



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

Tuesday, May 7, 2019

7:30 pm

**New Westminster Secondary School
835 Eighth Street, New Westminister**

The New Westminister 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>	(7:30pm)
Recommendation: THAT the agenda for the May 7, 2019 Open Education Policy and Planning Committee meeting be adopted as distributed.	
a. Appointment of Superintendent as Acting Secretary-Treasurer	(7:32pm)
Recommendation: THAT Superintendent Hachlaf be appointed Acting Secretary-Treasurer, to preside over the May 7, 2019 Education Policy and Planning Committee meeting, in the absence of Secretary-Treasurer Morris.	
2. <u>Presentations</u>	
a. Mental Health Initiatives at New Westminister Schools (M. McRae-Stanger)	(7:35pm)
b. New Westminister Secondary School (NWSS) Learning Plan (Students/Teachers)	(7:55pm)
3. <u>Comment and Question Period</u>	(8:35pm)
4. <u>Reports from Senior Management</u>	
a. Special Education Review May Update (M. Naser & B. Cunnings)	(8:45pm)

- b. Administrative Procedures Review - Categories 100, 200, 300 (M. Naser) (8:45pm) 13
- c. 2019-2020 School Fees (M. Naser) 9:05pm 66

Recommendation:

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to approve the 2019-2020 School Fees as presented.

- d. School Calendar Update (M. Naser) (9:25pm)

5. General Announcements (9:30pm)

6. New Business

- a. Proposed Changes to Education Assistants' (EAs) Hours Allocation (Trustee Beattie) (9:35pm) 68

7. Adjournment (9:45pm)

Social Emotional Learning & Mental Health Literacy in New Westminster Schools

Board Presentation
May 7, 2019

What is Social Emotional Learning?

Social emotional learning, or SEL, is the process of:

- acquiring the competencies to **recognize and manage emotions**
- developing **caring and concern** for others
- establishing **positive relationships**
- making **responsible decisions**
- handling **challenging situations** effectively

SEL competencies comprise the foundational skills for positive health practices, engaged citizenship, and school success.

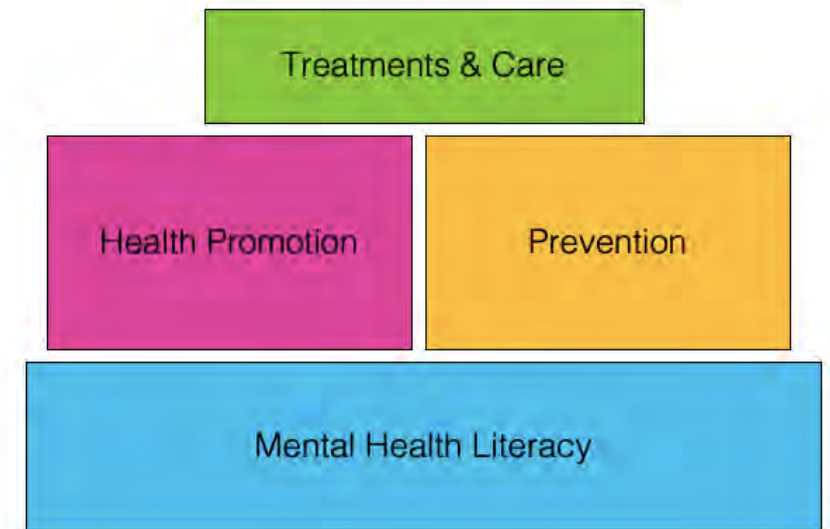


Dr. Kimberly Schonert-Reichl (Human Early Learning Partnership, UBC)

What is Mental Health Literacy?

The ability to:

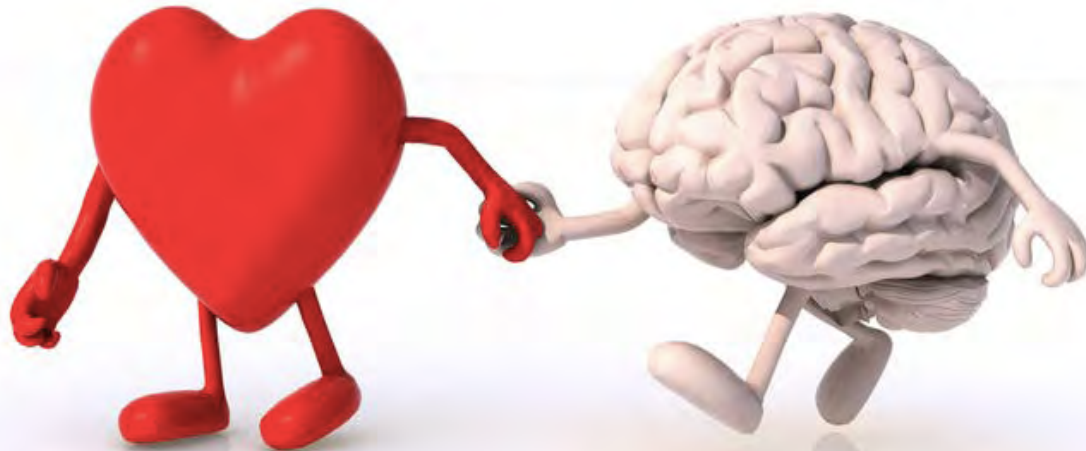
- Understand how to obtain and maintain good mental health
- Understand and identify mental disorders and their treatment
- Decrease stigma
- Enhance help-seeking efficacy



Dr. Stan Kutcher, Teen Mental Health.org

The Connections...

Social Emotional Learning + Mental Health Literacy
supports student success at school



What the Data Tells Us...

WELL-BEING INDEX

OPTIMISM

e.g. I have more good times than bad times.

SELF-ESTEEM

e.g. A lot of things about me are good.

HAPPINESS

e.g. I am happy with my life.

ABSENCE OF SADNESS

e.g. I feel unhappy a lot of the time.

GENERAL HEALTH

e.g. How would you describe your health?



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

At school are you learning how to care for your mental health?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	57%	48%	33%	28%
New West	50%	46%	39%	27%
Students reporting "many times" or "all of the time"				

Do you feel welcome at school?

	Grade 3 and 4	Grade 7	Grade 10	Grade 12
Province	71%	68%	63%	64%
New West	74%	69%	67%	61%
Students reporting "many times" or "all of the time"				

Early Action Initiatives Grant (EAI)

Early Action Initiatives Grant (EAI)
\$33,000 from the Ministry for New West Schools

Purpose:

- support school districts in designing action plans to develop an evidence-based, inclusive approach for **promotion of mental health and wellness**
- develop an **integrated and sustainable mental health infrastructure** which considers the approaches of:
 - » Social and Emotional Learning
 - » Mental Health Literacy
 - » Trauma Informed Practice



SEL Initiatives in New West Schools

- Review of MDI and Student Learning Survey Data to promote planning
 - Zones of Regulation
 - “RULER” Program (Recognizing, Understanding, Labelling, Expressing and Regulating Emotions)
 - Positive Behaviour Support (PBS)
 - Mindfulness
 - SEL spaces in schools – “ZONES rooms”
 - Flexible furniture and environments
 - School Goals on sense of connection/belonging/mindfulness
 - SEL/MHL Working Group/Committee to develop plans for the upcoming school year



The Zones of Regulation

Blue Cool Head Area	Green Go	Yellow Slow Down	Red Hot Body
Sad	Happy	Nervous	Angry
Upset	Excited	Surprised	Yelling
Hurt	Calm	Confused	Aggressive
Tired	Proud	Silly	Mad

District Wide Mental Health Literacy Training

Andrew Baxter, Alberta Health Services: Mental Health Literacy for Educators and
Teen Mental Health Curriculum Training

	Tuesday April 2 8:30–3:00	Wednesday April 3 8:30–3:00	Wednesday April 3 6:30–8:30	Thursday April 4 8:30–12:00
Training	“Go To” Educator Training	“Go To” Educator Training	Mental Health Literacy	Teen Mental Health Curriculum
Targeted Audience	Principals CCWs District Staff PHE Teachers (Middle) Teacher Coaches?	Vice-Principals Counsellors PHE Teachers (Sec) Aboriginal SW CFs Teacher Coaches?	All District Staff Parents Community Partners Trustees	PHE Teachers (all) Counsellors
Number of Participants	60	60	150	30

Other Mental Health Initiatives in New West Schools...

