New Westminster Schools

School District No. 40

ADMINISTRATIVE PROCEDURES MANUAL

New Westminster School District 40

May 2016

PREFACE

This Administrative Procedures Manual is designed to be the primary written source of administrative direction for the Division. It is designed to be entirely consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures. This Manual may make further reference to other detailed administrative documents that have been developed to provide specific guidelines on selected matters.

There are five categories in which administrative procedures are placed in the Manual. The categories are:

100 General Administration
200 Instructional Programs and Materials
300 Students
400 Personnel and Employee Relations
500 Business Administration

Procedures placed in the 100 section are those of a general administrative nature or those which have applicability to at least two other categories in the Manual. The procedures in 200, 300, and 400 are specific to each of the titles. The Business Administration procedures include finance, facilities, and student transportation matters.

A logical flow of procedures is attempted in the categories. For example, criteria for student admission is followed by attendance area requirements, by various safety considerations, by the maintenance of records, by daily attendance, by supervision and discipline, and lastly, by evaluation procedures.

Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time.

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any handbooks/manuals referenced are always the most current documents available.

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STRATEGIC PLAN

Background

Planning in public education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for public education are used for optimal results.

Procedures

1. System Planning Guidelines

    1.1 The mission, vision, values and key goals of the District will provide strategic direction for system planning.

    1.2 The planning process will recognize priorities identified by the province and the Board.

    1.3 The actions and endeavors of the District and its schools must be guided by sound planning processes.

2. Strategic Plan

    2.1 A strategic plan that meets local needs and fulfils accountability requirements will be developed and implemented.

    2.2 The strategic plan shall be kept current to ensure focused, efficient and effective change and improvements.

    2.3 Progress reports on the strategic plan will be presented to the Board as deemed necessary.

3. The Superintendent shall:

    3.1 Provide administrative support to the Board to develop the plan.

    3.2 Develop a communications strategy advertising the key actions to be undertaken during the upcoming school year.

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3.3 Make provision for distribution of the strategic plan and its placement on the District website.

Reference: *Sections 7, 8, 8.4, 8.5, 22, 65, 75, 85 School Act*
Statement of Education Policy OIC 1280/89

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Adopted: *May 30, 2017*

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ANNUAL REPORTS

Background

Accountability is the obligation to be answerable for the performance and results of one's assigned responsibilities. The District recognizes its responsibility to keep stakeholders informed about accomplishments and progress towards goals.

The District will keep its school communities and public informed of the overall results achieved in the District through its Annual Reports.

Procedures

1. Annually, the Superintendent will report on, at minimum:
   - 1.1 Student enrollments;
   - 1.2 Staffing;
   - 1.3 Programs;
   - 1.4 Goals, targets and results identified in the:
     - 1.4.1 Strategic Plan; and
     - 1.4.2 Aboriginal Educational Enhancement Agreement.
   - 1.5 Facilities, maintenance and business services.
2. The Superintendent will develop Annual Reports in accordance with Ministry expectations.
3. The Annual Reports will contain information regarding progress toward meeting goals and objectives established by the District.
4. The Annual Reports will be posted on the District website.
5. The District shall use the Annual Reports for information in the planning cycle and make adjustments to its goals as necessary.

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The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: *Sections 8, 22, 65, 76.1, 81, 115.2, 168.01 School Act*
Class Size and Compensation Regulation 52/12

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SCHOOL GROWTH PLANS AND RESULTS REPORTS

Background

School growth planning and reporting are integral components of District planning and reporting.

Procedures

1. All School Growth Plans must satisfy the requirements outlined in the District's criteria for approval of school plans.
2. The Principal must ensure that school growth plans and results reports are prepared in consultation with staff, the Parents' Advisory Council, and, where appropriate, students.
3. School Growth Plans are to be updated and submitted in written form to the Superintendent annually.
4. School Growth Plans are to be submitted by the Superintendent to the Board annually.
5. School Growth Plans must be made available to the parents of students attending that school and will be posted on the school website.

Reference: *Sections 7, 8, 8.3, 20, 22, 65, 85 School Act*
School Regulation 265/89

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SCHOOL REVIEWS

Background

School reviews may be used to assist in the establishment and maintenance of appropriate instructional and program standards that contribute to a high level of student development and achievement in a school.

Procedures

1. The Superintendent has the primary responsibility for the supervision and evaluation of all schools in the District.

2. The review of the school will focus on the following:

   2.1 The suitability of goals, objectives and procedures;

   2.2 The efficiency of the delivery system to achieve the goals, objectives and procedures; and,

   2.3 The results achieved.

Reference: *Section 20, 22, 65, 85 School Act*

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DISTRICT CODE OF CONDUCT

Background

The District strives to provide a safe and non-threatening environment in all schools and facilities, and expects that all members of the *District Learning Community* will conduct themselves in a respectful, responsible and considerate manner that:

- Complies with all applicable and relevant legislation including, but not limited to, the prohibited grounds of discrimination as set out in the BC Human Rights Code;
- Reflects the District values of Respect, Integrity and Compassion;
- Supports the Five C's of Social Responsibility: Connection, Caring/Compassion, Character, Confidence, and Competence; and,
- Models the principles of a Safe, Caring and Orderly School: A Guide www.bded.gov.bc.ca/sco/guide/scoguide.pdf

The District recognizes that within an educational environment, students' feelings of safety and belonging, including freedom from discrimination, can seriously affect their ability to learn. Schools are to be places where students, staff and parents are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

Definition

District Learning Community: The District Learning Community includes all employees, students, parents, contractors, and volunteers.

Procedures

1. The Development and Review of Codes of Conduct:
   - 1.1 Each Principal or Supervisor will establish a Code of Conduct consistent with this Administrative Procedure that is designed to encourage and support positive behavior by all members of the learning community;
   - 1.2 Codes of Conduct will be developed through a consultative process where all members of the learning community (staff, parents and students) are provided with an opportunity to be involved;
   - 1.3 A review of the Codes of Conduct will be scheduled annually to ensure they reflect current District and/or school circumstances and emerging issues;

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2. Communicating Codes of Conduct:

   2.1 The District acknowledges that Codes of Conduct cannot have a positive impact on the culture of a school unless they are communicated to everyone consistently on an annual basis. Everyone within the *District Learning Community* is expected to be aware of their rights and responsibilities, and to exercise them in a positive manner.

   2.2 With this in mind, Codes of Conduct will be communicated in the following ways:

   2.2.1 Codes of Conduct will be displayed in a prominent location in school facilities where visitors to the school as well as people who are regularly in the school can read them;
   2.2.2 At the beginning of the school year, the District and its schools must ensure that Codes of Conduct are distributed to the *District Learning Community* and also made available to the public (on the District website);
   2.2.3 As new students enroll at District schools during the year, they and their parents will be provided with a copy of the Code of Conduct and provided with an opportunity to discuss expectations with school staff;
   2.2.4 As new employees/contractors are hired and new volunteers become active in school facilities, they will be provided with a copy of the Code of Conduct and given an opportunity to discuss expectations with District and/or school staff;
   2.2.5 Codes of Conduct will be communicated in the school handbooks provided to all families at the beginning of each school year, and can be reinforced throughout the year by school staff at school events, school newsletters, etc.; and,
   2.2.6 Wherever possible employees are also to be encouraged to incorporate the active teaching of conduct expectations into regular classroom learning activities.

3. Conduct Expectations:

   3.1 The Code of Conduct applies to how the *District Learning Community* conducts themselves during school and/or District events (both on and away from District sites), or when engaging in other school-related events that could negatively impact the safe, caring or orderly nature of schools.

   3.2 All members of the District Learning Community are to conduct themselves in a manner that:

   3.2.1 Respects themselves, others and the school;
   3.2.2 Contributes to making schools safe, caring and orderly places;
   3.2.3 Contributes, and is sensitive to, the maintenance of a positive school environment;

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3.2.4 Brings credit to the school;
3.2.5 Promotes purposeful learning;
3.2.6 Addresses incidents of bullying, harassment and intimidation; and,
3.2.7 Encourages informing "tellable" adult(s) in a timely manner of any incidents breaching the Codes of Conduct.

3.3 Unacceptable behaviour includes, but is not limited to:

3.3.1 Behaviours that:
- Interfere with the learning of others, including their emotional well- being;
- Interfere with an orderly environment; and,
- Create unsafe conditions.

3.3.2 Acts, such as:
- Bullying, harassment or intimidation;
- Physical violence; and,
- Retribution against a person who has reported incidents.

3.3.3 Illegal acts, such as:
- Possession, use or distribution of illegal or restricted substances;
- Possession or use of weapons; and,
- Theft of or damage to property.

4. Consequences for Unacceptable Conduct:

4.1 As laid out in *The Safe, Caring and Orderly Schools: A Guide*, consequences are to be:

4.1.1 Pre-planned, consistent, and fair;
4.1.2 Wherever possible, preventative and restorative, rather than merely punitive; and,
4.1.3 As often as possible, students are to be encouraged to participate in the development of meaningful consequences for violations of the Code of Conduct.

4.2 Rising Expectations:

4.2.1 Conduct expectations for students in the primary grades will be very different than what would be expected of a student in Grade 6 or Grade 11, so consequences are also to take into account a student's age and maturity.

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4.3 Special Needs:

4.3.1 Codes of Conduct cannot discriminate against a student who cannot meet a behavioural expectation because of a disability.

4.3.2 Codes of Conduct need to provide special considerations for students with disabilities and wherever possible, behavioural expectations are to be part of their *Individual Education Plan.* Goals and consequences are to take into account the needs of the students.

5. Responsibility to Report:

School officials have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g., parents, District officials, police and/or other agencies).

6. Protection against Retaliation:

The District will take all reasonable steps to prevent retaliation by a person against a member of the *District Learning Community* who has made a complaint about a breach of a Code of Conduct.

7. BC Human Rights Code:

7.1 Two of the purposes behind the *BC Human Rights Code* are:

7.1.1 To foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia; and,

7.1.2 To promote a climate of understanding and mutual respect where all are equal in dignity and rights.

7.2 The *BC* Human *Rights Code* prohibits discrimination based on any of the following 16 grounds:

• Race • Political Belief • Colour • Physical Disability, including HIV and AIDS • Ancestry	• Place of origin • Religion • Sex • Mental Disability • Criminal or Summary Convictions • Marital status	• Sexual Orientation and Gender Identity • Family Status • Age (if you're 19 and above) • Lawful Source of Income (this usually applies to tenancies)	• Retaliation (if someone discriminates against you because you complained to the BC Human Rights Tribunal)

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7.3 For the District, the prohibitions under the *BC Human Rights Code* that are of particular relevance are discriminatory publications and discrimination in services.

7.3.1 Discriminatory publication refers to publishing, issuing or displaying - or causing to be published issued or displayed - any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt because of any of the grounds listed above. Schools may need to address discrimination of this type displayed in graffiti, student publications, blogs, websites, or other communication methods. This may be difficult.

7.3.2 Discrimination in service means to deny a person a service customarily available to the public or to discriminate against a person or class of persons regarding a service customarily available to the public.

8. Bullying Behaviour:

8.1 According to the Ministry of Education, bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.

8.2 The District believes that even one incident of bullying is serious and will have an effect on the individual(s) involved. Bullying does not need to happen repeatedly for it to be taken seriously. Bullying behaviour is a type of harassment and intimidation.

8.3 This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour:

8.3.1 Power: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group;

8.3.2 Frequency: is repeated over time. Bullying is characterized by frequent and repeated attacks that can create anticipatory terror in the mind of the person being bullied. This fear can be so detrimental, it can have long-term debilitating effects;

8.3.3 Intent to harm: is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

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9. Cyber bullying:

   9.1 Bullying behaviour which is carried out online through email, chat rooms, blogs, discussion groups, instant messaging and social media like Facebook. It can also include bullying through cell phone technologies and emerging internet technologies.

10. The Five Cs of Social Responsibility in the District refer to:

    Connection, Caring/Compassion, Character, Confidence, and Competence. These assets promote resilience and good character and are therefore developed intentionally in students through curricular and co-curricular activities.

11. Harassment: Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

    11.1 Condescending treatment that undermines another's self-respect;
    11.2 Name-calling, teasing, disrespectful comments;
    11.3 Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment;
    11.4 Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship;
    11.5 Repeated unwanted communication;
    11.6 Unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
    11.7 Insulting graffiti directed at an individual or group;
    11.8 Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

12. Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:

    12.1 Verbal threats i.e., threatening phone calls, threats of violence against a person or property;
    12.2 Physical threats i.e., showing a weapon, jostling, threatening to punch, stalking or following;
    12.3 Defacing or stealing victim's property;
    12.4 Daring or coercing victim to do something dangerous or illegal;
    12.5 Extortion (demanding payment or goods for a victim's safety);
    12.6 Inciting hatred toward a victim;
    12.7 Setting up a victim to take the blame for an offence.

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13. District Values: Respect, Integrity and Compassion are the common values identified for the District through a community consultation process.

14. Safe, Caring and Orderly Schools:

    14.1 Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

    14.2 Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

    14.3 Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well-established so students' minds and bodies are free to focus on the learning and development work at hand.

        14.3.1 A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

    14.4 "Tellable adult(s)": all school staff members are considered to be adults that students may tell if there has been a breach to the school code of conduct. Parents and other trusted adults in a student's life are also important "tellable adults".

Reference: Section 6, 7, 7.1, 8, 8.4, 17, 18, 20, 22, 65, 85 School Act School Regulation 265/89
Safe, Caring and Orderly Schools: A Guide

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ADMIN PROCEDURES MANUAL
Administrative Procedure 105

DECENTRALIZED DECISION-MAKING

Background

The District supports a decentralized decision-making approach to its overall operations. Decentralized decision-making is based on the premise that decisions, which contribute to the climate and the instructional effectiveness of the school, which can be made at the school or unit, are to be made there.

Procedures

Some of the objectives of decentralized decision-making are:

1. To provide the staff, parents and students of each school or unit with opportunities to be involved in decision-making related to the instructional program, or to the climate of the school or unit, as reflected in its goals. Such involvement will be consultative, advisory or collaborative, depending on the nature of the issues being considered.

2. To create a decision-making vehicle that is directly responsive to the needs of students and/or staff of that unit.

3. To build an accountable system in each school or unit that is responsible for the effective expenditure of funds.

4. To emphasize the educational focus of the budget/planning process and the relationship of the school or unit budget to the District.

Reference: Section 7, 8, 8.4, 8.5, 20, 22, 65, 85 School Act
School Regulation 265/89

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DECISION MAKING PROCESS

Background

The District, on behalf of the community, is mandated to provide schooling which supports the intellectual, personal and social needs of its students as they strive to reach their potential. In fulfilling this responsibility, the District is accountable to its community. The District will collaborate, consult and seek advice from a wide cross-section of the school community, including individuals, groups and organizations.

The District values attitudes and practices that encourage integrity, respect and trust in all relationships. To this end, the District expects co-operative models of decision-making to be used at the District, school and program levels. These models are normally collaborative, consultative or advisory in nature, and seek involvement from students, staff, parents and the community as appropriate.

Procedures

1. Collaborative Model (working jointly)

   1.1 There is an inference that this process leads to a mutually agreed-upon final decision. A collaborative committee or working group would expect to make the final decision. Such decisions would have to be consistent with the School Act and regulations, Ministry orders, Board policy and administrative procedures.

2. Advisory Model (offering advice or making recommendations)

   2.1 Although not a decision-making group, there is an expectation that significant weight is placed on this advice. If the advice were not acted upon, the person or persons with the decision- making authority would be expected to provide a rationale for the decision.

3. Consultative Model (taking into consideration)

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3.1 A consultative committee or working group provides expertise, but is not a decision-making body. Their input is taken into consideration by a person or persons who have decision-making authority.

4. Under the School Act, the Superintendent, appointed by the Board and under the general direction of the Board, is accountable for the general operation of the District. Similarly, Principals are accountable for the operation of schools and programs.

5. To be accountable, as per the School Act, the Superintendent, and Principals will normally use the consultative and advisory model of decision- making, although all three models will be utilized where appropriate.

6. Representatives involved in the decision-making process are expected to represent their organization fairly and to report to their organization on a timely basis. The organization's responsibility is to provide clear direction to its representative and to make sure its representative is informed in the areas under review. It is equally important that the District or school clearly define the mandate of every committee. Terms of reference, representative expectations, and the co-operative decision-making model being used need to be clearly articulated to all parties involved in and affected by the process.

7. The District derives its strength and integrity from mutually supportive student, parent, staff and community relationships. These positive partnerships result in responsible and accountable decisions that serve to ensure quality learning opportunities for students of all ages.

Reference: Section 7, 8, 8.4, 8.5, 20, 22, 65, 85 School Act
School Regulation 265/89

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PARENTS' ADVISORY COUNCILS

Background

Parent and community involvement is an essential ingredient to effective schools and the District. Parent Advisory Councils are therefore supported by the District.

Procedures

1. Parents of children at District schools may apply to the District to establish a Parent Advisory Council, if one does not already exist.
   1.1 Only one (1) Council is allowed for each school.
   1.2 On receipt of the application, the District will establish the Council.

2. Parent Advisory Councils are the officially recognized voice of parents at the school level, providing an opportunity for parents and guardians to advise on school programs, policies, procedures, plans and activities.

3. The purpose of a Parent Advisory Council is to support, encourage and improve the quality of education and well-being of students.

4. All parents and guardians of children in the school are voting members of the school Parent Advisory Council.

5. The Parent Advisory Council will:
   5.1 Meet on a regular basis to consider school issues of interest and concern to parents;
   5.2 Encourage dialogue between school and community;
   5.3 Have the opportunity for input into school-based decisions; including advising the Principal and staff on parents' views on any matter relating to the school - programs, procedures, plans and activities;
   5.4 Have access to information regarding school programs, procedures and operations;
   5.5 Encourage schools to recognize and utilize community talent and resources;
   5.6 Encourage continued parent group and community involvement within each school and from kindergarten to grade 12;
   5.7 Communicate with parents in accessing the system and provide advocacy support for parents and their children;
   5.8 Organize Parent Advisory Council activities and events to support the school;
   5.9 Contribute to the effectiveness of the school by promoting the involvement of parents and other community members;

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5.10 Function in accordance with democratic principles.

6. All Parent Advisory Council activities, including managing activities and contracting for services must be sanctioned by the District and must comply with Board policy and administrative procedures.

Reference: Section 8, 20, 22, 23, 65, 85 School Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 111

DISTRICT PARENT ADVISORY COUNCIL

Background

A District Parent Advisory Council will enhance communications among the school Parent Advisory Councils, the District, the Superintendent, stakeholder groups and the community at large.

Procedures

1. The District Parent Advisory Council is an organization of parent volunteers elected from the Parent Advisory Councils of District schools and is the official representative of school Parent Advisory Councils at the District level.

2. The District Parent Advisory Council is to:

   2.1 Assist individual parents and Parent Advisory Councils in expressing concerns and gaining appropriate access to the education system;
   2.2 Promote effective communications amongst Parent Advisory Councils;
   2.3 Serve as an advisory council to the Board, District administration and Parent Advisory Councils;
   2.4 Encourage the formation and continued operation of Parent Advisory Councils throughout the District;
   2.5 Provide resources, other than financial, at the request of any Parent Advisory Council;
   2.6 Provide liaison between the B.C. Confederation of Parent Advisory Councils, the Board, District administration, New Westminster Principals' and Vice-Principals' Association, the New Westminster Teachers' Union and the Canadian Union of Public Employees 409;
   2.7 Provide and promote leadership in developing and understanding the rights and responsibilities within the education system.

Reference: Section 8, 8.4, 8.5, 22, 23, 65, 85 School Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 120

POLICY AND PROCEDURES DISSEMINATION

Background

The Superintendent has been given the responsibility for implementing policy and procedures, which includes maintaining the Board Policy Handbook and the Administrative Procedures Manual and their dissemination to the appropriate members of the District.

Procedures

1. The Superintendent will ensure that the Board Policy Handbook and the Administrative Procedures Manual will be available on the District website so that all trustees, staff members, students, parents and the general public have ready access to all Board Policies and Administrative Procedures.

2. When updates to the Board Policy Handbook and the Administrative Procedures Manual are made, the Superintendent or designate will ensure that department supervisors, principals and partner groups are advised in a timely manner. These individuals are responsible to advise the appropriate education stakeholders as required.

3. It shall be the responsibility of the Principal and District Office supervisors to convey to and interpret policy and administrative procedures to their respective staffs.

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 121

DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

Background

The Superintendent has been given responsibility for implementation and review of the Administrative Procedures Manual. Regular review of administrative procedures, with opportunities for input from appropriate stakeholders, leads to effective operations with the District.

Procedures

1. A review of all administrative procedures shall be conducted through the Office of the Superintendent.

2. This review will provide opportunities for input from stakeholders as appropriate.

3. Reviews shall ensure that each administrative procedure meets the following criteria:
   - 3.1 Each procedure is the responsibility of administration as delegated by the Board or as defined by legislation;
   - 3.2 Each procedure is consistent with Board Policy;
   - 3.3 Each procedure is consistent with other Administrative Procedures;
   - 3.4 Each procedure is consistent with the District's Strategic Direction;
   - 3.5 Each procedure ensures clear and consistent direction for the District.

4. Development or review of a specific administrative procedure may be initiated by any stakeholder at any time through a formal request to the Superintendent.
   - 4.1 The request will be expected to detail the issues and concerns associated with the administrative procedure and if possible, offer suggestions for revision.
   - 4.2 The Administrative Procedure Feedback Form (Form 121-1) shall be used to facilitate this process.

5. All newly developed administrative procedures and changes based on reviews of current administrative procedures shall be communicated expeditiously to all stakeholders.

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6. Upon receiving a formal request for review, the Superintendent will determine the appropriate process for developing and reviewing the specific Administrative Procedure to ensure that reasonable consideration is given to the request.

Reference: Sections 8, 22, 65, 85 School Act
School Regulation 265/89

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 130

SCHOOL CALENDAR

Background

A proposal for a local school calendar for a school, or for an amendment to a school calendar, shall comply with the requirements of the Act, Regulation and any applicable Ministerial Orders.

Procedures

1. Notice

   1.1 If the Superintendent intends to adopt a school calendar proposal, the Superintendent shall, before seeking the required approvals, provide to the parents of students enrolled in the school, to employees of the Board assigned to the school, and to the employees' Unions and other representatives at least seven days written notice of the Superintendent's intention to seek that approval.

   1.2 Notice to parents may be given by distribution of notices to students at school and by notice to the parents' advisory council, if any.

   1.3 Notice to employees may be given by posting on staff bulletin boards within the school, and by distribution of notices through internal mail.

   1.4 Failure to provide notice to any individual employee or parent, unless bad faith is shown, shall not invalidate any action taken on a school calendar proposal.

   1.5 Notice to an employees' Union shall be given in accordance with the provisions contained in the relevant collective agreement.

   1.6 Notice to an employee representative shall be given in writing in accordance with the designation of the representative.

2. School Staff Approval

   2.1 Approval of the employees of the Board assigned to a school of a school calendar proposal affecting that school is to be determined and expressed by the employees through their union or representative, as the case may be, in the manner that the employees and their Union or representative, as the case may be, may provide.

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2.2 The representative of principals and vice-principals and any other employees not represented by a Union assigned to the school shall be the New Westminster Principals and Vice-Principals Association, unless a principal or vice-principal or other employee notifies the Secretary-Treasurer of a different choice of representative, no later than seven days after notice is given under Section 1, or within such longer time as may be stipulated by the Secretary-Treasurer.

2.3 Approvals or rejections shall be reported within 30 days following notice of the proposal. If a proposal is not rejected by a Union or representative within 30 days following notice under Section 1, it is deemed to be approved by the employees represented by that union or representative.

2.4 Approval by employees is constituted by the approval of a majority of employees assigned to the school represented by each Union plus a majority of employees assigned to the school who are not represented by a trade union, as determined and expressed by the respective Unions and representatives.

3. Parental Approval

3.1 A school calendar proposal may be referred by the Board to the parents' advisory council of the school, if one has been established.

3.2 If there is no parents' advisory council operating in the school, or if the Board does not refer the school calendar proposal to the parents' advisory council, the Board shall notify parents of students in the school as required by Section 1 and convene a meeting to which parents are invited and approval will be sought.

3.3 At least seven days' notice of the meeting shall be provided, in the same manner as notice under Section 1.

3.4 A quorum for the meeting shall be the quorum identified in the Bylaws of each parents' advisory council.

3.5 Voting at the meeting shall be by secret ballot.

3.6 Each parent, present at the meeting, of a student enrolled at the school shall be entitled to one vote.

3.7 Approval by a parents' advisory council to which the school calendar has been referred under clause 3.1, or approval by a majority of the votes cast at a meeting convened under clause 3.2, constitutes approval of parents.

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4. Board Approval

4.1 A school calendar proposal which has been approved by the Board, the parents and, if required, the employees, in accordance with the provisions of this Administrative Procedure, shall govern school operation in accordance with its terms.

4.2 Notwithstanding Sections 1, 2 and 3, if the Board intends to amend a school calendar by rescheduling a non-instructional period, the Board may provide written notice at least thirty days in advance of its intention to amend the calendar and advise parents and employees of their right to object to the proposed change. Provided not more than 10% of the parents, nor 10% of the employees register objections to the proposed change within seven days of notice, approval for the proposed change shall be deemed to have been received.

5. Distribution

5.1 Following approval, a local school calendar, or a school calendar which does not schedule one or more of the non-instructional periods designated by the Minister, shall be made available to parents of students in the school on or before May 31, as required by the Act.

5.2 Following approval of an amendment to a school calendar, the Board shall give written notice of the amendments to the school calendar and the date on which they are to take effect to:

5.2.1 The parents of the students enrolled in the school; and
5.2.2 The employees of the Board assigned to that school and to their Unions and other representatives in accordance with clauses 1.2 to 1.6.

5.3 An amended school calendar or a local school calendar shall be filed with the Minister of Education within 30 days after all approvals (parental, staff, and Board) have been obtained.

5.4 An amended school calendar shall not come into effect until at least 28 days after it has been filed with the Minister.

Reference: Sections 8, 22, 23, 65, 85, 87.01, 87.02, 87.03, 168.02, 175 School Act
School Calendar Regulation 314/12
Collective Agreements

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 131

VARIATION OF SCHOOL DAY

Background

Any variation of school days approved by the Superintendent must be consistent with the school calendar approved by the Board and must accommodate the minimum number of hours prescribed by the Ministry.

Procedures

1. The hours of instruction as prescribed by the School Act and Regulation comprises the minimum that schools will offer.

2. Annually, on or before April 15 of each school year, the Principal will inform the Superintendent of the school's proposed schedule for the subsequent school year if a change is contemplated.

3. Requests for variation in school days will be adjudicated by the Superintendent as and when submitted. Such requests must address potential impacts on:

   3.1 Collective agreements;
   3.2 Parent expectations;
   3.3 Staff member expectations;
   3.4 Any other related items specific to the school community.

Reference: Sections 8, 20, 22, 23, 65, 85, 87.01, 87.02, 87.03, 168.02, 175 School Act
School Calendar Regulation 314/12
Collective Agreements

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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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

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.
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.
6. Teaching, support staff employees, Principals and 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.

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7. 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.

8. Principals will advise parents of the school closure procedure and, early in the school year, 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.

9. Principals and school staffs will establish a protocol for the safe release and supervision of children during the school day.

10. Principals are responsible for ensuring that when children are released early that they are escorted across intersections and crosswalks normally supervised by adult guards.

11. At the discretion of the Principal, staff members may be released

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

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SD No. 40 (New Westminster)

Adopted: April 25, 2017

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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, 2015*).

- 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 user's 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.

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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 ensure that all staff users have reviewed the procedures, and have a current District Digital Technology User Agreement (Form 140-2) on file;
   - 1.9 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;
   - 1.10 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;

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1.12 Will follow regulations as per Canada's anti-spam legislation;

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;

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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.

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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) 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) 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;

5.4 Students in Kindergarten through grade 8and their parent/guardian must sign a Digital Tools Consent Form (Form 140-3) 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.

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.

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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

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 141

PORTABLE TECHNOLOGY SECURITY

Background

All staff using District information at a District location or otherwise are responsible for the management and safekeeping of information under their control by ensuring that there is adequate security to prevent unauthorized access, collection, use, disclosure or disposal of information.

Sensitive and confidential information stored on portable technology such as laptops, personal organizers, cell phones or memory sticks must be kept to an even higher standard due to the higher risk of equipment loss or theft.

Procedures

1. All password protection mechanisms available on portable technology must be activated and utilized consistently and to the greatest extent possible. Industry standards/methods are to be deployed in the selection of appropriate passwords.
2. Passwords should be treated in strict confidence and should not be shared with any other individual.
3. All files containing sensitive or confidential information that are stored on portable technology must be encrypted/password protected.
4. Any information that is no longer required on portable technology is to be transferred immediately to more secure electronic storage.
5. All security measures adopted for other technology use within the District apply to portable technology.

Reference: Sections 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89

SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 145

USE OF PERSONAL ELECTRONIC DEVICES (PEDs)

Background

Openness to new and future technologies and their educated use create opportunities for many constructive and positive uses that can aid the instructional process. Further, regulated use of some personal communication devices in the school and community may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy; and may compromise academic integrity.

Procedures

1. Personal Electronic Devices (PEDs) are not to be operated during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or talk by a guest speaker, unless such use facilitates the learning activity as permitted by the teacher.
   1.1 Normally, PEDs are to be stored in silent mode during instructional and school sponsored activities.
2. PEDs are not to be taken into test or examination settings, unless students have been given permission to do so.
3. PEDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
4. Students who bring PEDs to the school are expected to comply with all parts of Administrative Procedure 350 – Student Responsibilities and Rights and with Administrative Procedure 140 – Digital Technology. Students who consistently refuse to comply with the District's procedures for use of PEDs in the school setting may be subject to disciplinary measures detailed in the school's rules, as well as the steps outlined in Administrative Procedure 355 – Student Suspensions.
5. The consent form, Student Use of Personal Electronic Devices (Form 145-2), must be signed prior to the use of PEDs in the school.
6. Principals, in consultation with staff and appropriate stakeholders (including the parents' advisory councils), are to formulate and implement specific procedures at each school site.
7. In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the school community of the acceptable use of PEDs in that emergency situation.

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8. PEDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of PEDs.

    8.1 PEDs which are taken temporarily from students by teachers or administrators must be securely stored.

Reference: Sections 6, 8, 17, 20, 22, 65, 85 School Act
School Regulation 265/89

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SD No. 40 (New Westminster)

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ADMIN PROCEDURES MANUAL
Administrative Procedure 146

RESPONSIBLE USE OF ELECTRONIC SOCIAL MEDIA

Background

The District recognizes that the use of electronic social media is a viable means to enhance learning. The District supports the use of electronic social media to interact knowledgeably and responsibly for this stated purpose. This procedure applies to all District students, staff, and parents' advisory council representatives.

The District has enacted Administrative Procedure 140 – Digital Technology and its associated form of agreement to guide and govern the use of electronic media by students and staff. This Administrative Procedure covers electronic media that may not be specifically referenced in that Procedure.

Definition

Electronic social media refers to electronic access to and use of blogs, personal websites, RSS feeds, postings on wikis and other interactive sites, such as, but not limited to: Facebook, MySpace, Blogger, Twitter, Instant Messaging, and postings on video or picture-sharing sites and elsewhere on the Internet.

Procedures

7. Interactions Representing the District

   7.1 Unless given written permission from a Principal or supervisor, a user is not authorized to use electronic social media sites to represent a school, parents' advisory council executive, department, or the District.

   7.2 In cases where a user has sought permission to represent a school, parents' advisory council, department, or District, the user must identify themselves by name and as an employee of the District or parents' advisory council executive.

      7.2.1 The signature "New Westminster School District" and/or the District logo needs to appear in the banner for blogs, etc., or in the profile page for social media sites like Twitter.

      7.2.2 Access and permission to use the District's logo can be granted by emailing the Secretary-Treasurer.

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7.2.3 School logos will not be used without first obtaining written permission from the Principal or supervisor.

7.3 Any use of electronic media by a user must be consistent with the duty of loyalty each user owes to the District and must not transgress any law or civil duty of care owed to the District or any other person. Breach of this requirement will be considered to be conduct that is subject to action by the District and the District will take such action as it considers is warranted.

8. Respect, Privacy, and Confidential Information

8.1 Users will not disclose confidential student information, images, or confidential school, department, or personnel records without first obtaining written consent from the Principal, supervisor, and the guardian(s) for students under the age of eighteen (18) who are not independent students, as defined in the School Act, or without first obtaining written consent from the Principal, supervisor, and from a student eighteen (18) years of age or older who is an independent student as defined in the School Act.

8.2 Users will not use electronic social media sites to be defamatory or harassing towards any person and will not espouse or support any position or opinion or statement that is contrary to Board policies and District administrative procedures.

8.3 Users will not engage electronically in behaviour or comments that would reflect negatively on a school or the District's reputation or the reputation of any person employed with or holding elected office with the District.

8.4 Users may be disciplined if their social media comments and postings, whether personal or school/District related, are not in compliance with this Administrative Procedure or any other policies or procedures of the District.

8.5 Users participating in social media activities will respect copyright laws, not only in relation to the content produced on the social media sites, but also in relation to the software that enables them to operate.

8.6 Users participating in electronic social media activities acknowledge that all information posted to sites is subject to the provisions of the Freedom of Information and Protection of Privacy Act (FOIP) if that information falls within the ambit of the information protected by and governed by FOIP.

9. Staff-Student Online Correspondence

9.1 Online correspondence between staff and students must be related to course work, or school sanctioned clubs/activities. Social media conversations between a staff member and a parent are subject to the provisions of this Administrative Procedure.

9.2 Principal(s) must approve school-based electronic social media groups that will be supervised and monitored by a teacher from each participating school.

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9.3 Principals will have administrative privileges to all school-sanctioned electronic social media groups.

9.4 Principals will inform staff members participating in school-created electronic social media groups with students that the ethical standards for the teaching profession apply at all times, whether in a traditional school environment or an online environment.

9.5 District staff shall not initiate or accept electronic "friend" invitations from students unless the networking is part of an existing school course or school club structure and at least one (1) other staff member has administrative access to the electronic social media group.

