2018~~ April 2, 2019

New Westminster Schools is a place where students love to learn. Our mission is to enable each student to learn in a safe, engaging and inclusive environment. Volunteers can work together with staff to help create this environment. While welcoming volunteer participation, the District is responsible for establishing safety procedures related to school volunteers. In order to ensure the safest possible environment for all students, all volunteers must read the volunteer guidelines, complete, and return the last two pages of this form.

The following list includes typical volunteer activities in our schools:

- Chaperone on field trips and overnight trips as outlined in [Administrative Procedure 260: Field Trips](#) and [Administrative Procedure 261: Field Trips – Out of Province](#)
- Assist with transportation as outlined in [Administrative Procedure 563: Student Transportation by Volunteer Drivers](#)
- Work at special events/social activities such as hot lunch days, Jump Rope for Heart and the Terry Fox Run
- Reading with children
- Assist with breakfast and snack programs
- “Tidying up” shelves in the library
- Sharing skills/talents as guest speakers
- Coach sports teams
- Organize/assist with graduation activities, charitable drives, fun fairs, lost and found items, care for classroom pets, and with community gardens
- Assist in the classroom in preparation for teacher training and educational assistant program admittance
- Organize/assist with fundraising as outlined in [Administrative Procedure 520: Fundraising Activities and Sponsorship in District Facilities](#)

Actions by volunteers on behalf of the District are covered by the School Protection Program while participating in any District or school-authorized and supervised activity. Volunteers will not be covered by any other special insurance policy other than their own and will not be eligible for Workers’ Compensation in the case of injury while performing their duties.

General Information

1. A “volunteer” is defined as an individual, who performs a service within the District without compensation, remuneration or other consideration, under the supervision and direction of the professional staff of the district to whom they are assigned. School volunteers serve without benefits of any type accorded to employees of the district.
2. Volunteers supplement and enrich programs and services in the District but will not substitute for employee duties, responsibilities and functions.
3. The school’s professional staff must not assign volunteers to tasks, which would compromise student and/or family confidentiality.
4. The principal shall screen all volunteers using the Volunteer Registration Form as outlined in [Administrative Procedure 490: Parent/Guardian Volunteers](#)
5. Volunteers shall receive no honorarium or fee for the services they provide.
6. Volunteers must sign in and out at the school’s main office and wear a visitors badge before proceeding to their volunteer task.

7. Volunteers must always:
 - a. Follow School and District Codes of Conduct.
 - b. Use appropriate language.
 - c. Have no authority in disciplinary matters. The volunteer should look to the teacher for direction and guidance.
 - d. Be prompt and dependable. Should an illness or an emergency occur, please notify the school's main office of your planned absence.
 - e. Serve as positive role models for students.
 - f. Maintain strict confidentiality regarding any information about a student of any school-related incident
8. Volunteers will not be asked to assume responsibility for an entire class in the absence of District supervising staff.
9. If a volunteer is injured while on school premises or providing volunteer services, they must report the injury to the Principal or school first aid attendant.
10. Any issues that may arise regarding a volunteer's performance will be referred to the Principal.
11. If a volunteer has any concerns about the safety or welfare of a child, they should immediately report their concern to the school principal.

Departure and Dismissal

Although the School District is not limited to the reasons below, volunteer applications may be denied or rescinded for the following reasons:

- breach of confidentiality concerning students or other privileged information;
- unlawful conduct or breach of School District or school site rules and regulations;
- physical or emotional stress which incapacitates the volunteer;
- inability to cooperate and work effectively with site staff and students;
- jeopardizing the security or safety of a school, facility, themselves, a student or staff member;
- erratic or unreliable attendance or behaviour;
- sexual misconduct;
- providing falsified information on the Volunteer Registration Form;
- establishing an inappropriate relationships with youth/staff; and
- criminal charges or conviction of a crime.

Criminal Record Check (as outlined in [Administrative Procedure 400 A: Criminal Record Search](#))

In order to protect the safety and security of students, volunteers who complete the following duties must have a Criminal Record Check:

Overnight trips, coaching not under the direct supervision of a teacher, regular volunteering throughout the year, involving significant direct contact with students, and/or one to one student interactions.