Implemented This Year:

- BCSSA Mental Health Conference, District Staff Feb 4 and Feb 5
- Teen Mental Health curriculum launched for all Grade 9 students at NWSS
- Follow up from Mental Health Literacy Training April 1–3: roll out to all staff in schools & determine a plan to present to PACs
- Parent Event with Andrew Baxter: April 3
- Mental Health Forum at NWSS: April 1 and 2
- Mental Health Dinner Series: April 30, May 13, May 27: Anxiety, Trauma, Resiliency
- Mental Health Week: May 6 to May 10

Next Year:

- SEL/MHL Working Group/Committee
- Plans to use the Teen MHL curriculum from Grade 6–12, adapted for each grade
- Potential for a MH Conference at the Middle School level



Questions



Administrative Procedures: Review and Updates

Board Presentation
May 7, 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 132: Closure of Schools Due to Inclement Weather or Other Hazards



ADMIN PROCEDURES MANUAL
Administrative Procedure 132

CLOSURE OF SCHOOLS DUE TO INCLEMENT WEATHER OR OTHER HAZARDS

Severe weather and other hazards

- Identifies the protocols at the District and School levels for school closure resulting from inclement weather or other hazards
- Provides guidance regarding staff and student attendance when schools remain open
- Provides procedures for early dismissal of students
- Most significant change is with reference to staff attendance on school closure days



AP 140: Digital Technology



ADMIN PROCEDURES MANUAL Administrative Procedure 140

DIGITAL TECHNOLOGY

Background

The introduction and growth of digital technologies provides Districts with new opportunities and challenges.

Digital technologies can facilitate collaboration between students, educators, parents, and classrooms while also providing schools with rich online resources. Today's technology enables classrooms, communities, and experts around the world to share digitally in a learning experience, wherever they may be ([*Introduction to British Columbia's Redesigned Curriculum*](#)).

AP 140: Digital Technology

Use of Digital Technology:

- Provides opportunities to enhance engagement and amplify learning.
- Supports the critical role of the educator to facilitate student learning.

Clearly defines process and procedures for:

- Members of the school community to understand their responsibilities as digital citizens.
- Access and responsible use of digital technology.
- Conduct and behavior.
- Permission.

AP 140: Digital Technology – Recommended Changes

5. STUDENTS

1. Students under the age of 19 and their parent/guardian must sign a District Digital Technology User Agreement (Form 140-1), **or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>**, in order to access digital technology in Kindergarten, grade 6, grade 9 and/or year of entry into a District School. Students 19 and over may sign their own forms.
2. 5.2 Students under the age of 19 and their parent/guardian must sign a Media, Photo, and Video Release Consent Form (Form 180-1), **or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>**, to allow schools/teachers to commemorate, document and/or promote learning and various sports and educational events.
3. Students 19 and over may sign their own forms, **or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>**.
4. Students in Kindergarten through grade 8 and their parent/guardian must sign a Digital Tools Consent Form (Form 140-3), **or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>**, before using digital tools and apps for education. Students in grades 9 through 12 may sign their own forms.

AP 190: Copyright Compliance



ADMIN PROCEDURES MANUAL

Administrative Procedure 190 *NEW in 2019*

COPYRIGHT COMPLIANCE

Background

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. The following guidelines apply fair dealing in K-12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Copyright Compliance

Clearly defines the process and procedures for:

- Using photocopied resources for educational purposes
- Determining what kind of resource can be used and how much of it can be copied
- Aligning with the “Fair Dealing Guidelines”
- Ensuring that New West Schools are in compliance



AP 206: Plan for Alternative Delivery of Physical and Health Education K-10



ADMIN PROCEDURES MANUAL
Administrative Procedure 206 *NEW in 2019*

PLAN FOR ALTERNATIVE DELIVERY OF PHYSICAL AND HEALTH EDUCATION K-10

Background

The Physical and Health Education provincial curriculum K-10 includes topics related to reproduction, sexuality and sexual decision-making that some students and their parents/guardians may feel more comfortable addressing by means other than instruction by a teacher in a regular classroom setting. The alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, engage in the learning standards by alternative means.

Alternative Delivery of PHE K-10

- Used only for learning standards that address reproduction, sexuality and sexual decision making
- Respects families who may be more comfortable addressing these learning standards at home
- In consultation with the school, families determine a plan to provide engagement in these learning standards



AP 240: Student Counselling Services



ADMIN PROCEDURES MANUAL
Administrative Procedure 240 *NEW in 2019*

STUDENT COUNSELLING SERVICES

Background

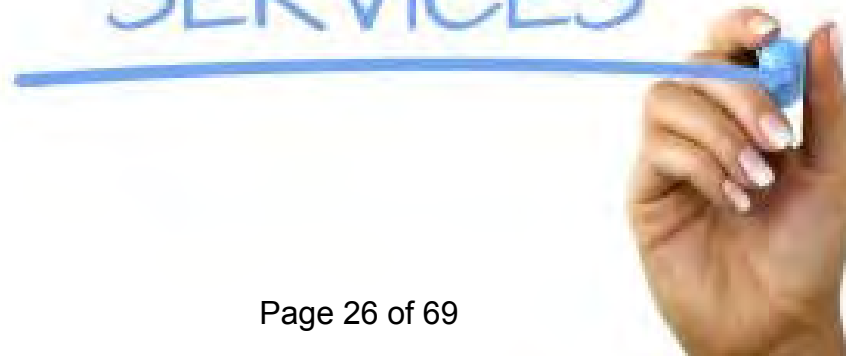
Counselling services shall be available to all students from Kindergarten to grade 12 as an integral part of school programs and services.

Counselling in the school setting includes a variety of supports, including both one-on-one and group activities. Students can receive support in the areas of personal development, social emotional learning, mental wellness, and educational and career planning. Counselling services may be proactive and provide early intervention and prevention, or reactive to respond to emergent challenging issues.

Student Counselling Services

- Outlines the services and parameters of school-based Counselling supports:
 - Educational
 - Personal/Social
 - Career Development
- Includes information on confidentiality and parent consent

COUNSELLING
SERVICES



AP 354: Physical Restraint and Seclusion



ADMIN PROCEDURES MANUAL Administrative Procedure 354

PHYSICAL RESTRAINT AND SECLUSION

Background

All students and staff are to be provided with a safe learning and working environment. Such safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education, are followed.

Changes to AP 354

REMOVE THE FOLLOWING FROM AP 354:

“For students with special needs, procedures for the use of physical restraint and seclusion in school settings are comprehensively detailed in the learning services handbook. “

INSERT THE FOLLOWING FROM THE MINISTRY OF EDUCATION GUIDELINES:

Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.