10. Social Media Accounts

10.1 Schools, Parent Advisory Councils, departments, or individual staff wanting to create a social media account on behalf of the school/parents' advisory council must request that a social media page be established under the District's corporate account.

10.2 All accounts can be set up through a formal written request to the Principal.

10.3 As a condition of such pages, the Principal or Vice-Principal must be one (1) of the two (2) administrators of the account, who holds the responsibility to manage the page, including removing defamatory or inappropriate remarks.

Reference: Sections 8, 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

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 147

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

11. 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.

    11.1 Parents/guardians will be asked to provide an email address, which the District will understand, is express consent to send Commercial Electronic Messages (CEMs).

    11.2 Parents will be provided with an email address, school phone number and contact name, to unsubscribe at any time.

    11.3 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.

12. 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.

13. 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.

14. The District does not share its email lists with external organizations or persons.

15. 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:

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15.1 All messages from the New Westminster School District;

15.2 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

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 150

COMMUNICATION AND INVOLVEMENT

Background

The District strongly supports and encourages good community relations and involvement in the District schools.

In general, the District's objectives with respect to the community shall be:

- To promote effective and open communication with the public and within the District itself, on all matters pertaining to the operation of schools;
- To make freely available any information that pertains to programs, practices and policies that are concerned with the educational welfare of students in our schools;
- To foster and encourage effective two-way communications between each school and its parent community;
- To encourage community involvement directly in the schools in such a way as to provide reinforcement to the learning situation;
- The District encourages parents or guardians to discuss their interests regarding their children's education as early and as directly as possible.

Procedures

1. Normally, each Board meeting or Standing Committee meetings will be open to the public and occasionally, to encourage public participation, meetings may be moved to schools throughout the District.

2. The Board and each of its Standing Committees meet monthly, except during the months of July and August, when meetings may be at the call of the Chair.

3. The agenda will provide visitors attending any of these meetings an opportunity to address questions to the Board through its Chair. In the case of delegations or individuals wishing to present briefs to the Board, these requests must be submitted to the Secretary Treasurer.

4. Extra copies of agendas and related material will be available at each Board and Committee meeting. In addition, one copy of Board and Committee agendas will be sent to each school and, upon request, to other community groups or individuals.

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5. A draft copy of the minutes of each regular Board meeting will be made available to the public on the District website. Draft copies of minutes will be made available to each school, to all parent organizations, and to the unions and associations representing District employees. A citizen may obtain a copy of the draft minutes upon written request to the Secretary Treasurer.

6. In addition to the circulation of the agenda and minutes, the District will:
   - 6.1 When appropriate ensure that press releases are made available to local news outlets;
   - 6.2 Encourage each school to publish regularly a school newsletter for circulation in the local school community.

7. The District favours and encourages the establishment of consultative and advisory committees, associated either with a school or with a specific program or service.

8. Should a question or problem arise, parents or guardians are requested to seek assistance through the following steps:
   - 8.1 Discussion with the teacher and/or Principal;
   - 8.2 Discussion including appropriate District personnel;
   - 8.3 Referral of the matter, if appropriate, in accordance with Board Policy 13 – Appeals Bylaw.

As most problems are readily resolved at the source, it is logical to seek solutions at this level, but should parents not find satisfaction they are then encouraged to proceed to the next step.

9. The Superintendent will coordinate a comprehensive communications program.

Reference: Section 8, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

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ADMIN PROCEDURES MANUAL
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MEDIA RELATIONS

Background

The Superintendent has been given the responsibility to ensure positive internal and external communications are developed and maintained. The news media are an important vehicle through which the District keeps the electorate accurately informed and increases public awareness of education. Notwithstanding this, the District has an obligation to protect its students and staff from unwelcome intrusions into the operation of its schools.

Procedures

1. Information releases, which accurately communicate the Board's business to the public and which may have potential political implications, may only be issued by persons authorized by the Board as per Policy 5 – Role of the Board Chair.

2. The Superintendent shall approve all District administrative information released to the media.

3. All media requests received at a school shall be directed to the Superintendent.

   3.1 This measure ensures the District is fairly represented given local, regional, provincial and national events and issues. It further builds awareness among media outlets that their first point of contact is the Superintendent when covering stories of a contentious or sensitive nature.

4. The Superintendent or designate may contact local media to request coverage of special events.

   4.1 Principals wishing to gain coverage for special school events are to contact the Superintendent.

5. Media representatives shall not be allowed to disrupt the normal operation of District Office, a school or a class for the sole purpose of information gathering. This includes the interviewing of District employees and/or students during the regular school day.

6. Media representatives may be asked by the Principal or District staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Section 8, 20, 22, 65, 85, 177 School Act
Freedom of Information and Protection of Privacy Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 152

COMPLAINT PROCESS FOR A RESOLUTION OF CONCERNS

Background

The complaint process ensures that any individual's concern will be given respectful attention while upholding the integrity of the educational system. It provides clear procedures for the communication and resolution of any concern held by members of our educational community. The educational community includes parents, students, employees and members of the public.

Procedures

1. Any District employee contacted by a member of the educational community with a concern will advise the person of the complaint process and encourage the person to express the concern to the individual involved.

2. Every effort is to be made to resolve the concern at Step 1 of the process.

3. The process will be carried out within a reasonable time frame.

4. The person with the concern must be informed of the progress in each step of the process.

5. The process does not deny access to Board Policy 13 – Appeals Bylaw to resolve a concern held by a member of the educational community.

6. Process

   6.1 <u>Step 1: Initial Contact</u>

   6.1.1 The person(s) will express the concern(s) to the individual involved.

   6.1.2 Both parties will attempt to:

   - Define the concern(s);
   - Clarify the issue(s);
   - Develop an appreciation and understanding of each other's point of view;
   - Resolve the concern(s).

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6.1.3 If there is no resolution, the staff member will refer the matter to the Principal/Supervisor.

6.2 Step 2: Facilitated Contact

6.2.1 The person(s) will meet with the Principal/Supervisor or designate.

6.2.2 At the meeting the Principal/Supervisor or designate will:

- Gather information;
- Attempt to resolve the concern(s);
- Document the information by recording issue(s) and possible solution(s);
- Resolve the concern(s).

6.2.3 If there is no resolution, proceed to Step 3

6.3 Step 3: District Contact

6.3.1 The Principal/Supervisor will forward all documentation to the Superintendent/ Associate Superintendent/Director with recommendation(s) for resolution of the concern(s).

6.3.2 The Superintendent/Associate Superintendent/Director will review all information relevant to the matter and will:

- Contact the concerned person;
- Attempt to resolve the concern and inform the person(s) involved.

6.4 It is anticipated that the concern(s) will be resolved in Steps 1, 2 or 3, if not, Board Policy 13 – Appeals Bylaw is to be considered.

7. Principals shall communicate the procedures to their staff and parents on a yearly basis.

Reference: Sections 6, 11, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 22, 26, 85, 91 School Act
Appeals Regulation 24/08
Administrative Tribunals Act
Collective Agreement

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 153

ADVERTISING, CANVASSING AND COMMERCIAL SOLICITATION

Background

Schools, as educational institutions with a "captive" clientele, must not become vehicles for the circulation of materials intended primarily for commercial gain, nor for exploitation of students and their families by commercial, political, religious, cultural or other non-school interests. In general, therefore, the promotion of sales or support by canvassing, advertising, or by other means, on the part of any person, firm or organization on school premises is not appropriate.

Canvassing, advertising, selling or offering to sell goods, services or merchandise to staff or students requires prior approval.

Procedures

1. Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent or designate, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain religiously oriented or inflammatory material which might create unfavourable community reaction.

2. Limited and selected advertising may be permitted in school or District publications, provided that it meets standards of good taste and does not conflict with educational objectives.

3. Instructional materials furnished by private sources may be utilized when they are appropriate to the curriculum and when the advertising content is reasonable relative to the primary purpose of the materials.

4. Appropriate and discreet acknowledgement may be given to firms or organizations which are involved in a formal school-business partnership.

5. It is the responsibility of the Principal to ensure that school premises are not used to display, distribute, or otherwise advertise a product, service, or function on behalf of any person, business, or organization unless the Principal is satisfied that:

   5.1 The display of such material will not lead to the exploitation of the students;

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5.2 It does not imply endorsement by the school;

5.3 The primary purpose is such that it will complement the education program; and,

5.4 The claims in such materials are not false or misleading.

6. Requests for distribution involving a number of schools or the entire District are to be referred to the Superintendent.

Reference: Sections 8, 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 154

POLITICAL ELECTIONEERING

Background

The political election process in British Columbia and Canada normally occurs every three to five (3 to 5) years. Schools are sometimes subject to solicitations from politicians and aspiring politicians.

Procedures

16. Campaigning in District schools by individual candidates or parties for municipal, school board, provincial, or federal elections is prohibited except that:
    - 16.1 Principals may organize all-candidate forums or assemblies for educational purposes, provided the attendance is by invitation and voluntary and all parties are given equal opportunity; and,
    - 16.2 School space may be rented after hours by a candidate or party on a commercial use basis.
17. The posting or distribution of campaign materials associated with elections on lands or within buildings owned by the District is prohibited, except that campaign materials may be:
    - 17.1 Posted and distributed in that portion of a school rented for a campaign meeting or being used for an all-candidates forum; however, all political materials must be removed from school premises at the end of any such meeting;
    - 17.2 Used as classroom teaching resources on the condition that support for an individual candidate or political party is not solicited; and,
    - 17.3 Posted regarding school board elections as directed by the Board.
18. Political campaign materials and political literature in general may not be distributed through the school or sent home to parents although it may be used directly with those students attending meetings described in section 1 above.
19. The Principal shall report to the Superintendent any unusual circumstances that may originate from these procedures.

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20. The Superintendent may be requested to rule on extraordinary requests within the parameters of this Administrative Procedure. Any such occurrence will be reported to the Board as information.

Reference: Sections 17, 20, 22, 65, 85 School Act
Local Government Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 155

EVENT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive external and internal communications are developed and maintained. Proper protocol is to be followed for events organized by schools. The Superintendent is to be informed whenever elected officials or dignitaries are involved in District or school events.

The success of a District or school event depends largely on good planning, as well as having a defined agenda and purpose for the event. If the event is well planned protocols normally flow smoothly.

Protocols will vary from one situation to another, depending on who is involved in the particular event. Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

Procedures

1. When organizing a public event at which dignitaries are present, introduce the most senior dignitaries first:
   - 1.1 Members of the Senate representing British Columbia;
   - 1.2 MPs (cabinet members first);
   - 1.3 MLAs (cabinet members first);
   - 1.4 Board Chair and Vice-Chair;
   - 1.5 Mayor;
   - 1.6 Other trustees and civic councilors;
   - 1.7 Senior bureaucrats and heads of other organizations;
   - 1.8 Prominent community members.
2. When organizing an event within the District schools, the introductions will take place in the following order:
   - 2.1 Board Chair;

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2.2 Vice-Chair;

2.3 Trustees in attendance;

2.4 Superintendent, Associate Superintendent;

2.5 Principal, Vice-Principal.

3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.

4. Trustees are to be introduced at all times.

5. Provision is to be made for trustees and other important guests to be greeted by staff or students.

6. As audience members, dignitaries are to be provided with reserved seating in the front row.

7. Invitations to trustees to attend a school event are to be directed only to the liaison trustee(s) by the Principal. The role and expectations are to be defined in the invitation. It is encouraged that provisions for parking are made for dignitaries and trustees. It is recommended that Trustees are notified at least two (2) weeks prior to the event.

8. The Office of the Superintendent is to be contacted if a representative of senior staff is requested to attend a school event.

9. The trustee invitation and District Office notice is to indicate who will serve as the Master of Ceremonies (MC).

10. When no trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.

11. For assistance, contact the Office of the Superintendent.

Reference: Sections 20, 22, 65, 85 School Act
Provincial Government Protocol
Federal Government Protocol

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ADMIN PROCEDURES MANUAL
Administrative Procedure 156

VISIT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive internal and external communications are developed and maintained. Proper protocol is to be followed for visits that occur within the District.

Procedures

1. Royal and Other Dignitary Visits

   1.1 While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or British Columbia's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of British Columbia takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of British Columbia. The Superintendent must be contacted in these instances.

   1.2 In these circumstances, it is expected local event organizers will ensure trustees are properly recognized and included in the event whenever possible.

2. Special Visits

   2.1 The District, in recognizing its responsibilities to share educational experiences, welcomes visitors to the school system.

   2.2 Visits to schools by persons from outside the school system shall be arranged by such officials as the Superintendent may appoint. Such visits will be arranged in consultation with the principals and teachers concerned.

   2.3 The Superintendent will extend to visitors, at District expense, such courtesies as s/he may deem desirable.

3. General Visits

   3.1 All visitors to a school are expected to make their presence known to the Principal or designate.

   3.2 Signs indicating this expectation, and the direction to the school office, are to be posted at each unlocked entrance, and at other visible points in the school.

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3.3 The Principal determines right of access to the school. Principals may have to restrict or refuse permission for an individual or group to visit the school.

Reference: Sections 20, 22, 65, 85, 177 School Act
Provincial Government Protocol
Federal Government Protocol

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ADMIN PROCEDURES MANUAL
Administrative Procedure 157

FLAG PROTOCOL

Background

Principals and appropriate District Office personnel shall ensure that the Canadian flag and the British Columbia flag are displayed at schools and other District facilities.

Procedures

1. General
   - 1.1 The Canadian and British Columbia flags shall be displayed at all schools while in session.
   - 1.2 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
   - 1.3 Flags shall be displayed in accordance with a general protocol as set out by the Secretary of State for Canada.
2. The Principal shall:
   - 2.1 Purchase flags, as required, within the school;
   - 2.2 Display the Canadian and British Columbia Flags in accordance with this procedure;

   Principals may display flags in other areas within the school at his/her discretion.
3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.
4. Flags shall be flown at half-mast:
   - 4.1 Upon the death of an immediate member of the Royal Family and a current or former Governor or Prime Minister;
   - 4.2 Upon the death of our current or former B.C. Lieutenant-Governor or Premier;
   - 4.3 On April 28, Workers' Mourning Day;
   - 4.4 On the last Sunday in September, Police and Peace Officers' National Memorial Day;

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4.5 On November 11, Remembrance Day;

4.6 On December 6, National Day of Remembrance and Action on Violence Against Women;

4.7 Flags at individual schools may be half-masted, at the discretion of the Principal, and after consultation with the Superintendent, for:

4.7.1 The death of a staff member;

4.7.2 Other tragic events.

5. Current 'Rules for Flying the Flag' can be found at: http://www.patrimoinecanadien.gc.ca/progs/cpsc%2Dccsp/etiquette

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

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ADMIN PROCEDURES MANUAL
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CORPORATE IDENTITY

Background

The District's corporate identity is one of the first points of contact that the public has with the District. The organization's corporate identity tells a lot about who we are as an organization and plays a key part in defining the District to our publics. The corporate identity also establishes the 'look and feel' of who we are and what we represent. The District's corporate logo is an integral part of our corporate identity and aligns closely with the vision, mission, motto and belief statements in telling our story to broad public audiences.

A key measure in defining the success of the District's corporate identity is the extent to which we are able to achieve consistency across all communications and marketing platforms. Consistent execution of the District's corporate identity (including logo) will be necessary in all forms of print and digital communications, social media, web-based communication, corporate advertising, and building/vehicle signage.

Procedures

1. All representations of the District's corporate identity in any internal or external communications resource must follow the District's approved Logo Guidelines (Appendix).

2. The Secretary-Treasurer is responsible for ensuring the District's Logo Guidelines (Appendix) are followed by the District Office, District schools and external third-party stakeholders.

3. Various types of clothing or other items may be acquired by the District in order to promote its image. These items may be provided as gifts or may be available for resale.

Reference: Section 17, 20, 22, 23, 65, 85 School Act

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 158 Appendix

DISTRICT LOGO GUIDELINES

Background

The logo and corresponding artwork for the District have been carefully designed and produced. Therefore, it is important only the official District identity mark be used in media and print applications.

Logo Conventions and Prohibited Uses

The District has one unique logo, which may not be modified or adapted. Variations for an internal organization, promotion, concept, event, or project are not permitted.

The District logo must:

Placement:
- Always be placed on a solid background (white or black ideally) that does not compete with the identify;

Visibility:
- Be surrounded by a clear area equivalent to at least 1/8 the length of the logo to maintain visibility when used with text, photographs or other elements;

Sizing:
- Be a minimum of 1 inch tall for most applications (for use on sizes larger than 8 ½ x 11", the minimum recommended use is 1.75" tall;
- Be a minimum of 85 pixels tall for most uses on the web.

Colour Palette:
- Only be used in authorized colours as included in the logo or white with black type, black with white type.

Reference: Section 17, 20, 22, 65, 85 School Act

SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 160

HEALTH AND SAFETY OF STUDENTS AND STAFF

Background

The District is committed to providing a safe and healthy study and work environment for its students, staff members, volunteers and the general public.

The personal health and safety of each employee of the District is of primary importance. The District is committed to a health and safety management system that protects our workers, volunteers, contractors and the general public who enter our property. Work related incidents are preventable and their elimination is integral in achieving excellence in education.

The development and maintenance of a safe and healthy work environment is a shared responsibility. Employees at every level are responsible and accountable for the District's health and safety performance. Active participation by everyone, every day, in every job is necessary for the health and safety excellence that the District expects. The District believes that a healthy, injury free work place can be achieved by working together.

Safety education is integrated in all areas of District work and with all disciplines.

Procedures

1. The District recognizes the necessity for a planned safety program to ensure a safe environment for all personnel and students. Therefore, the Superintendent or designate will develop and implement a safety program which will include:
   - 1.1 Compliance with all provincial and deferral laws, rules, and regulations;
   - 1.2 Provisions for safety instruction; school facility safety; safety in transportation and traffic control;
   - 1.3 Communications among staff, student, parent, community officials, and the media; and designated safety personnel.
2. Under the Occupational Health and Safety Regulation, all staff members have the responsibility to ensure the health and safety of students, themselves and their colleagues.
   - 2.1 All District administrators, staff and contractors shall comply with Occupational Health and Safety legislation.

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2.2 All District personnel and contractors shall comply with Workplace Hazardous Materials Information System (WHMIS) standards.

2.3 All students in laboratory courses shall have a safety training session.

3. Principals and supervisors shall:
   3.1 Be familiar with WHMIS;
   3.2 Ensure that the school's (or department's) copy of the WHMIS binder is kept current;
   3.3 Review WHMIS requirements with their staffs each September;
   3.4 Ensure that yearly inventories of chemicals are conducted; and,
   3.5 Ensure that Material Safety Data Sheet (M.S.D.S) sheets are current.

4. Appropriate staff shall participate in WHMIS information programs provided by the District.

5. Principals and supervisors with questions regarding WHMIS are to contact the Secretary-Treasurer or designate. Other District staff with questions regarding WHMIS are to contact their Principal or Supervisor.

6. It will be the responsibility of the Secretary-Treasurer or designate to:
   6.1 Develop a program of WHMIS education for staff;
   6.2 Arrange for implementation of WHMIS programs;
   6.3 Keep all principals and supervisors updated with materials to keep WHMIS binders current; and,
   6.4 Maintain an up-to-date Occupational Health and Safety Manual.

7. Certification in the transportation of dangerous goods shall be a condition of employment for those employees as determined by the Secretary-Treasurer.

8. Only certified personnel will handle or transport goods identified as dangerous goods.

9. Dangerous goods not properly labeled, placarded or documented will not be handled or transported.

10. Each Principal shall develop procedures that prescribe the rules of safe operation of all laboratories within the school. Such procedures shall address:
    10.1 Safe and secure storage, annual checking, and disposal, where needed, of chemicals;
    10.2 WHMIS labeling of all chemicals;
    10.3 Safe and secure storage and use of laboratory equipment;

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10.4 Safe use of natural gas and security when gas is not in use;

10.5 Appropriate teacher supervision of students in all laboratory activities;

10.6 The training of staff in the use and maintenance of safety equipment, and the use and hazards of any equipment or chemicals they may use as well as the safety requirements of any procedure or activity they may use;

10.7 The training of students in any safety procedures relevant to the work they are doing; and,

10.8 Any other measures required to ensure the safety of students and staff in any school laboratory.

11. The development and implementation of safety and accident prevention programs is mandatory in order to develop a learning and working environment that promotes health and safety. The District will:

11.1 Provide the education and tools required so all employees are aware of their responsibilities and duties under the Occupational Health and Safety Regulation;

11.2 Ensure that there is a Joint Workplace Health and Safety Committee with representation from all areas of the District to review Occupational Health and Safety issues and incidents, and provide recommendations.

12. The provision of instruction and training to students and staff is essential in order to encourage safe working practices and to ensure appropriate response in the event of an accident.

12.1 In order to ensure that there are staff members proficient in administering First Aid, the District encourages staff members to take a standard First Aid course.

12.2 Upon approval and the successful completion of a standard First Aid Course, the school/site will reimburse the staff member's registration fee.

12.3 Any staff member covered by worker's compensation who is injured while carrying out his/her duties to the District shall, within the specified time, fill out any forms required under Worker's Compensation.

12.4 Any staff member not covered under Worker's Compensation shall report to their immediate supervisor any injury caused by an accident while carrying out their duties to the District. The supervisor shall report such accident injury to the Superintendent.

12.5 The application of Universal Precautions, meaning the application of strategies for isolation precautions to prevent the spread of blood-borne infections by applying Blood and Body Fluid precautions universally to all persons regardless of their presumed infection status, is mandatory for all staff members.

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12.6 Universal Precautions in a school setting shall apply to isolation of all moist and potentially infectious body substances (blood, feces, urine, sputum, saliva, wound drainage, and other body fluids) from all persons regardless of their presumed infection status through the use of protective gloves.

12.7 Staff members shall put on clean protective gloves just before contact with mucous membranes, non-intact skin and for anticipated contact with moist body substances. Protective gloves are to be removed promptly after use, before handling non-contaminated items or environmental surfaces. Hands are to be washed immediately to avoid transfer of micro-organisms to others or environments.

12.8 The Principal or District Office administrator shall ensure that an adequate supply of protective gloves is available to all staff members and that all staff members have knowledge of storage locations and easy access to the protective gloves.

12.9 Principals shall ensure that procedures are developed for the application of Universal Precautions in the school environment.

Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation

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ADMIN PROCEDURES MANUAL
Administrative Procedure 160 Appendix A

UNIVERSAL PRECAUTIONS

Background

Hygienic practices are required to minimize the risk of transmission of infectious diseases following contact with blood or other body fluids.

Procedures

1. Use dressings and tissues to minimize direct contact with blood, other body fluids and wounds. Whenever possible, protective disposable gloves shall be worn.
2. When cleaning up body fluids, protective disposable plastic gloves shall be worn.
3. If any part of the skin comes in contact with body fluids, it shall immediately be washed with a disinfectant or hot, soapy water.
4. Exposure of open skin lesions and eye and mouth areas to body fluids shall be avoided.
5. Appropriate disinfectants (e.g. 1:9 dilution of household bleach in water) shall be used in cleaning body fluids from floors, walls, and clothing. The Fraser Health Authority can be contacted if there is doubt as to which disinfectants or cleansers are to be used.
6. The person doing the cleaning is to use disposable materials such as paper towels, if at all possible. If a mop is used, it shall be rinsed in disinfectant.
7. All disposable articles soiled with body fluids (e.g. paper towels) shall be placed in a plastic container, which shall be sealed and disposed of immediately.
8. Non-disposable articles, such as clothing and linens visibly soiled with blood or other body fluids, are to be rinsed in cold water and then machine-washed in hot water with ordinary household laundry detergent, including bleach (or dry cleaned). The person who is rinsing the clothes is to wear necessary protective coverings.

Legal Reference: Sections 17, 20, 22, 65, 85 School Act
Safety Standards Act
Communicable Diseases Regulation
Health Act
Workers' Compensation Act
Occupational Health and Safety Regulation

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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USE OF SCENTED PRODUCTS

Background

The District recognizes that health concerns may arise from exposure to scented products. To assist with the right of employees and students to work in a safe and healthy environment, a scent-free environment is to be provided.

Procedures

1. Employees and students shall refrain from using scented products when a known condition exists with the sensitivity to these products.

2. Employees and students will be made aware of the effectives of scented products on other persons through signs posted in buildings, the scent-free guidelines, and promotional materials, and will receive orientation and training.

3. Staff affected by scented products shall complete an incident report (Form 6A) and the concern shall be discussed at the site safety meeting or with the site safety representative with a view to resolve.

Adopted: February 24, 2004
Amended: September XX, 2016

Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation

SD No. 40 (New Westminster)

Adopted: May 30 2017

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COMMUNICABLE DISEASES AND SYSTEMATIC IMMUNIZATION OF STUDENTS

Background

The District, in accordance with Sections 89 and 91 of the *School Act*, may, on recommendation of the Medical Health Officer, restrict the attendance of a student or employee, in its responsibility to protect students and employees from exposure to communicable diseases.

All students attending District schools must provide documentation of protection against communicable diseases.

The objective of this Administrative Procedure is to protect students against the spread of communicable diseases and to enable them to continue their learning in school if an outbreak of any of these diseases occurs.

The District and its employees will cooperate fully with the Fraser Health in coordinating public health services and in promoting public health awareness.

Procedures

1. The recommendation of the Medical Health Officer is the basis for the District's decision as to whether a student or an employee's attendance is restricted from the school.

2. For specific reportable communicable diseases, principals are to contact Public Health for direction.

3. The Principal of each school will ensure that parents and/or guardians of each student registering in the school for the first time in Kindergarten or other years will provide one of the following:

   3.1 A record of the student's immunization verified by a physician or a Health Unit. The record will indicate the dates of each immunization against reportable communicable diseases.

   3.2 Where applicable, a written statement from the parent/guardian that he/she is a conscientious objector to immunization.

4. Public Health will record the immunization status for each child entering Kindergarten. All immunization records or statements will be attached to the registration forms and given to

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5. the school's Public Health Nurse.

6. The Medical Health Officer and/or Public Health Nurse will advise the Principal which children are to be excluded from school in the event of an outbreak of a communicable disease based on the decision of the Medical Health Officer.

7. Reporting of Suspected Case

   6.1 If an employee is aware that another employee or student is suffering from a communicable disease, he/she shall immediately report this information to the local Public Health Unit, the Principal and the Superintendent.

   6.2 The Medical Health Officer will act in accordance with Sections 89, 90, or 91 of the *School Act* and will inform the Superintendent, in writing, of his/her findings and recommendations.

8. Control of Communicable Diseases in School

   7.1 Communicable diseases are fairly common in school. Most are of minor importance.

   7.2 The infections can occur among staff and affect students, or among students and affect staff or other students.

   7.3 Standard precautions must be practiced at all times and the necessary supplies must be present in classrooms and medical rooms. The precautions are:

      7.3.1 Have suitable disposable materials available – paper towels, tissues, for wiping areas clean from blood, etc. and for blowing noses;

      7.3.2 Clean up body wastes and fluids, i.e., vomit, feces, urine, blood, discharges from cuts and sores, and from the nose, ears and eyes with paper towels;

      7.3.3 Have suitable first aid dressing available to cover open wounds, and ensure proper hand hygiene has been performed prior to dressing a wound

      7.3.4 Discard used paper towels and materials used to dress wounds into a separate plastic bag, and place in larger garbage can for immediate removal and disposal;

      7.3.5 Use disposable gloves and eye protection (for larger volumes) when cleaning up vomit or feces, or blood or other body fluids;

      7.3.6 Clean the area with a household disinfectant. A fresh solution of bleach should be used for disinfecting and can be prepared by mixing 1 part bleach to 9 parts of water. The bleach solution should be left in contact with the spill area for at least 10 minutes before wiping it up; and,

      7.3.7 Allow to air dry.

   7.4 Hands must be washed following contact with potentially infected matter.

   7.5 The immunization status of all staff and students is to be as complete and as current as

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7.6 possible. Tetanus and diphtheria immunizations are also recommended every 10 years and are available, free of charge, from the local Public Health Unit, your family physician or your local pharmacist.

7.7 All reportable communicable diseases must be reported to the Medical Health Officer, usually through the Public Health Nurse.

7.8 For more information, please see "A Quick Guide to Common Childhood Diseases" put out by the Ministry of Health, and available at:

http://www.healthservices.gov.bc.ca/ccf/chiuld/publicat/comm/PHN144.pdf

Adopted: October 18, 1998
Amended: October 23, 2012; May 2, 2017

Reference: Sections 17, 20, 22, 65, 85, 89, 90, 91 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation
A Quick Guide to Common Childhood Diseases

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Adopted: May 30, 2017

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Administrative Procedure 161 – Appendix

LIST OF COMMUNICABLE DISEASES

Acquired Immunodeficiency Syndrome (AIDS)
Amebiasis
Anthrax
Arboviral Infections (including Dengue)
Botulism
Brucellosis
Campylobacter
Cerebrospinal Fluid Isolates
Chickenpox
Cholera
Congenital Infections (includes Cytomegalovirus, Hepatitis B, Herpes Simplex, Rubella, Toxoplasmosis, Varicella-Zoster)
Dengue
Diphtheria
Encephalitis (specified or unspecified)
*Enteric Pathogens
*Foodborne Illness
*Gastroenteritis, epidemic
Giardiasis
Hemophilus Influenza Infections (invasive)
Hemolytic Uremic Syndrome
Hepatitis A, B, Non-A, Non-B
Kawasaki Disease
Lassa Fever
Legionella Infections
Leprosy
Leptospirosis
Malaria
Measles
Meningitis (all causes)
Meningococcal Infections
Mumps
Neonatal Herpes
Nosocomial Infections
Ophthalmia Neonatorum (all causes)
Paratyphoid
Pertussis
Plague
Poliomyelitis
Psittacosis
Q-Fever
Rabies
Rye Syndrome
Rickettsial Infections
Rocky Mountain Spotted Fever
Rubella (including Congenital Rubella)
Rubeola
Salmonella Infections
Shigella Infections
*Stool Pathogens, all types
Tetanus
Toxic Shock Syndrome

Tuberculosis
Tularemia
Typhoid
Typhus
Varicella
Viral Hemorrhagic Fevers (including Marburg, Ebola, Lassa, Argentinean, African Hemorrhagic Fevers)
*Waterborne Illness (all causes)
Yellow Fever

* Enteric Pathogens, Foodborne Illness, Gastroenteritis, epidemic and Waterborne Illness include the following and any other identified or unidentified cause: Aeromonas; Bacillus cereus; Campylobacter; Clostridium botulinum and; perfringens; Salmonella; Shigella; Staphylococcus; Viruses such as Norwalk and Rotavirus; Yersinia

Adopted: September XX, 2016

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL

Administrative Procedure 162

SMOKE AND ELECTRONIC SMOKING PRODUCTS

Background

The District strives to promote and safeguard, through all reasonable means, the physical, emotional and mental health of District students and employees.

The District is committed to providing healthy smoke and electronic smoking products-free learning and working environments for all students and employees.

All District buildings, vehicles and grounds shall be smoke free for all students, staff and community members.

Procedures

1. There shall be no designated smoking areas for students, staff or members of the community.

2. The District supports the referral of students and staff members to appropriate smoking cessation resources.

3. Actions initiated under this Administrative Procedure are not to be punitive in nature but wherever possible are to be educational and designed to assist individuals.

Reference: Sections 6, 17, 20, 22, 26, 65, 85 School Act
Tobacco Damages and Health Care Costs Act
School Regulation 265/89

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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SMUDGING CEREMONIES

Background

The District is committed to ensuring that all students have an opportunity to learn about the important roles that First Nations, Metis and Inuit peoples have had in the past, present and future of Canada. Steps have been taken so that district schools are inclusive and culturally responsive by integrating Aboriginal perspectives in school planning and programming. Aboriginal perspectives include the commonly shared experience of smudging among Canada's diverse Aboriginal population.

Definition

Smudging involves the burning of one or more traditional medicines: cedar, sage, sweet grass or tobacco. Smudging is performed for a variety of reasons, and this practice allows participants to stop, slow down, become mindful and centered. The act of cleansing through smudging is considered to be part of living a good life.

The ceremonial use of cedar, sage, sweet grass or tobacco in or on school property is to be used if it is performed in relation to a traditional Aboriginal cultural activity and if its use is approved by the Superintendent.

Procedures

The following protocol must be followed for the use of traditional Smudging Ceremonies in District grounds and facilities. In order to ensure continuity of practice, the following steps must be taken:

1. The Superintendent of Schools must approve in advance all Smudging Ceremonies planned by staff or any outside user group;

2. When submitting a Smudging Ceremony request to the Superintendent, the following information is required:

   2.1 Logistical Information

   2.1.1 Substance to be smudged (e.g. cedar, sage, sweet grass or tobacco);

   2.1.2 The person performing the ceremony;

   2.1.3 The specific location of the ceremony (if indoors, list the safety precautions that will take place and the plan for dealing with ventilation and persons with allergies and/or respiratory ailments)

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2.1.4 The date and time of the ceremony.

2.2 Educational Information:

2.2.1 Explain the education component that is being taught; and/or

2.2.2 Describe the cultural significance of the ceremony;

2.2.3 Confirm that any individual's participation is invitational;

2.2.4 In the case of students attending school sponsored smudging ceremonies; parents are to be notified in advance and are told to contact the Principal if they have any questions or concerns. (NOTE: there is no need for signed parental consent.

Adopted: September XX, 2016

Reference: Sections 6, 17, 20, 22, 26, 65, 85 School Act
Tobacco Damages and Health Care Costs Act
School Regulation 265/89

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ADMIN PROCEDURES MANUAL
Administrative Procedure 164

FOOD AND NUTRITION

Background

The District is committed to creating educational environments that are conducive to learning and support students in their cognitive, social, self and career development. The District acknowledges that healthy children learn better and that schools can directly influence students' health. The District also recognizes the importance of addressing food and nutrition issues in District schools.

Procedures

1. The District supports a multi-pronged approach to addressing food and nutrition issues. This approach includes school nourishment programs, food and nutrition education, food safety, and striving to meet the *Guidelines for Food and Beverage Sales in BC Schools*.