Volunteers, who reside in New Westminister, must submit to a background Police Information Check with Vulnerable Sector Screening (PIC-VS) with the New Westminister Police Department online at <http://www.nwpolice.org/services/police-information-check/>. If you are not a resident of New Westminister, you must contact your local police or RCMP department. The principal will provide a letter, on school letterhead, stating that the volunteer will be working in a volunteer capacity and that a Criminal Record Check is required.

- Criminal Record Checks will be reviewed and kept on file at the school. If you plan to volunteer in more than one school, you will need to notify the second school that a volunteer registration form and Criminal Record Check is on already on file.
- Criminal Record Checks will be valid for five years after date of issue.
- The School District reserves the right to refuse a school volunteer position based on what it deems to be an unsatisfactory Criminal Record Check.
- Parents must provide a receipt to the school for reimbursement for a Criminal Record Check.

Return this signed form to the school

School: _____		
Applicant Full Name: _____		
Name of child(ren) in the school: _____		
Address: _____		
City: _____	Province: _____	
Home Telephone: _____	Mobile: _____	
Email: _____		
1. Have you ever been convicted or given an absolute or conditional discharge on a criminal offence? ☐ Yes ☐ No 2. Are there currently any outstanding criminal charges against you? ☐ Yes ☐ No <i>Note: A criminal charge or conviction will not automatically exclude you from volunteer opportunities. The nature of your involvement as a volunteer and the circumstances related to the charge or conviction will be considered.</i> 3. Do you know of any reason why you should not be involved in a capacity in which you are/will be with children? ☐ Yes ☐ No 4. Provide the names and telephone numbers of two references: Name: _____ Telephone: _____ Name: _____ Telephone: _____		

Requirements for Criminal Record Check: - Overnight trips - Coaching not under direct supervision of teacher - Regular volunteering throughout the year, involving significant direct contact with students - One to one student interactions Have you completed a Criminal Record check within the past five years for the school district? ☐ Yes If yes, please provide date when Criminal Record Check was obtained and to whom it was submitted. ☐ No If no, please complete a Criminal Record Check.	
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School Volunteer Code of Conduct

In order to ensure the safest possible environment for all students, all volunteers must complete and sign this Volunteer Registration form. The following procedures must be followed by all volunteers:

- I agree to act in a respectful manner and practice an ethic of care with all children and members of the school community
- I agree to abide by all instructions and directions given to me by the supervising teacher
- I have spoken with the supervising teacher about student behaviour expectations and understand my role in responding to students
- I will maintain confidentiality at all times
- I have reviewed New Westminster Schools [Administrative Procedure 490: Parent/Guardian Volunteers](#)

Volunteer Driver (if applicable)

Would you be willing to provide volunteer transportation?

☐ Yes ☐ No

If so: Do you have a valid Driver's License?

☐ Yes ☐ No

Do you have use of a car for transportation?

☐ Yes ☐ No

Do you have a minimum of \$1,000,000 Liability Insurance?

☐ Yes ☐ No

Are you 25 years of age or older?

☐ Yes ☐ No

An updated driving record has been provided by [ICBC](#)

☐ Yes ☐ No

(Please note: The district provides excess Liability Coverage for volunteers up to 10 million.)

How many safe passenger places, with headrest and shoulder belt, does your vehicle have? Children 13 and under must sit in the backseat: _____ Vehicle Make/Model/Year: _____

BC Vehicle License Plate #: _____

Please note: Volunteer Drivers are responsible for ensuring booster seats are correctly installed for children over 18 kg (40 lbs), until they are 9 years of age or have reached a height of at least 145 cm (4'9"). A Parent/Guardian Booster Seat Consent and Waiver Form (Form 260-7) must be completed for each child.

To the best of my knowledge, the vehicle identified above is in safe, road worthy condition and my driver's license and car insurance is in good standing. I understand that each student transported must wear a seat belt. I understand that I must provide an abstract of my driving record. I accept responsibility for notifying the school of any changes in the above information.

I understand that I have applied for a sensitive position of trust with the New Westminster School District. I have read, understood and agree to the School Volunteer Code of Conduct and Guidelines. I declare that all information I have provided on this form is complete and true in every respect.