AP 365: Course Challenge



ADMIN PROCEDURES MANUAL

Administrative Procedure 365 *NEW in 2019*

COURSE CHALLENGE

Background

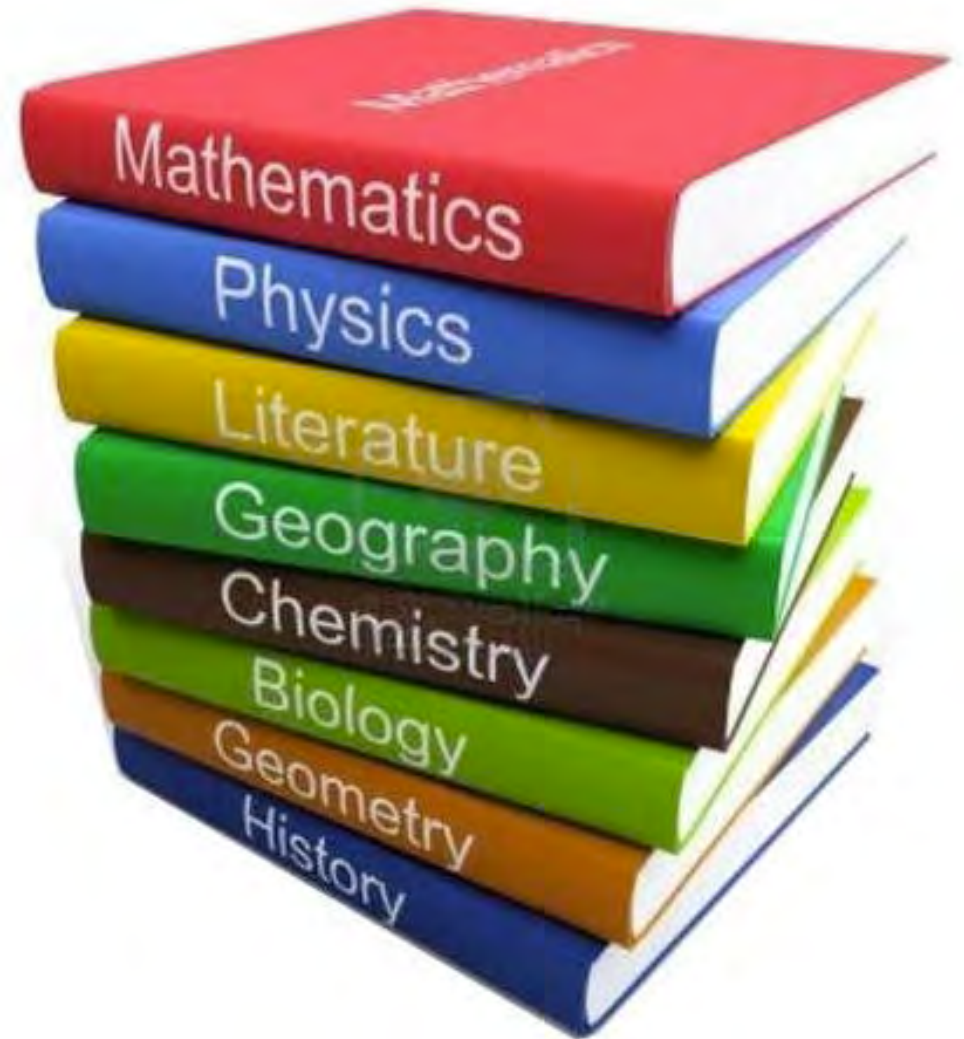
Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in Grades 10, 11 and 12 in the District are entitled to undertake a challenge process to assess their prior learning for any Ministry authorized graduation program course offered by any District in the province that school year. As well as any Board Authorized (BAA) course taught in the District that school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the [Ministry's International Student Graduation Credit Policy](#).

Course Challenge

- Clearly defines the purpose and procedures for course challenge at the Grade 10–12 levels
- Aligns with Ministry Documents regarding equivalency, course challenge and external credentials
- Supports flexible pathways to graduation and honours evidence that relevant learning has been acquired outside the regular classroom setting





2019–2020 School Fees



School Calendar Update



Special Education Review Update

Special Education Review

APRIL

- **ADVISORY GROUP**
- **CONSULTANTS:**
SUSAN POWELL
LAURIE MESTON

JUNE UPDATE

WORK PLAN 2019/20

CLOSURE OF SCHOOLS DUE TO INCLEMENT WEATHER OR OTHER HAZARDS

Background

The safety of students and staff during periods of inclement weather or when other hazards arise is of paramount importance to the District.

The District will:

- Endeavour to keep all schools in the District open and in session on all prescribed school days provided that safety can be ensured for students and staff.
- Assess each occurrence of inclement weather or of a hazardous situation as it occurs, and initiate the appropriate actions to provide the safest conditions for students and staff.

Procedures for School Closures

1. The Superintendent, or designate, will make the final decision regarding school closure.
2. The Superintendent, or designate, will make announcements regarding school closure.
3. The Superintendent, or designate, will contact school-based principals and vice-principals.
4. Announcements will be made over CKNW and CBC radio stations early enough in the day to allow parents to have students remain at home. **School bus operators will be informed of closures by the Director of Instruction, Learning Services.**
5. ~~The Superintendent, or designate, will provide a news release to both radio stations and to each school to inform parents, students and staff of the District's plan for the following day.~~ **It is the responsibility of Principals and Vice Principals to arrive at school in time to care for any students who may arrive at school.**
6. Facilities staff, identified by the Director of Facilities and Operations, are expected to assist with snow removal or other weather or hazard related challenges.
7. **No other staff are required to report to the school on the day of closure but it is expected that they will work from home, as this is a paid working day.**
8. **The Superintendent, or designate, will provide a news release to both radio stations and to each school to inform parents, students and staff of the District's plan for the following day.**
9. Principals will advise parents of school closure procedures at the beginning of the school year.

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Procedures for Inclement Weather – Schools Remain Open

1. Teaching, support staff employees, Principals, Vice-Principals, and excluded staff are expected to make every reasonable effort to attend their place of work. If unable to attend, employees are to contact their immediate supervisor or District Office.
2. Principals shall encourage parents to exercise their prerogative to keep their children at home should the weather or situation be extreme. This message is to be presented in the regular school newsletters or in a specific letter to parents early in the school year and is to be followed up with specific reminders in the late fall.
3. Principals and school staffs will establish a protocol for the safe release of students, should school closure be required.
4. Early dismissal decisions will be made by the Principal in consultation with the Superintendent based on student safety on their return trip home. School bus operators must be informed.
5. Principals are responsible for ensuring that when children are released early that they are escorted across intersections and crosswalks normally supervised by adult guards.
6. At the discretion of the principal, staff members may be released.
7. Early in the school year, Principals will obtain from parents' alternate locations where their children will be supervised in the event of an unexpected school closure and written directions regarding the release of their children.

*Reference: Section 20, 22, 65, 73, 85, 90 School Act
School Regulation 265/89*

SD No. 40 (New Westminster)

Adopted: ~~May 30, 2017~~ May 28, 2019

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DIGITAL TECHNOLOGY

Background

The introduction and growth of digital technologies provides Districts with new opportunities and challenges.

Digital technologies can facilitate collaboration between students, educators, parents, and classrooms while also providing schools with rich online resources. Today's technology enables classrooms, communities, and experts around the world to share digitally in a learning experience, wherever they may be ([*Introduction to British Columbia's Redesigned Curriculum*](#)).

- We believe that technology provides the opportunity to enhance engagement and amplify learning.
- We believe technology supports the critical role of the educator to facilitate student learning.
- We believe that all members of the school community must be responsible digital citizens.

It is recognized, however, that some material accessed or transferred may not be appropriate or meet school and community standards. For this reason, the District will establish standards in keeping with a responsible education community and maintain appropriate procedures for students and staff.

The District encourages the responsible and ethical use of digital technology by staff and students. The District recognizes its responsibility to protect the personal information of students and staff and monitor digital content. Accordingly, the District will take all reasonable steps to inform parents of potential risks and benefit and to exercise due diligence over student and staff use of digital technology. The District will endeavor to ensure that all users are aware of, and abide by the District procedures.

The District recognizes its authority to place reasonable restrictions on the material users access or distribute while using the District's digital technology. The District will take specific steps to ensure that the information accessed meets the provisions of Administrative Procedure 251 – Learning Resources.

Engaging in media and technology can promote learning, teaching and collaboration for students, staff, and parents. The District is committed to ensuring that District digital technologies are used for educational purposes and that all users of such technologies are aware of their responsibilities for the acceptable use of these tools. The following procedures for users and the District are intended to promote the efficient, ethical, and legal utilization of District digital technologies.

Definition

Digital technology: Is the broad range of communication, information, and related technologies used to support learning, teaching and assessment. Social media are websites and applications that enable users to create and share content or to participate in social networking.