   1.1 The District supports the need for school nourishment programs. Breakfast, lunch and snack programs at District schools ensure that students across the District in need of nourishment programs arrive at class ready to learn. It is recognized by the District that there is a need to maintain and expand these programs, and it encourages the development of partnerships that involve community, local business, and funders to make this happen.

   1.2 The District also supports the integration of food and nutrition education into curriculum across all grade levels, and the development and /or usage of educational resources that will create opportunities for staff, students, and school communities to become more knowledgeable about food and nutrition issues. Included within this focus is the development of life skills such as cooking and budgeting and environmental awareness through an understanding of agriculture and food issues.

   1.3 The District also recognizes the need to be aware of, and comply with, issues concerning the operation of food services as per the food safety standards laid out by Fraser Health Authority and/or the Health Act.

   1.4 The District is committed to ensuring that all District schools will strive to meet the *Guidelines for Food and Beverage Sales in BC Schools* developed by the Ministry of Education and Ministry of Health. These guidelines apply to school nourishment programs, food events at District schools, and vending machine or other food sales throughout the District.

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Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
School Regulation 265/89
Canada Food Guide for Healthy Choices Guidelines
Guidelines for Food and Beverage Sales in B.C. Schools
Daily Physical Activity Kindergarten to Grade 12

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Adopted: May 30, 2017

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COPING WITH EMERGENCIES

Background

The District believes that it has a responsibility to ensure that plans and procedures are in place to cope with emergency situations.

There are many kinds of situations that could endanger the lives of students and others in schools including: fire, bomb threats, and natural disasters. Because no two instances are identical emergency plans must anticipate a variety of situations and conditions that will differ from building to building.

Procedures

1. The Superintendent, or designate, shall ensure that District procedures are developed to cope with emergencies and that principals and managers administrators in charge of each building develop emergency plans for their own building in conjunction with the Occupational Health and Safety Officer and the Safe School Coordinator.

2. All District staff will be made aware of these procedures. The procedures will be reviewed and revised from time to time, as circumstances warrant.

3. There are many kinds of situations that could endanger the lives of students and others in schools including: fire, bomb threats, and natural disasters. Because no two instances are identical, emergency plans must anticipate a variety of situations and conditions that will differ from building to building. For this reason, administrators in charge of each building will be responsible for developing emergency plans for their building. Such plans and procedures are to address:

   3.1 Assessment of Dangers and Requirements

   3.1.1 Inspection of facilities in order to identify and improve those features that may prove to be problematic in the event of various types of emergencies.

   3.1.2 The identification of other potential hazards and problems which might arise within the building, on the site, or in the community in the event of a disaster.

   3.1.3 The determination of needs such as emergency supplies, access for emergency vehicles, sources of assistance and evacuation routes.

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3.2 Drills

3.2.1 Staff and student preparedness through discussions, demonstrations and exercises designed to ensure that they react promptly and appropriately in emergency situations.

3.3 Response Procedures

3.3.1 Establishment of priorities, procedures, roles and responsibilities in the event emergency situations arise. These would include plans for the evacuation and security of facilities, the care and custody of students, communication with parents and others and any other matters appropriate for the safety of students, staff and the public.

3.3.2 In developing and carrying out emergency plans, concern for human life and safety must prevail over concern for property:

3.3.2.1 The first priority shall be given to the safety of students;

3.3.2.2 Second priority shall be given to the safety of staff and other occupants of the building;

3.3.2.3 After all necessary steps for the preservation of life have been taken; the next priority shall be the security and safekeeping of school property.

3.3.3 The emphasis must always be placed on prevention and forethought; not merely on procedures for coping with emergencies as they actually occur.

3.4 Order of Authority

3.4.1 Administrative officers (i.e., Principals and vice- Principals), teachers and custodians are responsible to make directions and follow such courses of action as deemed appropriate for the protection of students and the maintenance of order.

3.4.2 The order of authority under this authorization is as follows:

3.4.2.1 Principal, and in the event of his/her absence, a

3.4.2.2 Vice- Principal, Senior Teacher or Head Teacher and, in the event of their absence, a

3.4.2.3 Teacher, and in the event of their absence, a

3.4.2.4 Custodian.

4. Procedures for dealing with emergencies are outlined in the Emergency Procedures Manual.

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New Westminster Schools

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Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
School Earthquake Safety Guidebook

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 165 Appendix A

VIOLENCE THREAT RISK ASSESSMENT

A Violence Threat Risk Assessment is a process of determining if a threat maker actually poses a risk to the target(s) being threatened. The School Threat Assessment Team will initiate a Violence Threat Risk Assessment (VTRA) Screening *when a student makes a threat, of if there is a **concern** that a students may be about to act out violently or has acted out violently.* Information is to be shared amongst all staff members of the School Threat Assessment Team, as this is essential to the effectiveness of the VTRA and to the development of an Intervention Plan. The School Threat Assessment Team may consist of:

- Principal
- Vice-Principal
- Counsellor
- Resource Teacher
- School Liaison Officer

This VTRA will guide the inquiry, document concerns, and help staff develop an Intervention Plan to maximize student safety. The VTRA process is outlined in the VTRA Protocol. Contact District Threat Assessment Team as necessary for guidance.

The District Threat Assessment Team may consist of:

- Associate Superintendent
- Director of Student Services
- Safe School Coordinator
- School Liaison Officer
- New Westminster Child and Youth Mental Health Team Leader
- Ministry of Child and Family Development, Child Protections Services Social Worker
- Probations/Youth Services Officer
- START Clinician Director

THE INTERVENTION MUST BE DEVELOPED WITHIN FIVE SCHOOL DAYS

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Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
School Earthquake Safety Guidebook
Violence Threat Risk Assessment Protocol (VTRA)

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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Section II: Protocol and Procedures

Responding to Threats – A Guide

Any person who is concerned will CALL 911 in the event of an immediate threat.
High risk behaviours that may pose a risk/threat to others must be reported to the SCHOOL PRINCIPAL/DESIGNATE who will initiate the Emergency Preparedness Plan.

Worrisome Behaviours - Low	Medium - High Risk Behaviours	Immediate Threat - Call 911
Included but not limited to violent content: • Drawing pictures • Writing stories/journals • Vague threatening statements • Unusual interest in fire • Significant change in child's baseline behaviour	Included but not limited to: • Possession of weapon /replica • Bomb threat plan • Verbal/written/internet threats to kill/injure (specific and plausible) • Internet threats to kill or injure self/ others • Fire setting • Threatens other acts of violence • Increase of intensity and/or frequency of worrisome behaviour	Included but not limited to: • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behavior that threatens safety • Fire • Violent intruder/assailant • Specific bomb threat
↓	↓	↓
School Threat Assessment Team (STAT) Lead: school principal consults with School Based VTRA team and staff to develop a plan and consider: • Complete Stage I: Info. Gathering • Consult Safe Schools Coordinator or Associate Superintendent as necessary • Access DTAT community partners as necessary	**District Threat Assessment Team (DTAT)** Lead: school principal consults with DTAT to develop a plan: • Principal will contact the Safe School Coordinator or Associate Superintendent to initiate DTAT • Access community partners as appropriate • Complete Stage II: Risk Assessment and Stage III: Intervention Plan	**Implement Emergency Preparedness Plan** • Lockdown/lockout or evacuation • Contact Superintendent/designate • Refer media to Superintendent of Schools or designate • Superintendent to inform Safe School Coordinator/Designate and police liaison
↓	↓	↓
Monitoring • School based team review • Community partner consultation as required • Offer support and interventions as required • Retain documentation in G4 file	**Case Management** • Lead: school principal consults with DTAT to develop a plan: • Principal will contact the Safe School Coordinator or Associate Superintendent	**Immediate Crisis Resolved** • DTAT to meet, debrief and request support from Critical Incident team if needed • Involve community partners • Investigation and assessment/ review • Initiate VTRA Risk Assessment Stage I • Retain documentation in G4 file

Reference: Violence Threat Risk Assessment Protocol

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ADMIN PROCEDURES MANUAL
Administrative Procedure 165 Appendix C

ASSESSING HIGH RISK STUDENT BEHAVIOUR

The following procedures will guide our practice in dealing with high risk student behaviour. We will respond to all threats following the guidelines below:

1. All District employees having knowledge of threat making behaviour must promptly report the information to the Principal or designate.

2. School personnel are offered access to training in threat assessment. As a result all schools have the capacity to conduct an initial review of information to determine what further steps need to be taken. *(If necessary, refer to Form 165-1 – Violence Threat Risk Protocol)* The school team may be comprised of principals, counsellors, school psychologists and School Liaison Police Officers, as needed.

3. If the school needs assistance in assessing risk, they may call the District Threat Assessment Team which consists of the Associate Superintendent, Safe Schools Coordinator, and other District staff as needed.

4. If the data indicates that the student in question poses a threat, the School Threat Assessment Team may invite community partners trained in threat assessment to assist with an intervention plan. The District Threat Assessment Team may include the police, representatives from Child and Youth Mental Health, the Ministry for Children and Family Development, Short Term, Assessment, Response, Treatment (START) team and others as needed.

Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
School Earthquake Safety Guidebook

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
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PANDEMIC RESPONSE

Background

The District, in cooperation with the provincial government and Fraser Health Authority, supports efforts to minimize a pandemic and its disruption to the operational activities of the District. Administrators and staff are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff and facilities.

Procedures

1. In the event that Fraser Health Authority identifies evidence of a significant influenza outbreak in the region, the Superintendent has the authority to make decisions regarding crisis response. When a state of emergency is declared by a Ministry of the Government, the particular Ministry will have such authority.

2. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Superintendent may temporarily suspend the District's current practices and operating guidelines.

Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89

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SD No. 40 (New Westminster)

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HARASSMENT / SEXUAL HARASSMENT

Background

The District is committed to providing a working and learning environment for its employees, volunteers and students, which is free from harassment or sexual harassment.

The District considers harassment in any form to be unacceptable and will not tolerate the occurrence. The District will take appropriate action to eliminate harassment and sexual harassment from the workplace. Such actions may include training, counselling and disciplinary action up to and including dismissal.

All personnel are responsible for ensuring that any allegation of harassment or sexual harassment is dealt with immediately in accordance with this Administrative Procedure.

The terms and definitions in this Administrative Procedure are aligned with those in the Transitional Agreement between the British Columbia Public School Employers' Association and the British Columbia Teachers' Federation.

Definition

Harassment or sexual harassment is any unwelcome and/or inappropriate comment, conduct or action which detrimentally affects the working or learning environment or leads to adverse job- related or schooling-related consequences for the victim.

Examples of harassment and sexual harassment include:

- Gender based remarks;
- Unwanted physical contact;
- Sexual advances;
- Requests for sexual favours;
- Suggestive or offensive comments;
- Gestures emphasizing sexuality, sexual identity or sexual orientation;

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- Display of materials or graffiti which is sexually explicit or degrading;
- Conduct or comment of a sexual nature that has the effect of creating an offensive environment;
- Jokes (sexual content or overtones) that cause embarrassment;
- Conditioning promotions, or other employment related decisions, on sexual conduct;
- Objectionable conduct, comment, materials or displays made on either a one-time or continuous basis that demeans, belittles, intimidates, or humiliates another person; and,
- Such misuses of power or authority as intimidation, threats, coercion and blackmail.

Procedures

1. An employee, student or volunteer may seek a remedy from several sources:
   - 1.1 Pursuant to the District's Administrative Procedure on harassment/sexual harassment;
   - 1.2 Under Collective Agreements;
   - 1.3 Pursuant to applicable College of Teachers' by-laws and policies governing the professional conduct of members;
   - 1.4 By the filing of a complaint with the Human Rights Council of British Columbia; or
   - 1.5 Through the Justice system.
2. The District is obligated under the Human Rights Act to investigate cases of harassment and sexual harassment brought to its attention.
3. Informal Resolution of a Complaint
   - 3.1 Complainants are encouraged, but not required, to immediately tell another person when his/her behavior is considered inappropriate and unwanted and ask that the unwanted conduct stop. Persons are to comply immediately with the request, without reprisal.
   - 3.2 If the complainant does not want to file a formal written complaint, a complaint may be brought to the attention of any staff member at the school or District level.
   - 3.3 The complainant may request that the staff member meet with the alleged harasser with a view to obtaining an apology and an assurance that the offensive conduct will not be repeated.

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3.4 The complainant may request that the staff member meet with the alleged harasser with a view to arranging a meeting where the complainant can advise the alleged harasser of his/her discomfort and concern while a staff member is in attendance. The staff member could then assist both parties to reach an acceptable resolution.

4. Filing a Formal Complaint

4.1 If a complainant chooses not to meet with the alleged harasser, or no agreement for resolution of the complaint has been reached, a complaint may be filed with the Superintendent or designate.

4.2 The employer shall notify, in writing, the alleged harasser and provide notice of investigation.

4.3 The employer shall investigate the complaint. The complainant may request that the investigator be of the same gender as the complainant and, where practicable, the request will not be denied.

4.4 The investigation shall be conducted as quickly and effectively as possible.

4.5 In certain instances the District may be better served by appointing an outside investigator.

5. Given the sensitive nature of any complaint, every attempt will be made throughout the investigative proceedings, on the part of all parties concerned, to respect the confidential nature of the information.

6. Reprisal against any person who has filed a complaint is forbidden. If it occurs, it could be considered grounds for dismissal of staff or removal from the educational setting for a student.

7. False or malicious complaints may damage the reputation of, or be unjust to, other persons. Should a person be found to be making false allegations, he/she may be subject to disciplinary action.

Reference: Sections 20, 22, 65, 85, 177 School Act
Human Rights Act
Workers' Compensation Act
Occupational Health and Safety Regulation

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 171

BULLYING AND HARASSMENT

Background

The District is dedicated to ensuring that employees are able to work in a safe environment, without fear of bullying or harassment.

Definition

The definition of bullying and harassment according to WorkSafeBC's policies is as follows:

"Bullying and harassment includes and inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated but, excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment."

Procedures

1. As such the District will not tolerate and is committed to preventing any instance of bullying and harassment in the workplace. This will be supported by annual training.

2. All employees share in the responsibility to ensure that the work environment is safe and welcoming. Employees are responsible for reporting any instances of bullying or harassment, whether they were the target, or they were witness to the bullying or harassment. All employees making a complaint of bullying or harassment in good faith can do so without fear of retaliation or reprisal.

Reference: Sections 20, 22, 65, 85, 177 School Act
Human Rights Act
Workers' Compensation Act
Occupational Health and Safety Regulation

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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PROPAGANDIST OR PREJUDICIAL CONDUCT

Background

Propagandist and prejudicial conduct by employees and students is unacceptable in the District.

Public schools serve a society, which is increasingly characterized by ethnic, racial and ideological diversity. In a democratic society freedom of expression must be preserved and that abuses of that freedom must be confronted when they penalize or otherwise inflict injury upon the person(s) or reputation(s) of others.

Propagandist conduct shall be considered to be the verbal and/or written dissemination of information and opinions, which incite hatred because they are derogatory toward members of a particular group.

Prejudicial conduct shall be considered to be those acts of discrimination or prejudice which penalize individual persons or identified groups of persons because of their ethnic background, age, ability, beliefs or principles.

Individual rights and freedoms, it is expected, will be exercised in accordance with reasonable norms of social conduct.

The District has two objectives in this Administrative Procedure:

- To preserve individual rights and freedoms for all staff and students in the school environment;
- To maintain educational and work environments free from propagandist or prejudicial conduct.

Procedures

1. Materials pertaining to religious, political, ethnic, or other values shall be essentially informational; they shall be disseminated or distributed in a manner governed by high standards of academic and professional ethics and conduct.

2. District and school staffs shall take appropriate individual and professional action to eliminate propagandist and prejudicial conduct.

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3. Where appropriate, allegations of propaganda and/or prejudice will be addressed through processes in existing collective agreements. The Superintendent shall convene a Committee to address situations that cannot be resolved through contractual procedures.

Reference: Sections 6, 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Collective Agreements

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SD No. 40 (New Westminster)

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ADMIN PROCEDURES MANUAL
Administrative Procedure 173

DIVERSITY AND ANTI-DISCRIMINATION

The District recognizes the multicultural diversity of our society and the contributions made by the various cultures within the community. The District is committed to providing an educational environment that promotes respect for the dignity and rights of all ethnic and racial groups and an appreciation of the cultural heritages of all people.

The goal of the District is the promotion of positive human interactions, including interactions which are free from diverse attitudes based upon race, ethnic roots, national origin, or religious affiliation.

To this end, the resources of the District shall be reasonably applied toward the realization of effective multicultural education and the elimination of social forces which promote divisive attitudes. The objectives of the District are as follows:

- The development of positive attitudes towards self and others through the fostering of mutual understanding, respect and acceptance among students and staff.
- The development in staff of the applied skills necessary to evaluate instructional materials and to identify, select and utilize content which avoids divisiveness and antagonism between various groups.
- The development within the basic curriculum of activities which encourage appreciation of our community's cultural heritage.
- The provision of facilities, staff and resources and the development of programs to ensure that the needs of all students are met.
- The acceptance of a norm of constructive intervention whenever incidents of propagandist or prejudicial nature occur, thereby reinforcing the principle that discriminatory behaviour is not acceptable.

Procedures

1. The Superintendent will ensure that representatives of the diverse community shall be involved in community relation activities within the District (e.g.: committees, discussion).

2. Work Site Administrators and Department Heads are responsible for the development, implementation and evaluation in each school of an action plan to ensure education in

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diversity issues. (i.e., multiculturalism, anti-racism, homophobia, sexism, Aboriginal and disability issues).

3. Staff Development

   3.1 Work Site Administrators and Department Heads will ensure that staff development takes place to acquire the necessary knowledge, skills and attitudes to identify and respond effectively to discrimination and harassment.

   3.2 The Superintendent will ensure that students and staff have a knowledge and understanding of their responsibilities in the implementation of Administrative Procedure 173 - Diversity and Anti-discrimination.

4. Language

   4.1 There will be provision for challenge and equivalency mechanisms for assessment whenever possible.

   4.2 There is a recognition and value of the importance of first language(s) and prior educational experiences of students. Student activities are to include those, which encourage pride in one's heritage and first language(s).

   4.3 Communication strategies will be developed that will assist and inform parents in their first language about their children's and youth's progress, whenever possible. Language is not to be a barrier to parent participation in schools.

   4.4 The District will maintain an up-to-date list of interpreters for each school.

5. Employment Practices

   5.1 There will be provision for equitable access to employment opportunities and fair treatment in the workplace. All groups should be encouraged to apply for employment.

   5.2 Recruitment, interview, selection, training and promotion practices and procedures that remove barriers and have bona fide criteria for employment will be developed, in an effort to have staff population reflective of the student population.

6. Community

   6.1 Discussion will be facilitated with diverse communities and provide opportunities to enhance their awareness, knowledge and understanding of discrimination and harassment.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 8, 8.4, 8.5, 20, 22, 65, 85, 177 School Act
Human Rights Act
Occupational Health and Safety Regulation
Workers' Compensation Act

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Adopted: May 30, 2017

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

ADMIN PROCEDURES MANUAL
Administrative Procedure 175

VIOLENCE IN THE WORKPLACE

Background

The District recognizes that employees are to be assured of a safe working environment, but must place the needs and safety of students at the highest priority; however, no employee shall be required to jeopardize his/her own health or safety in the exercise of that duty.

The District's objective is to provide a safe, caring environment for students and staff, but not expose employees to any greater danger than necessary in exercising their duty of care.

Procedures

4. Should an employee find himself/herself in a confrontational or threatening situation involving a student, parent, or any other person, he/she is to attempt to remove students from that danger, after which he/she must immediately notify a supervisor, or call himself/herself, the police, and remove himself/herself from the threatening situation.

Reference: Sections 20, 22, 65, 85, 177 School Act
Workers' Compensation Act
Occupational Health and Safety Regulation

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Adopted: May 30, 2017

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COLLECTION, USE AND DISCLOSURE OF PERSONAL INFORMATION

Background

Under the School Act, school districts/schools are authorized to obtain personal information on students and teachers for a specific purpose, namely:

- Students – information to be used for educational program purposes
- Employees – payroll administration, administration of employee benefits, recruitment and selection of staff, etc.

All individuals, under the Freedom of Information/Protection of Privacy Act, have a right to protection from unauthorized collection, use, and disclosure of personal information. Therefore, written consent must be obtained prior to obtaining personal information to be used for other than the purposes stated above.

To gather personal information on a student or employee, for other than the above-authorized purposes, the student/parent or employee must be advised in writing:

- What information is to be collected
- The purpose for collecting the information (is to include who will have access to the information)
- The person to contact if there are questions about the collection and use of the information.

The consent form (Student G Suite Apps for Education Consent Form 180-2) must be received prior to any collection of information taking place.

Definition

Personal Information – means recorded information about an identifiable individual including:

- The individual's name, address or telephone number
- The individual's race, national or ethnic origin, colour, or religious or political beliefs or associations
- The individual's age, sex, sexual orientation, marital status or family status
- An identifying number, symbol or other particulars assigned to the individual
- The individual's fingerprints, blood type or inheritable characteristics

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- Information about the individual's health care history, including a physical or mental disability
- Information about the individual's educational, financial, criminal or employment history
- Anyone else's opinions about the individual and individual's personal views or opinions except if they are about someone else

Reference: Sections 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 181

SURVEILLANCE

Background

The District recognizes that surveillance and particularly video surveillance is a complex issue that attempts to balance the rights to physical security and protection of property against the privacy rights of individuals. The intent of this Administrative Procedure is to ensure that the need to deploy surveillance is compelling and that any resulting effects of privacy rights are minimized.

For reasons of enhancing the safety of students and others on school premises and deterring destructive acts, the District authorizes the use of surveillance equipment on District property where circumstances have shown that it is necessary for these purposes and where benefit outweighs its impact on the privacy of those observed.

The District recognizes both its legal obligation to provide appropriate levels of supervision in the interests of safety and the fact that staff and students have privacy rights that are reduced but not eliminated while on District property. Thus surveillance, like other forms of supervision, must be carried out in a way that respects privacy rights.

The Freedom of Information and Protection of Privacy Act for BC governs the use of video surveillance. It is intended that this Administrative Procedure will meet both the requirements and the spirit of this legislation as well as any interpretations and recommendations made by the BC Privacy Commissions from time to time.

This Administrative Procedure does not apply to non-school buildings owned or operated by the District.

A record is recognized to be subject to the provisions of the Freedom of Information and Protection of Privacy Act.

Procedures

1. Use
   - 1.1 Recording devises (including video cameras) may be used to monitor and/or record.
   - 1.2 Camera/Recorder locations must be authorized by the building administrator (Principal or building supervisor), in consultation with District staff whom are

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authorized officers of the District. Any change in camera location or recorder must be authorized in the same manner.

1.3 Before surveillance is introduced at a new site, a report must be provided to the Superintendent or designate describing the circumstances that indicate the necessity of having surveillance at that site, including a discussion of less invasive alternatives. As well consultation with staff and parents as appropriate is to occur. Video surveillance shall be used as a last resort.

1.4 The periods of time of surveillance of public areas is to be minimized.

1.5 Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to surveillance. Notice must include contact information of the building administrator or designated staff person who is responsible for answering questions about the surveillance system. Any exception to this, such as for a time-limited specific investigation into criminal conduct, must be authorized by the Superintendent or designate on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed. Covert surveillance may not be authorized on an ongoing basis.

1.6 Surveillance is not to be ordinarily used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. bathrooms, private conference/meeting rooms). Any exception to this must be authorized by the Superintendent or designate on the grounds that no other supervision option is feasible and that the need is pressing and outweighs the privacy interest of the student or other person likely to be observed. Surveillance of such locations may not be authorized on an ongoing basis.

2. Surveillance Records

Recording devices will be installed only by a designated employee or agent of the District. Only designated employees or agents and the building administrator shall have access to these recording devices. Recording devices shall be stored securely in an area to which students and the public do not normally have access.

Recordings may never be sold, publicly viewed or distributed in any other fashion except as provided for by this Administrative Procedure and appropriate legislation.

3. Viewing of Recordings

3.1 Playback devices used to view or listen to are not to be located in a position that enables public viewing. Recordings may only be viewed by the building administrator or individual authorizing camera installation, by parents and students (clause 3.2 below), or by District staff with a direct involvement with the recorded contents of the specific recordings, or employees or agents responsible for the technical operations of the system (for technical purposes only.) If an employee or student is facing any

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disciplinary action, he may authorize his union representation or other advocate to also view the recording.

3.2 Parents or guardians requesting to view a segment of recording that includes their child/children may do so. Students may view segments of a recording related to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act. Student/parent/guardian reviewing must be done in the presence of an administrator. A student, parent or guardian has the right to request an advocate to be present. Reviewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the Freedom of Information and Protection of Privacy Act.

4. Retention of Recordings

4.1 Where an incident raises a prospect of a legal claim against the District, the recording, or a copy of it, shall be sent to the District's insurers.

4.2 Recordings shall be erased within one month unless they are being retained at the request of the building administrator, District officer, employee, parent or student for documentation related to a specific incident, or are being transferred to the District's insurers

4.3 Recordings retained under clause 4.2 shall be erased as soon as the incident in question has been resolved, except that if the recording has been used in the making of a decision about an individual, the recording must be kept for a minimum of one year as required by the Freedom of Information and Protection of Privacy Act unless earlier erasure is authorized by or on behalf of the individual.

5. Review

5.1 Each building administrator is responsible for the proper implementation and control of the surveillance system.

5.2 Surveillance is to be carried out in accordance with this Administrative Procedure. The District will not accept the improper use of video surveillance and will take appropriate action in any cases of wrongful use of this Administrative Procedure.

Reference: Sections 20, 22, 65, 74.01, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 191

PATENTS, COPYRIGHTS AND ROYALTIES

Background

The District encourages employees, volunteers and students to develop materials, processes and inventions for use within and outside of the District. Protecting the legal and financial interests of the District and avoiding the potential of conflict ensures accountability and fiscal responsibility within the District.

Procedures

1. The Superintendent delegates to the Secretary-Treasurer the responsibility for protecting the legal and financial interests of the District for materials, processes or inventions developed for use within and outside of the District.

2. Only the Secretary-Treasurer is authorized to sign patents, copyright and royalty agreements on behalf of the District.

3. To encourage the development of materials and programs by employees, volunteers or students, for use within and outside of the District, royalty agreements may be initiated between the creators of the materials and the District.

4. The ownership of materials (including computer software programs), processes, or inventions produced solely for the District and at District expense shall be vested in the District and shall be copyrighted or patented, if at all, in its name unless otherwise authorized in writing by the Secretary-Treasurer.

5. The ownership of materials (including computer software programs), processes, or inventions produced solely through the effort, personal time, and expense of an employee, student or volunteer may be vested in the creator and be copyrighted or patented, if at all, in the creator's name unless otherwise agreed by the parties.

6. The ownership of materials (including computer software programs), processes, or inventions produced by an employee, student or volunteer with District support, by way of use of significant time, facilities, or other District resources, may be vested in the creator if authorized by written agreement between the parties and if entered into prior to the production. Agreements entered into after production will be at the discretion of the

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Secretary-Treasurer. In the event there is no such agreement entered into, the ownership shall be vested in the District.

Reference: Section 17, 20, 22, 65, 85 School Act
Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!
Fact Sheet: What the Copyright Modernization Act means for Teachers and Students

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 190 – Appendix

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.

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New Westminster Schools

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Reference: *Copyright Act*
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 200

ORGANIZATION FOR INSTRUCTION

Background

The Principal is responsible for the organization of the plan for instruction at his/her school.

Procedures

1. The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:
   - 1.1 Organization of classes;
   - 1.2 Organization of teacher assignments; and,
   - 1.3 Course offerings of the school.
2. The function of assigning students to classes is the responsibility of the Principal, pursuant to the School Act and relevant legislation, in consultation with all staff members affected at that instructional level.
3. Students may be grouped by grade level or multi-grade levels in the same class or course.

Reference: Sections 17, 20, 22, 65, 76.1, 85 School Act
School Regulation 268/89
Collective Agreement

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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PROGRAMS OF INSTRUCTION

Background

The Ministry of Education's Kindergarten to Grade 12 curriculum places particular emphasis on developing solid foundations in literacy and numeracy while supporting the developing of responsible citizens who are effective communicators and competent thinkers.

A key feature of the curriculum is a focus on personalized learning which involves providing engaging and relevant learning opportunities that meet the diverse needs of all students.

The district values diversity and inclusion and supports the use of a variety of strategies to differentiate instruction to meet the needs of individual learners in the classroom.

Student Placement

2.1 Promotion

The District believes in the promotion of students and the use of differentiated instruction to meet the individual needs of learners in the classroom. If a student begins to show signs of not working at grade level expectations, the teacher in collaboration with the School Based Team will identify the learning need and set out a plan of action that may include assessment. Where a student is identified as a student with special needs, policies and procedures are in place to provide him or her with an Individual Education Plan (see Administrative Procedure 214—Delivery of Special Education Services).

2.2 Acceleration

Acceleration is the practice of placing students at a higher than normal level of instruction to meet their learning needs. It occurs when a classroom teacher provides the student with advanced curriculum, when a student skips a grade, or when a student takes a specific course at a higher level.

Before acceleration is considered, curriculum compacting should be used as a way of differentiating instruction for students who have mastered the curriculum and require ways to enrich and extend the learning experience. Curriculum compacting enables high-ability students to substitute content they already know with more challenging content.

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Please see the following link for more strategies for meeting the needs of gifted students: www.bced.gov.bc.ca/specialed/gifted/strategies.htm

Students may be accelerated by grade, when they are advanced in all areas, or by subject. In the latter case, a student in Grade 6 may be doing math at an advanced level and language arts at his age level.

2.2.1 When considering planned grade acceleration, it is advisable for the School Based Team to consider the student's:

- Cognitive ability;
- Consistency of high academic achievement;
- Social/emotional adjustment;
- Health and general physical development; and,
- Unique aspects of each individual.

2.2.2 Consideration of an accelerated program for a student must involve the following steps:

- An Expanded School-Based Team meeting involving a Director of Instruction to discuss the considerations noted in 2.2.1;
- A follow-up meeting with the parent/guardian to discuss the Expanded School Based Team's recommendation;
- If acceleration is the plan of action, a learning plan must document the student's accelerated educational program and include a plan for review;
- All accelerations must be approved by the Associate Superintendent.

2.3 Retention

Retention involves the repetition of a grade or course. Ideally, it will involve an instructional program that commences at the retained student's current level of ability in the skill or subject area.

2.3.1 The research on retention generally supports promotion with intervention over retention. The following is a synopsis of research on promotion and retention:

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- The achievement and adjustment of students who are retained tends to be no better than those of comparable children who are promoted.
- Repeating a grade does not ensure that children will overcome the areas of deficiency. Students who repeat the same material without new instructional strategies tend not to attain the same levels of competence as students who are promoted.
- Retained students tend to have a more negative attitude toward school.
- Students who are retained often develop problems in the areas of personal adjustment and socialization.
- Students who have been retained are more likely to drop out of school.
- Where students have been retained and show significant increases in achievement, there have been marked changes in instructional strategies.

Source:
www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

2.3.2 In the rare instance where retention is being considered, the following steps must be followed:

- There must be clear evidence of comprehensive, tiered interventions over time to support the student's learning;
- An Expanded School-Based Team meeting involving a Director of Instruction to discuss the appropriateness of retention for the student;
- A follow-up meeting with the parent/guardian to discuss the Expanded School Based Team's recommendation;
- If retention is the plan of action, an Individual Education Plan must document the student's educational program and include a plan for review;
- All retention must be approved by the Associate Superintendent.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Adopted: February 23, 1999

Amended: September XX, 2016

Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Educational Program Guide Order M333/99

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ADMIN PROCEDURES MANUAL
Administrative Procedure 202

MULTICULTURALISM

Background

Cultural diversity is a positive feature of Canadian society, and multiculturalism is an interdisciplinary process designed to foster the development of cultural understanding. District schools are encouraged to provide learning experiences whereby all students have opportunities to develop pride in their cultural heritage, self-esteem and understanding of Canada's culture.

Procedures

1. Programs of instruction will acknowledge that ethnic and cultural diversity are positive features of Canadian society.

2. Opportunities will be provided for students to learn attitudes and skills that will enable them to succeed in the larger Canadian community.

3. Programs that present opportunities for children to learn about their own heritage and to develop positive attitudes toward Canada's multicultural society will be provided.

4. The curriculum will reflect the contribution of all cultural groups to Canadian history, literature and life.

5. Principals will encourage the recognition and celebration of multicultural special days and holidays as an integral part of the curriculum.

Reference: Section 17, 20, 22, 65, 85 School Act
Human Rights Act
Canadian Charter of Rights and Freedoms, Constitution Act, 1982

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 203

MAY DAY ACTIVITIES

Background

It is important for students to learn about and experience such cultural traditions as May Day. The preparation for and participation in May Day activities by elementary students is to be a part of their educational program.

From its beginnings in 1870, May Day has been a day for the schools and the community to celebrate together. The activities associated with the annual New Westminster May Day form a rich part of our local heritage. These activities include folk dances, May Pole dances, music, athletic demonstrations as well as the traditional crowning of the May Queen.

It is the responsibility of the Superintendent, or designate, to develop, implement and review procedures for the May Day activities from time to time.

Procedures

May Day is held on the Wednesday following the Victoria Day weekend.

1. May Day activities are managed by the May Day Committee. The Committee is comprised of District representatives. Meetings are held to plan the logistics. District representatives include the Superintendent or designate, Director of Facilities and Operations, the elementary Principal chairing the school program, and the May Day Chair as appointed by the Superintendent.
2. The May Day Committee is responsible for organizing and conducting the activities at Queen's Park and plays a supporting role in other May Day activities.
3. The Elementary Principals are assigned tasks related to the school activities at Queen's Park that they rotate amongst themselves. These tasks are:

    General Chair - Master of Ceremonies
    Transportation
    Royal Party Line-up March-in
    Field Organization Sound System
    Music
    Folk Dance
    May Pole Dance
    School Relays

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The May Day Chair has overall responsibility for the school activities at Queen's Park and for briefing the Chair for the next year.