Signature of Volunteer: _____

Date: _____

Signature of Principal: _____

Date: _____

The information on this form is collected under the authority of the School Act, Sections 13 and 79. The information provided will be used for Educational program and administrative purposes, and when required, may be provided to health services, social services or support services as Outlined in Section 79 (2) of the School Act. The information collected on the form will be protected in accordance with the provisions of the Freedom of Information and Protection of Privacy Act. If you have any questions about the information recorded on this form, please contact School Administration

Board /Authority Authorized Courses (BAA)

Board Presentation
April 2, 2019



New
Westminster
Schools

What is A Board/Authority Authorized Course?

- a course developed by teachers in a specific school district that meets the needs, interests and passions of students

because...

- current Ministry courses are not “all encompassing” of all potential areas of learning



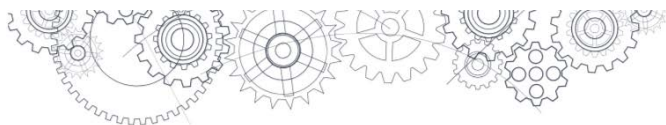
Purpose of Board/Authority Authorized Courses

- provide flexibility and choice for students
- acknowledge specific and personal learning needs
- promote engagement in learning to support student success



Board Authority Authorized Course Order:
School Act, sections 168 (2) (b) and (t)

Features of BAA Courses:



Board/Authority Authorized (BAA) Courses
Requirements and Procedures Guidebook
UPDATED **2018**



- courses *are*:
 - guided by specific Ministry of Education requirements
 - elective credits (grades 10–12) that count towards graduation in 2018 Graduation Program
- courses *cannot* be used toward the Adult Graduation Program
- courses *do not* have pre-requisites

BAA Course Creation: Yearly Process



ADMIN PROCEDURES MANUAL Administrative Procedure 219

BOARD AUTHORITY / AUTHORIZED COURSES

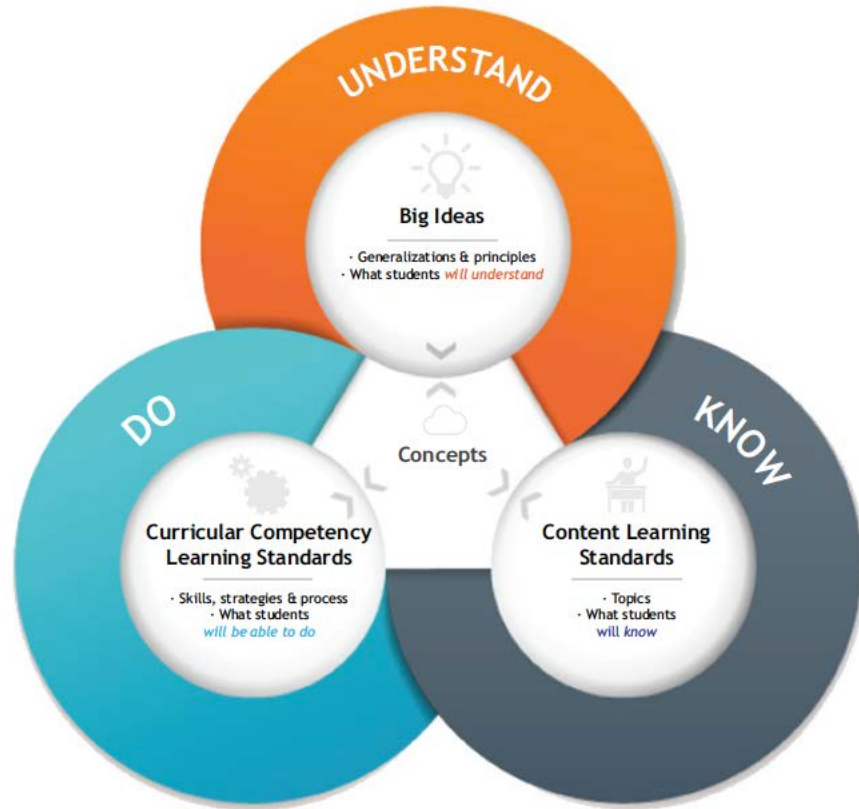
Background

The District is committed to serving the diverse educational needs of students and recognizes the importance of the opportunities afforded by Board Authority / Authorized (BAA) Courses to provide unique programs, which are appropriate to the needs of students. Board Authority / Authorized Courses are locally developed Grade 10, 11, and 12 courses that meet the graduation requirements set by the Ministry of Education. To ensure that the quality of educational programs is maintained, all Board Authority / Authorized courses must be approved by Boards of Education.