Procedures

1. The District:

- 1.1 Has the right to routinely monitor the general use of internet and email services;
- 1.2 Has the right to investigate any complaints of misuse and to conduct any investigations required by law, Board policy or this Administrative Procedure;
- 1.3 Has the right to access any files in the system where misuse is known or suspected;
- 1.4 Has the right to place reasonable restrictions on the material users access or post through the system;
- 1.5 In the event of a user violating the procedure, has the right to suspend a user's access and to invoke disciplinary and possible legal action;
- 1.6 Will endeavor to provide equitable access to digital technology in schools and District work sites to support teaching and learning;
- 1.7 Will adhere to the provincial filtering protocols;
- 1.8 Will require all students complete a District Digital Technology User Agreement (Form 140-1) in Kindergarten, grade 6, grade 9 and/or in the year of entry into a District school;
- 1.9 Will ensure that all staff users have reviewed the procedures, and have a current District Digital Technology User Agreement (Form 140-2) on file;
- 1.10 Will only be responsible for financial obligations of account holders if they have received the prior written approval of the District;
- 1.11 Will hold site-based and District administrators responsible for initiating an investigation when this Digital Technology Administrative Procedure is contravened;
- 1.12 Will follow regulations as per Canada's anti-spam legislation;

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- 1.13 Will, if and when a parent or community group questions the appropriateness of any particular on-line resource, in accordance with Administrative Procedure 251 – Learning Resources, establish a review committee. The committee will assess the resource, assess the complaint and to recommend a course of action to the Superintendent.

2. General Procedures for Users:

- 2.1 District digital technology shall be used for educational and school-work related purposes.
- 2.2 Users will be informed of their rights and responsibilities as outlined in this Administrative Procedure.
- 2.3 User behavior online is to reflect personal, classroom, and school community values. This means that the expected behavior of users is the same both in person and online.
- 2.4 Users will conduct themselves in a courteous, ethical, legal and responsible manner while using these systems. All Board policies and administrative procedures, including those on harassment, equity, and proper conduct of employees and students apply to the use of digital technologies.
- 2.5 Users are expected to demonstrate and show respect for themselves, peers, and other users they interact with online and when posting and exchanging information online.
- 2.6 District digital technologies shall not be used for illegal or inappropriate purposes. Inappropriate use of District digital technology includes, but is not limited to:
- 2.6.1 Transmission of materials in violation of Canadian Law;
 - 2.6.2 Transmission, storage or duplication of pornographic material;
 - 2.6.3 Transmission or posting of threatening, offensive or obscene material;
 - 2.6.4 Transmission or duplication of material in violation of copyright law;
 - 2.6.5 Plagiarism of works found on the internet;
 - 2.6.6 Transmission of known false or defamatory information about a person or organization;
 - 2.6.7 Threatening or harassment of others;
 - 2.6.8 Attempts at unauthorized access to data, servers, or external services;
 - 2.6.9 Impersonation or use of someone else's account or identity online;
 - 2.6.10 Attempts to vandalize District or external systems, including malicious; attempts to destroy data of another user, via virus or other means;
 - 2.6.11 Use of abusive, vulgar, profane, obscene, harassing or other inappropriate language;
 - 2.6.12 Posting of mail, photos, and information without permission of the author;
 - 2.6.13 Sharing of passwords with others;
 - 2.6.14 Revealing of another person's personal address, phone number, picture, or other data without personal or parental consent, as appropriate.

- 2.7 It is rare but possible to accidentally access inappropriate materials. Students are to immediately report such events to District staff and then return to appropriate materials.
- 2.8 Users will promptly disclose to their teacher, or the appropriate school or District employee, any message they receive which is inappropriate or makes them feel uncomfortable.
- 2.9 Users will install software on a District computer or computer system assigned for their use only where they are permitted to do so. Such software must be legally licensed.

3. School Procedures

- 3.1 Principals will obtain permission from parents/guardians for release of photo/media/video to commemorate, document and/or promote learning and various sports and educational events.

4. Staff

- 4.1 Staff must sign a District Digital Technology User Agreement (Form 140-2) at point of hire.
- 4.2 Staff will demonstrate digital citizenship, both during and outside of school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with professional codes of ethics and standards and the District Digital Technology User Agreement (Form 140-2).
- 4.3 Staff will use dedicated District sites and tools only for online communication with students and parents. Staff are to obtain approval from their administrator when using other digital tools. All digital tools for communicating must comply with this Administrative Procedure and must be appropriately restricted i.e., to students in your class or activity.
- 4.4 No personal contact information about students is to be posted.
- 4.5 Staff will outline their expectations and specific rules regarding digital technology use with their students.
- 4.6 Staff will use school-based accounts for digital tools for educational purposes and communicating student learning. Staff will not interact with students in a non-educational manner with digital technology.
- 4.7 Staff will utilize appropriate privacy settings to control access to their personal social media sites.

5. Students

- 5.1 Students under the age of 19 and their parent/guardian must sign a District Digital Technology User Agreement (Form 140-1), or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>, in order to access digital technology in Kindergarten, grade 6, grade 9 and/or year of entry into a District School. Students 19 and over may sign their own forms.
- 5.2 Students under the age of 19 and their parent/guardian must sign a Media, Photo, and Video Release Consent Form (Form 180-1), or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>, to allow schools/teachers to commemorate, document and/or promote learning and various sports and educational events.
- 5.3 Students 19 and over may sign their own forms, or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>.
- 5.4 Students in Kindergarten through grade 8 and their parent/guardian must sign a Digital Tools Consent Form (Form 140-3), or provide online consent at <https://newwestschools.schoolcashonline.com/Home/SignIn>, before using digital tools and apps for education. Students in grades 9 through 12 may sign their own forms.

6. Parent Procedures

- 6.1 Parents are encouraged to have frequent proactive discussions with their children around their use of digital technology, internet, and social media applications.

7. Guest Procedures

- 7.1 Guest access to District internet may be extended to trustees, parent members of parents' advisory councils, members of other Districts, or other members of the education community.
- 7.2 Guests are required to comply with this Administrative Procedure. Failure to do so may result in suspension or revocation of access privileges.

*Reference: Sections 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
Introduction to British Columbia's Redesigned Curriculum, 2015*

SD No. 40 (New Westminster)

Adopted: ~~May 30, 2017~~ May 28, 2019

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SCHOOL:**STUDENT DISTRICT DIGITAL TECHNOLOGY USER AGREEMENT**

The district is committed to ensuring that District digital technologies are used for educational purposes and that all users of such technologies are aware of their responsibilities for the acceptable use of these tools. Engaging in media and technology can promote learning, teaching and collaboration for students, staff, and parents. To gain access to the District Digital Technology, all students under the age of 19 must obtain parental permission and must sign and return this form to the their school. Students 19 and over may sign their own forms.

General Guidelines for Users:

1. District digital technology shall be used for educational and school-work related purposes.
2. Users will be informed of their rights and responsibilities as outlined in this policy.
3. User behavior online should reflect personal, classroom, and school community values. This means that the expected behavior of users is the same both in person and online.
4. Users will conduct themselves in a courteous, ethical, legal and responsible manner while using these systems. All Board policies and administrative procedures, including those on harassment, equity, and proper conduct of employees and students apply to the use of digital technologies.
5. Users are expected to demonstrate and show respect for themselves, peers, and other users they interact online and when posting and exchanging information online.
6. District digital technologies shall not be used for illegal or inappropriate purposes. Inappropriate use of district digital technology includes, but is not limited to:
 - transmission of materials in violation of Canadian Law
 - transmission, storage or duplication of pornographic material
 - transmission or posting of threatening, offensive or obscene material
 - transmission or duplication of material in violation of copyright law
 - plagiarism of works found on the internet
 - transmission of known false or defamatory information about a person or organization
 - threatening or harassment of others
 - attempts at unauthorized access to data, servers, or external services
 - impersonation or use of someone else's account or identity online
 - attempts to vandalize district or external systems, including malicious attempts to destroy data of another user, via virus or other means
 - use of abusive, vulgar, profane, obscene, harassing or other inappropriate language
 - posting of mail, photos, and information without permission of the author;
 - sharing of passwords with others
 - revealing of another person's personal address, phone number, picture, or other data without personal or parental consent, as appropriate
7. It is rare but possible to accidentally access inappropriate materials. Students are to immediately report such events to district staff and then return to appropriate materials.
8. Users will promptly disclose to their teacher, or the appropriate school or district employee, any message they receive which is inappropriate or makes them feel uncomfortable.
9. Users will install software on a District computer or computer system assigned for their use only where they are permitted to do so. Such software must be legally licensed.