4. Teachers in grades three and four have the responsibilities of training their students in the folk dance and May Pole dance, respectively. This takes approximately six weeks of preparation. Primary students (from grade one and/or two) in the school that has the May Queen are designated as the Royal Dancers. The teachers at that level are responsible for teaching them the greeting dance for the Royal Party. The preparation for these dances is addressed within the learning standards for the Arts.

5. The Director of Facilities is responsible for the maintenance of the May Poles, and working collaboratively with Parks and Recreation for the set-up at Queen's Park.

Reference: Section 6, 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Educational Program Guide Order M333/99

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 205

SENSITIVE ISSUES

Background

The District recognizes that controversy is a natural element of a democratic society, associated with learning. The study of controversial issues is therefore an appropriate and necessary part of the school program.

In supporting the study of controversial issues, the District has three objectives:

- The development of good citizens through the educational system;
- The encouragement of responsible citizenship through the ability to discuss, listen and dissent;
- The support of skill development in:
    - Analyzing others;
    - Respecting the opinions of others;
    - Distinguishing between fact and opinion and alternative points of view;
    - Considering all pertinent factors in reaching decisions;
    - Arriving at group decisions.

Procedures

1. The teaching of controversial issues will be productive when:
    - 1.1 The teacher keeps the Principal and parents informed when he/she perceives that sensitive issues will be involved;
    - 1.2 The issues have relevance and therefore, interest for the group;
    - 1.3 The top and materials used are appropriate to the age group;
    - 1.4 The topic is related to school programs;
    - 1.5 Alternative points of view are properly and fairly presented;
    - 1.6 The students have free access to appropriate materials and information for analysis and evaluation of the issues;
    - 1.7 The teacher is able to create an atmosphere of mutual respect and thoughtful consideration, when discussion of a variety of viewpoints is encouraged.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 7, 8, 17, 20. 22. 65. 76. 85 of the School Act
Civil Rights Protection Act
Canadian Charter of Rights and Freedoms
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)
Human Rights Code

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 212

LANGUAGE EDUCATION

Background

The District supports the development of language skills to assist students to live and function more effectively in British Columbia's ethno-culturally-diverse environment and in a bilingual Canada.

The District affirms English as the primary language of communication and work in British Columbia and is committed to developing proficiency in English for all its students.

The District recognizes Canada's two official languages including the rights of Francophone parents under Section 23 of the *Canadian Charter of Rights and Freedoms.*

The District endorses the learning of Aboriginal languages and acknowledges the need to support the language preferences of local Indigenous peoples.

The District supports the offering of second language instruction in accordance with the Ministry of Education's Language Education Policy and Guidelines.

The District recognizes that an individual school community might wish to have a language other than French taught as the second language in their school. Offering a specific language program is the decision of the school and its community, following procedures established by the District.

The District affirms its commitment to fostering heritage languages by continuing to make space available for those language programs offered outside the public school system.

The District is committed to recognizing the language proficiency, which some students have acquired outside of formal schooling.

Procedures

1. Program Organization

   1.1 English is part of Foundation Studies. All students, except those enrolled in Program cadre de François, are required to successfully complete a Grade 12 level Language Arts English course in order to graduate.

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1.2 The District offers French Immersion from Grades K-12 in five schools. French Immersion is a program in which French is used as the language of instruction for most of the program. The purpose of immersion is to enable students to learn and become proficient in French.

1.3 Only Aboriginal languages with a provincial curriculum for Grades 5-8 will be eligible to meet the second language requirement.

1.4 Core French, the second language offered in the District, is offered in Grades 5-8, with a minimum time allotment of 80 minutes per week.

1.5 The District will co-ordinate the second language(s) offered in its schools to ensure there is continuity of instruction in the same language for a student in Grades 5-8.

2. Procedures to Select an Alternate Second Language Program: Grades 5-8

2.1 Proposals for an Alternate Second Language Program from Grades 5-8 must be school and community-based.

3. Process for the Development of a School and Community-Based Proposal for an Alternate Language Program: Grades 5-8

3.1 The Principal will hold an information meeting, facilitated by the District Administration for Programs and Planning, with the school community. The meeting will include information about provincial and District language education policies and the procedures to be followed in developing a school and community-based proposal.

3.2 The school's Parents' Advisory Committee must support the exploration of the feasibility of the proposed program change.

3.3 Once exploration of the feasibility is approved, the Principal and appropriate staff will gather the following information:

3.3.1 Intended enrolment (age, grade levels, characteristics, educational needs, number of students);

3.3.2 Statistical information on the transiency rate within the school;

3.3.3 Evidence that the District is capable of providing continuity of instruction and stability in the alternate Second Language Program at the Grade 8 level;

3.3.4 Evidence that qualified staff is in place, or can be put in place, to teach the alternate Second Language Program and that there is sufficient staff to endure continuity and stability of the program in the long term;

3.3.5 Availability of provincially-approved curriculum and appropriate curriculum resources;

3.3.6 Financial requirements based on staffing needs, space requirements, curriculum resources, professional development, curriculum development,

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long-term resource needs and any other additional funding requested from the District; and,

3.3.7 Information about any expected outside funding.

3.4 The Alternate Language Proposal will be referred to the Superintendent of Schools prior to November 15 of any school year.

Reference: Sections 7, 8, 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Educational Program guide M333/99
Canadian Charter of Rights and Freedoms
Language Education Policy and Guidelines

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ADMIN PROCEDURES MANUAL
Administrative Procedure 213

FRENCH PROGRAMS

Background

Students in the District are to have the opportunity to study the French language. There are a variety of methods to ensure that French language instruction is available.

Procedures

1. French as a Second Language
   - 1.1 French as a Second Language (FSL) is a provincially prescribed curriculum for Grades 5 - 8.
   - 1.2 The Board has approved FSL instruction for Grade 4 students in the District.
   - 1.3 In addition, French language instruction is available as an elective subject from Grades 9 - 12.
2. French Immersion
   - 2.1 Opportunities to study the French language through immersion are available through the Early French Immersion beginning in Kindergarten and Late French Immersion program beginning in Grade 6.
     - 2.1.1 Limitations may be put on enrolment when there are insufficient numbers to create an economically viable class size.
3. Programme cadre de français
   - 3.1 The Board meets its statutory obligations to provide instruction in the French language to francophone students, as defined by federal legislation, through arrangements with neighbouring school districts and provides transportation assistance to a maximum of $8.00 per day.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 17, 20, 22, 65, 75, 85 School Act
School Regulation 265/89
Education Program Guide M333/99
Section 23 Canadian Charter of Rights and Freedom

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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DELIVERY OF SPECIAL EDUCATION SERVICES

Background

The District is committed to meaningfully including all students as contributing and valued members of a learning community. The values underlying an inclusive learning environment are acceptance, belonging and community. Inclusive learning environments create programming where all students can succeed and where inclusive curriculum is developed and implemented. The District supports special education services and programs that are consistent and compliant with provincial legislation, policies, procedures and guidelines.

Procedures

1. Special Education Services Delivery

    1.1 The District will set the direction for best practices in supporting students with special needs.

    1.2 The District will maintain a Learning Services Handbook of policies and procedures accessible to all administrators and specialist teachers to guide the delivery of special education services

    1.3 The District will liaise with school administrators as necessary to ensure ministry policies and guidelines pertaining to special education services are followed.

        1.3.1 School-based principals, in consultation with the Director of Instruction - Learning Services, are responsible for the special education service delivery models in their respective schools, including the scheduling of school-based specialist teachers and Educational Assistants

    1.4 The District will provide opportunities for professional development in the area of inclusive education, based on emerging needs and best practices.

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2. Allocation of Special Education Staffing

2.1 The District will manage the equitable allocation of special education staffing at the District and school level, including but not limited to, specialist teachers and educational assistants.

2.1.1 The District will analyze pertinent data to determine special education staffing at the district and school level.

3. Assessment Services

3.1 The District will provide appropriate student assessment service to assist in planning education programs for students with special needs.

3.1.1 Assessments will include achievement, cognitive ability and speech and language development. In some cases gross and fine motor ability assessments will be provided by the District.

3.1.2 Assessment tests and instruments shall be administered by properly qualified personnel.

4. Individual Educational Plans for Students with Special Needs

4.1 Students with special needs shall have a written Individual Education Plan (IEP), which includes:

4.1.1 Statement of current performance levels.

4.1.2 Long-term goals.

4.1.3 Short-term objectives.

4.1.4 Method(s) of measuring progress

4.1.5 Identification of the support services to be provided, including any specialist personnel and additional resources

4.1.6 Review date (once per year)

4.2 Parent(s)/guardian(s) will be meaningfully consulted in the development of

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their child's IEP

5. Collaboration with External Agencies

   5.1 The District will maintain collaborative relationships, through direct representation or designation, with community and government agencies involved with special education including, but not limited to: Provincial Resource Programs (PRPs) such as SET-BC and POPARD, and the Ministry of Children and Families (MCFD)

6. Detailed special education procedures are found in the Learning Services Handbook.

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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PROGRAMS OF CHOICE

Background

The District believes in making program choices available to students whenever possible. Some optional programs may only be viable when offered in one location in the School District but open to students throughout the District. From time to time the District will designate such optional programs as Programs of Choice.

All interested and qualified students are to have an equal opportunity to be selected for registration in Programs of Choice with limited enrollments.

Procedures

1. Types of Programs
   - 1.1 Programs of Choice in the District may include (but are not limited to):
     - 1.1.1 Early French Immersion
     - 1.1.2 Late French Immersion
     - 1.1.3 Montessori
     - 1.1.4 International Baccalaureate Program (IB)
2. Programs of Choice considered will:
   - 2.1 Have a clearly articulated program rationale.
   - 2.2 Acknowledge parental desire for programs with a particular educational emphasis.
   - 2.3 Fulfill a recognized need separate from existing programs and services.
   - 2.4 Be free from any religious or ethnic affiliation.
   - 2.5 Be consistent with Board policies and administrative procedures.
   - 2.6 Be funded at the same levels with respect to resources and staff as those established for elementary, middle and secondary schools/grades/programs. Any additional costs for establishing or maintaining the program will be the responsibility of the school.
   - 2.7 Conform with collective agreements.
   - 2.8 Identify the potential impact on other schools in the District.

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2.9 Not affect operational needs of the District.

2.10 Be available to all students in the District, within school space.

2.11 Be housed in facilities where space permits and which are suitable to the Program.

2.12 Be maintained without transportation assistance from the District.

2.13 Be subject to normal planning and staffing schedules established by the District.

2.14 Be subject to evaluation on an ongoing basis by the District.

3. Process for Submitting Proposals for Programs of Choice

3.1 Prior to submission of a proposal to the Board, consultation with the Superintendent or designate must occur.

3.2 A written proposal including clear rationale for the program will be submitted to the Board. The proposal will contain:

3.2.1 An overview of the program accompanied by the goals and objectives and implementation timeline for the program.

3.2.2 A statement which outlines the educational value of the program for the District; including how the proposal is Distinct from existing educational programs or fills a particular educational need not currently offered in the District.

3.2.3 A clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served.

3.2.4 A clear description of the qualifications and nature of teaching support staff required to offer the program.

3.2.5 A clear description of the facilities required to offer the program both in the immediate and long-term.

3.2.6 Evidence of parental and community support for the program.

3.2.7 Student registration guidelines, including how students will be selected.

3.2.8 Sources and sustainability of additional funds (where necessary).

3.3 Upon receipt of a proposal, the Board may direct the Superintendent to conduct a feasibility study, which will set out costs and other issues that may include:

3.3.1 Staffing/human resource requirements.

3.3.2 Facilities, both interim and long-term requirements.

3.3.3 A proposed implementation timeline.

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3.3.4 Effects on other schools.

4. French Immersion and Montessori Programs

4.1 Information about Programs of Choice will be disseminated through the District website and such other means as may be determined from time to time.

4.2 Application procedures and registration information and deadlines, if any, will be stated on the District website and provided to parents upon request.

4.3 Information meetings will be held annually for parents and interested students (as appropriate) and advertised for/to all eligible students.

5. Application Process

5.1 Parents register at the child's regular catchment school for Kindergarten for three weeks starting the second Monday of January.

5.2 Parents complete a District Application for Programs of Choice form (Form 220-1) available online starting the third Monday of January (9 am). It is the parents' responsibility to keep contact information current and to indicate that the younger child has a sibling already in the program.

5.3 Submit the online Application for Programs of Choice (Early French Immersion, Late French Immersion, or Montessori) form (Form 220-1) by the second Friday in February. An e-mail will be sent to all applicants confirming their application has been received by the third Friday of February. Parents are to email programsofchoice@sd40.bc.ca if they have not received notification by the last Friday of February. Applications received within the District's established registration timelines will be grouped by priority category as outlined below;

5.4 A randomized, supervised draw process will be used to determine student placements conducted the first Monday after the last Friday of February. All other applicants would be placed on a waitlist.

6. Students who submitted an application before June 30, 2015 and/or have a child born in the year 2015 will be accepted according to their application date. Applications for children born in 2015 will no longer be accepted in person after March 1, 2016. Parents will need to apply using the online application process after this date;

7. Programs of Choice Priority Process:

7.1 Siblings of continuing students whose residence falls within the Program of Choice catchment area;

7.2 Students whose residence falls within the Program of Choice Catchment areas;

7.3 Students whose residence falls within the District;

7.4 Siblings of a continuing student in the Program of Choice whose residence falls

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outside of New Westminster School District;

7.5 Students whose residence falls outside the District;

7.6 Students who applied after the Programs of Choice application date.

8. Notification of Placement

8.1 An e-mail communication to all applicants - whether or not the result of the lottery is successful for their child – will be sent out the first week of March. Parents are responsible for keeping their contact information up to date.

8.2 Parents are to email programsofchoice@sd40.bc.ca if they have not received notification by the second Wednesday of March. Parents are asked not to call – results will not be given over the phone.

9. Confirmation of Acceptance

9.1 Parents are required to respond by email with their acceptance or refusal of Program of Choice placement or waitlist by the second Friday in March (4pm)

9.2 After this date, unclaimed spaces will be offered to those on the waitlist.

10. Twins

10.1 One ballot will be entered into a draw for a family with twins. If drawn, both children will be offered places in the program at the same school. In the event there is insufficient space for both children, the parents will be contacted.

11. Wait Lists

11.1 Wait lists for Early French Immersion, Late French Immersion and Montessori will be dissolved on the last Friday of September at 4:00pm.

11.2 Seats in Programs of Choice are conditional upon the student attending on the first day of their school program. Students not in attendance on the first day of school lose their seat in the program, and this seat is offered to the next child on the waitlist. Similarly, students who leave the program for more than a month during the school year are deemed to have vacated their seat, and it is then offered to the next child on the waitlist, where it is appropriate for the child to move schools in mid-year.

11.3 Parents requesting a spot in a Program of Choice other than Kindergarten and the beginning of grade 1 for Early French Immersion and Grade 6 for Late French Immersion must go to their Program or Choice catchment school and complete an application form. Students registering for French Immersion programs are only eligible to enter the program if they are transferring from another Immersion school or have sufficient French fluency through other means, such as living in a French-speaking province or country. Applications will be accepted by the Principal of each school site depending on availability of spaces in the program.

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11.4 If no space is available, applications will be time and date stamp and parents will be contacted by the site administrator if a space becomes available. Parents will have to reapply each school year as wait lists will be dissolved on the last Friday of September at 4:00 pm.

12. Application Process for Challenge Programs

12.1 In challenge programs, selection criteria and deadlines will be determined and clearly indicated to students in the application process. In the interests of ensuring student success in the program, multiple sources of information are considered and candidates are rank ordered. If the number of candidates exceeds the number of available seats, candidates are selected according to their ranking until the program is full.

13. International Baccalaureate Programme (IB) at New Westminster Secondary School

13.1 Given the rigour of the IB Programme, a strong academic background and a high degree of intrinsic motivation are essential. To this end, an admission process involving the review of report cards, counsellor and teacher recommendations, and entry test results is employed. The cumulative scores of candidates are rank ordered, and the available seats are awarded accordingly.

Reference: Sections 2, 3, 4, 7, 8, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 85 School Act
Collective Agreements

SD No. 40 (New Westminster)

Adopted: April 25, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 221

SPORTS AND FINE ARTS ACADEMIES

Background

The District recognizes its obligation, consistent with the School Act and relevant provincial legislation, to provide an educational program for all students of school age. It is the goal of the District to offer programs promoting excellence in instruction and optimal achievement for all students.

The District may support school or community initiated educational programs that bring a particular educational emphasis to student talents or to particular student needs, within the parameters of provincially prescribed and/or locally developed curriculum.

Procedures

14. Sports Academies and Fine Arts Academies considered will:

1.2 Have a clearly articulated program rationale;

1.3 Acknowledge parental desire for programs with a particular educational emphasis;

1.4 Fulfill a recognized need separate from existing programs and services;

1.5 Be free from any religious or ethnic affiliation;

1.6 Be consistent with Board policies and administrative procedures;

1.7 Be funded at the same levels with respect to resources and staff as those established for elementary, middle and secondary schools/grades/programs. Any additional costs for establishing or maintaining the Program will be the responsibility of the school;

1.8 Conform with collective agreements;

1.9 Identify the potential impact on other schools in the District;

1.10 Not affect operational needs of the District;

1.11 Be available to all students in the District, within school space;

1.12 Be housed in facilities where space permits and which are suitable to the Program;

1.13 Be maintained without transportation assistance from the District;

1.14 Be subject to normal planning and staffing schedules established by the District;

1.15 Be subject to evaluation on an ongoing basis by the District.

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15. Process for Submitting Proposals for Sports Academies and Fine Arts Academies

2.1 Prior to submission of a proposal to the Board, consultation with the Superintendent or designate must occur.

2.2 A written proposal including clear rationale for the Program will be submitted to the Board. The proposal will contain:

2.2.1 An overview of the Program accompanied by the goals and objectives and implementation timeline for the program;

2.2.2 A statement which outlines the educational value of the program for the District; including how the proposal is distinct from existing educational programs or fills a particular educational need not currently offered in the District;

2.2.3 A clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served;

2.2.4 A clear description of the qualifications and nature of teaching support staff required to offer the Program;

2.2.5 A clear description of the facilities required to offer the Program both in the immediate and long-term;

2.2.6 Evidence of parental and community support for the Program;

2.2.7 Student registration guidelines, including how students will be selected;

2.2.8 Sources and sustainability of additional funds (where necessary).

2.3 Upon receipt of a proposal, the Board may direct the Superintendent to conduct a feasibility study, which will set out costs and other issues that may include:

2.3.1 Staffing/human resource requirements;

2.3.2 Facilities, both interim and long-term requirements;

2.3.3 A proposed implementation timeline;

2.3.4 Effects on other schools.

Reference: Sections 2, 3, 4, 7, 8, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 85 School Act
Specialty Academy Criteria Regulation 219/08

SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 225

CHILD CARE SERVICES IN DISTRICT FACILITIES

Background

Quality accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement.

While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District along with the community stakeholders can play an important role in planning, developing and coordinating childcare for children in New Westminster.

Although the District does not directly provide licensed child care, it does support non-profit societies and/or associations to deliver quality, accessible and affordable child care within District facilities and grounds.

The District is supportive of non-profit Child Care Services in District schools and Neighbourhood Learning Centres. Therefore, schools shall release and/or share available space for that purpose, and where possible Neighbourhood Learning Centres will incorporate designated and/or shared space for Child Care Services.

Procedures

1. The District will provide space for non-profit child care services for an agreed upon fee based on the fee schedule outlined in Administrative Procedure 550 – Access to and Use of District Buildings and Facilities and with the understanding that any extra costs must be borne by the Child Care Service Provider.

2. When space for Child Care Services is available in a District facility, a Request for Proposal (RFP) will be released.

3. Responses to the RFP must be submitted to the Secretary Treasurer and will be reviewed by a panel comprised of the Secretary Treasurer or designate and other District staff as appropriate as per Administrative Procedure 515 – Purchasing and Tendering. Child Care Providers will be interviewed to determine suitability. Successful proponent(s) will then be presented to the Board for approval.

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4. Child Care providers must meet Ministry of Health standards and licensing guidelines before final approval is granted and a District License Agreement (Form 225-1) must be signed.

5. The support of the Principal and school staff must be obtained as to how the child care service provider operates in shared school space, or in a Neighbourhood Learning Centre attached to the school.

6. The following Communication Protocol shall be adhered to:

   6.1 Each fall, representatives from the Child Care Services will meet with the Principal to provide an overview of their child care services and answer questions;

   6.2 Each spring, District representatives will meet with representatives from the Child Care Services to share information and address any concerns related to school-based child care services. Prior to the meeting, input will be solicited from the Principal;

   6.3 Child Care Service providers will ensure that Child Care Licenses are posted in a visible location at each school site and that the District Office has a copy. The specific locations and number of children that meet the licensing agreement will also be posted with the license;

   6.4 To provide families requiring child care with access to information, the District will post on the District website links to:

   - The Child Care Referral and Resource (CCRR) website;
   - Fraser Health website;
   - New Westminster Child Care Needs Assessment;
   - New Westminster Child Care Strategy.

   6.5 As soon as it is known, Child Care Service Providers will advise the Director of Facilities and Operations and the Principal in writing when the service will be off-site during the summer months to allow for summer maintenance.

7. The following Child Care Services in District Facilities procedures will be reviewed with principals annually:

   7.1 Protocol with respect to the Relocation of a Child Care Service in Schools: In the event that a child care service needs to be relocated as a result of educational needs, the Principal will contact the Superintendent and advise of this need. The Superintendent will notify the Board prior to a decision being made;

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7.2 Protocol with respect to Maintenance Issues that affect Licensing Regulations: In the event that maintenance issues arise that will affect the Child Care Service Provider's license, work orders are to be submitted by the Principal indicating that this work is required for licensing purposes so it may be expedited by the Maintenance Department. In the event that there is a delay, the Principal and/or Child Care Service Provider may contact the Associate Superintendent, who may follow up on the work order to ensure that the work is done in a timely manner;

7.3 Protocol with respect to Resolving Concerns that Arise: In the event that issues arise that cannot be resolved by the Child Care Service Provider and the Principal, the Associate Superintendent will meet with the Child Care Service Provider and the Principal to resolve the issue. In the event that individual parent(s) have concerns regarding wait-lists, they will be referred to the Director of the Child Care Service Provider;

7.3.1 A meeting to explore possible solutions with respect to licensing and space requirements may be convened by the Director of Facilities and Operations with the Child Care Service Director, Principal and Associate Superintendent. The Board shall be notified prior to a final decision by the Superintendent.

7.4 Protocol with respect to Earthquake, Fire, Inclement Weather and Lockdown Procedures: Each fall, Principals or Vice-Principals will meet with Child Care Service Providers at their sites to review earthquake, fire, inclement weather and lockdown procedures.

Reference: Sections 20, 22, 23, 65, 85 School Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 235

COMMUNITY EDUCATION

Background

Learning is lifelong and, therefore, the District is committed to providing service to meet the needs and interests of the citizens of New Westminster.

Procedures

1. The District supports the use of District facilities and personnel to provide a wide-range of educational opportunities. However, as the Board's mandate is to first meet the needs of the Kindergarten to Grade 12 learners, the provision of educational opportunities for other learners will be offered within current funding guidelines and will not be at the expense of the K - Grade 12 program.

Reference: Sections 8.4, 8.5, 22, 65, 85 School Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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LIBRARY LEARNING COMMONS

Background

The District recognizes the educational value of the library learning commons in each school. The transition from school libraries to learning commons supports the development of students who are critical thinkers, evaluators and creators of information and knowledge.

Procedures

1. A responsive library learning commons center:
   - 1.1 Provides direction to students and the staff in coordinating a school-wide information skills continuum;
   - 1.2 Helps students to access and evaluate information from various sources and in various media;
   - 1.3 Promotes in students an appreciation and love of literature and the ability to distinguish between the medium and the message;
   - 1.4 Facilitates the effective use of technology to amplify learning.
2. Where possible, the library learning commons will be staffed by qualified professionals that are supported through ongoing professional development.
3. When possible, library learning commons personnel are to develop collaborative opportunities with the local public library and other libraries within New Westminster.
4. The collection of learning materials must be aligned with the curriculum and remain reflective of the District's student population and the varied needs of the learners it serves.

Reference: Sections 7, 8, 17, 20, 22, 65, 85 School Act
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

SD No. 40 (New Westminster)

Adopted: April 25, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 251

LEARNING RESOURCES

Background

In general, a wide range of learning resources is to be provided to meet the needs of students.

Procedures

1. Materials are to be selected with discretion and with a number of criteria in mind:
   - 1.1 Other factors being equal, priority is to be given to materials, which are Canadian;
   - 1.2 Resources are to be relevant to desired outcomes;
   - 1.3 Resources are to be appropriate to the learners - in terms of their age, level of maturity, and needs;
   - 1.4 Resources are to be appropriate to the community;
   - 1.5 Materials are to be fair, objective, and free from bias, propaganda, discrimination and sex-role stereotyping. However, exceptions might occur when controversial materials are introduced to students as examples of certain issues in order to develop critical thinking about these issues;
   - 1.6 The resource is to be of a high quality;
   - 1.7 If and when the appropriateness of any particular learning resource is questioned by a parent or community group, the Principal shall resolve the issue. A parent/community group who are unhappy with the resolution can utilize the Complaint Process as per Admin Procedure No. 152.

Reference: Sections 7, 8, 11, 17, 20, 22, 65, 85 School Act
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 255

ANIMALS ON DISTRICT PROPERTY

Background

The District strives to ensure the health and safety of students, staff, and others on District property. Further, the District recognizes that there are valid instructional and/or therapeutic reasons for animals to be on District property. This Administrative Procedure speaks to balance these interests.

Procedures

1. To support the health and safety of students, staff, parents and others on District property, animals are not permitted on District property without the prior, written permission of the Principal. This general prohibition includes, but is not limited to, dogs, cats, birds and potentially dangerous exotic animals.

2. The above notwithstanding, animals are permitted to be on District property to support prescribed learning outcomes and/or for therapeutic purposes, again, with the prior written approval of the Superintendent, or designate. Animals which may be permitted on District property include but may not be limited to the following:

   2.1 Trained service or guide dogs brought by a person with a disability;

   2.2 Police dogs under the control of a police officer;

   2.3 Well-mannered pets brought for short visits during a day for instructional purposes such as "show and tell" or for a demonstration at a school assembly; and,

   2.4 Small animals kept in the classroom or school under the supervision and care of a teacher. The teacher shall have a definite instructional purpose for maintaining these animals in the classroom.

3. Small animals maintained in the classrooms or school shall be kept confined in a cage or an aquarium and shall not include larger animals such as dogs or cats.

4. Prior to bringing any animal onto District property, the teacher shall ensure that no children with allergies or who are fearful of the animal will be adversely affected.

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5. Animals brought into the school for instructional or therapeutic purposes shall be healthy, under the teacher's care and control, or that of a responsible adult, and highly unlikely to scratch or bite.

6. While at the school, the animals shall be safely cared for and treated humanely.

7. A plan shall be in place to care for the animal when school is not in session and when the unit of study is completed.

8. The Principal may withdraw permission for the animal to be at school or on school grounds at any time if animal hygiene, animal welfare, student safety, or staff safety becomes an issue.

Reference: Sections 8, 17, 20, 22, 65, 85, 177 School Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 260

FIELD TRIPS

Background

There is educational value in well planned and properly supervised field trips, athletic trips and cultural trips. In planning and approving such trips, the safety of students and the educational benefits to be derived shall be the primary considerations.

For the purpose of this Administrative Procedure, a field trip, athletic trip, or cultural trip is any supervised teacher- or school-sponsored activity where students leave the school premises for part of a day, a day, or multiple days. Trips are to be selected, planned, organized and conducted in the context of clear educational benefits.

Procedures

1. Planning
   - 1.1 It is the Principal's responsibility to ensure the appropriateness of field trips and the safety of students.
   - 1.2 The Principal shall designate a District "educator in charge" of each field trip. An educator designated as being "in charge" must have appropriate experience to supervise the safety and well- being of students.
   - 1.3 The overall plan for each trip prepared by the educator in charge must include a supervision plan indicating the ratio of adult supervisors to participants and must be approved by the Principal of the school.
   - 1.4 An itinerary must be available at the school office for all trips, including contact information in case of an emergency.
   - 1.5 An emergency phone plan must be in place for all field trips.
   - 1.6 A copy of each student's medical form must be available in case of medical emergencies or incidental delays.
   - 1.7 The teacher must carry or have access to a first aid kit during the field trip or must have access to an on-site first aid provider.

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1.8 Arrangements must be made to provide an instructional program for students not participating in the trip and for the instruction of classes normally taught by teachers who will accompany students on the trip.

1.9 The District must not be held responsible for any losses which may arise from cancellation or alteration of a field trip itinerary.

1.10 The Principal must be notified of any changes to the departure or arrival times, to the location(s) of the activities, etc.

1.11 A "Parent/Guardian Field Trip Information and Consent Form" (Form 260-1) shall be prepared for each trip and sent home with each student who may participate in the field trip.

1.12 A "Parent/Guardian Field Trip Information and Consent Form" (Form 260-1) shall be provided by each student participating in the activity.

1.13 The "Teacher Field Trip Checklist Form" (Form 260-2) must be completed to document the details of the field trip and transportation arrangements and is to be retained at the school office prior to the day(s) trip.

1.14 The Principal will ensure that roles and responsibilities of all students and attending adults are clearly defined prior to the school field trip. The District's Code of Conduct and the School's Code of Conduct must be reviewed by all participants prior to the field trip.

1.15 Schools may charge fees for optional field trips that enhance a student's learning experience but are not essential to the learning outcomes.

1.16 Extra-Curricular Field Trips are not considered part of the educational program therefore fees may be charged.

1.17 No student will be prevented from taking part for financial hardship.

2. Communication with Parents/Guardians

2.1 Advance communication to parents/guardians is required for all field trips. Parents/guardians must be provided notice in writing which addresses the following areas:

2.1.1 Nature of the field trip;

2.1.2 Rationale for field trip;

2.1.3 All transportation and accommodation arrangements, if applicable;

2.1.4 Level of supervision; and,

2.1.5 Scope of risks and potential for injury inherent in the activity.

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2.2 A written consent form (Form 260-1) for the field trip must be obtained with a parent/guardian signature.

3. Supervision

3.1 Vigilant supervision of students is mandatory during all District trips.

3.2 Volunteer supervisors must be screened for suitability and advised of the expectations of their role.

3.3 Student conduct is governed by District and School Codes of Conduct.

3.4 On a field trip of any kind, the teacher sponsor(s)/adult supervisor(s) will act in a manner consistent with what would be expected of a "judicious parent/guardian". It is expected that the teacher sponsor(s)/adult supervisor(s) will ensure proper and safe student conduct by providing proactive participation and visible presence.

3.5 The use of alcohol, tobacco, or illegal substances by student participants, volunteers, supervisors, or staff is strictly prohibited during any field trips, regardless of the circumstances, the age of the participants, or local laws, customs, or culture.

3.6 Parent/guardian participation in field trips to augment supervision is encouraged and, in many cases, necessary. Circumstances determined by the Principal may warrant a review of the levels of supervision according to the age, maturity, knowledge and skill of the students, the nature of the field trip and/or the experience of the supervisor(s), as well as the duration of the trip. For day field trips, supervision must be provided at the following minimum levels (greater supervision may be necessary depending on the nature of the activity being undertaken):

3.6.1 Grades K-3 – 1:8 ratio of adults to students;

3.6.2 Grades 4-5 – 1:10 ratio of adults to students;

3.6.3 Grades 6-8 – 1:15 ratio of adults to students; and,

3.6.4 Grades 9-12 – 1:15 ratio of adults to students.

3.7 Planning and consideration must be provided for any special needs student involved in an activity. SEAs normally assigned to an individual special needs student are not to be included in the above ratios.

3.8 For minimal risk overnight trips, supervision must be provided at the above minimal levels. Greater supervision may be necessary depending on the nature of the activity being undertaken and the composition of the class.

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3.9 Trips that involve both male and female students, which extend overnight, shall have at least one male and one female adult accompanying students.

3.10 Any CUPE employee who attends and is outside of their classification is considered to be a volunteer therefore they will not receive pay for the activity.

4. Transportation

4.1 The "Student Vehicle Assignment Form", (Form 260-3) which includes contact telephone numbers for all passengers in the vehicle, must be left at the school and another copy carried with the Supervisor.

5. Special Circumstances

5.1 Students who are participating in work experience, career or special programs are exempt from this Administrative Procedure.

5.2 Single-day extra-curricular activities are exempt from this Administrative Procedure but the supervising teacher/coach must fill out the appropriate forms should the use of a vehicle be needed to transport students participating in extra-curricular activities.

5.3 Short supervised walking trips within the vicinity of the school are exempt from this Administrative Procedure. These trips may be taken with the principal's permission and the completion of the Walking Field Trip Consent Form (Form 260-4).

Reference: Sections 17, 20, 22, 65, 75, 85 School Act
Motor Vehicles Act
Collective Agreements

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 261

FIELD TRIPS – OUT OF PROVINCE

Background

"Out of Province Educational Trips" for students can be of value to students. The District, however, believes that they are not a right of any student, class, or group. For the purposes of this Administrative Procedure, an Out of Province Educational Trip is an out of school activity in which students travel outside of British Columbia.

The District supports in principle Out of Province Educational Trips for students during school time provided:

- Advantage is taken whenever possible of weekends and holiday periods;
- The trip has curricular or extra-curricular relevance for participating students;

Procedures

1. It is the Principal's responsibility to ensure the appropriateness of all Out of Province Educational Trips and the planning for safety of students.

2. All trip proposals will be brought forward to the attention of the Associate Superintendent for discussion. The Board has retained the authority to approve proposed educational trips which involve travel outside of Canada and/or the mainland of the United States of America.

3. Out of Province Educational Trips, offered through the school or school district, must be under the general supervision of school district staff. Planning and supervision for the trip are the shared responsibility of the Principal and the sponsor teacher.