Procedures

1. Requests for approval of a BAA must be submitted by the Principal on the [Ministry of Education BAA Framework template](#) to the Associate Superintendent by March 30th the year prior to the proposed implementation.
2. Requests will be adjudicated to determine whether the course will be submitted to the Board for approval or whether revisions will be required prior to submission for approval.
3. BAA Courses shall:
 - Be consistent with provincial and/or District objectives;
 - Appropriately serve the intended students, curricular area and learning outcomes;
 - Align with the Ministry curriculum to reflect the Know-Do-Understand curriculum design;
 - Not closely resemble any current course being offered within the District;
 - Have the necessary staff and resources available.

Alignment: Redesigned Curriculum and BAA Courses



Grade 10 Curriculum Implementation: 2018/2019
Grade 11 and 12 Curriculum Implementation: 2019/2020

Implementation of Grade 10 Redesigned Curriculum Impact on BAA Courses...

2017/2018 in preparation for 2018/2019



Implementation of Grade 11 and 12 Redesigned Curriculum– Impact on BAA Courses...

2018/2019 in preparation for 2019/2020



*Yearly review of BAA courses will
be required moving forward*

Review

Replace

Revise

Retire

BAA Framework = Curriculum Framework



Area of Learning: MATHEMATICS — Foundations of Mathematics and Pre-calculus

Grade 10

BIG IDEAS

Algebra allows us to **generalize** relationships through abstract thinking.

The meanings of, and **connections** between, each operation extend to powers and polynomials.

Constant rate of change is an essential attribute of linear **relations** and has meaning in different representation contexts.

Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems.

Representing and analyzing **situations** allows us to notice and wonder about relationships.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Reasoning and modelling

- Develop **thinking strategies** to solve problems
- Explore, **analyze**, and **communicate** mathematical ideas using **technology**, and other resources
- **Estimate reasonably** and **demonstrate thinking** about number
- **Model** with mathematics in **situations**
- **Think creatively** and with **curiosity** and **confidence**

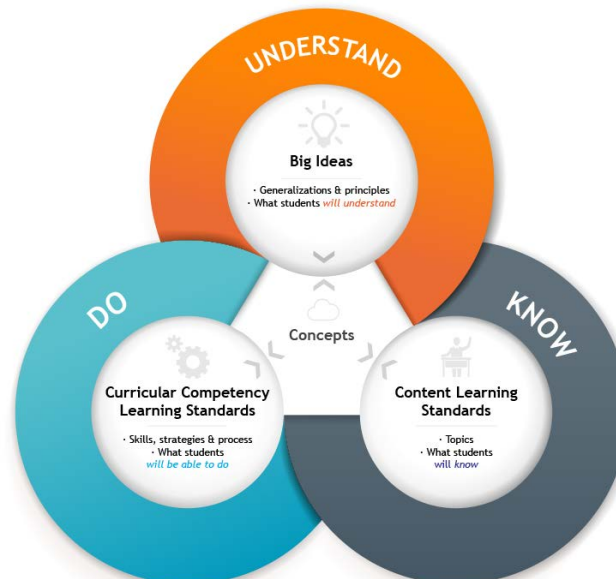
Understanding and solving

- Develop, demonstrate, and apply mathematical skills, **play**, **story**, **inquiry**, and problem solving
- **Visualize** to explore and illustrate mathematical concepts
- Apply **flexible and strategic approach** to solve problems
- Solve problems with **persistence** and **confidence**
- Engage in problem-solving experiences that reflect cultural practices, and perspectives relevant to communities, the local community, and the world

Content

Students are expected to know the following:

- **Work with integral exponents**
- **Work with functions:** selecting data, graphs, and situations to represent functions of lines
- **Work with polynomial expressions**
- **Work with trigonometric ratios**
- **Work with gross and net pay**



Revisions – the BAA Framework

Required Components for BAA Courses*

*Required components for Grade 10 BAAs beginning in the 2018/19 school year and for Grade 11 and 12 BAAs after July 1, 2019.