10. Student Guidelines

- a. Students under the age of 19 and their parent/guardian must sign a District Digital Technology User Agreement in order to access digital technology in Kindergarten, grade 6, grade 9 and/or year of entry into a New Westminister School. Students 19 and over may sign their own forms.
- b. Students under the age of 19 and their parent/guardian must sign a Media, Photo, and Video release consent form to allow schools/teachers to commemorate, document and/or promote learning and various sports and educational events.
- c. Students 19 and over may sign their own forms.
- d. Students under the age of 19 and their parent/guardian must sign a Digital Tools consent form before using digital tools and apps for education. Students 19 and over may sign their own forms.

11. Parent Guidelines

- a. Parents are encouraged to have frequent proactive discussions with their children around their use of digital technology, internet and social media applications.

SCHOOL:**STUDENT DISTRICT DIGITAL TECHNOLOGY USER AGREEMENT**

Name of Student: _____ School: _____

Grade: ☐ K ☐ 6 ☐ 9 ☐ other _____

In order to gain access to our District Digital Technology students and parents must read and discuss the terms and conditions of use as outlined in our Digital Technology guidelines. Student and parents will need to sign this agreement and return it to the school

As a user of New Westminster School District's Digital Technology, I have read this agreement and I hereby agree to comply with the above stated guidelines.

Student Signature: _____

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access district digital technology. I understand that individuals will be held responsible for violations. I also understand that some materials on the Internet may be objectionable, but I accept shared responsibility with the school for guidance of Internet use – setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring digital technology.

Parent Signature: _____ Date (mm/dd/yyyy): _____

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)**STAFF DISTRICT DIGITAL TECHNOLOGY USER AGREEMENT**

The district is committed to ensuring that District digital technologies are used for educational purposes and that all users of such technologies are aware of their responsibilities for the acceptable use of these tools. Engaging in digital technology can promote learning, teaching and collaboration for students, staff, and parents. To gain access to the district digital technology all staff must sign this form.

General Guidelines for Users:

12. District digital technology shall be used for educational and school-work related purposes.
13. Users will be informed of their rights and responsibilities as outlined in this policy.
14. User behavior online should reflect personal, classroom, and school community values. This means that the expected behavior of users is the same both in person and online.
15. Users will conduct themselves in a courteous, ethical, legal and responsible manner while using these systems. All Board policies and administrative procedures, including those on harassment, equity, and proper conduct of employees and students apply to the use of digital technologies.
16. Users are expected to demonstrate and show respect for themselves, peers, and other users they interact online and when posting and exchanging information online.
17. District digital technologies shall not be used for illegal or inappropriate purposes. Inappropriate use of district digital technology includes, but is not limited to:
 - transmission of materials in violation of Canadian Law
 - transmission, storage or duplication of pornographic material
 - transmission or posting of threatening, offensive or obscene material
 - transmission or duplication of material in violation of copyright law
 - plagiarism of works found on the internet
 - transmission of known false or defamatory information about a person or organization
 - threatening or harassment of others
 - attempts at unauthorized access to data, servers, or external services
 - impersonation or use of someone else's account or identity online
 - attempts to vandalize district or external systems, including malicious attempts to destroy data of another user, via virus or other means
 - use of abusive, vulgar, profane, obscene, harassing or other inappropriate language
 - posting of mail, photos, and information without permission of the author;
 - sharing of passwords with others
 - revealing of another person's personal address, phone number, picture, or other data without personal or parental consent, as appropriate
18. It is rare but possible to accidentally access inappropriate materials. Students are to immediately report such events to district staff and then return to appropriate materials.
19. Users will promptly disclose to their teacher, or the appropriate school or district employee, any message they receive which is inappropriate or makes them feel uncomfortable.
20. Users will install software on a District computer or computer system assigned for their use only where they are permitted to do so. Such software must be legally licensed.

21. Staff Guidelines

- a) Staff must sign a District Digital Technology User Agreement at point of hire.
- b) Staff will demonstrate digital citizenship, both during and outside of school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with professional codes of ethics and standards and the District Digital Technology User Agreement.
- c) Staff will use dedicated school district sites and tools only for online communication with students and parents. Staff should obtain approval from their administrator when using other digital tools. All digital tools for communicating must comply with this policy and must be appropriately restricted i.e. to students in your class or activity.
- d) No personal contact information about students is to be posted.
- e) Staff will outline their expectations and specific rules regarding digital technology use with their students.
- f) Staff will use school based accounts for digital tools for educational purposes and communicating student learning. Staff will not interact with students in a non-educational manner with digital technology.
- g) Staff will utilize appropriate privacy settings to control access to their personal social media sites.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
STAFF DISTRICT DIGITAL TECHNOLOGY USER AGREEMENT

Name: _____ Site: _____

Street Address: _____ Home Telephone: _____

As a user of New Westminster School District's District Digital Technology, I have read the above guidelines. I acknowledge that, when I am granted District network and internet access using district digital technology, my use of media and technology, the Internet and district e-mail system will be conducted in an ethical and professional manner.

I agree that I will not use this access for personal use during scheduled hours of work. I also agree that personal use will not include inappropriate behavior such as: access to or downloading from offensive sites; personal (non work-related) postings to social media sites or activities for personal financial gain.

I understand that my use of the Internet and district e-mail is identifiable by others as a district activity and acknowledge that it is my responsibility to ensure that my usage does not contravene any laws or district regulations, including copyright laws and laws pertaining to obscene and discriminatory material. I agree to adhere to licensing agreements and I also agree that I will not transmit sensitive material over the Internet.

I understand that my usage may be monitored and that inappropriate usage may be cause for disciplinary and/or legal action.

Signature: _____ Date: _____

COMMERCIAL ELECTRONIC MESSAGES (ANTI-SPAM)

Background

Electronic messaging is one of the ways the District regularly communicates with parents, students, and staff. Generally, communications are limited to information sharing but occasionally, communication may encourage participation of a commercial nature including an expectation of profit, such as fund-raising. Both email and website postings, and occasionally voice messages to telephones, are the electronic means for the District or a school to send and receive messages.

Procedures

1. The Principal will advise parents through the Student Registration Form (Form 300-1) and a posting to the website that the District and school communicates essential information electronically to parents and students.
 - 1.1 Parents/guardians will be asked to provide an email address, which the District will understand, is express consent to send Commercial Electronic Messages (CEMs).
 - 1.2 Parents will be provided with an email address, school phone number and contact name, to unsubscribe at any time.
 - 1.3 The student registration form will also state that explicit consent to send CEMs continues until the parent/guardian unsubscribes, or two (2) years after the student graduates – whichever comes first.
2. The Principal will advise staff that the use of emails is primarily to share information where there is no expectation of profit. When the CEMs have an expectation of profit, the Principal must approve staff access to the email lists of parents, vendors, donors, and supporters.
3. Only those persons or businesses with whom the District has explicit consent or implied consent through an ongoing relationship may be contacted by email when the expectation is for profit. Fund-raising is an example of a for-profit CEM.
4. The District does not share its email lists with external organizations or persons.
5. All CEMs from staff, or on behalf of the District, and/or using the District email system, must contain the unsubscribe notice.

I would like to unsubscribe from receiving:

 - 5.1 All messages from the New Westminster School District;
 - 5.2 All promotional messages from the New Westminster School District. I will continue to receive notification consisting of information about the programs, events and activities.

*Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Canada Anti-Spam Act*

SD No. 40 (New Westminster)

Adopted: ~~May 30, 2017~~ May 28, 2019

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

This form must be completed, and along with all documentation requested on page 3, be brought to the school office to complete registration.