4. The safety and welfare of students and staff is the primary consideration in planning and implementing Out of Province Educational Trips. The supervisors of each such trip must incorporate appropriate safety practices that consider factors such as the location to which the students are travelling, the nature of the activity in which the students are participating, the skill level of the students, the number of students, and the age and development of the students;

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5. Parents and guardians must provide informed consent for their child's participation in the Out of Province Educational Trip, including informed consent for activities undertaken on that trip. Parents and guardians must be provided with all appropriate information regarding the date, location, arrangements, level of supervision, and known inherent risks specific to the trip in order to give informed consent.

6. Volunteer supervisors are a valued resource in the school community and during Out of Province Educational Trips. Volunteers will take direction from the sponsor teacher or Principal. Volunteers must provide background references and Criminal Record Checks and may be required to provide a Driver's Abstract.

7. The use of alcohol, tobacco, or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during Out of Province Educational Trips, regardless of the circumstances, the age of the participants, or local laws, customs, and culture.

Reference: Sections 17, 20, 22, 65, 75, 85 School Act
Motor Vehicles Act
Collective Agreements

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ADMIN PROCEDURES MANUAL
Administrative Procedure 280

PROGRAM EVALUATIONS

Background

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.

Procedures

1. The Principal, in consultation with the supervisor, has the primary responsibility for the evaluation of programs in the school.

2. The Superintendent may carry out program evaluations at the school or District levels.

3. Evaluations will be used to make decisions in regard to:
   - 3.1 The maintenance, modification or discontinuation of existing programs;
   - 3.2 The need for the development and implementation of other programs;
   - 3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

Reference: Sections 20, 22, 65, 75, 85 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 290

RESEARCH AND OTHER PROJECTS IN THE SCHOOLS

Background

The District recognizes the role of valid research and other projects in the development of educational theories and practices and acknowledges the need of researches to work within the schools.

Before research and other projects are considered for approval by the Superintendent they must be sponsored and supervised by a recognized post-secondary educational institution or a recognized research institute, or must be a component of approved research by District personnel.

Research projects must have the support of the Human Ethics Committees or of committees with similar responsibilities at the respective institutions.

Consideration will also be given to the number of research and other projects that are underway in the District at a given time.

Procedures

1. The Principal Researcher or Project Director must present a detailed proposal of the study/project to the Superintendent for approval.

2. The Principal of each school contacted must give approval to the project.

3. Teachers in the project must be supportive of the project and agree to participate.

4. The Principal and staffs involved in specific projects must be made aware of the amount of students' and teachers' time required to complete the project and consider the amount of time to be appropriate.

5. Parents are to be informed of the nature of the project and have an opportunity to respond.

6. Parent approval, through a signed release (Form 290-1), must be obtained before any student may participate.

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7. All students, teachers, classes and schools involved in a research study project must be assured of anonymity during the study and in the published data and the interpretation of the data.

8. A copy of the results of the completed study or a report of a project must be presented to the District.

Reference: Sections 22, 65, 85 School Act
Freedom of Information and Protection of Privacy

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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STUDENT ADMISSIONS, CATCHMENT AREAS, AND PLACEMENT

Background
Outlined below are the regulations to support the Policy 1: District Foundational Statements and Policy 1002.0 Sanctuary Schools.

Procedures

1. Admissions

Subject to section 74.1 of the *School Act,* a person is entitled to enroll in an educational program provided by the board of a school district if the person is of school age and is resident in that school district. To be eligible for provincial funding, students must be ordinarily resident in BC with their parent/legal guardian.

Schools should directly register students whose parent/guardians are First Nations, Canadian Citizens and Permanent Residents, including those with convention refugee status.

Temporary Residents including refugee claimants, deemed residents, authorized students, and dependents of study permit or work permit holders will be referred to the Newcomer Office to verify their eligibility for admission as fee-paying or non-fee-paying students, and for receipt of an Acceptance Letter, where applicable.

Students who are living in the community without immigration status, are entitled to admission to school as per Sanctuary Schools Policy 1002.0 Schools will refer such students to the Newcomer Office to determine if fees apply.

2. Eligibility Requirements

2.1 School Age

A student is eligible for admission in September of a school year if the student will have attained the age of five years on or before December 31 of a school year. The student is eligible to continue to receive an educational program until June 30 of the school in which the person reaches the age of 19 years.

2.2 Age Requirements:

2.2.1 Acceptable documents establishing proof of age include a Canadian Birth Certificate or birth certificate with certified translation in English.
2.2.2 If a birth certificate is not available other documents used to register a student on an

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interim basis until the birth certificate is produced include: Canadian Passport, Canadian Citizenship Card, Canadian Citizenship Certificate, Confirmation of Permanent Residence and Passport, Permanent Resident Card (front & back), First Nations Documentation or Band Card, Refugee Claimant document (does not confer status), or Temporary Resident documentation.

See also *Appendix A: Detailed Age Requirement*

2.3 Guardianship

Guardianship is defined by the *Family Law Act*. Persons who are not a child's parents can become that child's guardian either by a court order under Section 30 or by a will under Section 50 of the *Infants Act*.

2.4 Guardianship Requirements:

Acceptable documents establishing legal guardianship include a birth certificate naming the biological parents (translated into English if applicable), or Appointed Guardianship documents such as a court order, will, or adoption record.

See also *Appendix B: Detailed Parent/Guardianship Requirements*

2.5 Residency

In accordance with Section 82, of the British Columbia *School Act*, a board must provide instruction free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board. Section 82(2) states a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.

To be eligible for Ministry of Education Operating Grant Funding ("funding"), boards must ensure that students meet age and residency requirements. A board may charge fees for services provided by the board to any applicant not ordinarily resident in BC.

It is a fiduciary responsibility of Boards of Education to determine, in a fair and even-handed manner, whether an applicant falls within the definition of "ordinarily resident" for the purposes of Section 82 of the School Act. Being resident, in contrast to being present, involves a settled and enduring connection between a person and a place. The term "resident" excludes tourists and casual visitors to a place.

Immigration status is relevant but does not determine ordinary residence. For example, persons who have applied for convention refugee status but not yet received a determination, and persons who have applied for permanent resident status from within Canada, are ordinarily resident in BC if there are other indicators of continuity with the community and residence for a settled purpose other than receiving free public education.

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Similarly, persons who have relocated from another Canadian province or territory are ordinarily resident if they show sufficient other indicators of continuity and settled purpose.

An applicant for provincial funding must show, on the basis of objective evidence, that they have established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences.

A person who comes to Canada on a time-limited basis and has not taken steps to obtain permanent residence in Canada usually will not be ordinarily resident because he or she has no legitimate expectation of remaining in Canada.

Boards of Education are entitled to scrutinize the purpose for which the person or family has established its residence in the community to prevent an abuse of the system under which higher fees may lawfully be charged.

2.6 Residency Status

2.6.1 A parent/guardian who is of First Nations, is a Canadian citizen or is a Permanent Resident may register their dependent child at the student's catchment school. Proof of the child's age and identity, authority for guardianship, and residency for the parent and child will be reviewed.

2.6.2 Temporary residents in the categories listed below will be accepted on an annual basis. Applicants will need a current Letter of Acceptance from the Newcomer Office.

a. A student who resides in the District and
    i. has made a claim for refugee status in Canada and whose claim has not yet been determined, or
    ii. who is detained in custody in a youth custody centre, or
    iii. is participating in a one in/one out reciprocal and equal exchange with a non-graduated school age resident student.
b. A student who is in the District and the parent/guardian in BC has applied for Permanent Residency from within Canada (i.e. to a Canadian processing centre) and can support the application with an acknowledgement letter from Immigration Refugee & Citizenship Canada (IRCC).
c. A student who is in the District with a parent/guardian who can substantiate meeting these criteria:
    i. has been lawfully admitted to Canada for temporary residence and is authorized to work for a period of one year or more, and is employed for at least 20 hours per week;

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ii. has been lawfully admitted to Canada and is authorized to study for a period of one year or more, and is enrolled in a degree or diploma program (no certificate programs) at a public post-secondary institution in British Columbia or in a degree program at a private post-secondary institution in British Columbia

iii. has been lawfully admitted to Canada and is authorized to study for a period of one year or more and all of the following conditions apply:
   - The parent or guardian is enrolled in English as a Second Language (ESL/ELL) program of up to a year in duration at an institution that has an Education Quality Assurance Designation (EQA). The adult student will be deemed resident for up to one year only. Beyond one year, children of an ESL/ELL student will be considered international students and districts may charge international student fees.
   - The parent or guardian has been accepted to a degree or diploma program at a public post-secondary institution in British Columbia, or a degree program at a private post-secondary institution.
   - The acceptance to the degree or diploma program is contingent upon the completion of an ESL program.

d. has been lawfully admitted to Canada and is participating in an educator exchange program with a public school in British Columbia.

e. is carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, preclearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.

2.6.3 Deemed Resident - Students are also entitled to free public education and are eligible for provincial operating grant funding if they belong to one of the categories of persons who have been deemed resident under Section 16 of the School Regulation. These include:

f. a youth who has entered into an agreement with the director under section 12.2 of the Child Family and Community Service Act (the guardian of the student is also deemed resident), and

g. an inmate of a correctional centre under the Correction Act or a penitentiary under the Corrections and Conditional Release Act (Canada).

2.6.4 Students who do not fall into the above categories are required to provide documentation verifying their residency status to determine eligibility for admission as fee-paying students.

2.6.5 The Board passed Sanctuary Schools Policy 1002.0 that ordinarily resident students with precarious or no immigration status shall be welcomed in our schools and information about them or their families shall not be shared with immigration authorities. Schools will refer these students to the Newcomer Office to determine if fees apply.

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2.7 Residency Documents:

In addition to establishing Citizenship/Permanent Residency in Canada, one primary document and one supporting documents showing residency in the school district is required. Financial details can be redacted:

2.7.1 Primary Documentation: Long-term tenancy agreement, property purchase documents, property tax notice with home owner grant eligibility, address verification from a government agency (such as housing shelter), or in case of a shared accommodation, letter from registered owner with proof of ownership attached.

2.7.2 Supporting Documentation: Vehicle registration, proof of employment in the community, MSP Health cards, income tax return as a BC resident, or correspondence from a government agency or immigration lawyer.

2.7.3 The school's principal or designate has the discretion to seek further documentation if he or she has reason to doubt the authenticity of any document presented to the school. Any registration decisions based on false or misleading documentation can be changed or rescinded at any time by the Superintendent of Schools.

See also *Appendix C: Detailed Residency Requirements*

3. Catchment Areas

The District believes that school catchment area boundaries are necessary for the efficient use of facilities to meet the educational needs of the children of New Westminster. These boundaries may be adjusted from time to time in light of changing demographic patterns. The Board authorizes the Superintendent or designate to make such adjustments. However, the Board believes such changes should not impact families living in the affected area who already have children enrolled in the school concerned. Notice and opportunity for input with respect to proposed boundary changes will be provided to the public at least three months prior to the proposed effective date.

Almost all children should be accommodated in the school serving the catchment area in which they reside (see figure 1: Elementary School Catchment Areas). However, in a case where parents wish to enrol a student in a school other than the one serving the catchment area in which they reside, they may apply to do so in accordance with the procedures.

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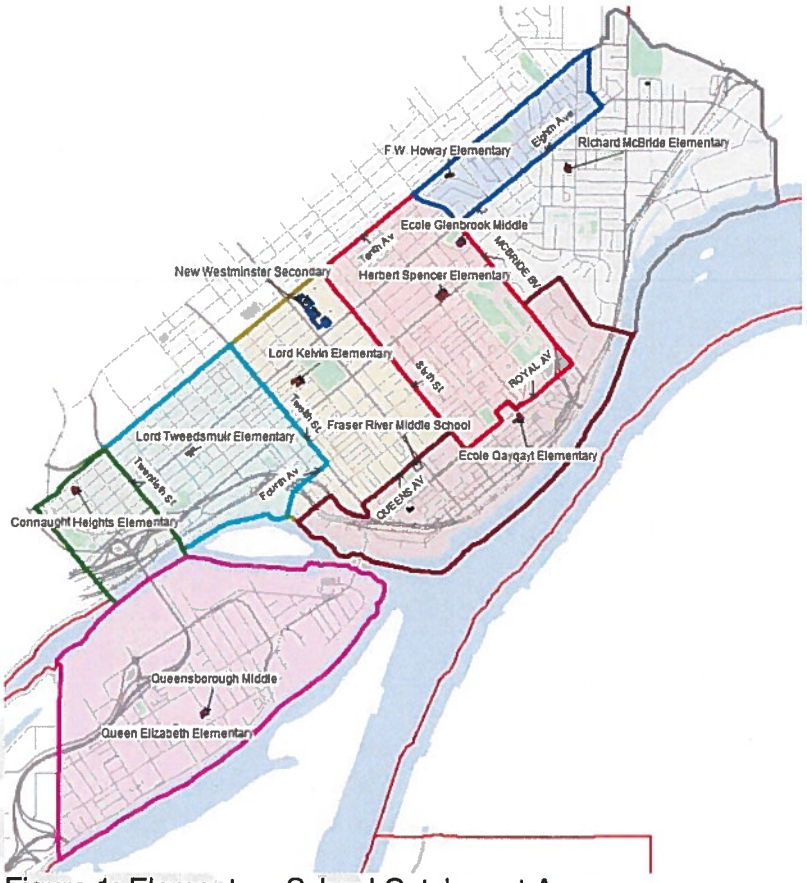

Figure 1: Elementary School Catchment Areas

4. Placement Procedures

4.1 Timeline and Registration

Before the 1st of January in each school year, the Board will establish and publish dates for the submission of applications to enrol at schools for the following school year.

Applications from new students to enrol for the next school year will be received at their catchment school during regular office hours. Parents/guardians must register their child at their catchment school before completing a Programs of Choice, Out-of-Catchment or Out-of- District Application.

4.2 Dates for the receipt of applications from students, as space, facilities, and resources permits, are as follows:

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4.2.1 In-catchment area children:

a. Registration will be accepted beginning the second Monday in January for September school start to the second Friday in March. Registrations received by this date will be accommodated at their catchment school.
b. Applications received after second Friday in March are placed on a waiting list.
c. Application received after the second Friday in March will be accommodated as space allows on a first come first serve basis.
d. All placements will be confirmed by the first Friday in June.

4.2.2 Out-of-Catchment (but in district) and Out-of-District children:

a. Applications will be accepted beginning the second Monday in January for September school start to the end of the day of instruction on the second Friday in February.
b. Admission decisions at the desired school or program may not be made before 3:00 p.m. on the second Friday in June.

4.3 Availability of Space in a School

From time-to-time, due to space limitations, enrolment projects, and class size and composition limits, it may be necessary to temporarily limit particular classes, grades or schools to new enrolments and authorizes the Superintendent or designate to make such determinations. Schools at, or approaching, capacity may be designated as 'full' by the district. Management of enrolment at schools designated full will be overseen by the Superintendent or designate.

The acceptance of any out-of-catchment and out-of-district and/or late transfer applicants will be severely restricted and possibly prohibited altogether at these school sites. Parents wishing to enroll their child in the class, grade or school concerned will be required to enroll the child in the school designated by the Superintendent or designate but will be offered the option of transferring their child to their catchment school if an opening occurs later during the school year. In any case, all such children will be given the option of transferring to the catchment school no later than the beginning of the next school year.

4.3.1 Priority Order

If:

- space, facilities, and resources are determined to be available by the Superintendent or designate in consultation with the school principal; and
- application deadlines and other registration requirements have been met, then enrolment in educational programs in a school will be offered in the following priority order:

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1. Continuing catchment students are automatically reenrolled;
2. Continuing out-of-catchment and out-of-district students are automatically reenrolled when remaining in the same school and program;
3. New catchment area students;
4. Siblings of out-of-catchment continuing students;
5. Students who are out-of-catchment and who are registered in and attending before and/or after-school childcare at a licensed childcare facility within the catchment area;
6. Students who are out-of-catchment;
7. Siblings of continuing out-of-district students;
8. Students who are out-of-district.

4.3.2 Waitlists will be established for those not accepted immediately, to be maintained until the last day of instruction in September. Re-evaluation of space availability will take place periodically until the last day of instruction in September to ensure that the maximum numbers of requests are met at the earliest time possible.

4.3.3 Out-of-catchment and out-of-district students who attend school in New Westminster and students enrolled in special programs (e.g.) French Immersion, Montessori, etc. are expected to find their own means of traveling to and from school.

5. School Transition

Student who wish to transition as an out-of-catchment or out-of-district student from elementary to middle or middle to secondary must apply to the desired out-of-catchment/out-of-district school.

6. Suspended Out-of-District Students

Enrolment applications from out-of-district students may be refused if the student:

a. is under suspension from a BC public school or school district, or
b. has been refused an educational program by a BC public school board under section 85(3) of the *School Act* for refusing to comply with the code of conduct and other rules and policies of the board or has failed to apply himself to his or her studies.

Such applications will be referred to the Superintendent or designate for approval or refusal.

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7. Programs of Choice

Applications from new students for available spaces at Programs of Choice will follow the guidelines as per Administrative Procedures 220.

8. Withdrawal from Programs of Choice or District Programs

If a student, who is enrolled in a program of choice or district program (e.g. French Immersion or Montessori), withdraws during the school year, they are expected to return to their catchment school. However, the student may apply for an out-of-catchment placement at the current school of placement. Approval of the request will be based on available space, facilities, and resources.

9. International Students

Student admissions, registrations and placement will follow the policy and guidelines as per Administrative Procedure 301.

10. Definitions

Age - A student is eligible for admission in September of a school year if the student will have attained the age of five years on or before December 31 of a school year. The student is eligible to continue to receive an educational program until June 30 of the school in which the person reaches the age of 19 years.

Availability of Space in Schools – refers to identifying limitations in program capacity, including consideration of the following factors:

(1) operating capacity of the school as defined by the Ministry of Education
(2) the physical space in which the instructional programs operate in the school
(3) the school staff assigned to the school by the district
(4) the ability of the school to provide appropriate educational programs for the applicant and other students

Catchment Area Child – means a person of school age, and resident in the catchment area of the school. For each Programs of Choice (e.g.) French Immersion and Montessori, there are specific catchment boundaries.

Out-of-Catchment Area Child – means a person of school age, and a resident in the school district and non-resident in the catchment area of the school

Out-of-District Child – means a person of school age, resident in British Columbia, and non-resident in the school district.

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Guardianship – Guardianship is defined by the *Family Law Act*. Persons who are not a child's parents can become that child's guardian either by a court order under Section 30 or by a will under Section 50 of the *Infants Act*.

Resident - a student is considered resident if the student is ordinarily resident in the school district and the guardian of the person of the student is ordinarily resident in British Columbia.

Sibling – refers to only those siblings attending an educational program in a school concurrently.

Out-of Catchment Transfer is a school-age student or child applying to attend a school other than the catchment school, by request.

Capacity (Physical Space) – refers to a calculation that is based upon the number of classrooms (physical space) for enrolling purposes and approved classroom enrolment sizes.

11. Appendices

Appendix A: Detailed Age Requirement
Appendix B: Detailed Parent/Guardianship Requirements
Appendix C: Detailed Residency Requirements
Appendix D: Funding Eligibility Chart

Reference: *The School Act, Sections 74 and Section 82 and others*
School Regulation, Section 16
The Family Law Act, Section 27 and Section 39
The Infants Act, Section 50 and Section 51
The Child, Family and Community Service Act
The Adoption Act

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Appendix A: Detailed Age Requirement

A student is eligible for admission in September of a school year if the student will have attained the age of five years on or before December 31 of a school year. The student is eligible to continue to receive an educational program until June 30 of the school in which the person reaches the age of 19 years.

Acceptable documents establishing proof of age are:

Canadian Birth Certificate or other birth certificate with certified translation

If a birth certificate is not available the following may be used to register a student on an interim basis until the birth certificate is produced

Canadian Passport
Canadian Citizenship Card
Canadian Citizenship Certificate
Confirmation of Permanent Residence and Passport
Permanent Resident Card (front & back)
First Nations Documentation or Band Card
Refugee Claimant document (Does not confer status)
Temporary Resident document

If none of the above is available, please refer to the Newcomer Office for assistance.

To obtain a Birth Certificate, contact the Department of Vital Statistics in BC, or in the province of the child's birth.

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Appendix B: Detailed Parent/Guardianship Requirements

Guardianship – The term "guardian" is defined in the School Act to mean a guardian within the meaning of the Family Law Act or a personal guardian within the meaning of the Infants Act. For the purposes of applying Section 82 of the School Act, the following is an overview of how "guardian" is identified in the Family Law Act and "personal guardian" is identified in the Infants Act.

Family Law Act:

- When the parents of a child are living together with the child, each parent is the child's guardian. [Section 39(1) of the Family Law Act].
- After a child's parents separate, each parent of the child is the child's guardian, unless the parents make an agreement, or the court orders that a parent is not the child's guardian. [Section 39(1) and (2) of the Family Law Act]
- A parent who has never resided with his/her child is not that child's guardian unless one of the following applies:
- The person is a parent pursuant to an agreement made before the child was conceived through assisted reproduction.
- The parent and all of the child's guardians make an agreement providing that the parent is also a guardian.
- The parent regularly cares for the child. [Sections 30 and 39(3) of the Family Law Act]
- If a child's guardian and a person who is not the child's guardian marry or enter into a marriage-like relationship, the person does not become a guardian of that child by reason only of the marriage or marriage-like relationship. [Section 39(4) of the Family Law Act]
- A person cannot become a child's guardian by agreement except if the person is the child's parent, or if guardianship is transferred by agreement under the Adoption Act, or the Child, Family and Community Service Act [Section 50 of the Family Law Act]

A person may be appointed as a child's guardian:

- by court order,
- in a will made in accordance with the Wills Act (alternatively, a guardian may be appointed by prescribed form – see section 27 of the Family Law Act Regulation),
- by a guardian who is facing terminal illness or permanent mental incapacity, provided the appointment is made in the prescribed form (see section 27 of the Family Law Act Regulation).[Sections 51, 52, 53 and 55 of the Family Law Act]

Infants Act:

If a child has no guardian, or if the appointed guardian is dead or refuses to or is incompetent to act, then a director under the Child, Family and Community Service Act is the personal guardian of the child. [Section 51 of the Infants Act]

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Acceptable documents establishing proof of Guardianship are:

Canadian Birth Certificate (naming parents)
Foreign Birth Certificate naming parents with certified translation
Appointed guardianship by court order valid in British Columbia
Agreement under the Adoption Act or the Child, Family and Community Service Act Appointed guardianship within the Wills Act or under the Family Law Act

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Appendix C: Detailed Residency Requirements

In accordance with the School Act, applicants for a funded education must show, on the basis of objective evidence, that they meet requirements for *ordinarily resident* in the community. The following current documents, one from each category, may be deemed acceptable. Financial details can be redacted.

Residency Status in Canada:

Canadian Passport
Canadian Citizenship Card
Canadian Citizenship Certificate
Confirmation of Permanent Residence and Passport
Permanent Resident Card (front & back)
First Nations Documentation or Band Card
IRCC confirmation of Permanent Residence being processed within Canada

Residence in the city, one of:

long-term tenancy agreement – must be current. If agreement is not current a receipt from the past month may be accepted.
property purchase documents with subjects removed
property tax notice with home owner grant eligibility
verification from a government agency (such as housing shelter),
letter from landlord/registered owner attesting to shared accommodation with landlord's proof of ownership attached.

Supporting residency documents:

vehicle registration
pay stub showing employment in the community
MSP Health card
income tax return as a BC resident
correspondence from a government agency (such as BC Employment Assistance)
letter from lawyer confirming application of long-term stay in BC.
letter from IRCC confirming application of long-term stay in BC

If none of the above is available, please refer to the Newcomer Office for assistance.

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Appendix D: Funding Eligibility Chart

See next page

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ADMIN PROCEDURES MANUAL

Administrative Procedure 301

INTERNATIONAL STUDENTS

Background

The District recognizes the value of and actively encourages international students in Canadian Public School Education and is prepared to welcome qualified students to programs in the District.

Objectives of the program are as follows:

- To offer opportunities to international students to participate in the learning and social environments of district schools;
- To promote awareness of and appreciation for other cultures;
- To generate revenue to be used to enhance all educational services and/or programs. and
- To strengthen the connection between the City of New Westminster and other countries.

Procedures

1. The Director of International Education is the administrator responsible for the International Education Program.

2. The International Education Program admits and places qualified international students who meet the following criteria.

   2.1. Acceptance by the International Education Program;

   2.2. Motivation and interest in English academic studies;

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2.3. Approved living arrangements;

2.4. Language proficiency and academic equivalency; and

2.5. Availability of space in the schools

3. The District will recognize, support and offer the following educational services to accepted international students:

3.1. Regular School Programs (K-12) through the regular daytime program. Placements in regular school programs will be open to students whose skills are at a level that would enable them to succeed at the grade level they are placed, without additional supports, with the exception of English language supports where available.

3.2. Formal assessment of language proficiency and academic equivalency for students from grade 9 through 12.

3.3. Cultural and Cross Cultural Training -- activities promoting cross-cultural understanding and student integration into the Canadian mosaic through various programs including orientation and extra-curricular activities provided through the various district programs.

3.4. Personal and Career Counselling -- through regular district counselling services. Additional counselling supports will be provided through school referral for students experiencing acclimatization issues.

3.5. Short-term Study/Cultural -- program available as space permits during the school year or scheduled school breaks including spring break, winter vacation and summer.

4. International students will be integrated into regular courses so that everyone may benefit from the cross-cultural experience, subject to the following restrictions:

4.1. Space availability -- enrolment of students will be subject to space being available. International students will not displace resident students from their regular classes.

4.2. English proficiency -- if the assessment indicates that the student requires English language assistance and this support is not available at the requested school, the District reserves the right to place the students in another educational setting in the District which has an appropriate program.

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4.3. Enrolling grade -- the District will determine the grade placement of each student based on age, assessment results and previous school experience.

5. Admission will ensure, as best as possible, that accommodation arrangements used by international students while they are in the District satisfy the guidelines set out in the British Columbia Ministry of Education Homestay Guidelines for International Students (2015).

5.1. All students must live with or be under the supervision of:

5.1.1. A homestay family arranged through the International Education Program; or

5.1.2. A notarized custodian, preferably over the age of 25 years, who is a Canadian citizen or Permanent Resident, and resides in B.C. full time.

5.1.3. A parent or guardian. Elementary students are not eligible for the District Homestay Program and must be living with a parent or family member.

Students who do not comply with this rule may be dismissed from the program.

5.2. The International Education Homestay Program will endeavour to place students with local families. Students must follow the Homestay Program rules; failure to do so may lead to the removal of the student from the homestay and from the program.

5.3. A non-refundable fee will be charged to each international education student for homestay placement.

5.4. The Director will ensure that all required homestay family members undergo a criminal record search prior to the placement of international students in the home.

5.5. The Director will ensure that all international students under the age of 19 have a custodial guardian.

6. Generally, international students will be working toward a Certificate of Graduation. The District may also accept suitable students for an English Language and Culture experience of one or two semesters.

7. The Superintendent, in conjunction with the Director, will establish fees for the International Student Program which cover totally the cost of educating the students while in the Program

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and provide additional revenue to enable the District to enhance its programs to the student population. International students who will not be required to pay fees are limited to those who meet Ministry of Education funding eligibility requirements, or students whose parents satisfy, through an administrative review with the District, that there are exceptional circumstances which warrant a tuition-free education.

8. Contract/Commission - The Director will establish contact with potential agents and, where feasible, an agreement will be signed. Regular renewal of contracts is based upon agents' performance. Generally, a commission is paid to agents at the rate of 15% or less.

9. Student Authorization - All students must be authorized to study in Canada. Documentation supporting authorization to study will be collected upon the student's arrival in Canada and must be current.

10. Exchange Students - Students participating in a District-approved cultural exchange program will be permitted to attend a school for up to ten months without the payment of fees for the purposes of promoting goodwill and international understanding between the District and other countries. Non-graduated school age students participating in a "one in/one out" reciprocal and equal exchange will be accepted and act as placeholders for the identified resident students.

11. The International Education Program shall offer at most two scholarships, equal to the amount of the tuition fee, per academic year to deserving students. The decision, circumstances and amount awarded will reside with the Director and/or the Superintendent.

12. The International Education Program shall offer at most two scholarships and/or bursaries in the amount of $500.00 each to graduating international students who have maintained excellence in their academic program.

13. The Director will utilize the following refund procedure:

    13.1. All requests for refunds must be made in writing.

    13.2. A non-refundable processing fee is applied to all applications.

    13.3. A full refund (less any assessment fees) will be given if Immigration Canada does not approve the Student Authorization application. Refund requests are to include a copy of the formal letter of rejection and the original Letter of Acceptance issued by the District.

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13.4. Two thirds (2/3) of the tuition fee will be refunded if the student withdraws prior to the commencement of the program;

13.5. One half (1/2) of the tuition fee will be refunded if the student withdraws before 30 calendar days have elapsed.

13.6. No refund of tuition fees will be given if the student withdraws after 30 days from the commencement of the program.

13.7. No refund of the tuition fees will be offered if the student is found to be in violation of the law or regulations as determined by the Government of Canada, the police, New Westminster School District, or the school's Code of Conduct.

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Reference: Sections 2, 3, 4, 7, 8.2, 20, 22, 23, 65, 74.1, 75, 75.1, 85 School Act
Family Relations Act
Infants Act
Visiting Forces Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

ADMIN PROCEDURES MANUAL
Administrative Procedure 310

SUPERVISION OF STUDENTS

Background

The District has the responsibility for the safety and security of students while those students are in its care and custody.

Procedures

1. Principals are responsible for effective supervision of students under their care during all school and school related activities.

2. Principals are responsible for effective supervision of students during:

   2.1 Times when students begin to assemble for classes until their dismissal from schools;
   2.2 Morning and afternoon breaks and recesses;
   2.3 Noon hour when students are present either for lunch or other activities;
   2.4 Times of occasions when students are transported by school buses;
   2.5 Extra-curricular activities on the school grounds, in school buildings or away from school but under school sponsorship; and,

3. Principals shall co-operate with and assist the community in supporting the orderly and safe conduct of all students on the way to and from schools.

4. All school staff, in order to prevent accidents, shall be constant in their attention to unsafe conditions involving equipment, building and school premises. Care is to be taken to see that unsafe conditions are immediately reported to the Principal.

5. During instructional time student supervision is the responsibility of the classroom teacher.

Reference: Section 16, 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Collective Agreement

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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STUDENT INCIDENTS AND SICKNESS

Background

The physical, emotional and mental health and the safety of students are to be promoted and safeguarded through all reasonable means. The District expects that all schools will act in cooperation with other government and local agencies in the best interest of students.

Procedures

1. All illness and injuries by students shall receive prompt and appropriate attention.

2. Parents or guardians are to be notified as quickly as possible.

3. Parents or guardians of children shall supply the school with the phone number of two emergency contact persons in case parents or guardians are not readily available.

4. Discretion by the Principal, teacher-in-charge, designated first aid person is to be exercised in deciding if the illness or injury warrants emergency hospital attention. In cases where there is any doubt, the ill or injured student is to be taken to the hospital.

5. Incident report forms (Form 315-1) must be promptly completed and sent to the District Office.

6. Minor injuries may be dealt with by school first aid attendants.

7. Each Principal shall inform staff members and parents of the procedures that will be followed in cases of illness and injury.

8. Except in emergency situations, designated staff must administer (or supervise the self-administration of) medications to students only if the following conditions are met:

   8.1 The medication is required while the child is attending school;

   8.2 A parent has requested the school assistance and has given his/her written authorization by completing a Request for Administration of Medication in School form (Form 315-2) provided by the Principal to have the medication administered by

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the designated staff member.

8.3 The physician who prescribed the medication has confirmed that unless the medication is administered during school hours, the health of the student will suffer and has authorized the District to administer the medicine. The parent will have the prescribing physician sign the Request for Administration of Medication in School form (Form 315-2);

8.4 The parent will complete a Medical Alert Form (Form 315-3) for attachment to the Permanent Student Record. The Public Health Nurse can be available for consultation if required;

8.5 Education regarding the administration of medication in the school setting is the responsibility of the Principal. The Public Health Nurse may assist in the education of staff if required;

8.5.1 In emergency situations, every staff member has a duty to render assistance to a student, including the administration of medication where necessary.

9. Responsibilities

9.1 It is expected that the parent or legal guardian would inform the Principal if the student is or may be required to have medication administered by a designated staff member during school hours.

9.1.1 If deemed necessary, the Principal may arrange for a meeting of the student's teacher(s) or designated staff member, parent(s) or legal guardian(s), the Public Health Nurse or his/her representative and, where appropriate, the student him/herself.

9.1.2 Where medication is to be administered at school, the Request for Administration of Medication at School (Form 315-2) and the Medical Alert Form (Form 315-3) must be fully completed by the parent(s). Together both forms constitute the student's Medical Intervention Plan.

9.1.3 The Medical Intervention Plan is to be retained in the school office with the medication, where applicable. Staff administering medication to students will keep a record (Form 315-4).

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9.1.4 Parents/guardians are responsible to keep the Principal informed on as to changes in the medical status of students, including any changes to medications.

9.2 Where a student may require medication in an emergency situation, e.g., an injection of adrenaline for an allergic reaction, the Principal shall make all teachers and other staff members who may have to supervise that student aware of this fact and the steps to be taken should such an emergency occur. The Public Health Nurse can provide training to school staff on the administration of adrenaline.

Reference: Sections 7, 8, 17, 20, 22, 65, 84, 85, 95 School Act
Good Samaritan Act
School Regulation 265/89

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 317

ANAPHYLAXIS

Background

The Principal is responsible for developing and maintaining a safe environment at school for anaphylactic students with anaphylactic allergies, including (but not limited to) ensuring students, staff, parents, and others are aware of, and comply with this Administrative Procedure.

In accordance with the British Columbia Anaphylaxis Protection Order, all schools and programs in the District must implement the steps outlined in the British Columbia Anaphylactic and Child Safety Framework.