- ✓ **1. A Course Title**
The course title should be customized to reflect the content of the course and include Grade 10, 11 or 12 in the course name. BAA courses cannot share the names of Ministry-developed courses (e.g. Creative Writing 10).
- ✓ **2. Grade Level**
The Grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same Grade level in order to treat different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be reported, for example, as Art History 11A, 11B, and 11C.

To determine the appropriate Grade level for BAA courses, developers are to examine Ministry curriculum in the appropriate subject strand or area. The developer's teaching and subject expertise will play an important role in developing the course at the appropriate Grade level.
- ✓ **3. Number of Credits**
Most BAAs can be for 1, 2, 3, or 4-credit courses. BAA Arts Education 11/Applied Design, Skills, and Technologies 11 courses developed to meet the Arts Education/Applied Design, Skills, and Technologies 10, 11, or 12 graduation requirement can be 2 or 4-credit courses. The credit value reflects the length and scope of a course.
- ✓ **4. Course Synopsis**
The course synopsis is a statement of product. It outlines what a student has gained when the course is completed. The course synopsis is more easily developed after completing the course framework.
- ✓ **5. Goals and Rationale**
The goals are general statements of intention that give structure to the curriculum. To some extent, they are the "organizers" of the curriculum. Everything mentioned in the goals should appear somewhere in the curriculum, and everything in the curriculum should in some way be stated or implied in the goals. Please identify 4 to 8 goals.

The rationale is a brief statement that explains the area of learning in terms of the

Course Name:

Grade:

BIG IDEAS

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Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	Students are expected to know the following:

Revised BAA Courses: Grade 11 and 12

Basketball Skills 11
Basketball Skills 12
Coaching 12
Conflict Resolution 11
Conflict Resolution Leadership 12
Desktop Publishing 11
Desktop Publishing 12
Hockey Academy 11
Hockey Academy 12

Football 11
Football 12
Lacrosse 11
Lacrosse 12
Leadership 11
Leadership 12
Peer Tutoring 11
Peer Tutoring 12
Psychology 11
Psychology 12
Yearbook 12

Retired BAA Courses: Grade 11 and 12

BA CHAMBER CHOIR 11
BA CHAMBER CHOIR 12
BA ELL (ESL) 11B
BA ELL (ESL) 12A
BA FITNESS/SPORTS/AEROBICS 11F
BA HISTORY THROUGH FILM 12A
BA HOME ECONOMICS 11A
BA HOME ECONOMICS 12A
BA INDUSTRIAL ARTS 11A
BA INDUSTRIAL ARTS 12A
BA LAW 11A
BA LAW 12A
BA MARKETING AND DISTRIBUTION 11A
BA MARKETING AND DISTRIBUTION 12A
BA MATHEMATICS 11A
BA MATHEMATICS 12A
BA MECHANICS AND REPAIRERS 11A
BA MECHANICS AND REPAIRERS 12A

BA MUSICAL THEATRE 11
BA MUSICAL THEATRE 12
BA PEER MEDIATION 11
BA PERSONAL AWARENESS 11A
BA PHOTOGRAPHY 11
BA PHOTOGRAPHY 12
BA RENEWABLE NATURAL RESOURCES 11B
BA RENEWABLE NATURAL RESOURCES 12A
BA SOCIAL SCIENCES 11A
BA STRENGTH & CONDITIONING 11
BA STRENGTH & CONDITIONING 12A
BA TRANSPORTATION AND MATERIAL MOVING 11A
BA TRANSPORTATION AND MATERIAL MOVING 12A
BA VISUAL AND PERFORMING ARTS 11D
BA VOCTNL, CAREER PREP/EXPLORATION 11A

Questions





New Westminster School District: Board Authority Authorized Courses: Grade 11 and 12 Revisions for July 1, 2019