Office Use Only:

Date of Registration (mm/dd/yyyy): / /	Current Grade:	Catchment school:
☐ Preferred School:	Out of Catchment form completed: ☐ Yes ☐ No	
☐ Out of District	Out of District form completed: ☐ Yes ☐ No	
Time of Registration (am/pm):	Start date (mm/dd/yyyy): / /	PEN:

Student Information

Legal Last Name:	Address:		
Legal First Name:	City:		
Legal Middle Name:	Province:	Postal Code:	
Usual Name:	Home Phone #:		
Birthdate (mm/dd/yyyy):	Gender: ☐ F ☐ M	Mobile Phone #:	
Proof of Age Attached (birth certificate): ☐ Yes ☐ No		Proof of Address Attached (2 required): ☐ 1 ☐ 2	
Legal Alert: ☐ Child in Care ☐ Court Order ☐ Other special considerations or comments:			
First Language:	Student attended a StrongStart Centre: ☐ Yes ☐ No		
Language at home:	English Language Learner: ☐ Yes ☐ No		
Country/Province of Birth:	Citizen of:		
Special Education Designation: ☐ Yes ☐ No	Category (if known):	I.E.P.: ☐ Yes ☐ No	
Aboriginal Ancestry: ☐ Yes ☐ No If yes: ☐ Métis ☐ Inuit ☐ Status ☐ Non-Status			

Parent/Guardian Information

Name:		Name:	
Relationship to student:		Relationship to student:	
Living with student: ☐ Yes ☐ No		Living with student: ☐ Yes ☐ No	
Address:		Address:	
Home Phone #:		Home Phone #:	
Mobile Phone #:	Work Phone:	Mobile Phone #:	Work Phone:
Email:		Email:	

Funding Category: For office use only ☐ Canadian Citizen ☐ Permanent Resident/Landed Immigrant ☐ International Funding Eligible	☐ International Funding Not Eligible ☐ Out of Province Canadian Funding Not Eligible ☐ Refugee – Convention or Claimant (circle one that applies)
---	--

Emergency Contact (other than parent) 1

Emergency Contact (or daycare) 2

Name:	Name:
Relationship to student:	Relationship to student:
Home Phone #:	Home Phone #:
Mobile Phone #:	Mobile Phone #:

Student Medical Health Information

Doctor name:	Dentist name:
Phone #:	Phone #:
Student's CareCard Number:	
Medical Alert: ☐ Yes ☐ No If yes, specify:	
Please list any health concerns, e.g., vision, hearing, allergies, chronic illness, etc.:	

Sibling Information

First/last name:	☐ Brother ☐ Sister	Birthdate: / / (mm / dd / yyyy)
First/last name:	☐ Brother ☐ Sister	Birthdate: / / (mm / dd / yyyy)
First/last name:	☐ Brother ☐ Sister	Birthdate: / / (mm / dd / yyyy)
First/last name:	☐ Brother ☐ Sister	Birthdate: / / (mm / dd / yyyy)

Name and Address of Previous School:

Copy of last report card: ☐ Yes ☐ No

Copy of transfer from previous school: ☐ Yes ☐ No

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 the School Administration.

I certify that all information in this registration form is true and complete. I also acknowledge that it is my responsibility to ensure that I notify the school regarding any changes to this information. Please sign upon presentation of this form at your school.

Signature of Parent/Guardian: _____ Date: _____

Office Use Only

Assigned to:	Grade:	Division:	Teacher:
Student Registration Form Received by:			

Please provide original documents – photocopies will not be accepted.

Student Name: _____ **Date of Birth:** _____

Student Age and Identity - Primary Document:

- | | |
|--|---|
| ☐ Canadian Birth Certificate | ☐ Canadian Citizenship Card/Certificate of Citizenship |
| ☐ Confirmation of Permanent Residence AND Passport | ☐ Canadian Passport |
| ☐ First Nations Documentation or Band Card | ☐ Permanent Resident Card (front and back) |

If not Canadian/Permanent Resident/First Nations ONE of (Please contact the District Newcomer Office for verification letter)

- | | |
|---|--|
| ☐ Refugee Claimant Documentation | ☐ Temporary Resident Permit |
|---|--|

Guardianship (required from the custodial parent or legal guardian) **Alternate** proof of guardianship is required if birth certificate does not name parents

Primary Document:

- | | |
|--|---|
| ☐ Child's Canadian Birth Certificate (naming parent(s)) | ☐ Or Birth Certificate with certified translation, if needed |
| ☐ Court ordered document showing guardianship | |

Residency status of Custodial Parent or Legal Guardian in Canada: (One (1) of the following documents)

- | | |
|--|---|
| ☐ Canadian Birth Certificate | ☐ Canadian Citizenship Card/Certificate |
| ☐ Confirmation of Permanent Residence AND Passport | ☐ Permanent Resident Card (front and back) |
| ☐ Canadian Passport | ☐ First Nations Documentation/Band Card |

Or, ONE of: District Newcomer Office must verify funding eligibility

- | | |
|---|--|
| ☐ Refugee Claimant documentation | ☐ Parent Work Permit or Study Permit for one year or more.
See below for more information. |
|---|--|

Proof of Residency in the city of New Westminster: Two (2) documents required showing name and address. Financial details can be redacted.

(ONE (1) of the following documents required from custodial parent or legal guardian)

- | |
|---|
| ☐ Property purchase agreement (if recent purchase with subjects removed) |
| ☐ Long-term tenancy agreement – must be current |
| ☐ Property Tax Statement (with home owner grant eligibility) |

AND One (1) of the following: (Other documentation may be accepted)

- | |
|--|
| ☐ Income Tax statement – showing name and province of residency |
| ☐ Correspondence from a government agency (e.g. BC Employment Assistance) |
| ☐ Letter from a lawyer confirming application of long-term stay in B.C. |
| ☐ Letter from IRCC confirming application of long-term stay in BC (i.e. Application for PR being processed in Canada) |
| ☐ Vehicle Registration |
| ☐ BC Driver's License (must be a photo ID Driver's License and not have an address change sticker) |
| ☐ BC Services Card (must not have an address change sticker) |
| ☐ BC Identification Card (must not have an address change sticker) |
| ☐ Recent paystub |

Additional information required:

- | | |
|---|--|
| ☐ Most recent report card | ☐ Two (2) Emergency Contacts |
| ☐ Student's Personal Health Number (BC Care Card) | ☐ Daycare information (if applicable) |
| ☐ If parents live separately – written agreement or court order | |
| ☐ If Guardian is MCFD (social worker) complete Children in Care template | |
| ☐ Settlement Workers in Schools (SWIS) referral form completed (if applicable) | |

If you do not wish to share or are unable to provide proof of residency status please contact the District Newcomer Office for additional assistance at 604-517-6285 or iep@sd40.bc.ca.

Parent work permit or Study Permit: employment must be as indicated on the permit & be more than 20 hours per week; study must be in a degree or diploma program at a public post-secondary institute in B.C., or in a degree program at a private post-secondary institute in B.C., OR enrolled in an ELL program of up to 1 year in duration at an EQA school where the completion of the ELL program is a prerequisite for entry to the degree or diploma program.

ADMIN PROCEDURES MANUAL**Administrative Procedure 190 *NEW in 2019***

COPYRIGHT COMPLIANCE

Background

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. The following guidelines apply fair dealing in K-12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Procedures

1. To qualify for fair dealing, two (2) tests must be passed:
 - 1.1 First Test: the “dealing” must be for a purpose stated in the *Copyright Act*; research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.
 - 1.2 Second Test: is that the dealing must be “fair”. In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools.
2. Fair Dealing Guidelines (refer to Appendix A attached):
 - 2.1 Teachers and staff members may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
 - 2.2 Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review are to mention the source and, if given in the source, the name of author or creator of the work.
 - 2.3 A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - 2.3.1 As a class handout;
 - 2.3.2 As a posting to a learning- or course-management system that is password protected or otherwise restricted to students;
 - 2.3.3 As part of a course pack.
 - 2.4 A short excerpt means:
 - 2.4.1 Up to 10 percent (10%) of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - 2.4.2 One (1) chapter from a book;
 - 2.4.3 A single article from a periodical;
 - 2.4.4 An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;

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- 2.4.5 An entire newspaper article or page;
- 2.4.6 An entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
- 2.4.7 An entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
- 2.5 Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
- 3. Use of copyrighted materials that do not fall under the Fair Dealing Guidelines is not permitted without the approval of the Superintendent. Where school staff or students wish to use copyrighted materials, they must:
 - 3.1 Obtain permission to copy from the copyright holder, and
 - 3.2 Where requested, a royalty must be paid to the copyright holder.
- 4. Principals will review AP 190 Copyright Compliance and Appendix A with their staff on a yearly basis to ensure that staff are aware of the procedures and guidelines for fair dealing. Teachers are to have knowledge of and be familiar with the Copyright Decision Tool and "Copyright Matters!" available at <https://www.cmec.ca/en/>.