Procedures

Anaphylaxis Protection Order Requirements:

1. Identifying Students with Anaphylaxis
   - 1.1 Principals will continue to review the medical information on the registration form.
   - 1.2. When a parent identifies their child has anaphylaxis (indicated as a life- threatening allergy), the Principal will provide a copy of the registration form (Form 300-1) to the Public Health Nurse to review.
   - 1.3. Once the diagnosis of anaphylaxis is confirmed, the Principal will:
     - 1.3.1. Provide the parent with the Anaphylaxis Action Form (Form 317-1) and the Medication Administration Card (Form 317-2); and
     - 1.3.2. Request the parent and physician complete and sign these forms, and return them to the office prior to the start of the school year;
     - 1.3.3. Together, these forms constitute the Student Level Emergency Plan as outlined in the British Columbia Anaphylactic and Child Safety Framework;
   - 1.4. Principals will initiate an Anaphylaxis Action Plan for each student with anaphylaxis, meet with the student (where age appropriate) and students' parents to review the Anaphylaxis Action Plan and obtain parent's signature.
2. Record Keeping – Permanent Student Record
   - 2.1. Principals will:

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2.1.1. Keep a copy of the Anaphylaxis Action Form (Form 317-1) in the Student's Permanent Record, and update this annually;

2.1.2. Ensure information on the student's life threatening allergy is recorded on both the student's electronic file, and the Medical Alert list;

2.1.3. Transfer the Anaphylaxis Action Form (Form 317-1) with the student's Permanent Student Record when the student changes schools.

3. Emergency Procedure Plans

3.1. Principals will maintain an accurate, Anaphylaxis Action Form (317-1) for each student with anaphylaxis.

3.2. The Form (Form 317-1) must be signed by the student's parents, the student (where age appropriate) and the physician, and must be kept on file at readily accessible locations.

3.3. The student emergency response plan shall include at minimum:

3.3.1. The diagnosis;

3.3.2. The current treatment regimen;

3.3.3. Who within the school community is to be informed about the plan, e.g., staff, volunteers, classmates; and,

3.3.4. Current emergency contact information for the student's parents/guardians.

3.4. Those exposed to individual student emergency response plans have a duty to maintain the confidentiality of all student personal health information.

3.5. The student's emergency response plan shall also explicitly address:

3.5.1. The parent's responsibility for advising the Principal about any changes in the student's condition; and,

3.5.2. The Principal's responsibility for updating records.

3.6. All Principals must have a protocol in place to ensure those responding to an anaphylaxis emergency know what to do. The emergency protocol to include:

3.6.1. Administer EpiPen;

3.6.2. Call 911 and ask for an Advance Life Support Ambulance;

3.6.3. Call student's parents/guardians;

3.6.4. Administer a second EpiPen within 10 minutes if symptoms have not improved;

3.6.5. Have student transported to hospital by ambulance.

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3.7. Principals will:

3.7.1. Ensure an Anaphylaxis Action Form (Form 317-1) and Anaphylaxis Action Plan is completed annually, prior to the start of school for every student with anaphylaxis;

3.7.2. Provide parents with the Medication Administration Card (Form 317-2), and request the student's physician complete the card which confirms the diagnosis of anaphylaxis and indicates emergency medication is required to treat anaphylaxis. Aside, the Medication Administration Card (Form 317-2) is valid indefinitely;

3.7.3. Request the Public Health Nurse to check the Medication Administration Card (Form 317-2) and the EpiPens to ensure they are current;

3.7.4. Together the student's Anaphylaxis Action Form (Form 317-1), Medication Administration Card (Form 317-2) and Anaphylaxis Action plan constitute an Emergency Procedure Plan.

4. Use of Medical Identification

4.1. Principals will:

4.1.1. Inform parents and staff of medical alert program and encourage students to use medic alert bracelet or necklet which indicates the student has anaphylaxis;

4.1.2. Provide parents with Medic Alert application brochure and inform parents of the Medic Alert "No Child Without" program which provides discount Medic Alert bracelets for children up to 14 years of age.

5. Provision and Storage of Auto Injector

5.1. Principals will:

5.1.1. Inform parents and students that only single-use single-dose auto injectors (EpiPen) will be administered in the event of anaphylaxis. Note: neither oral antihistamines nor double dose auto injectors (Twinject) will be provided;

5.1.2. Request parents to provide two current EpiPens (one of which will be kept in a central location in the school office and the other to be kept with the student if he/she is able to self-administer or in the school office if the student is not able to self-administer);

5.1.3. Establish procedures for permitting school staff to administer an EpiPen to a student with a known diagnosis of anaphylaxis where there is no pre-authorization from the parent to do so;

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5.1.4. Purchase at least one EpiPen annually for an emergency situation and follow emergency protocol in the event of an anaphylaxis.

5.2. Principals will not administer EpiPen to a student with a suspected anaphylactic reaction where there is no confirmed diagnosis. Should this situation arise the emergency protocol is to call 911 and request a "Life Support ambulance".

6. Monitor and Report

6.1. Principals will monitor and report on the number of students with anaphylaxis and any anaphylactic incidents to the Board in aggregate form at a frequency and in a form as directed by the Superintendent.

7. Allergy Awareness, Prevention and Avoidance Strategies

7.1. Principals will:

7.1.1. Establish and maintain allergy awareness, allergy avoidance and emergency prevention strategies as outlined in the school's Anaphylaxis Action Forms and plans;

7.1.2. Print resources to inform the school community about anaphylaxis can be found on the District website.

8. Training Strategy

8.1. Principals will establish a training strategy and implement the strategy as early as possible in each school year.

8.2. Training is to be provided to:

8.2.1. School staff who have supervisory responsibility;

8.2.2. Classmates of students with anaphylaxis in elementary schools; and,

8.2.3. Peers of students with anaphylaxis in middle and secondary schools.

8.3. Training is to encompass information pertaining to:

8.3.1. Signs and symptoms of anaphylaxis;

8.3.2. Common allergens;

8.3.3. Avoidance strategies;

8.3.4. Emergency protocols;

8.3.5. Use of the EpiPen;

8.3.6. Identification of at-risk students;

8.3.7. Emergency plans.

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9. Raise Awareness
   9.1 Principals will develop a communication plan to educate and raise awareness of students, staff, parents, and others about anaphylaxis.

Reference: Sections 7, 17, 20, 22, 65, 84, 85, 95 School Act
School Regulation 265/89
Anaphylaxis Protection Order M232/07
Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
British Columbia Anaphylactic and Child Safety Framework

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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STUDENT RECORDS

Background

In order to provide appropriate instruction and educational services, the District maintains current and historical student information. A student record is defined as any documentation (written or electronic) pertaining to a student that is created and/or stored by an employee of the School District. Student records require sensitive treatment to maintain confidentiality and ensure their effective use. Student records will be safeguarded and maintained on behalf of the District, students, and parents.

Procedures

The District recognizes its duty to ensure confidentiality of student records. In order to protect such confidentiality:

1. Personal information collected about students shall be secured and stored in a manner that ensures its privacy and any use of such personal information shall be for the purpose for which the information was collected;

2. When collecting personal information, school personnel must inform students and their parents/guardians of the authority by which the information is collected, the purpose of collecting the information , and the name of someone in the organization to whom they may speak about the collection;

3. Each student shall have a school file, which contains confidential information including current records used in the planning and administration of the student's education program;

4. Only educationally significant information is to be maintained;

5. Under British Columbia law, any communication between student, teacher, principals, counsellors or outside agencies must be produced, if required to do so, through a court order;

6. When records are requested in child custody proceedings, school authorities shall wait for a court order before revealing any information, regardless of whether or not either parent has requested information for use in court;

7. Information regarding a student may be disclosed to:

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a. New Westminster School District employees as needed
b. A person who is providing health services, social services or other support services if the information is required to provide that service
c. The parent/guardian of the school age student

NOTE: Parents/guardians may examine the records while accompanied by the principal or a person designated by the principal to interpret the records, and may request copies on payment of a fee that does not exceed the school's cost of providing copies.

8. All requests for student records from lawyers or other third parties who are not the legal parents/guardians of the student, or are not providing health services or social services, should be forwarded to the Secretary Treasurer. Clerical staff should immediately date stamp the request upon receipt and forward it to the Secretary Treasurer.

9. All student records remain the property of the School District

Reference: Sections 7, 17, 20, 22, 65, 85 School Act
SD No. 40 (New Westminster)

Adopted: April 25, 2017

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LEGAL CUSTODY OF CHILDREN

Background

Custody disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been assigned. In such cases, de facto custody lies with the parent/guardian with whom the child lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child must be the major factor in a Principal's decision whether or not to release a student to a person claiming custody.

Students who are the subjects of custody claims are not to be released from school until the normal morning or afternoon dismissal time.

Procedures

1. All claims for the custody of students must be referred to the Principal.

2. Where there is a demand for custody of a student and legal custody is uncertain, the Principal shall:

   2.1 Ask the claimant to identify himself/herself and produce a court order or judicial statement;

   2.2 Inform the claimant that the student will not be released from school until the normal morning or afternoon dismissal time; and that the parent/guardian with whom the student lives will be informed that the claim for custody has been made;

   2.3 Notify the parent/guardian with whom the student lives that the claim for custody has been made;

   2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A school liaison officer may be called upon for assistance in the mediating role;

   2.5 If the parent/guardian with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents/guardians may seek the assistance of the school liaison officer in making temporary arrangements for the child's care.

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3. A record shall be kept in the school of any custody claims which may be received, including dates, times, names and demeanour of persons involved, and as much of their actual statements as it may be possible to record.

4. When deemed necessary, the Associate Superintendent shall be informed by the Principal of all demands for custody which s/he may receive.

5. Visiting of Children by Estranged Parents

   5.1 When a parent who is separated from his/her spouse, and does not have custody of the child(ren), requests a visit with the child(ren) during school hours, the Principal will contact the custodial parent and obtain his/her consent.

   5.2 If the custodial parent refuses permission, or cannot be contacted, the parent requesting the visit will be so informed and the visit refused.

   5.3 If consent is obtained, the visit will take place in such a manner that abduction of the child(ren) will not be possible at any time.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 School Act
Child, Youth and Family Enhancement Act
Divorce Act
Family Relations Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms

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SD No. 40 (New Westminster)

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ADMIN PROCEDURES MANUAL
Administrative Procedure 325

REPORTING SUSPECTED CASES OF CHILD ABUSE

Background

The purpose of this Administrative Procedure is to support a comprehensive, coordinated and collaborative approach for responding to child abuse and neglect by:

- Providing child abuse prevention programs to students;
- Providing employees and other persons working in schools with training in recognizing signs of child abuse and neglect;
- Providing employees and other persons working in schools with direction and training on their legal obligation to report child abuse and neglect to a Child Welfare Worker under the Child, Family and Community Service Act, to the police where the child is in immediate danger, and to the Principal;
- Requiring the Superintendent to investigate and/or report to the police allegations of child abuse involving current and former District employees, volunteers or contract service providers;
- Establishing a child abuse/neglect reporting and investigation protocol with other responsible agencies, to identify the roles and responsibilities of employees and personnel from other agencies, in responding to allegations of child abuse or neglect;
- Providing assistance to victims of child abuse and neglect by counselling and referrals to other agencies, as appropriate.

Child abuse can take physical, sexual, or emotional forms, or may take the form of parental neglect. The descriptions of physical abuse, emotional abuse, emotional harm, sexual abuse, sexual exploitation, and neglect contained in the "BC Handbook for Action on Child Abuse and Neglect for Service Providers" are to be applied for purposes of this Administrative Procedure.

Responses to reports of child abuse and neglect may involve District personnel, child welfare and law enforcement agencies. The District supports a coordinated and collaborative response to reports of child abuse and neglect between the District, the New Westminster Police Service, and the Ministry of Children and Family Development.

The District supports the development of an interagency child abuse/neglect protocol agreement that sets out roles and responsibilities for reporting and investigating child abuse/neglect issues and is consistent with this Administrative Procedure.

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Definitions

Child Welfare Worker refers to a person delegated under the Child, Family and Community Service Act to provide child welfare services, including responses to suspected child abuse and neglect. The Ministry of Children and Family Development employ Child Welfare Workers authorized to respond to suspected child abuse and neglect.

Interagency Child Abuse/Neglect Reporting and Investigation Protocol refers to the interagency agreement between the District, the Ministry for Children and Family Development, and the New Westminster Police Service, as amended from time to time, setting out responsibilities of the respective agencies in reporting and responding to situations involving concerns about child abuse or neglect.

The definition of when a child needs protection includes circumstances of physical harm, sexual abuse and exploitation or emotional harm by a child's parent, or by another person if the parent is unwilling or unable to protect the child. It also includes circumstances of parental neglect and abandonment. "Parent" (CFCSA s. 1) includes someone with whom a child resides and who stands in place of a parent.

Reason to believe means that, based on observation or information received, the person believes that a child has been or is likely to be at risk. Proof is not required. The child welfare worker may investigate and makes a determination whether abuse or neglect has occurred or is likely to occur. (Further discussion and examples may be found in the BC Handbook for Action on Child Abuse and Neglect for Service Providers.)

Procedures

1. All employees must understand and respect their legal obligation to report child abuse and neglect to a child welfare worker where they have reason to believe that a child is in need of protection within the meaning of the Child, Family and Community Service Act.

2. Principals and the Superintendent must also understand their role in coordinating with responsible agencies and in investigating allegations of child abuse against school employees, in accordance with the Interagency Protocol for Reporting and Investigation of Child Abuse and Neglect.

3. Individuals under investigation regarding allegations of child abuse or neglect may have contractual or other legal rights during the investigative process. District investigations will be conducted in a manner that is respectful of these rights.

4. The District requires that employees, volunteers and contract service providers receive training on how to recognize signs of child abuse or neglect, how to respond to reports of

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child abuse or neglect, and standards of conduct for employees, volunteers and service providers governing their interactions with students.

4.1 The Associate Superintendent will ensure that appropriate opportunities to receive and/or review training are made available, on an annual basis, to employees, volunteers and contract service providers.

4.2 The Associate Superintendent will ensure that child abuse prevention programs are provided to students in accordance with the Ministry of Education's learning standards.

5. Where allegations of child abuse or neglect involve the conduct of parents or parental failure to protect a child:

5.1 Reporting to a Child Welfare Worker

5.1.1 *The Child, Family and Community Service Act* makes it a legal duty (CFCSA s. 14) of every person who has reason to believe that a child "needs protection" as defined in that Act (CFCSA s. 13) to report the matter to a Child Welfare Worker.

5.1.2 A District employee who has reason to believe that a child "needs protection", must make a report to a Child Welfare Worker. If the employee has a concern but is not sure whether the *concern* amounts to a reason to believe that the child needs protection, the employee is to consult with the Principal and/or a Child Welfare Worker about whether the indicators observed are cause for concern or amount to reason to believe that the child needs protection. Principals may support employees in consultations or reports but are not to hinder any employee from consulting with a Child Welfare Worker about a concern.

5.2 Reporting to the police

5.2.1 Abused or neglected children may be victims of offences under the Criminal Code of Canada such as physical or sexual assault; sexual exploitation; failure to provide the necessities of life; or criminal negligence causing bodily harm.

5.2.2 Where a child is in imminent danger, employees are to notify the police immediately.

5.2.3 Not every incident that might constitute an offence (e.g., a minor physical assault) warrants police involvement. Where a report is made to a Child Welfare Worker, normally the Child Welfare Worker will decide whether there is reason to believe that there has been a criminal offence committed that warrants police involvement and if so, the matter is reported by the Child Welfare Worker to the police in order that they can exercise their law enforcement duties.

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5.2.4 If school employees have any question as to whether conduct is to be reported to the police, they are to consult with the Principal and/or a Child Welfare Worker.

5.3 Reporting to District Officials

5.3.1 Employees who make reports to a Child Welfare Worker are to inform the Principal.

6. Where allegations of child abuse are made against District employees, volunteers, contract service providers, or others in the school setting:

6.1 Reports of child abuse may involve allegations against District employees, volunteers, contract service providers, or other persons on school property.

6.1.1 Principals and the Superintendent have the primary responsibility for dealing with these allegations; reports to Child Welfare Workers from the employee who heard the student disclosure are not usually required unless there is reason to believe that children outside the school setting may need protection or the parents are unable or unwilling to take any action required to protect the child.

6.2 Employees who have reason to believe that another employee, volunteer, contract service provider or other person on school property has abused a student must report the incident or information to the Principal in a timely manner and fill out FORM A (Form 325-1) and send it to the Superintendent in a sealed envelope with their name and date on it. No copies are to be made of FORM A (Form 325-1). Documentation of the incident is to reflect verbatim comments and/or what was seen personally and not include personal opinions or judgments.

6.3 The Principal, upon receiving the report or information about the incident, will immediately notify the Superintendent.

6.4 Parents of children alleged to have been abused in the school setting must be informed by the Superintendent of the allegation and the outcome of the District investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.

6.5 District Employees

6.5.1 It is the legal responsibility of all District employees to provide a safe learning environment for students. Where there are allegations of child abuse by a District employee, the Superintendent is responsible to investigate the allegations and/or report the matter to the police in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol.* The Superintendent has the authority to suspend an employee whose presence threatens the welfare of students. The Superintendent also has the authority to suspend an employee who is charged with a criminal offence.

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6.6 Volunteers

6.6.1 Where there are allegations of child abuse by a volunteer, Principals have the authority to prohibit the volunteer's attendance at school, in accordance with

6.6.2 the School Act (s. 177(2)) if applicable, and the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol.*

6.7 Contracted Service Providers

6.7.1 Where there are allegations of child abuse by contracted service providers, Principals have the authority to prohibit the service provider's attendance at school, in accordance with the District's contractual rights, property rights and its authority under the School Act.

6.8 Other Persons

6.8.1 Where there are allegations of child abuse by other persons, Principals have the authority under the School Act to prohibit the person's attendance on school premises (S.A. s. 177) and to seek the assistance of the police, in accordance with the Interagency Child Abuse/Neglect Reporting and Investigation Protocol.

6.9 Reporting to the police

6.9.1 Not every incident that might constitute an offence if proven will warrant police involvement. Principals are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the Superintendent is to consult with the police regarding the matter. Where the police initiate a criminal investigation, the Superintendent must cooperate with the police, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol.*

6.10 Reporting to a Child Welfare Worker

6.10.1 Although the primary responsibility for dealing with abuse allegations involving District employees, volunteers, or contract service providers, rests with the District as employer, there may still be a need to report to a Child Welfare Worker. For example, there may be indications of abuse outside the scope of the District investigation, or the parents may respond to the abuse allegations in a way that suggests that they are unwilling or unable to take any action needed to protect the child or that the child is at risk of being abused by the parent. Where there is reason to believe that abuse or neglect of a child has taken place outside the scope of the District investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the District investigation, employees must report this to a Child

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Welfare Worker in accordance with the *Child, Family and Community Service Act.*

6.11 Reporting to BC Teachers' Council and other professional bodies

6.11.1 School employees who are members of the BC Teachers' Council (BCTC) have an obligation under the Teaching Profession Act (T.P.A. s. 27.1) to report to the Registrar of the Council where they have reason to believe the another member is guilty of professional misconduct involving physical harm to a student, sexual abuse or sexual exploitation of a student or significant emotional harm to a student. This requirement is in addition to the obligation of the Superintendent to report the dismissal, suspension and discipline of members (or persons holding letters of permission) to the Council under the School Act (S.A. s. 16).

6.11.2 If an employee or contractor is a registered member of another professional body, such as the BC College of Psychologists or the College of Registered Nurses of BC, there may be duties to report to the professional body. For example, under the Health Professions Act of BC, an employer who terminates or suspends a registered member based on a belief that the member's continued practice of the health profession would be a danger to the public, must report to the professional body.

6.12 Reporting to District Insurers

6.12.1 If the circumstances indicate that a civil claim is likely to be made against the school District or its staff or volunteers as a result of the incident, the Secretary Treasurer is responsible for ensuring that a report is made to the School Protection Program.

7. Where allegations of child abuse are made against school-aged students

7.1 Principals have the responsibility and authority under the School Act to investigate allegations that a student has abused another student within the school environment. Principals may take disciplinary or other remedial action, in accordance with Administrative Procedure 355 – Student Suspensions.

7.2 School employees also have responsibility to take appropriate action to safeguard a student who is the victim of abusive conduct by other students at school and to notify the parents of the students involved.

7.3 Principals may notify and/or consult the police or a Child Welfare Worker where appropriate, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol.* Principals have discretion in the circumstances of many minor offences whether to deal with a matter through the school discipline process or whether to call in the police. A report to a Child Welfare Worker is only required where there is reason to believe that the child's parent is unable or unwilling to take action

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required to protect the child or where there is reason to believe that other abuse (including abuse of the alleged abuser) has taken place outside the scope of the District investigation and the parent is unwilling or unable to protect the child (or the parent is implicated in the abuse).

7.4 Employees who make reports to a Child Welfare Worker are to inform the Principal.

7.5 Reporting to District Insurers

7.5.1 If the circumstances indicate that a civil claim is likely to be made against the District or its staff or volunteers as a result of the incident, the Secretary Treasurer is responsible for ensuring that a report is made to the School Protection Program.

Reference: Sections 7, 9, 15, 16. 17, 20, 22, 65, 79, 85, 177 School Act
Section 13, 14 Child, Family and Community Service Act
Freedom of Information and Protection of Privacy Act
Section 32.2 Health Profession Act
Section 27.1 Teacher Profession Act
Criminal Code of Canada
B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers, 2007
Responding to Child Welfare Concerns, 2007
Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report
Interagency Protocol for Reporting and Investigation of Child Abuse and Neglect

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ADMIN PROCEDURES MANUAL
Administrative Procedure 330

STUDENT ATTENDANCE

Background

Regular attendance by students in all their classes enhances their performance and contributes substantially to their learning. While students have a right to access an educational program they also have a responsibility to attend classes regularly and pursue their studies in a diligent manner.

Specific provisions for regulating the attendance of students shall be developed in consultation with students, staff and parents' advisory councils as appropriate.

Procedures

1. An accurate daily record of attendance shall be kept for each student.

2. Principals are expected to have in place a system for verifying reasons for non-attendance on a daily basis.
   - 2.1 For all grades, unexplained absences will be reported to the office.
   - 2.2 In the elementary and middle schools, attendance shall be done in the morning and afternoon. All unexplained absences during the school day shall be reported to the office immediately after the absence becomes apparent. All reasonable efforts must be immediately made to determine the whereabouts of students reported absent.
   - 2.3 In the elementary and middle schools, a phoning system shall be in place to contact parents with regard to unexplained absences as soon as possible.
   - 2.4 In the secondary school, attendance shall be done during each period. All reasonable efforts must be made shortly to determine the whereabouts of students reported absent. Parents shall be contacted through an automated message.

3. Teachers shall assist in maintaining an accurate attendance record for each student.

4. Parents are to be encouraged to take the initiative in advising the school when students are absent.

5. In cases of unexplained absences, suspected truancy or excessive absences occurring, the parent or guardian shall be contacted as soon as a pattern of poor attendance becomes evident, as determined by the school's attendance procedures.

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6. Initial investigation of reasons for excessive student absence from school shall be the responsibility of the Principal or designate. An annotated log shall be kept of each contact with the home.

7. The Principal shall work directly with the student and the family to resolve attendance issues.

8. Principals will refer students to an expanded school based team when further supports are required.

Reference: Sections 2, 3, 4, 6, 7, 8, 17, 20, 22, 65, 79, 85 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 340

SPECIALIZED SERVICES FOR STUDENTS

Background

Increasing number of students require specialized services during school hours. Therefore, the District will work together with members of the community and community agencies to serve the needs of students.

Procedures

1. In order to minimize duplication of effort and improve access for, and responsiveness to, children and families in need, the District is committed to working together with other community agencies, organizations and associations; other local education authorities within and across school districts; and regional authorities, including Fraser Health Authority and Ministry of Child and Family Development authorities. Examples of "working together" include information-sharing procedures, sharing of staff facilities, and joint service planning and delivery agreements (informal and formal).

2. To serve the needs of students and children in each school community, principals, counsellors and, where appropriate, other staff members, will take an active role to initiate or participate in working together with other members of the community and community agencies to improve services.

3. In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the District, the Associate Superintendent will initiate, develop and/or participate in partnerships designed to improve services to students and children.

4. Procedures in working together with members of the community will be consistent with provincial and District policies and procedures.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 School Act
Child, Family and Community Service Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 345

SAFE AND APPROPRIATE ACCESS TO STUDENTS, STAFF AND DISTRICT PROPERTY

Background

The District supports and encourages parents and interested individuals and organizations to visit and participate in District facilities. The District recognizes the valuable contribution that individuals and local non-profit and for-profit organizations can make to the learning environment, and to other facility-based programming.

Concurrently, the District has a duty to provide a safe and effective learning and working environment.

Therefore, in the interest of safety for students and employees, and the security of District facilities, individuals other than staff or students need to report to the Principal's office, or other specified area, on arrival at a District facility. It is the expectation of the District that each Principal in consultation with District staff shall institute additional procedures to ensure both a welcoming and safe learning and working environment as further outlined in this Administrative Procedure.

Procedures

1. Access to Students

   1.1 General Guidelines

   Generally access to schools will be in accordance with Board Administrative Procedure 345 and the established District External Agency Protocol. In accordance with the District External Agency Protocol, the procedures for request for access vary depending on the type of service provided. There are three levels of service:

   1.1.1 Level One: Complementary and Supplementary education programs: when agencies or individuals have on-site access to groups of students who are supervised by school staff; e.g. Tennis BC, Action Schools BC, Artists-in-Residence, Drug and Alcohol awareness speakers, theatre groups, etc.

   1.1.2 Level Two: Consultation with School-based Teams: when individuals representing external agencies engage in collaborative practice and/or integrated case management with school staff (e.g. Mental Health, local service providers, etc.). This may also involve classroom observations of specific students by individuals representing external agencies. There is no

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direct student contact.

1.1.3 Level Three: When individuals representing external agencies have on-site direct student contact during school hours to provide therapeutic and/or clinical interventions (e.g. Child and Youth Crisis Program, etc.) or interviews with students (MCFD Child Protection). This may also include a demonstration of a therapeutic intervention with a specific student for a school staff person to use as part of the I.E.P. Persons working with students outside of school hours include those from Parks and Recreation and contacted individuals and/or agencies for our Community Schools.

For more detailed information on the procedures for gaining access to students at each of the three levels, please see the External Agency Protocol.

1.2 Charities/Non Profit Organizations

Charities traditionally supported by the District and the schools will continue to have access to the schools with the approval of the Principal. New charities requesting access must be approved by the Superintendent. Schools are encouraged to participate in at least one fund-raising activity for charity each year.

1.3 For-profit Organizations and Businesses

For-profit organizations and businesses that historically have provided services that benefit the students and the school (e.g. school photographs, student insurance, milk and juice program, school store items, uniforms and school tee-shirts) may continue to do so at the discretion of the Principal. Please see the Administrative Procedures 520 - Fundraising Activities and Sponsorship in District Facilities, for the procedures related to other for-profit organizations and businesses.

1.4 Sponsored Information

Non-profit groups providing services or activities to students are permitted to distribute information to the schools with the approval of the Superintendent or designate.

1.5 Media and Film Companies

Media and film companies or agencies who seek access to schools and students must first obtain the approval of the Superintendent who will then contact the schools. Principals will not allow access to or involvement by students without prior parental consent.

1.6 Religious Organizations

Individuals representing religious organizations will be granted access to teachers and students when requested to contribute to the study of religion. This access is with the approval of the Principal.

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1.7 Appeal

Agencies or individuals denied access to students and teachers may appeal to the Superintendent.

2. Access To District Facilities

2.1 Designing procedures for site access shall be the responsibility of the Principal in consultation with District staff and in accordance with this Administrative Procedure.

2.2 In order to provide a safe and effective learning environment, each District facility shall design procedures which insure safe access to the site. It is recognized that the duty of care is heightened at sites with younger students.

2.3 Procedures shall include, but are not limited to:

2.3.1 Reporting to the office for access to the facility;

2.3.2 Designation of students/staff only and adult-only entrances where practical and safe;

2.3.3 A process of identification for students, guardians and visitors whom have correctly signed into the site;

2.3.4 A process of identification for District employees;

2.3.5 Locking of outside doors where practical and safe;

2.3.6 Procedures for student entry and dismissal that allow for parent/teacher and student contact;

2.3.7 Informing parents and the community of procedures for safe access through proper signage and newsletters;

2.3.8 A process for accessing and signing-in at Neighbourhood Learning Centres in District facilities.

The Principal is encouraged to consult with District staff, school staff, parents' advisory council and NLC Neighbourhood Advisory Committee in implementing these procedures.

3. Intruders

3.1 In circumstances where the behavior of an individual(s) threatens the welfare of the students and/or staff, or disturbs and/or interrupts the proceedings of a school, NLC or official school function, the individual(s) will be directed to leave District property by a Principal, Vice-Principal, Director of Instruction, or a person authorized by the District to make that decision.

3.2 Once directed, the individual(s) must immediately leave the District property and must not re- enter except with prior approval from the Principal, Vice-Principal, Director of Instruction or a person authorized by the District to give that approval.

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3.3 An individual(s) who fails to leave District property or returns without prior permission is committing an offense. A Principal, Vice-Principal, Director of Instruction, or a person authorized by the District may, in order to restore order on District property, seek adequate assistance from the Police.

4. Neighbourhood Learning Centres (NLCs)

4.1 In District facilities that have Neighbourhood Learning Centres (NLCs) it is recognized that the facilities will be used by a broad spectrum of user groups. The safety of students and security of facilities has been considered both in NLC design and operations. The District established the following selection criteria for NLC programming:

4.1.1 Prioritize the safety of students and the security of facilities;

4.1.2 Meet identified community needs; e.g.,

- Address program or service gaps; and,
- Do not duplicate existing community-based programs or services.

4.1.3 Operating independently and demonstrate an ability to cover operations costs, unless integrated into school programming;

4.1.4 Meet District procedure requirements regarding facility use;

4.1.5 Complement existing school-based, community programs or services;

4.1.6 Contribute to community literacy and lifelong learning;

4.1.7 Enhance student readiness for learning success;

4.1.8 Facilitate community-building and social interaction;

4.1.9 Are inclusive of people of different abilities, ages, cultures and incomes.

Reference: Sections 9, 17, 20, 22, 65, 79, 85, 177 School Act
Child, Family and Community Service Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 345 Appendix

DISTRICT EXTERNAL AGENCY PROTOCOL

Each of these three purposes warrants its own application procedure:

LEVEL ONE: Complementary and Supplementary EDUCATIONAL PROGRAMS	**LEVEL TWO:** Consultation with School-based Teams	**LEVEL THREE:** External Agencies having direct contact with school-aged children and youth during or after school hours without staff supervision
This is where agencies or individuals have on-site access to groups of students who are supervised by school staff; e.g. Tennis BC, Action Schools BC, Artists-in-residence, Drug and Alcohol awareness speakers; Theatre groups etc.	Individuals representing external agencies engage in collaborative practice and/or integrated case management with school staff (e.g. Mental Health, Provincial Outreach Programs, local community service providers, etc.) This may also involve classroom observations of specific students by individuals representing external agencies. There is no direct student contact.	Individuals representing external agencies have on-site direct student contact during school hours to provide therapeutic and/or clinical interventions (e.g. Child and Youth Crisis Program etc.) or interviews with students (MCFD Child Protection). This may also include a demonstration of a therapeutic intervention with a specific student for a school staff person to use as part of the I.E.P. Persons working with students outside of school hours include those from Parks and Recreation and individuals and/or agencies for our Community Schools or Neighbourhood Learning Centre programs.

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1. The Principal discerns if the agency or individual will contribute to the educational program of students.	1. External Agencies make application to the District to consult about or observe students attached to the District on school property during regular school hours—see External Agency Level Two Application (reviewed every two years).	1. External Agencies make application to the District to provide therapeutic and/or clinical interventions, programs or services or interviews with school-aged children and youth on school property --see External Agency Level Three Application (reviewed every two years).
2. The Principal uses the "External Agency: Level One Checklist" to screen the external agency or individual.	2. External Agencies Level Two Applications are reviewed by the Superintendent or designate who either grants or denies permission.	2. External Agencies Level Three Applications are reviewed by Superintendent or designate who either grants or denies permission.
3. The Principal approves or disapproves.	3. Principals and Vice-Principals are given the list of approved agencies with updates as required.	3. Principals and Vice-Principals are given the list of approved agencies with updates as required.
		4. District Community School Coordinators and NLC staff are given the list of approved agencies with updates as required.

Reference: Sections 9, 17, 20, 22, 65, 79, 85, 177 School Act
Child, Family and Community Service Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 352

INTERVIEWS OF STUDENTS

Background

The District recognizes the importance of cooperating with other agencies who have responsibilities which relate to students. These responsibilities may require agencies such as the police, public health or social service agencies to interview students in schools.

Police officers, social workers and public health nurses in the course of their duties, may find it necessary to visit a school and interview certain students. While cooperation with other agency personnel in such interview requests is expected, schools have an obligation to ensure that both students' and parents' rights are respected.

Procedures

Requests by the police, social workers or public health nurses to interview students on school premises are subject to the following:

1. Students are not be interviewed on school premises except in the following circumstances:
   - 1.1 In cases where child abuse is suspected, the police and/or social worker may interview the student under the legislative mandate for the protection of children;
   - 1.2 In an emergent situation where there is no question of compromising the student's legal rights and where immediate information is necessary for quick action.
2. If a student is interviewed, it is to be considered essential that either a parent or guardian be present at the interview, except as noted in section 1.
3. Teachers are not to take part in these interviews.
4. Where a police officer insists on interviewing a student immediately and on school premises, the Principal shall contact the Associate Superintendent prior to taking the following actions:
   - 4.1 Request that the police officer delay the interview until such time as the parent/guardian can be present;
   - 4.2 If this request is refused, then the Principal or designate is to ensure that the student's parents are contacted immediately;
   - 4.3 If parents are unavailable, the Principal is to sit in on the interview.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 6, 7, 20, 22, 26, 65, 85 School Act
Youth Justice Act
Youth Criminal Justice Act (Canada)

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ADMIN PROCEDURES MANUAL
Administrative Procedure 353

SEARCHES OF STUDENTS

Background

The District is committed to providing a safe and caring school environment that is conducive to effective learning and to providing for the safety and security of its students while those students are in its care and custody. The District is prepared to authorize searches by school authorities as a means to achieve this objective and eliminate the possession of, and trafficking in, illegal substances or the possession of any stolen property or any object or material that may pose a hazard, within a school or on property owned by the District.