Course	Course Code	Course Description
Basketball Skills 11	YLRA-1A	The Basketball Skills 11 course is designed to engage and educate students about the sport of basketball. Sport specific instruction and player development about skills such as passing, receiving, shooting and dribbling, for example, will be taught in this course. The class will focus on the technical skills of basketball as well as the strategies and tactics of basketball. Students will also learn about specific offenses, defenses and special plays and that are used in game situations. Students will be given the opportunity to lead, officiate and participate in a positive learning environment.
Basketball Skills 12	YLRA-2B	The Basketball Skills 12 course is designed to engage and educate students about the sport of basketball. The course will follow the Canadian Basketball Athlete Developmental Model (ADM) to ensure that all participants receive the appropriate training that will produce well-rounded people that maintain a lifelong passion for the sport. The ADM uses the Canadian Long-Term Athlete Developmental Model (LTAD) as a guide, which is a training, competition, and recovery framework for individuals at all stages of life.
Coaching 12	YLRA-2B	The Coaching 12 course will enable those students that have an interest in coaching and those that have already started to coach to develop the theoretical and methodological foundations that form a strong coaching philosophy. The course is designed to help students learn the skills to become a successful coach. Training in the National Coaching Certification Program and St. John's First Aid will enhance the students' ability to become successful coaches. Students will learn about team and individual skills that will help them as a coach. Training in sport psychology, physical training and nutrition will also be included.
Conflict Resolution 11	YIPS-1B	Conflict Resolution 11 provides direct, specific instruction to develop emotional and social intelligence skills not addressed in other high school courses. Students will develop their understanding of and skills in the complex art of conflict resolution. These skills include self-awareness and interpersonal skills, and analysis of conflict dynamics, in addition to developing their knowledge and skills in communication, understanding and managing conflict, effectively managing anger in themselves and others. They will apply the knowledge, skills and attitudes they learn in role-play practice and then will reflect on their role-plays and complete self-evaluations.
Conflict Resolution Leadership 12	YIPS-2B	Conflict Resolution Leadership 12 is designed to be a more advanced course in conflict resolution. Topics include communication skills, the dynamics of conflict, anger management, the Mediation Model, dealing with intense emotions, enhanced strategies for shifting from positions to interests, refocusing, confronting and immediacy, legal and ethical issues, cultural considerations in mediation, and mediation as an emerging career field. In addition, students will act as facilitators and coaches within the class, mentoring newer students in the development of their communication skills through role play practice. Students will also be given the opportunity to develop materials for presentations and to facilitate small group activities.
Desktop Publishing 11	YCCT-1A	Desktop Publishing 11 allows students to develop and demonstrate the skills of journalism, communication and publishing in both online and in paper-based formats. The course provides real-world experiences in the creation of a product that must be sold and delivered within company-set deadlines. Students are responsible for mastering the basics of creating, editing and manipulating digital images for the purposes of publication in the school yearbook.

Course	Course Code	Course Description
Desktop Publishing 12	YCCT-2A	Desktop Publishing 12 builds upon the basics of communication design. Students will develop and demonstrate more complex skills of journalism, communication and publishing. The course will provide a variety of authentic real-world experiences in the area of product creation and will focus on audience/user needs. Students attain advanced knowledge of creating, editing and manipulating digital images for the purposes of publication in the school yearbook. Students also design and create pages that meet pre-press industry standards. The basics of image creation for the World Wide Web is also covered.
Hockey Academy 11	YLRA-1A	The Hockey Academy 11 course provides the opportunity for male and female athletes to improve their hockey skills. The aim of this course is to enable students to enhance their quality of life through active living and through professional guidance and instruction. Students will be introduced to the principles of hockey, nutrition and strength & conditioning. The ultimate goal is to have the students apply these skills to their daily lives.
Hockey Academy 12	YLRA-2B	The Hockey Academy 12 course focuses on the principles of hockey, nutrition and strength & conditioning. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests. Course content includes the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, and strategy, and off-ice training specific to hockey and health and wellness.
Football 11	YLRA-1A	The Football 11 course is designed to focus and encourage students to learn and apply the fundamentals of football, set personal goals and develop team and leadership skills. The course works in partnership with the Hyacks football program. Students are involved in the course both during the football season and throughout the school year during off-season training.
Football 12	YLRA-2B	Football 12 is designed to focus and encourage student athletes to develop increasingly more complex physical and game skills in football. Students will be able to apply these skills in game situations, work as a team and provide leadership to other players. Students are involved in the course both during the football season and throughout the school year during off-season training.
Lacrosse 11	YLRA-1A	Lacrosse 11 is part of the NWSS Lacrosse Academy. Lacrosse, the national sport of Canada, offers male and female athletes with the opportunity to experience the challenges and rewards of this exciting sport. Players of all skill levels will learn how to maximize their training while practicing and competing. Components consist of: on field skill development training, off field strength and conditioning, tactical and endurance training, sports psychology and nutrition.
Lacrosse 12	YLRA-2A	Lacrosse 12 allows athletes in the Lacrosse Academy to develop their skills in game play and strategy while experiencing the challenges and rewards of this exciting sport. Players of all skill levels will learn how to maximize their training while practicing and competing. In Lacrosse 12 students will deepen their learning by focusing on more complex field skill development training, off field strength and conditioning, tactical and endurance training, sports psychology and nutrition and personal and team goal setting.
Leadership 11	YCPA-1A	Leadership 11 provides students with the opportunity to develop their individual and collective sense of social responsibility through the study, acquisition and application of leadership skills and theory. Skills such