*Reference: Sections 17, 20, 22, 65, 85 School Act
Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC)
Copyright Consortium Guidelines
Copyright Decision Tool*

SD No. 40 (New Westminster)

Adopted: May 28, 2019

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Administrative Procedure 1901 - Appendix A

Fair Dealing Guidelines

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

GUIDELINES

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a) as a class handout;
 - b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Reference: Copyright Act - Revised December 12, 2018
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!

SD No. 40 (New Westminster)

Adopted: May 28, 2019

PLAN FOR ALTERNATIVE DELIVERY OF PHYSICAL AND HEALTH EDUCATION K-10

Background

The Physical and Health Education provincial curriculum K-10 includes topics related to reproduction, sexuality and sexual decision-making that some students and their parents/guardians may feel more comfortable addressing by means other than instruction by a teacher in a regular classroom setting. The alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, engage in the learning standards by alternative means.

Opting for alternative delivery is only available for the topics related to sexuality that are part of Physical and Health Education K-10. This policy does not apply to any other learning standards in Physical and Health Education K-10, nor does it apply to any other British Columbia provincial curriculum.

Procedures

1. The student and parent/guardian will complete an application form (Form 206-1 attached) for alternative delivery of the learning standards.
2. The school will provide an overview of the appropriate learning standards, along with guidelines for engaging the student in understanding the topics covered outside the classroom setting, which may include home instruction.
3. The school will document the alternate delivery agreement and completion of the learning standards.

Reference: Ministry Policy: Alternative Delivery of the Physical and Health Education Curriculum

SD No. 40 (New Westminster)

Adopted: May 28, 2019

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Opting for Alternative Delivery Application

Physical and Health Education K-10: Form 206-1

Parent/Guardian and School Agreement

Date: _____

As per Admin Procedure 206, Alternative Delivery – Physical and Health Education K-10, instructional flexibility is provided to students and parents regarding the health curriculum learning standards in Physical and Health Education K-10.

Admin Procedure 206 allows parents/guardians, on behalf of their child, to opt out of classroom instruction on various health topics in relation to sexuality and sexual decision-making, and to provide instruction on these learning standards at home. It is a Ministry requirement that students be able to demonstrate their understanding of these learning standards.

Student Name: _____

School: _____ Grade: _____

Topic: _____

1. Specific Learning Standards to be completed: (See Ministry of Education website)

Standards to be addressed at home: _____

2. Evidence of Understanding

Please provide a description of how these learning standards will be addressed:

Parent/Guardian Name: _____ Signature: _____

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

This form must be completed and signed for an Alternative Delivery Agreement to be in place.

STUDENT COUNSELLING SERVICES

Background

Counselling services shall be available to all students from Kindergarten to grade 12 as an integral part of school programs and services.

Counselling in the school setting includes a variety of supports, including both one-on-one and group activities. Students can receive support in the areas of personal development, social emotional learning, mental wellness, and educational and career planning. Counselling services may be proactive and provide early intervention and prevention, or reactive to respond to emergent challenging issues.

Procedures

1. Every effort will be made to employ professionally trained clinical counsellors who have completed a supervised practicum and who have had successful experience in education.
2. Counselling services provided by the school shall meet identified needs of students in three key areas:
 - Educational;
 - Personal/Social (including both social emotional learning and mental health); and
 - Career development and assistance.
3. Counsellors shall respect the confidentiality of information received in accordance with professional ethics and the law, except in the event that students are presenting as a risk to themselves or others, the child is in need of protection, or when legal requirements demand that confidential material be revealed.
4. Counsellors will be expected to have parent/guardian permission to work with children from K-8 both one-on-one and in group settings. (Form 240-1 attached).
5. Regular monitoring and evaluation of the performance of counsellors and the services provided relative to their role and program description shall occur.

*Reference: Sections 8.2, 17, 20, 22, 65, 75, 85 School Act
Freedom of Information and Protection of Privacy Act*

SD No. 40 (New Westminster)

Adopted: May 28, 2019

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

Dear Parent/ Guardian

The New Westminister School District is pleased to offer counselling support to our students. Counselling support can take many forms and can be on an individual basis or in a small group setting. This support may be on going, or short term as needs arise.

Counselling support can be accessed either formally or informally. Your child may have been referred through our formal process and brought before our School Based Team. School Based Team includes our administration, resource teachers, school counsellor and the classroom teacher. In consultation with the team, it may have been recommended that your child receive additional support. Your child may also have been referred through a less formal process by a staff member.

Some of the issues that a school counsellor may address with your child include, but are not limited to: transition to a new school, anxiety, shyness, conflict resolution, and peer relations. Your school counsellor can also help with referrals to outside agencies and provide transitioning support if you are on waitlist with an external agency.

If you wish your child to be eligible to receive this support during the current school year, please sign below and return form to the school.

Counselling Parent/ Legal Guardian Permission Form 240-1

As the parent/ legal guardian,

I give consent for my son/daughter _____ to work
with the school counsellor for the _____ school year.

Please Print: _____
Parent/Legal Guardian Date

Parent/Legal Guardian Signature

PHYSICAL RESTRAINT AND SECLUSION

Background

All students and staff are to be provided with a safe learning and working environment. Such safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education, are followed.

- Every effort will be made to structure learning environments and provide learning supports that make physical restraint and seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- If required, physical restraint and/or seclusion will be implemented as emergency, not treatment, procedures.
- School staff members are offered opportunities to be trained in implementing positive behaviour interventions, and supports, and de-escalation techniques.
- Specialized staff are offered opportunities to participate in training regarding the safe implementation of physical restraint and/or seclusion.
- Parents and, where appropriate, students are provided opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, or safety plans. Review or revision of such plans will occur if there is repeated use of restraint or seclusion for an individual student.
- Procedures for documenting every instance of the use of physical restraint or seclusion are clearly articulated.

The District is committed to regular review of this Administrative Procedure to ensure alignment with Ministry of Education guidelines and current research/practice. ~~For students with special needs, procedures for the use of physical restraint and seclusion in school settings are comprehensively detailed in the Learning Services Handbook~~

Definitions: Ministry of Education

Behaviour: the actions by which an individual adjusts to the environment. It is commonly understood that behavior is communication. It is the impact of the behavior that dictates whether it is negative or positive.

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Physical Restraint: “a method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others”

- The provision of a “physical escort”, i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.
- The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: “the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.”

- Behaviour strategies, such as “time out,” used for social reinforcement as part of a behaviour plan, are not considered “seclusion.”
- The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Procedures

1. Physical restraint and seclusion may only occur when the behavior of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.
2. Physical restraint and seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.
3. Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.
4. All school staff members involved in implementing physical restraint or seclusion protocols must be trained in Non-Violent Crisis Intervention to ensure that positive behaviour interventions, supports, and de-escalation techniques are used.
5. Physical restraint and seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
6. If a staff member is injured during physical restraint or seclusion, a “Worker's Report of Injury or Occupational Disease to the District” (NWSD Form 6A) must be completed and given to the Principal/VP in accordance with WorkSafeBC regulations.
7. Any space used for seclusion will not jeopardize the secluded student's health and safety.
8. Any student placed in seclusion must be continuously visually observed by an adult who is physically present throughout the period of seclusion, and who is able to communicate in the student's primary language or mode of communication.
9. A review/revision of prevention/intervention strategies must occur in cases where there is:
 - 8.1 Repeated use of physical restraint or seclusion for an individual student

Commented [BC1]: Added new to the AP from Ministry of Education Provincial Guidelines

Commented [BC2]: Updated Form Name

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8.2 Multiple use of physical restraint or seclusion occurring within the same classroom

8.3 Repeated use of physical restraint or seclusion by an individual staff member

9. Communication with District and School Staff:

9.1 Follow-up after each incident involving the use of physical restraint or seclusion:

9.1.1 School staff will notify the Principal as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred.

9.1.2 The Principal will notify the Director of Instruction, Learning Services and the Superintendent or designate as soon as possible after an incident / prior to the end of the school day on which the incident has occurred.