Procedures

1. Searches will be conducted in a manner that ensures that the rights of the student are protected.

2. School lockers and any school furniture or fixtures capable of being used for storage will be available on the condition that the school reserves the right to search at any time without notice.

3. The Principal or designate will communicate that searches may occur without notice under the direction of the Principal.

   3.1 If the Principal plans to implement school-wide locker searches, this is to also be clearly stated.

   3.2 It must be clarified that all the student acquires is the right to use the locker and the lock, both of which remain the property of the District.

4. Students shall be advised at the time they are assigned a locker of the following rules and conditions of use under which the locker is assigned:

   4.1 Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person;

   4.2 Only school locks may be used on student lockers and the combination of the lock must be registered at the office;

   4.3 No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.

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4.4 School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school procedures and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.

4.5 Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.

5. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff or any other person, that student is expected to immediately report the information to a teacher, Vice-Principal or Principal. The name of the student making the report will be kept confidential.

6. The Principal shall assess any information provided and relate it to the situation in his/her school to determine if reasonable grounds are present to justify a search. The following may constitute reasonable grounds in this context:

   6.1 Information received from one (1) or more students considered to be credible;

   6.2 Information from a teacher or other staff member based on a teacher's or other staff member's observations; or

   6.3 Information from the Principal's own observations.

7. When practicable to do so, the Principal shall attempt to have the student present when a locker, desk or other assigned storage facility is searched.

8. During any locker search, at least one (1) administrator or designate, and one (1) other adult shall be present and shall ensure that any potential gender concerns are addressed.

9. When the search reveals evidence of suspected criminal activity, the Principal shall immediately secure the locker or other storage facility by any means considered advisable, including use of a different lock and immediately contact the local police.

10. The Principal shall record, in writing, the reasons for conducting the search, the result of the search and any action taken as a result. The Principal shall keep the record in a secure location and the identity of any informant(s) shall be kept confidential.

11. When there are reasonable grounds to believe that school procedures or rules or District policies or administrative procedures have been violated, the Principal may direct a student to satisfy that they are not carrying or concealing prohibited materials. School personnel may not conduct a physical search of a student.

    11.1 When the Principal determines that there are reasonable grounds to believe that a search is necessary, in accordance with this Administrative Procedure, which

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involves a physical search of articles carried with, by, or on the student's person, the student and any suspect property are to be taken to a private area where the search can be conducted in private.

11.2 When a search is determined to be necessary, the Principal or designate shall ensure that at least two (2) adults are present during the search and shall ensure that gender concerns are addressed.

11.3 When there are reasonable grounds to believe that a search is advisable, the Principal or designate may direct a student to empty their purse, knapsack or any other carrying device and to empty their pockets or otherwise satisfy that clothing, or such other mentioned items, does not contain or conceal prohibited materials.

11.4 In the event that a physical search of the student's person is necessary, the police shall be called in and the parent(s) or guardian(s) shall be notified.

11.5 In the event that the student refuses to cooperate with the search and/or leaves the school, the police shall be called in and the parent(s) or guardian(s) shall be notified.

11.6 The Principal shall interpret this action on the part of the student to be willful disobedience and/or open opposition to authority and may suspend the student.

11.7 When a search conducted reveals evidence of suspected criminal activity, the Principal shall require the student to remain, under supervision, in the private area where the search took place and shall immediately contact the police.

11.8 The Principal shall record, in writing, the reasons for conducting the search, the results of the search and the action taken. The Principal shall keep the record in a secure location and the identity of any informant(s) shall be kept confidential.

12. The Principal or designate will develop procedures that outline the rules for the use of District property.

13. The Principal shall ensure that a school procedure and rules regarding searches by school authorities and the police is in place for his/her school. Such a procedure shall contain at least the following:

13.1 Clear statements that lockers, desks and any other school furniture or school fixtures capable of being used for storage are the property of the District;

13.2 A clear statement that District property is subject to inspection or search at any time;

13.3 The location of notices stating the District's and the school's position regarding the use of lockers, desks and other storage facilities;

13.4 A restriction on the use of personal locks;

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13.5 A requirement that one (1) administrator, or designate, and at least one (1) other adult are present for any search and shall ensure that gender concerns are addressed;

13.6 The consequences of not cooperating with a search;

13.7 No searches of the student's person are permitted;

13.8 The situations that may require police involvement.

14. Students, parent(s) or guardian(s) and the school community will be informed of the District's position on searches by school authorities and the police.

15. In the event that a search results in the finding of illegal substances, weapons, explosives or stolen property, the Principal is encouraged to suspend the student.

Reference: Sections 6, 8, 20, 22, 65, 85 School Act
Civil Rights Protection Act
Human Rights Code
Youth Justice Act
Youth Criminal Justice Act (Canada)

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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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 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:

- Physical restraint and seclusion is defined as per the Ministry of Education;
- Physical restraint and seclusion procedures are emergency, not treatment, procedures;
- School staff members are offered opportunities to be trained in positive behaviour interventions, supports, and de-escalation techniques, and specialized staff are offered opportunities to participate in training regarding physical restraint and 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 of revision of such plans following 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

Physical restraint is defined by the Ministry of Education as "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

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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 is defined by the Ministry of Education as "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. 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.

4. Physical restraint and seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
5. If a staff member is injured during physical restraint or seclusion, an "Employee Incident Report" (Form 160-1) must be completed and given to the Principal in accordance with Work Safe regulations

6. Any seclusion space must be designed in such a way to reduce the opportunities for a student to engage in self-injurious behaviours.

7. 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.

8. 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

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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 staffs 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 Individual Education Plan (IEP) and/or Positive Behaviour Support Plan.

11.2 All other procedures as above will be followed.

Adopted: March 29, 2016
Amended: September 30, 2016

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

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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STUDENT SUSPENSIONS

Background

Every student has the responsibility to comply with school rules, Administrative Procedure 104 – District Code of Conduct and all other relevant Board policies and the administrative procedures of the District.

In those unfortunate situations where a student's conduct necessitates the suspension of the student's right to participate in school or school-related activities, principals are authorized to suspend students in accordance with the provisions of the School Act.

The District expects the Superintendent or designate to ensure that the suspension of any student is done only after all alternative actions which the Principal has at his/her disposal are exhausted.

Further, the District expects that once a student suspension has been effected, all available District and community resources are sought as quickly as possible to help resolve the problem that necessitated the student's suspension.

Procedures

1. General Procedures
   - 1.1 Principals and teachers shall ensure that students and parents/guardians are aware of Administrative Procedure 104 – District Code of Conduct and that the steps of progressive discipline are understood.
   - 1.2 The Principal shall ensure that unacceptable student behaviour is documented to include dates of incidents; preventative or remedial actions taken by the school; and, any communications that have taken place between the home and the school.
   - 1.3 All student suspensions shall be documented in a letter of suspension to the parent/ guardian with a copy sent to the Superintendent.
   - 1.4 The Principal must consult the Associate Superintendent or Director of Instruction prior to any suspension in excess of five (5) school days. If such a suspension is warranted, the Principal must inform the Superintendent.
   - 1.5 The Principal shall determine the location where the suspension shall be served.

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1.6 The Principal shall arrange for homework to be provided for the student. The student shall be expected to continue his/her studies while under suspension.

1.7 The Principal shall arrange for the student's progress and/or behaviour to be monitored upon return to school and for support services to be provided if required.

Student Suspensions Five (5) or Fewer Days

1.8 The Principal shall discuss the reason(s) for the student's suspension and its duration with the parents/ guardians. The need for a student re-entry meeting shall also be discussed and arranged. Provisions for the on-going education of the student shall also be discussed.

1.9 The Principal shall follow with a letter of suspension. The letter of suspension shall include:

2.2.1 The reason(s) for the suspension;

2.2.2 Reference to the School Act (Section 85), Administrative Procedure 355 - Student Suspensions and Administrative Procedure 104 - District Code of Conduct_;

2.2.3 Any previous behaviours related to the incident;

2.2.4 Preventative or remedial actions taken by the school;

2.2.5 The condition(s) determining the return to school of the student on a specified date; and,

2.2.6 The plan for sending work home during the suspension.

A copy of the suspension letter shall be sent to the Superintendent.

1.10 The Principal shall convey all documented information about the incident to the parent/ guardian at the re-entry meeting and a plan for the student's readmission to school shall be established.

1.11 If it is deemed necessary to alter the suspension (e.g. that the student attend school on a partial program), the Principal shall consult the Associate Superintendent or Director of Instruction before making such a determination. If deemed appropriate, an Expanded School Based Team meeting may be held with the Associate Superintendent or Director of Instruction (and other resource staff as required) to review the student's educational programming needs.

2. Student Suspensions in Excess of Five (5) School Days

2.1 Student suspensions in excess of five (5) school days may or may not be considered for students with identified special needs depending on each individual

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circumstance.

In cases where suspensions in excess of five days are being considered for student with identified special needs, the Principal shall consult with the Associate Superintendent or Director of Instruction. If warranted the student may be suspended in excess of five (5) school days. The Principal shall inform the Superintendent and shall alert the office of the Superintendent that a District Review Committee shall need to be convened (refer to clause 3.6).

If it is determined by the Principal and Associate Superintendent of Director of Instruction that students with identified special needs shall not be suspended in excess of five days, students may need to be absent from school until such time as the Individual Education Plan, Positive Behaviour Support Plan and/or Staff Safety Plan is reviewed. An expanded School Based Team meeting may be held which may include the teacher(s) and support staff along with an Associate Superintendent/Director of Instruction and other resource staff as required to review the student's educational programming needs. A letter shall be sent home to the parents clearly documenting the reason for the student's non-attendance at school.

2.2 Student suspensions in excess of five (5) school days shall not be considered for students in Kindergarten through to Grade 7. In such situations, the Principal shall consult with the Associate Superintendent or Director of Instruction. In exceptional circumstances it may be deemed appropriate for an Expanded School Based Team meeting to be held with the Associate Superintendent/Director of Instruction, teachers and support staff and other resource staff as required to review the student's educational programming needs.

2.3 Student suspensions in excess of five (5) school days may be considered for students in Grades 8 through 12 (except in specific circumstances involving students with identified special needs – please refer to clause 3.1).

Prior to any suspension in excess of five (5) school days, the Principal shall consult with the Associate Superintendent or Director of Instruction. If warranted, the student may be suspended in excess of five (5) school days. The Principal shall inform the Superintendent and shall alert the office of the Superintendent that a District Review Committee shall need to be convened (refer to clause 3.6).

2.4 When a student is suspended in excess of five (5) school days, the Principal shall discuss the reason(s) for the student's suspension with the parents/ guardian. The Principal shall explain the role of the District Review Committee and inform the parents/ guardian that the Office of the Superintendent shall contact them with the date and location of the District Review Committee meeting. Provisions for the on-going education of the student during the suspension shall be arranged.

2.5 The Principal shall provide the parents/guardian with a letter of suspension. The letter of suspension shall include:

3.5.1 The reason(s) for the suspension;

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3.5.2 Reference to the School Act (Section 85), Administrative Procedure 355 - Student Suspensions and Administrative Procedure 104 - District Code of Conduct ;

3.5.3 Any previous behaviours related to the incident;

3.5.4 Preventative or remedial actions taken by the school;

3.5.5 The plan for sending work home during the suspension;

3.5.6 That the Office of the Superintendent shall contact the parents/ guardian to set the date and location for the District Review Committee meeting.

A copy of the suspension letter shall be sent to the Superintendent.

2.6 The District Review Committee shall be convened in a timely manner (usually within three (3) days of the suspension). The composition of the District Review Committee may vary depending upon the nature of the incident and the educational needs of the student. Most often the District Review Committee shall be comprised of:

3.6.1 Superintendent or designate;

3.6.2 Associate Superintendent;

3.6.3 Director of Instruction, or designate;

The function of the committee is to review written documentation from the Principal regarding the incident or any other related matters that led to the in excess of 5 (five) school days suspension and to hear oral submissions from school staff, the parents/ guardian and the student. After consideration of all aspects of the incident, the District Review Committee shall arrive at a decision (refer to clause 3.7).

Note: When possible, sufficient time is to be given in advance of the District Review Committee meeting for members of the committee to review the written documentation from the Principal regarding the incident.

Note: The parents/ guardian may choose to be accompanied by a support person of their choice at the District Review Committee meeting. Where language may be a barrier, interpretation services may be provided upon request.

2.7 The District Review Committee Chair shall verbally inform the Superintendent of the outcome of the District Review Committee (in cases where the Superintendent is not the Chair) which may include the:

3.7.1 Student's re-admission to school and under which conditions;

3.7.2 Student's transfer to another program or school;

3.7.3 Student's expulsion from school (if older than 16 years of age);

3.7.4 Suspension being upheld (e.g. until further information is received);

3.7.5 Suspension being altered (e.g. a partial school program).

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2.8 A summary letter is sent to the parents/ guardian outlining the decision of the District Review Committee. Parents are informed of their right to appeal the decision of the District Review Committee under Board Policy 13 – Appeals Bylaw. If it is deemed that the student is to re-enter school on an altered suspension (e.g. partial program) or that the suspension be upheld (e.g. delayed re- admission to school), the District Review Committee letter must:

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3.8.1 Outline the reason(s) for the partial program or delayed re-admission to school; and,

3.8.2 Indicate exactly when the situation shall be reviewed.

2.9 The Superintendent shall inform the Board of all suspensions in excess of five (5) school days, and the outcome of these suspensions, at the next in- camera meeting of the Board.

Adopted: June 22, 1993
Amended: May 27, 2014; September XX, 2016

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

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 356

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.

Procedures

1. The District has five objectives for this Administrative Procedure:

   1.1 To promote healthy lifestyles which include 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.

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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 behavior 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;

      3.1.3 A knowledge base of empirically-supported interventions and approaches.

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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,
- 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

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 357

VANDALISM

Background

Any person who willfully or irresponsibly damages or destroys school property is to be financially responsible for such damage.

The District is insured by the School Protection Program, an agency of the provincial government, and therefore must act consistently with the requirements of the insuring agency.

Procedures

1. When school property is damaged or destroyed, the Principal shall investigate the matter and attempt to determine responsibility. Where applicable a report will be filed.
2. If in the opinion of the Principal, school property was damaged or destroyed willfully or irresponsibly, the District will pursue restitution that includes materials and labour costs.
3. The District will recover the cost of damage to District property from the responsible party, or, in the case of minors, from their parents or guardians.
4. When it is believed that the party would better learn responsibility for his/her actions by doing work around the school, this action may be taken.
5. Insurance Claims
   - 5.1 The District is responsible for the first ten thousand dollars ($10,000) of any loss suffered by the District.
     - 5.1.1 Damage is to be reported to the Maintenance department by telephone.
   - 5.2 Losses involving District property over ten thousand dollars ($10,000) will be covered by the School Protection Program.
     - 5.2.1 Damage is to be reported to the Maintenance department.
     - 5.2.2 A School Protection Program incident report (Form 530-1) shall be completed and forwarded to the Secretary-Treasurer's office.
6. The Secretary-Treasurer or designate will track acts of property damage, undertake measures to reduce actions of property damage and report annually to the Superintendent.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 6, 10, 20, 22, 23, 65, 85 School Act

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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DISTRICT ASSESSMENT, EVALUATION AND REPORTING

Background

Assessment, evaluation and reporting are essential to making informed decisions regarding student progress and the effectiveness of educational programs. Assessment practices in the District shall be designed to support student learning, guide instruction, and provide clear information about student progress. The District believes that on-going communication between teacher, student, and parent/guardian are critical components of the learning cycle.

Procedures

Assessment Practice guidelines

1. Assessment, evaluation, and reporting practices are designed to enhance student learning and must be fair, transparent, and equitable
2. Criterion-referenced evaluation is expected for classroom evaluation. From the information collected through assessment activities, teachers evaluate student performance. They use their insight, knowledge about learning and experience with students, along with the specific criteria, to make judgments about student performance in relation to specific learning standards.
3. A variety of assessment sources and instruments should be used to collect assessment data.
4. For those students experiencing difficulties, consultation between parents and school personnel should involve plans for differentiating instructional and assessment practices to meet individual student learning needs.

Roles and Responsibilities

5. The Superintendent will ensure that:

   3.1 Assessment, evaluation and reporting practices are consistent with the School Act, related regulations and Ministerial Orders.

   3.2 District assessment, evaluation and reporting practices are reviewed periodically.

6. The Principal will ensure that:

   4.1 A school procedure on the assessment, evaluation and reporting of student progress

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is established and in keeping with provincial legislation and policy and District Administrative Procedures.

4.2 Parents' requests for information about assessment, evaluation and reporting practices are addressed

4.3 Teachers are provided leadership and direction with assessment, evaluation and reporting practices that support student learning.

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7. Teachers will ensure that:

   5.1 Assessment and evaluation are criterion-referenced, based on the learning standards, curricular and core competencies set out in the curriculum;

   5.2 Formative and summative assessments are used to guide instruction and evaluate student progress;

   5.3 Students are provided with multiple opportunities to demonstrate their understanding throughout the year;

   5.4 Student records and related information including work samples and achievement measures are maintained;

   5.5 Parents are informed of the procedures used to evaluate students.

8. Communicating Student Learning Guidelines

   6.1 Parents will receive a minimum of three formal written reports (four in semestered schools) and two informal reports;

   6.2 Reporting to parents should be timely, clear, and responsive throughout the year;

   6.3 Parents will receive a summative report at end of each school year or semester;

   6.4 Parent-teacher conferences can constitute informal reporting. Parents will have at least one opportunity each school year to confer with their child's teacher;

   6.5 Documentation of date, nature and content of informal reports is required;

9. Kindergarten – Grade 3 Progress Reports

   7.1.1 Reports to parents will provide descriptive written comments and performance scales about student progress in relation to the learning standards of the curriculum in all areas of learning as identified in the Student Progress Report Order. Written comments will include what the student is able to do, areas requiring further attention or development and next steps in learning;

   7.1.2 Summative reports will include student self-assessment of core competencies, with teacher support as required;

   7.1.3 Additional reports from support teachers will be attached to the student progress report.

10. Grades 4-9 Progress Reports

   7.1.4 Reports to parents will provide descriptive written comments and letter grades to indicate student progress in relation to the learning standards of the curriculum in all areas of learning as identified in the Student Progress Report Order. Written comments will include what the student is able to do, areas requiring further attention or development, and next steps in learning;

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8.1.1 Summative reports will include student self-assessment of core competencies, with teacher support as required;

8.1.2 Letter grades are assigned as per the Provincial Letter Grades Order;

7.1.5 Additional reports from support teachers will be attached to the student progress report.

7.1.6 With the permission of the Superintendent, letter grades can be omitted from student progress reports. However; schools will provide letter grades to parents upon request.

11. Grades 10-12 Progress Reports

9.1 Parents will receive four formal each school year;

9.2 Parent-teacher interviews are held midway through each quarter;

9.3 Reports to parents will provide letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course, subject and grade;

9.4 Interim reports may also be sent home at any time during the semester. Teachers are required to contact and inform parents if their child's achievement is such that his/her success in the course is at risk;

9.5 Letter grades will be assigned as per the Provincial Letter Grades Order;

9.6 Attachments from support teachers will be attached to the student progress report as necessary.

Adopted: February 23, 1999
Amended: September XX, 2016

Reference: Sections 17, 20, 22, 65, 85, School Act
School Regulation 265/89
Permanent Student Record Order M082/09
Student Learning Assessment order M60/94
Student Progress Report Order M14/191/94
K-12 Education Plan and Guidelines for Student Reporting

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 390

OFFICE OF THE OMBUDSPERSON REFERRAL

Background

The British Columbia government has established the Office of the Ombudsperson.

District administrators and principals will endeavour to assist the provincial Ombudsperson in resolving any query made regarding an action or decision made by the District or an employee of the District.

Procedures

1. According to the guidelines and practices of the Office of the Ombudsperson, notification of a complaint to the Ombudsperson will either be made directly to the school involved or to the District Office, depending on the circumstances of each complaint.

2. Ombudsperson inquiries to a school will be received by the Principal. The Principal will notify the Superintendent immediately of the inquiry. The Principal will provide the Superintendent or designate with copies of all correspondence to or from the Ombudsperson.

3. Inquiries from the Office of the Ombudsperson to the District Office will be directed to the Superintendent who will refer the inquiry as required.

4. When appropriate, the Ombudsperson's inquiry will be discussed with the staff involved.

5. Details of concluded investigation(s) shall be kept on file at the school and copies of final results supplied to the Superintendent's office.

Reference: Sections 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
Ombudsperson Act
Collective Agreements

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 400

RECRUITMENT AND HIRING OF STAFF

Background

The District seeks to employ highly qualified, highly competent staff who support the mandate of the District in an ethical, compassionate and respectful manner. To this end, the recruitment, selection and hiring of staff will occur through a multi-step process.

Procedures

1. Recruitment

    1.1 All staff vacancies will be advertised in appropriate publications, internally and externally. Advertisements will include statements of essential and desirable qualifications. A minimum of two weeks shall ordinarily be allowed for advertising vacancies, except in exceptional circumstances for unanticipated vacancies, which may require shortening advertisement times to no less than one week.

2. Screening

    2.1 The intent of the screening process is to identify all candidates with the necessary and sufficient qualifications.

3. Selection

    3.1 The intent of the selection process is to ensure that the selected candidate will complement and integrate into the culture of the District as well as provide excellent service in their role.

    3.2 Either a one or a two-stage selection process may be used as necessary.

        3.2.1 A single stage process will include a short-listing of candidates interviewed in person by a committee composed of senior managers, one or two representatives from the New Westminster Principals and Vice-Principals Association (optional), and an outside expert (optional).

        3.2.2 A two stage process would include the one stage process, with initial interviews conducted through in- person, telephone or other electronic mechanisms, and also a second shorter list of preferred candidates interviewed through in-person interviews by senior managers, and others (optional) in the District.

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3.3 Observations or other procedures may also be a part of this process.

Reference: Sections 22, 65, 85 School Act
School Regulation 265/89
Collective Agreements

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 400 Appendix A

CRIMINAL RECORD SEARCH

Background

To assist the District ensuring the safety and well-being of its students, the District requires all applicants for employment with the District to submit to a criminal record search prior to confirmation of hiring.

Student teachers, practicum teachers as well as other contracted employees in regular contact with or working with students on one-to-one; that is, individually with students, will also be subject to a criminal record search.

In accordance with the Criminal Records Review Act, selected candidates not currently employed by the District must sign a release to permit a criminal review and remit a $20 processing fee.

Volunteers will be subject to a criminal record search at no cost to the individual.

Procedures

2. Completion of the District Application Form (Form 400-1) that requests disclosure of any criminal conviction and consent for criminal record search is a condition of employment.

3. All future employees, before appointment, will complete and sign the approved District Application Form (Form 400-1) and consent for criminal record search while existing employees, if agreeable, will sign a Declaration of Trust Form (Form 400-2) each new school year.

4. Contracts for work on District sites will contain clauses that state that employees on District sites must sign a Declaration of Trust Form (Form 400-2) before commencing work on any site.

5. The individual will be responsible for having the criminal record search completed by an approved law enforcement agency in the community where the applicant resides. Ordinarily the individual will be responsible for the cost of the search with reimbursement from the District.

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4.1 Volunteers, student teachers, practicum students and other contracted employees, i.e.: individuals other than teachers, administrators and support staff who are employed by the District, in regular contact with school age (under 19) students or working one to one with students will also be subject to a Criminal Record Search at no cost to the individual. All other volunteers will sign a Declaration of Trust Form (Form 400-2). Volunteers will be given an information sheet containing specifics related to the Criminal Record Search.

Reference: Sections 20, 22, 65, 85 School Act
Criminal Code of Canada
Criminal Records Review Act
Food and Drugs Act
Public Safety Statutes Amendment Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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EMPLOYMENT EQUITY

Background

The District is committed to providing equal employment opportunity for all individuals in every aspect of its personnel procedures and practice including recruitment, selection and promotion and access to facilities, and to establishing an educational work force (administrative, professional and support) that is reflective of both the ethnic and gender make-up of the New Westminster community.

No person in the District shall be discriminated against on the basis of race, religion, colour, age, marital status, gender, sexual orientation, place of origin, disabilities or health status.

The objectives of the District are:

- To establish and maintain an Equal Opportunity Employment environment that invites and seeks qualified and interested individuals to compete for, or to be assigned to, teaching, support staff and administrative positions;

- To provide strong administrative involvement and commitment to apply this Administrative Procedure effectively.

Procedures

1. The Superintendent, or designate, will ensure that, if feasible, all screening and selection committees for teaching, support staff and administrative positions have balanced male/female representation and at least one member of a minority group.

2. Senior Administration and Administrative Officers will continue to encourage staff members to seek opportunities for professional growth and to motivate individuals to examine new career paths and non-traditional roles.

3. Applicable non-discriminatory laws, the *Human Rights Act*, the *Canadian Charter of Rights and Freedom*, will be strictly observed.

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4. The Superintendent, or designate, will be responsible for ensuring that each job posting includes the following:

   School District #40 is an equal opportunity employer. All applications are considered on the basis of their suitability for the position(s) regardless of the gender, age, sexual orientation, religion, racial origin, marital status and/or disabilities of the prospective candidate.

Reference: Sections 22, 65, 85 School Act
Human Rights Act
Canadian Charter of Rights and Freedom
Collective Agreements

DRAFT

SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 400 Appendix C

INSTRUCTIONAL AND SUPPORT STAFF POSITIONS OF SPECIAL RESPONSIBILITY

Background

From time to time, there is a need to create positions of special responsibility.

Procedures

1. It shall be the responsibility of the Superintendent, or designate, to develop job descriptions for the positions of special responsibility and to keep such job descriptions current.

2. It shall further be the responsibility of the Superintendent or designate, to ensure that performance evaluations are carried out in an appropriate and timely manner.

Reference: Sections 22, 65, 85 School Act
Collective Agreements

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 401

EMPLOYMENT PRACTICES

Background

The hiring of staff is the responsibility of District administration but personnel with direct supervisory responsibility will carry out, or participate in, the selection of their staff.

Any personnel who would normally be involved in the hiring process for a position who have a conflict of interest because of a personal relationship with a candidate for the position will declare the potential conflict and step aside from the hiring process.

Personnel are to be hired to the District in accordance with the administrative procedures and provisions of applicable collective agreements and other contracts of employment.

Procedures

1. Employment Conditions of:
   - 1.1 Union Employees
     - 1.1.1 Terms of employment are outlined in each respective Collective Agreement.
   - 1.2 Principals and Vice-Principals
     - 1.2.1 Terms of employment, including salary and benefits, are outlined in each Principals and Vice-Principal's personal service contract, although all contracts are generic in nature.
       - 1.2.1.1 Principals and Vice-Principals are hired as outlined in Board Policy 15 – Recruitment and Selection of Personnel.
   - 1.3 Senior Administration
     - 1.3.1 Terms of employment, including salary and benefits, are outlined in each Senior Administrator's personal service contract, although all contracts are generic in nature.
       - 1.3.1.1 Senior Administrators are hired as outlined in Board Policy 15 – Recruitment and Selection of Personnel.

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Exempt Staff

1.5.1 Terms of employment are detailed in Exempt Staff guidelines.

1.5.1.1 Exempt staff are hired through postings or advertisements for specific terms or on an ongoing basis as determined through program needs.

1.5.1.2 Compensation is outlined in the Exempt Staff grid, which has been developed using a pay equity plan and benefits.

1.5.1.3 Benefits as according to Exempt Staff schedule

Casual, Temporary and TOC (Teacher on Call) Personnel

1.7.1 Terms and conditions of casual, temporary and TOC (Teacher-on-Call) personnel who belong to unions are outlined in the respective Collective Agreements.

2. Filling Positions

2.1 Subject to the respective collective agreement or individual contract, an existing employee may be reassigned. .

Reference: Sections 22, 65, 85 School Act
Collective Agreements

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

ADMIN PROCEDURES MANUAL
Administrative Procedure 401 Appendix

INSTRUCTIONAL AND SUPPORT STAFF PERSONNEL PRACTICES

Background

In the District instructional staff and support staff are collectively organized and represented according to provisions in the Labour Relations Code, Public Sector Employment Act and Public Education Labour Relations Act. As such, personnel practices are generally covered through provisions in the respective collective agreements.

Procedures

1. The District, as a signatory to the collective agreements, respects and supports the implementation of the personnel practices specified in these agreements. In case of dispute over personnel practices, the District further recognizes the dispute resolution mechanisms provided in the collective agreements.

2. The District values its employees and appreciates their contribution to and importance in working with the students in the District. The District is committed to maintaining good working relationships with its employees.

Reference: Sections 22, 65, 85 School Act
Public Education Labour Relations Act
Public Sector Employment Act
Collective Agreements

SD No. 40 (New Westminster)

Adopted: April 25, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 402

PERSONNEL RECORDS

Background

Orderly administration of the District requires the compilation of information about all employees.

Procedures

1. The employee's personnel file may contain:
   - 1.1 Pre-employment materials, including correspondence associated with the applications, curriculum vitae, transcripts, letters of reference and placement documents;
   - 1.2 Copies of letters relating to District actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, administrative appointments, etc.;
   - 1.3 Correspondence between the employee and District Office;
   - 1.4 Materials respecting professional development and performance;
   - 1.5 Materials used for payroll purposes.
2. A personnel file shall not contain any anonymous items.
3. Upon request to the Superintendent or designate, the employee, or his/her duly authorized representative shall have the right to examine the contents of his/her personnel file.
4. Such examination shall be in the presence of the Superintendent or designate. The employee shall not be allowed to remove the personnel file, or any original part thereof, from the District Office.
5. Access to personnel files is restricted to the Superintendent or designates.
6. The employee shall have the right to include written comments on the accuracy of the meaning of any of the contents of the personnel file.
7. The employee may add relevant documents to the file.

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8. In response to requests for information on employees the Director, Human Resources may provide verification of employment and length of service, but additional information on employees is to be provided only on the written instruction of the employee and to the extent authorized by the employee, except as required by law.

9. Information such as address, telephone number and work location will not be provided. The Director, Human Resources will contact employees in order to forward requests for contact from outsiders.

10. Employees or former employees may authorize the release of salary and other employment-related information to specified businesses and lending institutions.

Reference: Sections 22, 65, 85 School Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Collective Agreements

DRAFT

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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STANDARDS OF CONDUCT FOR DISTRICT EMPLOYEES

Background

The highest standards of conduct among District employees are essential to meeting the requirements of the School Act and to maintaining and enhancing the public's trust and confidence in public education.

The requirement to comply with these standards of conduct is a condition of employment. Employees who fail to comply with these standards may be subject to disciplinary action up to and including dismissal. Employees are to contact the Director, Human Resources for advice and assistance on the interpretation or application of this Administrative Procedure.

Procedures

Mandatory Requirements

1. Loyalty

   1.1 District employees have a duty of loyalty to the District as their employer. The duty of loyalty requires District employees, irrespective of political preferences or affiliations, to serve the District to the best of their ability. The honesty and integrity of the District demands that the impartiality of employees, in the conduct of their duties, be above suspicion. Employees' conduct is to instill confidence and trust and must not bring the District into disrepute.

2. Confidentiality

   2.1 Confidential information that employees receive through their employment must not be divulged to anyone other than persons who are authorized to receive the information. Employees who are in doubt as to whether certain information is confidential must ask the appropriate authority before disclosing it. Caution and discretion in handling confidential information extends to disclosure made inside and outside of the District and continues to apply after the employment relationship ceases.

   2.2 Confidential information that employees receive through their employment must not be used by an employee for the purpose of furthering any private interest, or as a

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means of making personal gains. See the Conflicts of Interest section of this Administrative Procedure for details.

3. Public Comments

   3.1 District employees are free to comment on public issues but must exercise caution to ensure, that by doing so, they do not jeopardize the perception of impartiality in the performance of their duties. For this reason, care is to be taken in making comments or entering into public debate regarding District policies or administrative procedures. District employees must not use their position in the District to lend weight to the public expression of their personal opinions.

4. Political Activity

   4.1 Public service employees are free to participate in political activities including belonging to a political party, supporting a candidate for elected office and actively seeking elected office. Employees' political activities, however, must be clearly separated from activities related to their employment. If engaging in political activities, employees must be able to retain the perception of impartiality in relation to their duties and responsibilities.

   4.2 Employees must not engage in political activities during working hours or use District facilities, equipment or resources in support of these activities. Partisan politics at the local, provincial or national levels are not to be introduced into the workplace.

   4.3 This does not apply to informal private discussions among co-workers.

5. Service to Students and the Public

   5.1 District employees must provide service to the students and to the public in a manner that is courteous, professional, equitable, efficient and effective.

   5.2 Employees must be sensitive and responsive to the changing needs, expectations and rights of a diverse student body and public while respecting the legislative framework within which service to the public is provided.

6. Workplace Behaviour

   6.1 The conduct and language of District employees in the workplace must meet acceptable social standards and must contribute to a positive work environment. An employee's conduct must not compromise the integrity of the District. Employees are to treat each other in the workplace with respect and dignity and must not engage in discrimination or harassment based on any of the prohibited grounds covered by the Human Rights Code. The prohibited grounds are race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, sexual orientation, age, political belief or conviction of a criminal or summary offence

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unrelated to the individual's employment. Employees and supervisors are to refer to Administrative Procedure 170 - Harassment/Sexual Harassment and Administrative

Procedure 173 – Diversity and Anti-discrimination for additional information on appropriate workplace behaviour.

7. Conflicts of Interest

7.1 A conflict of interest occurs when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities in such a way that:

7.1.1 The employee's ability to act in the public interest could be impaired; or

7.1.2 The employee's actions or conduct could undermine or compromise:

7.1.2.1 The public's confidence in the employee's ability to discharge work responsibilities; or

7.1.2.2 The trust that the public places in the District.

7.2 While the District recognizes the right of District employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of their public service duties. Upon appointment to the District, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

7.3 Employees with questions regarding interpretation of this Administrative Procedure may discuss them with the designated District contact. Employees who find themselves in an actual, perceived or potential conflict of interest must disclose the matter to the designated District contact or their supervisor. Employees who fail to disclose may be subject to disciplinary action up to and including dismissal.