Course	Course Code	Course Description
		as goal setting, liaising with special interest groups (school and community), public speaking, and in running effective meeting will be emphasized.
Leadership 12	YCPA-2A	In the Leadership 12 course, students will have the opportunity to deepen the development of their individual and collective sense of social responsibility through the study, acquisition and application of leadership skills and theory. Skills such as goal setting, liaising with special interest groups (school and community), public speaking, running effective meeting. The courses will provide students with multiple opportunities to apply these leadership skills in a variety of school and community initiatives.
Peer Tutoring 11	YIPS-1A	Peer Tutoring 11 course introduces students to tutoring skills and prepares and motivates students to provide leadership and assistance to individuals with a variety of learning needs. Students will develop social and personal responsibility while acquiring skills in communication, interpersonal relationships, coaching, leadership, teamwork, and conflict resolution. Students will work under the supervision of a mentor teacher.
Peer Tutoring 12	YIPS-2A	Peer Tutoring 12 prepares and motivates students to independently provide leadership and assistance to individuals with a variety of academic and social/emotional learning needs. Students will develop social and personal responsibility while acquiring skills in communication, interpersonal relationships, coaching, leadership, teamwork, and conflict resolution. Students will work under the supervision of a mentor teacher but will be responsible for goal setting for themselves and the students they are tutoring. They will be expected to coordinate and collaborate with their mentor teacher as they create support plans for the students they are tutoring.
Psychology 11	YPSYC1A	The Psychology 11 course introduces the study of human behaviour and mental processes. Topics in Psychology 11 will include, but are not limited to, history of psychology, research methods, psychological theories, sensation and perception, brain physiology and function, parapsychology, motivation, sleep and dreams, learning, memory, intelligence, developmental psychology, gender differences, personality, psychometrics, stress, and mental disorder/illness and mental health.
Psychology 12	YPSYC2A	The Psychology 12 courses focuses on the study of human behaviour and mental processes. Psychology 12 is an introduction to the study of human behaviour and mental processes. Topics in Psychology 12 will include but are not limited to history of psychology history, research methods, psychological theories, sensation and perception, brain physiology and function, parapsychology, motivation, sleep and dreams, learning, memory, intelligence, developmental psychology, gender differences, personality, psychometrics, stress, mindfulness, neuroplasticity as well as mental health challenges and their treatment.
Yearbook 12	YCCT-2A	The Yearbook 12 course will allow students to apply their knowledge and skills of desktop publishing, layout and design to the production of the NWSS yearbook. Students will develop and demonstrate the skills of journalism, communication and publishing under the timelines and restraints of the yearbook schedule. Students are responsible for the production and distribution of the school yearbook. Students develop leadership, teamwork and editing skills. Students may be assigned to work in the areas of photography, copywriting, page layout, advertising, art, concept design and/or distribution. The yearbook is produced using desktop publishing programs and image design software.