9.2 Documentation by school staff of any use of physical restraint or seclusion is required.

9.2.1 School staff are required to use the "Physical Restraint and Seclusion Record" ([Form 354-1](#)) District template.

9.2.1.1 The use of "time out" outside of the classroom is also to be documented on record form. ([Form 354-1](#))

9.2.2 Completed records are due to the office of the Director of Instruction, Learning Services by June 30 each year.

10. Communication with Parents:

10.1 The Principal will notify parents/guardians as soon as possible/always prior to the end of the school day on which the incident has occurred.

10.2 A debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – will examine what happened/what caused the incident, and what could be changed, i.e., preventative and response.

11. Students with Special Needs

11.1 Where the use of physical restraint or seclusion may be a potential part of the educational program of a student with special needs, procedures will be clearly laid out in that student's **Positive Behaviour Support Plan, and/or Staff Safety Plan and be placed with that student's Individual Education Plan (IEP).**

11.2 All other procedures as above will be followed.

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

SD No. 40 (New Westminster)

Adopted: ~~May 28, 2019~~ June 12, 2018

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COURSE CHALLENGE

Background

Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in Grades 10, 11 and 12 in the District are entitled to undertake a challenge process to assess their prior learning for any Ministry authorized graduation program course offered by any District in the province that school year. As well as any Board Authorized (BAA) course taught in the District that school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the [Ministry's International Student Graduation Credit Policy](#).

Procedures

1. A student can challenge to receive credit for Ministry-authorized or Board/Authority Authorized Grade 10, 11 or 12 courses if:
 - 1.1 They are currently enrolled in the District or are registered as a home schooler in the District.
 - 1.2 They have not completed the course or its equivalent learning standards through previous enrollment.
 - 1.3 They can give compelling evidence that they will succeed in the challenge.
2. Prior to engaging in a challenge process, Principals must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Refer to Ministry of Education Policy, [Earning Credit Through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies](#) and the [Ministry Handbook of Procedures](#).
3. Students must be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration is not to be an onerous process. School staff, in consultation with students and parents, are to make the decision about readiness.

4. Principals must document the challenge assessment delivered to each student, including a pre-Challenge Equivalency review, and the documentation must be made available to Ministry auditors if requested. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.
5. In some subject areas, specifically Languages, students may be able to participate in a course challenge procedure through the Coast Metro Challenge Consortium. This information will be provided to secondary school students in the fall term.
6. Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and fifty percent (50%).

*Reference: Sections 20, 22, 65, 85, School Act
Education Policy, Earning Credit Through Equivalency, Challenge, External Credentials,
Post-Secondary Credit and Independent Directed Studies
Ministry Handbook of Procedures*

SD No. 40 (New Westminster)

Adopted: May 28, 2019

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ELEMENTARY

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

MIDDLE

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

NWSS

STUDENT ACTIVITY FEE (Total)			\$30
Other: (specify)		Yearbook (optional)	\$55
GRADUATION ACTIVITY FEE (Total)		Ceremony	\$80
Breakdown:		Dinner/Dance	\$110
DEPARTMENT	COURSE CODE	COURSE NAME or Description	FEE
Athletics		Junior Sports	\$50
		Senior Sports	\$85
		Football	\$285
		Wrestling	\$100
Academies		Hockey	\$1,220
		Lacrosse	\$100
Business Education	MAC-11	Accounting 11	\$30
IB	Program Fee	Program Fee for IB registration (annual)	\$75
	Diploma Fees Grade 11	Diploma Fees Grade 11 (based on # of courses)	\$600
	Diploma Fees Grade 12	Diploma Fees (based on # of courses)	\$750
Math	MFOM-11	Foundations of Mathematics 11 workbook (optional)	\$25
	MFOM-12	Foundations of Mathematics 12 workbook (optional)	\$25
Music	Rental of school-owned instruments: MU--09, MMUCB10, MICB11, MICB12, XLDCB09, MMUJB-10, MIMJB11, MIMJB12, MMU—09O, MMUOR-10, MIMOS11, MIMOS12	Concert Band 9 to 12, Jazz Band 9 to 12	\$100
Tech Ed		Skills exploration	\$50
Apprenticeship Programs		Auto refinishing prep tech VCC	\$500 plus books
		Baking VCC	\$500 plus books
		Carpentry	\$500 plus \$160 workbook
		Painting and decorating FTI	\$0
		Plumbing	\$500 plus \$200 workbook
		Professional Cook	\$500 plus \$160 workbook
Visual Art	9-12 Art classes	Personal Supplies for the class	Optional \$65
PE		Basketball Skills	\$20
ADST		Culinary Arts 10-12	\$10 or \$35

Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: May 7, 2019

Submitted by: Trustee Dee Beattie

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

Subject: Proposed Changes to Education Assistants' (EA) Hours Allocation

Background:

Increase EA hours as follows:

- Elementary 27.5 week 5.5-hour day increase to 30-hour week 6-hour day;
- Middle school 28.5-hour work week 5.7-hour day increase to 30-hour week 6-hour day;
- High school 30-hour work week, 6-hour day increase to 32-hour week 6.4 hours per day.

The following is paraphrased from executive summary of The John Malcolmson Report PH.D., Recognition & Respect, Addressing the unpaid work of EAs in BC.

Education Assistants play a unique role in our schools supporting students who require assistance to achieve their potential. Driven by high professional integrity and commitment the EA will often work for free in order to foster productive safe learning environments. The current model of having EAs work bell to bell has created a system where EAs find they have insufficient time to complete the work with a high standard and properly support the students. EAs often contribute extra unpaid time to ensure the job is done properly.

When working bell-to-bell EAs have no real opportunity to plan, prepare, meet or collaborate within their paid workday. Since the report was released in 2008 EA have been coached to not work beyond their hours and this, I believe, has caused stress and loss of job satisfaction as EAs have no ability to proactively plan, prepare and support the student as their training has prepared them for.

On average, the increase in time allocated to each EA is approx. 30 minutes a day. I propose this avenue instead of hiring more Education Assistants.

With this additional time, EAs will be able to:

- consult with teachers about upcoming lesson plans
- assist the teacher with locating appropriate teaching resources required
- setting up the inclusive classroom for the next lesson
- documenting learning outcomes
- connecting with behaviour specialist in regards to student behaviour
- under the teacher's direction develop specialized curriculum

All of the above items contribute to student success, and when EAs are not able to do this in paid time, the stress often leads to disaffection, disenchantment, and burnout.

In New Westminster, we face many challenges in our special education department. We have not fully recognized or appreciated the work done by Education Assistants.

Recruitment, retention and wellness plays a part in some of the problems we face when supporting our most vulnerable children.

Wage comparisons in surrounding districts:

- New West EA wages \$27.94 per hour Please see attached document.
- Richmond EAs \$27.35 per hour 32 hour positions in both high school and elementary plus 1 hour of additional prep time bi-weekly, and creates 20-hour positions with leftover hours.
- Surrey \$27.48 - 29.5 elementary, 31.5 high school
- Burnaby \$27.92 - 27.5 hours all positions?
- Vancouver school board some 35 hour positions
- North Vancouver is moving to 33 hour positions

I believe we could improve student outcomes, and our Education Assistants can create an opportunity for our children and students to be better served.

Respectfully submitted,

Trustee Beattie

Source: [Recognition & Respect, Addressing the Unpaid Work of Education Assistants in BC](#)
John Malcolmsom, Ph.D.