**New Westminster School District: Board Authority Authorized Courses:
Grade 11 and 12 Retirements for July 1, 2019**

These courses are being retired for the following reasons:

- ***Course is replaced by a new course in the Ministry's redesigned curriculum or;***
- ***Course has been inactive/not offered for a number of years***

Course Code	Course	Retirement Reason
YVPA-1B	BA CHAMBER CHOIR 11	Replaced by Choral Music 11(Concert, Chamber, Jazz)
YVPA-2B	BA CHAMBER CHOIR 12	Replaced by Choral Music 12(Concert, Chamber, Jazz)
YCCT-1A	BA COMPUTER AND GRAPHIC ANIMATION 11	Replaced by Graphic Production 11
YCCT-2A	BA COMPUTER AND GRAPHIC ANIMATION 12	Replaced by Graphic Production 12
YESFL1B	BA ELL (ESL) 11B	Replaced by English 11 (5 course options)
YESFL2A	BA ELL (ESL) 12A	Replaced by English 12 (5 course options)
YHRA-1F	BA FITNESS/SPORTS/AEROBICS 11F	Replaced by Active Living 11
YSSC-2A	BA HISTORY THROUGH FILM 12A	Replaced by Film & Television 12
YHEC-1A	BA HOME ECONOMICS 11A	Replaced by Food Studies 11
YHEC-2A	BA HOME ECONOMICS 12A	Replaced by Food Studies 12
YIA--1A	BA INDUSTRIAL ARTS 11A	Replaced by Woodwork 11
YIA--2A	BA INDUSTRIAL ARTS 12A	Replaced by Woodwork 12
YLAW-1A	BA LAW 11A	Replaced by Law 11
YLAW-2A	BA LAW 12A	Replaced by Law 12
YMD--1A	BA MARKETING AND DISTRIBUTION 11A	Replaced by Marketing and Promotion 11
YMD--2A	BA MARKETING AND DISTRIBUTION 12A	Replaced by Entrepreneurship 12
YMATH1A	BA MATHEMATICS 11A	Replaced by Math 11 Workplace
YMATH2A	BA MATHEMATICS 12A	Replaced by Math 12 Workplace
YMR--1A	BA MECHANICS AND REPAIRERS 11A	Replaced by Automotive Technology 11
YMR--2A	BA MECHANICS AND REPAIRERS 12A	Replaced by Automotive Technology 12
YVPA-1C	BA MUSICAL THEATRE 11	Replaced by Musical Theatre 11
YVPA-2C	BA MUSICAL THEATRE 12	Replaced by Musical Theatre 12
YIPS-1B	BA PEER MEDIATION 11	No longer offered-BAA Conflict Resolution can be used
YPA--1A	BA PERSONAL AWARENESS 11A	Replaced by Interpersonal & Family Relationships 11
YVPA-1A	BA PHOTOGRAPHY 11	Replaced by Photography 11
YVPA-2A	BA PHOTOGRAPHY 12	Replaced by Photography 12
YRNR-1B	BA RENEWABLE NATURAL RESOURCES 11B	Replaced by Environmental Science 11
YRNR-2A	BA RENEWABLE NATURAL RESOURCES 12A	Replaced by Environmental Science 12
YSSC-1A	BA SOCIAL SCIENCES 11A	Replaced by Socials 11
YHRA-1A	BA STRENGTH & CONDITIONING 11	Replaced by Fitness and Conditioning 11
YHRA-2A	BA STRENGTH & CONDITIONING 12A	Replaced by Fitness and Conditioning 12
YTMM-1A	BA TRANSPORTATION AND MATERIAL MOVING 11A	No longer offered
YTMM-2A	BA TRANSPORTATION AND MATERIAL MOVING 12A	No longer offered
YVPA-1D	BA VISUAL AND PERFORMING ARTS 11D	Replaced by Art Studio 11 and Drama 11
YSEVC1A	BA VOCTNL, CAREER PREP/EXPLORATION 11A	Replaced by Youth Work in Trades 11
YSEVC2A	BA VOCTNL, CAREER PREP/EXPLORATION 12A	Replaced by Youth Work in Trades 12