7.4 Examples of conflicts of interest include, but are not limited to, the following:

7.4.1 An employee uses District property or the employee's position, office or District affiliation to pursue personal interests;

7.4.2 An employee is in a situation where the employee is under obligation to a person who might benefit from or seek to gain special consideration or favour;

7.4.3 An employee, in the performance of official duties, gives preferential treatment to an individual, corporation or organization, including a non-profit organization, in which the employee, or a relative or friend of the employee, has an interest, financial or otherwise;

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7.4.4 An employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment;

7.4.5 An employee benefits from, or is reasonably perceived by the public to have benefited from, a District transaction over which the employee can influence decisions (for example. investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals, appointments);

7.4.6 An employee requests or accepts from an individual, corporation or organization, directly or indirectly, a personal gift or benefit that arises out of their employment in the District, other than:

7.4.6.1 The exchange of hospitality between persons doing business together;

7.4.6.2 Tokens exchanged as part of protocol;

7.4.6.3 The normal presentation of gifts to persons participating in public functions; or

7.4.6.4 The normal exchange of gifts between friends.

7.4.7 An employee solicits or accepts gifts, donations or free services for work-related leisure activities other than in situations outlined above.

8. Allegations of Wrongdoing

8.1 Employees have a duty to report any situation that they believe contravenes the law, misuses District funds or assets, or represents a danger to student or employee public health and safety or represents a significant danger to the environment.

8.1.1 Employees can expect such matters to be treated in confidence, unless disclosure of information is authorized or required by law (for example, the Freedom of Information and Protection of Privacy Act).

8.1.2 Employees will not be subject to discipline or reprisal for bringing forward to an administrator or supervisor, in good faith, allegations of wrongdoing in accordance with this Administrative Procedure.

8.1.3 Employees and supervisors who have reason to believe that a child has been abused by and/or is in the need of protection from an employee or other person must report in accordance with Administrative Procedure 325 - Reporting Suspected Cases of Child Abuse.

8.2 Employees must report other allegations or concerns to their supervisor who will acknowledge receipt of the submission, investigate the matter and inform the complainant when the investigation has been completed. When an allegation

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involves the supervisor, the employee must forward the allegation to the Superintendent.

8.2.1 Employees must report a safety hazard or unsafe condition or act in accordance with the provisions of Sections 8.10 and 8.24 of the WCB Occupational Health and Safety Regulations.

8.2.2 Where an employee believes that the matter has not been resolved by the Superintendent, the employee may then refer the allegation to the appropriate authority.

8.2.3 If the employee decides to pursue the matter further, then:

8.2.3.1 Allegations of illegal activity or of a misuse of public funds must be referred to the police;

8.2.3.2 Allegations of a danger to the health and safety of students, staff or public must be brought to the attention of health authorities.

9. Legal Proceedings

9.1 Employees must not sign affidavits relating to facts that have come to their knowledge in the course of their duties for use in court proceedings unless the affidavit has been prepared by a lawyer acting for the District in that proceeding.

9.1.1 In the case of affidavits required for use in arbitrations or other proceedings related to employee relations, the Director, Human Resources will obtain any necessary approvals.

9.1.2 Employees are obliged to cooperate with lawyers defending the District's interest during legal proceedings. A written opinion prepared on behalf of the District by any legal counsel is to be treated as subject to solicitor/client privilege and is, therefore, confidential. Such an opinion is not to be released to persons outside the District without prior written approval by the Superintendent.

10. Working Relationships

10.1 Employees who are direct relatives or who permanently reside together may not be employed in situations where:

10.1.1 A reporting relationship exists where one employee has influence, input or decision-making power over the other employee's performance evaluation, salary, premiums, special permissions, conditions of work and similar matters; or

10.1.2 The working relationship affords an opportunity for collusion between the two employees that would have a detrimental effect on the District's interest.

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10.2 The above restriction on working relationships may be waived provided that the Superintendent is satisfied that sufficient safeguards are in place to ensure that the Employer's interests are not compromised.

11. Personnel Decisions

11.1 Employees are to disqualify themselves as participants in personnel decisions when their objectivity would be compromised for any reason or a benefit or perceived benefit could accrue to them. For example, employees are not to participate in staffing actions involving direct relatives or; persons living in the same household.

12. Outside Remunerative and Volunteer Work

12.1 Employees may engage in remunerative employment with another employer, carry on a business, receive remuneration from public funds for activities outside their position or engage in volunteer activities provided it does not:

12.1.1 Interfere with the performance of their duties as a District employee;

12.1.2 Bring the District into disrepute;

12.1.3 Represent a conflict of interest or create the reasonable perception of a conflict of interest:

12.1.4 Appear to be an official act or to represent District opinion or policy;

12.1.5 Involve the unauthorized use of work time or District premises, services, equipment or supplies to which they have access by virtue of their District employment; and,

12.1.6 Gain an advantage that is derived from their employment as a District employee.

12.2 Employees who have questions or concerns regarding their particular situations, are encouraged to contact their supervisor or the Director, Human Resources for advice and assistance.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
Human Rights Act
Occupational Health and Safety Regulations
School Regulation 265/89
Collective Agreements

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

ADMIN PROCEDURES MANUAL
Administrative Procedure 405

WORKING ALONE

Background

Employees who are directed to work alone are to be protected in accordance with the Occupational Health and Safety Regulation.

Definition

Work alone means to work alone by administrative direction at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

Procedures

1. In situations where employees are directed to work alone, principals and site supervisors shall ensure:
   - 1.1 That a hazard assessment to identify existing and/or potential hazards arising from the conditions and circumstances of the employee's place of work is conducted;
   - 1.2 An effective means of communication between the employee and persons capable of responding to the employee's needs is established; and,
   - 1.3 Safety measures to reduce the risk to employees from the identified hazards are implemented.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act
Workers' Compensation Act
Occupational Health and Safety Regulation

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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New Westminster Schools

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ADMIN PROCEDURES MANUAL
Administrative Procedure 406

EMPLOYEE AND FAMILY ASSISTANCE PROGRAM (EFAP)

Background

The service is designed to assist employees and their families to effectively address personal and workplace challenges where immediate support would be of assistance. The District is committed to the principle of assisting in the support and rehabilitation of employees. Typically, these are in areas such as health needs, financial, legal or family issues or abuse of alcohol or other drugs. This service does not provide long-term treatment and/or counseling, but will assist the staff member to obtain these services if required.

Procedures

This is a confidential service, accessible through contact directly from the employee. It is possible that neither the employee's immediate supervisor nor the Director, Human Resources will be aware of an employee who has "self-referred". However, the following are expectations for supervisors and the Director, Human Resources.

1. Responsibilities of Immediate Supervisor
   - 1.1 Seek to identify staff who may require assistance.
   - 1.2 Provide the employee with information regarding the District EFAP plan.
2. Responsibilities of the Director, Human Resources
   - 2.1 Regularly review the EFAP service delivery contract.
   - 2.2 Assist the employee whenever possible.
   - 2.3 Provide supportive counsel during the period of recovery and follow-up.
   - 2.4 Assure the employee of the confidentiality of the program.

Legal Reference: Sections 22, 65, 85 School Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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DELEGATION OF AUTHORITY FOR THE PROTECTION OF STUDENTS AND MAINTENANCE ORDER

Background

The District is responsible for ensuring the maintenance of order in schools, on school property, and at school district events. The safety of students, staff and others in the school community is paramount, and to that end, authorized individuals may make orders in accordance with the procedures set out below pursuant to section 177 of the School Act to prevent and address any disturbance, disruption or interruption of a school.

Section 177 of the School Act addresses the preservation of order on school premises, including ordering a person to leave and calling in police help if necessary. Section 177 of the School Act is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. It provides authority to principals and other administrators or designated individuals to ensure the orderly operation of schools and school programs and to ensure the protection of students, staff and property. This section creates two offences: (1) it is an offence for a person to "disturb or interrupt the proceedings of a school or an official school function"; and (2) it creates an offence for failing to follow a direction of a principal, other school administrator or person authorized by the Board to direct a person to leave school property, and from returning without prior approval of the principal, administrator or other designated person. It also enables the principal or administrator to call for assistance from law enforcement if necessary. The full text of section 177 of the *School Act* is provided below:

Maintenance of order

177 (1) A person must not disturb or interrupt the proceedings of a school or an official school function.

(2)A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction

(a) must immediately leave the land and premises, and

(b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the School Act defines "school" as follows:

"school" means

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(a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
(b) the teachers and other staff members associated with the unit, and
(c) the facilities associated with the unit, and includes a Provincial resource program and a distributed learning school operated by a board.

Orders under Section 177 may be used in a variety of circumstances, including preventing strangers who present a threat to the safe and efficient operation of a school from accessing school property, addressing circumstances involving disruptive, threatening or unruly parents, students, staff or volunteers or taking steps to address harassment (of parents, students or staff) within a school or the school community. Section 177 orders may be made whether the conduct that is disturbing or interrupting the operation of the school occurs on or off school property. Section 177 orders should not be made except in unusual circumstances without first attempting to remedy the problem with other approaches.

Procedures

1. Orders under section 177 of the *School Act* may be issued when the actions of an individual:
   - pose a risk to the safety of students, staff or others in the school community, or
   - present significant and ongoing disruption to the operation of a school, a school function, or an educational program.

2. The following individuals may issue orders pursuant to section 177 of the School Act:
   - Superintendent of Schools
   - Associate Superintendents of Schools;
   - Directors of Instruction and District Administrators;
   - Principals and Vice Principals; and
   - Law enforcement officials designated by the Superintendent (such as School Liaison Officers).

3. Where practicable, before issuing an order pursuant to section 177:
   3.1 The responsible school official should first attempt to resolve the situation without issuing such an order; and
   3.2 Should communicate to the Superintendent or designate the intention to issue an order pursuant to section 177.

4. For clarity, the responsible school official may issue a section 177 order without first completing the process outlined in subsections 3.1 and 3.2 if in the opinion of the responsible school official, it is not practicable to complete the process outlined in 3.1 and 3.2 in the circumstances.

5. Where a person refuses to leave school district property after being directed to do so pursuant to section 177, or where there is reason to believe an individual may pose a threat

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to themselves, others, or to property, the responsible school official shall call for assistance from a police officer.

6. The responsible school official shall confirm any order issued pursuant to section 177 of the School Act in writing. The notice shall include the following:
   - 6.1 The name and address of the school or school district property from which the person is to be excluded;
   - 6.2 The name of the person excluded from the school or school district property, with contact information if known;
   - 6.3 A summary of the circumstances giving rise to the issuance of the order, including, as applicable, the date, time and location of any incident or incidents, witnesses to the incident, and a general statement as to the nature of the disruption to the school, school function or educational program.
   - 6.4 The name and title of the person issuing the order and preparing the written notification of it;
   - 6.5 The duration of the order (if applicable);
   - 6.6 The date by which the order will be reviewed; and
   - 6.7 A statement that the order pursuant to section 177 may be appealed and the process for such appeal.

7. Where an order is issued pursuant to section 177, the responsible school official shall inform the Superintendent or designate without delay. The Superintendent or designate will retain copies of the section 177 orders that have been issued within the school district.

Procedures to be followed when a person is excluded from school property under section 177

8. An order issued pursuant to section 177:
   - 8.1 May be appealed within a reasonable length of time of its issuance, unless the responsible individual or panel considering the appeal considers a further period is appropriate.
   - 8.2 Where the order issued pursuant to section 177 of the School Act may significantly affect the education, health or safety of a student, the student or the student's parent(s) may appeal the decision pursuant to section 11 of the School Act in accordance with Policy 13: Appeals Bylaw.
   - 8.3 Where the order may not significantly affect the education, health or safety of a student, the order may be appealed to the next level of administration issuing the order (i.e., an order of a principal may be appealed to a Director of Instruction; an order of an Associate Superintendent may be appealed to the Superintendent; an order of the Superintendent may be appealed to the board).
   - 8.4 The board may establish procedures for the conduct of each appeal to ensure fairness and that the excluded individual has the opportunity to fairly respond to the decision to grant the order, including whether the appeal shall be conducted in writing or whether an oral hearing will be granted;

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8.5 An appeal will normally be heard within thirty (30) days of being filed, unless such time limit is extended on reasonable grounds;
8.6 A decision on the appeal shall be rendered in writing, with reasons.
8.7 A decision on the appeal is final and may not be appealed further, except that decisions appealed pursuant to section 11 may, if permitted by the School Act and Appeals Regulation be appealed to the Superintendent of Appeals;

10. Any information in relation to a section 177 order will only be collected, used or disclosed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act. Such information may be collected to maintain a safe, orderly and effective educational environment at schools and on school district property;

11. The use of section 177 will be reviewed on a yearly basis by the District.

Adopted: *April 25, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 408

VANDALISM TO EMPLOYEES' MOTOR VEHICLES

Background

Employees' automobiles occasionally incur damage while an employee is in attendance at a function directly related to their assignment.

The District will reimburse an employee whose motor vehicle is damaged due to vandalism to the extent of the minimum deductible offered on Insurance Corporation of British Columbia motor vehicle policies.

Procedures

The District will reimburse an employee whose motor vehicle is damaged due to vandalism provided:

1. The vandalism occurs while the vehicle is located on property owned or administered by the District.
2. At the time the vandalism occurs, the employee is in attendance at a function directly related to his/her assignment.
3. The employee provides the District with a receipt covering the cost of repairs.
4. That payment will be limited to the minimum deductible or the actual cost of the repair, whichever is the lesser.
5. That the employee reports the incident to the local police and also files with the District the police case number.
6. That a written statement of claim is filed by the employee certifying the above.

Reference: Sections 6, 10, 20, 22, 23, 65, 74, 84, 85, 95 School Act
Collective Agreements

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 410

PROFESSIONAL DEVELOPMENT

Background

The District encourages all personnel to pursue professional development and expects that all employees will continually upgrade themselves through a program of professional development. The District recognizes that it shares responsibility to enable and to promote professional growth.

Procedures

1. The District will assist in such development through provision of:
   - 1.1 Periodic feedback on performance;
   - 1.2 Organization of workshops and seminars;
   - 1.3 Release time to attend conferences and training sessions in and out-of-District;
   - 1.4 Budgeted funds for such purposes.
2. All such District provisions must consider:
   - 2.1 The limitations of available funds;
   - 2.2 Efficient use of those funds;
   - 2.3 The effective use of operational and instructional time.

Reference: Sections 17, 18, 20, 22, 65, 85 School Act
Employment Standards Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 412

STAFFING IN PERIODS OF DIMINISHING FINANCIAL RESOURCES

Background

The District has a mandate to provide quality education services to students enrolled in schools and programs operated by the District within a fiscally responsible framework.

Procedures

When the District experiences a period of diminishing financial resources, the District shall be guided by two principles:

1. The maintenance of the highest quality of education services is the paramount goal - even though this may, at times, require the District's greatest efforts to preserve programs the District deems indispensable and/or to add new programs which may become important.

2. The provision of the highest reasonable level of job security for our staff shall be the District's second goal - though that goal must be inevitably tempered by the District's determination to respect the rights and needs of the students.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 113, 114, 115, 116, 117 School Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 420

CODE OF PROFESSIONAL RELATIONSHIPS

Background

The District recognizes the professionalism of teachers and the need for District staff to work together for the common interest of the children. As such, the District believes that the rights of its professional staff are accompanied by essential responsibilities, both of which define the code of professional relationships in the District.

Procedures

The professionals employed by the District, on behalf of its students, acknowledge the following responsibilities and relationships:

1. The obligation to orient services towards the continuous intellectual development, career development, physical development, and human and social development of students in accordance with the mandate for B.C. schools and the vision and values of the District;

2. The requirement to fulfill the obligations of the School Act, statutory regulations, Board policy and collective agreements/contracts with the District;

3. The need to make decisions based on student welfare and to cooperate with other professionals to this end;

4. The maintenance, individually and collectively, of a high standard of professional ethics, conduct and practice;

5. The duty to speak and act toward students with respect and dignity, and deal judiciously with them, mindful of their individual rights and sensibilities;

6. The obligation to cooperate with agencies that provide social services that contribute to the welfare of students;

7. The necessity to respect the confidential nature of information concerning students and share it only with authorized persons or agencies directly concerned with their welfare;

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8. The obligation to work towards the highest possible current educational standards and practices through professional development, personal growth plans and in-service opportunities;

9. The duty to direct any criticism or concern to a fellow professional before sharing information with appropriate officials or a professional organization, except where legal provisions or Inter-Ministry protocols require otherwise;

10. The need for teachers to exercise their professional mandates, obligations and rights when fulfilling the primary responsibilities of:
    - 10.1 Managing the teaching/learning environment;
    - 10.2 Providing instruction, including the determination of needed outcomes, methods of instruction and assessment;
    - 10.3 Communicating and interpreting evaluation data and progress information on students;
    - 10.4 Executing provincial and local curriculum mandates;
    - 10.5 Employing cooperative, consultative or collaborative decision-making processes as applicable when addressing issues;
    - 10.6 Enhancing expertise through personal growth plans.

11. The need for managers to exercise their professional mandates, obligations and rights when fulfilling the primary responsibilities of:
    - 11.1 Managing District/school operations efficiently and prudently;
    - 11.2 Facilitating and ensuring that there is effective instruction within the District/school;
    - 11.3 Monitoring that appropriate evaluation instruments and processes are used in the District/school;
    - 11.4 Ensuring that provincial and local curriculum mandates are offered in the District/school;
    - 11.5 Employing cooperative, consultative or collaborative decision-making processes as applicable when addressing issues;
    - 11.6 Enhancing expertise through personal growth plans.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 17, 20, 22, 65, 85 School Act
Teachers' Act
School Regulation 265/89

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 431

SELECTION, TRANSFER, ASSIGNMENT AND EVALUATION OF PRINCIPALS

Background

The quality and effectiveness of schools is closely related to the competence and effectiveness of principals. Effective principals are knowledgeable educational leaders, having acquired sound administrative skills and practices over time. The principalship is, therefore, viewed as a career position, one which initially requires specific training, education and considerable experience. It also requires continual in-service and professional development throughout one's tenure as a Principal.

Those selected as principals are expected to possess administrative and educational leadership skills and can be assigned to a number of different schools throughout their careers. However, assignment to specific schools will be made after careful consideration of the compatibility of the requirements of the school with the skills of the Principal.

An assignment is to allow sufficient time for the Principal to assess school and community needs, to bring about change as required and to bring continuity and stability to the school's community.

Procedures

1. Selection

   The process for the selection of principals shall be as follows:

   1.1 Shortlisting will be conducted by a committee consisting of the members of the Senior Management Team;

   1.2 Selection will be conducted through a dual interview process consisting of an Advisory and a Selection Committee;

   1.2.1 The Advisory Committee will consist of the Human Resources Manager who will act as the Chair, and a District representative from the NWTU, CUPE 409 and DPAC. The Committee's role will be to provide an overview of the strengths of the applicants as potential principals. The Human Resources Manager will then share with the Selection Committee, the decisions made by the Advisory Committee;

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1.2.2 The Selection Committee will consist of up to four members of the Senior Management Team and two school-based principals or vice-principals, as chosen by the Superintendent. The interviews will be facilitated by the Superintendent. The role of the Selection Committee will be to factor input from the Advisory Committee, and by general agreement, select the applicants for the District Eligible Administrator Pool (DEAP) for principals;

1.3 Candidates who have been successfully screened, shortlisted and interviewed are assigned to the District Eligible Administrator Pool (DEAP). Successful internal applicants will remain in the pool for two years. Successful external applicants remain in the pool for one year. After one year, external applicants are reviewed and their references checked. Positive references allow external applicants to remain in the eligibility pool for a second year. Placement in the pool does not guarantee a specific position in the District. It is the role of the Superintendent to determine the placement of those assigned to the District Eligible Administrator Pool;

1.4 After being in the pool for two years, all applicants must re-apply.

2. Transfer and Assignment

The transfer and assignment of principals is to be a positive process contributing to an energetic and progressive school environment and to the continuing professional growth of school administrators.

2.1 The transfer and assignment of principals shall be made by the Superintendent in consideration of the following:

2.1.1 The needs of the District;

2.1.2 The professional development of the individual administrator;

2.1.3 The particular needs of the school as determined in consultation with parents and staff.

2.2 Principal transfers and assignments will normally be made prior to the assignment and transfer of vice-principals and teaching staff.

2.3 Prior to the official announcement of regular transfers, the Superintendent or designate shall discuss assignment and/or transfer in terms of career development with personnel to be affected.

2.4 The Board will be informed of changes to principal assignments at the next committee or Board meeting.

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3. Evaluation

A formal evaluation of the Principal shall take place within the first two years of the new assignment. Principals who remain in their assignment will be evaluated every fifth year after receiving their initial report.

Reference: Sections 20, 22, 23, 65, 85 School Act
Employment Standards Act
Collective Agreements

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ADMIN PROCEDURES MANUAL
Administrative Procedure 432

ROLE OF THE VICE-PRINCIPAL

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Background

Vice-principals shall be appointed by the Superintendent on the basis of leadership potential and capability.

Procedures

1. Vice-principals shall discharge their duties in accordance with the *School Act* and in accordance with Administrative Procedures, direction of the Superintendent and direction of the Principal.

2. The Superintendent or designate, shall ensure that performance evaluations for vice-principals are carried out in a timely manner.

Reference: Sections 20, 22, 23, 65, 85 School Act

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Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 441

SUPPORT STAFF RECRUITMENT

Background

Support staff are vital to the provision of quality education programs and must be recruited in an effective, efficient and fair manner.

The District supports the recruitment and efficient deployment of qualified support staff to meet student educational needs.

Procedures

1. In recruiting support staff, the Director of Human Resources will utilize the following criteria:
   - 1.1 Needs of District students as perceived by the District administration;
   - 1.2 Provisions of current collective agreement;
   - 1.3 Candidates' interests, knowledge, education, ability, skills and/or seniority with the District; and,
   - 1.4 Candidate's suitability and compatibility based upon past performance and experience.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act
Employment Standards Act
CUPE Collective Agreement

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 450

ORGANIZATIONAL STRUCTURE

Background

The District believes that communication must flow freely throughout the district. Equally as important is the fact that direction must only be provided through the formal organizational structure.

Procedures

27. The Superintendent will annually develop an organizational structure, to facilitate the effective and efficient operation of the District.

28. The structure shall outline working relations, where each employee will have a direct supervisor.

29. Formal direction shall follow the organizational structure.

Reference: Sections 17, 20, 22, 23, 65, 85 School Act

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SD No. 40 (New Westminster)

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ADMIN PROCEDURES MANUAL
Administrative Procedure 451

ROLE OF ASSOCIATE SUPERINTENDENT

Background

Guided by the District mission, vision, principles/beliefs, and our motto, the Associate Superintendent will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Associate Superintendent is directly responsible and accountable to the Superintendent. The Associate Superintendent assumes all responsibilities of the Superintendent in the Superintendent's absence unless specific direction has been otherwise provided by the Superintendent.

The Associate Superintendent will have specific responsibilities for:

30. Student Learning

- 30.1 Ensures students in the District within areas of responsibility have the opportunity to meet the standards of education set by the Minister.
- 30.2 Ensures the effective implementation of curriculum in the District.
- 30.3 Provides support for initiatives to facilitate curricular outcomes.
- 30.4 Ensures accountability for achievement of approved learning outcomes in all schools.
- 30.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility.
- 30.6 Ensures appropriate programming is in place for FNMI students.

31. Student Wellness

- 31.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 31.2 Ensures that a coordinated service delivery model is in place to support student access to programs and services.

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31.3 Develops and maintains positive and effective relations with provincial government departments and regional/community agencies which provide services/supports to students.

31.4 Performs the function of Attendance Officer for the District pursuant to the provisions of the School Act.

32. Personnel Management

32.1 Supervises, evaluates and reviews the performance of Directors of Instruction and the District Administrator, Programs and Planning.

32.2 Assists the Superintendent as required with the recruitment and selection of professional staff.

32.3 Collaborates with the Superintendent in the supervision and evaluation of school-based administrative staff, as requested.

32.4 Supervises the evaluation of school staff by and in consultation with principals.

33. Fiscal Responsibility

33.1 Develops a departmental budget within the parameters and constraints of the District budget.

33.2 Ensures the proper fiscal management of budget allocations.

33.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.

33.4 Operates in a fiscally prudent and responsible manner.

33.5 Assists the Superintendent in the preparation of the District budget and participates in the preparation of school capital proposals as required by the Superintendent.

34. Policy/Administrative Procedures

34.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.

34.2 Ensures application of Board policies and administrative procedures as required in the performance of duties, and interprets policies, procedures, philosophy and programs of the District for principals, staff, parents' advisory councils and the community.

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34.3 Ensures the implementation of administrative procedures related to program, school and student evaluation.

35. Technology Services Leadership

35.1 Provides leadership on all matters related to District technology directions.

35.2 Supports the professional development of District staff relative to the use of technology.

35.3 Ensures technical support services are provided to all District sites.

35.4 Ensures ongoing technology infrastructure facilitates Information and Communication Technology (ICT) outcomes for all students in an inclusive environment.

36. Organizational Management

36.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.

36.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

37. Communications and Community Relations

37.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.

37.2 Fosters close ties and develops partnerships with community agencies.

37.3 Ensures parents and staff have an acceptable level of satisfaction with the services provided within areas of responsibility.

37.4 Investigates and facilitates resolution of concerns and conflicts.

37.5 Assists the Principal and the parents' advisory council with the formulation and review of the philosophy, policies and objectives for the school on request.

38. Superintendent Relations

38.1 Establishes and maintains positive, professional working relations with the Superintendent.

38.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.

38.3 Provides the information the Superintendent requires to perform his role in an exemplary fashion.

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39. Leadership Practices

39.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Superintendent's expectations.

39.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 452

ROLE OF THE DIRECTOR, HUMAN RESOURCES

Background

Guided by the District's mission, vision, principles/beliefs and our motto, the Director, Human Resources will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Director, Human Resources is directly responsible and accountable to the Superintendent.

The Director, Human Resources, will have specific responsibilities for:

1. Human Resources Leadership
   - 1.1 Provides for training of administrators and the development of leadership capacity within the District as approved by the Superintendent.
   - 1.2 Provides effective Teacher and School Administrator Induction Programs.
   - 1.3 Provides recommendations to the Superintendent regarding strategic workforce planning.
   - 1.4 Assists District personnel with human resources processes (e.g. conflict resolution and mediation).
   - 1.5 In collaboration with the Secretary-Treasurer, provides support to the Board's negotiating committees.
2. Human Resources Management
   - 2.1 Supervises, evaluates and reviews the performance of "direct reports".
   - 2.2 Conducts the selection process and participates in the selection panel for all administrative positions other than that of the Superintendent.
   - 2.3 Recruits and hires all personnel in consultation with the direct supervisor in accordance with Superintendent direction and approved budget.
   - 2.4 Establishes the frameworks for supervision and evaluation of all personnel.
   - 2.5 Conducts the supervision and evaluation of school-based administrative staff, as

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requested by the Superintendent.

2.6 Supervises the evaluation of school staff by, and in consultation with, principals.

2.7 Reviews Principal Professional Growth Plans.

2.8 Provides support to ensure that each staff member is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging.

2.9 Administers all employment contracts in the best interests of the District, including leaves, transfers, and transitions to retirement.

2.10 Administers the employee classification system (job descriptions, grid placements).

2.11 Administers the Employee and Family Assistance Program.

2.12 Administers all personnel files.

2.13 Within areas of responsibility, provides for legal opinions as required.

2.14 Provides supervisory expertise to principals and District personnel.

2.15 Provides support, as requested, to the Associate Superintendent in matters related to staff professional development.

3. Student Learning

3.1 Supports implementation of School Education Plans.

3.2 Supports implementation of the school review process.

4. Student Wellness

4.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

5. Fiscal Responsibility

5.1 Makes recommendations to the Superintendent regarding staff allocations to include in the District budget.

5.2 Develops a department budget within the parameters and constraints of the District budget.

5.3 Ensures the proper fiscal management of department budget allocations.

5.4 Operates in a fiscally prudent and responsible manner.

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6. Policy/Administrative Procedures

   6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.

   6.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.

   6.3 Ensures the application of Board policy and District administrative procedures as required in the performance of duties.

7. Organizational Management

   7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.

   7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations

   8.1 Takes appropriate actions to ensure open, transparent internal communications (and external when required) are developed and maintained in areas of responsibility.

   8.2 Ensures staff, students, and parents have a high level of satisfaction with the services provided and the responsiveness of the department.

   8.3 Investigates, and facilitates resolution of, concerns and conflicts.

9. Superintendent Relations

   9.1 Establishes and maintains positive, professional working relations with the Superintendent.

   9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.

   9.3 Provides information which the Superintendent requires to perform his/her role in an exemplary fashion.

10. Leadership Practices

   10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.

   10.2 Exhibits a high level of personal, professional and organizational integrity.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 22, 65, 85 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 453

ROLE OF THE SECRETARY-TREASURER

Background

Guided by the District's mission, vision, principles/beliefs, and our motto, the Secretary-Treasurer will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Secretary-Treasurer is directly responsible and accountable to the Superintendent.

The Secretary-Treasurer will have specific responsibilities as/for:

4. Corporate Secretary
   - 4.1 Arranges and provides notice for all Board meetings, including committee and public meetings.
   - 4.2 Ensures accuracy of recording of Board proceedings at meetings (minutes).
   - 4.3 Ensures proper completion of contracts, agreements and partnerships with outside corporations/agencies.
   - 4.4 Ensures appropriate insurance policies are in place for the District.
   - 4.5 Ensures the maintenance, access and protection of records in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and Regulations.
   - 4.6 Provides for the interpretation of legislation affecting the operation of the District, as directed by the Superintendent.
   - 4.7 Acts as chief electoral officer for the election of trustees.
5. Corporate Treasurer
   - 5.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received.
   - 5.2 Ensures the operation of the District is fiscally responsible.
   - 5.3 Designs budget cycles which meet provincial requirements and provide for stakeholder input.

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5.4 Prepares the draft budget, aligned with the Strategic Plan, for the Superintendent's consideration.

5.5 Acts as the District's purchasing agent.

5.6 Produces financial accountability and other reports in compliance with all legal and Ministerial mandates and timelines, and Superintendent directives.

5.7 Assists school sites with preparation of budgets and the management of their financial affairs.

5.8 In collaboration with the Director, Human Resources, provides support to the Board's negotiating committees.

6. Facilities and Property Management

6.1 Provides leadership in the development of annual updates to the Capital Plan and of a Facilities Master Plan, including provisions for instructional and support services.

6.2 Ensures that building assets are maintained in an appropriate manner.

6.3 Ensures District compliance with the requirements of Occupational Health and Safety legislation.

7. Student Transportation

7.1 Ensures the safety and welfare of students while being transported to and from school programs in transportation provided by the District.

8. Human Resources Management

8.1 Ensures job descriptions are developed and updated, and evaluations processes are implemented, for direct reports, in accordance with the procedures established by the Director, Human Resources.

8.2 Provides input to the Director, Human Resources with regard to the recruitment and appointment of District Office, Facilities and Transportation support personnel.

8.3 Provides support to the Associate Superintendent in the provision of learning opportunities for bus drivers, facilities and maintenance personnel and District Office support staff and for business functions for school personnel.

9. Administrative Procedures

9.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.

9.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.

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9.3 Ensures application of Board policy and administrative procedures as required in the performance of duties.

10. Organizational Management

10.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.

10.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

11. Communications and Community Relations

11.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in his area of responsibility.

11.2 Ensures parents and staff have a high level of satisfaction with the services provided and the responsiveness of the department.

11.3 Investigates, and facilitates resolution of concerns, and conflicts.

12. Superintendent Relations

12.1 Establishes and maintains positive professional working relations with the Superintendent.

12.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.

12.3 Provides the information which the Superintendent requires to perform his/her role in an exemplary fashion.

13. Leadership Practices

13.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.

13.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 23, 65, 85 School Act

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 455

ROLE OF DIRECTOR OF FACILITIES AND OPERATIONS

Background

Guided by the District's mission, vision, principles/beliefs and our motto, the Director of Facilities and Operations will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Director of Facilities and Operations is directly responsible and accountable to the Superintendent.

The Director of Facilities and Operations will have specific responsibilities for:

40. Student Wellness

- 40.1 Provides support to ensure that the physical environment for students is safe and conducive to student learning.
- 40.2 Provides support to ensure the safe transport of students to and from school and on field trips, on transportation provided by the District.
- 40.3 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe riding environment.

41. Fiscal Responsibility

- 41.1 Develops Facilities and Operations budget within the parameters and constraints of the District budget.
- 41.2 Ensures the proper fiscal management of budget allocations.
- 41.3 Ensures proper tendering processes are in place for purchases of materials and supplies for Facilities and Operations.
- 41.4 Prepares tender purchase recommendations for the Superintendent.
- 41.5 Approves all operational expenditures from the Facilities and Operations budget.
- 41.6 Ensures proper record-keeping systems are in place in all areas of responsibility.
- 41.7 Operates in a fiscally prudent and responsible manner.

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42. Transportation Services and Facility Services Leadership

42.1 Provides leadership on all matters related to Transportation Services and Facility Services directions.

42.2 Supports the professional development and certification requirements of Transportation Services and Facilities Services staff.

42.3 Ensures transportation support services and facilities services are provided for all District sites.

42.4 In conjunction with the Facility Services Manager, develops proposed District Capital and IMR Plans.

42.5 Ensures the management and maintenance of District-owned vehicles.

42.6 Ensures that transportation services and ongoing maintenance of facilities take place in a cost-effective and timely manner.

42.7 Ensures effective management of shop operations.

42.8 Ensures District compliance with the requirements of Occupational Health and Safety legislation.

42.9 Approves the Occupational Health and Safety program for the District.

42.10 Develops and maintains positive and effective relations with Ministry Officials.

42.11 Liaises with principals and department supervisors on cleaning contracts and contract evaluations.

42.12 Liaises with principals on transportation, facilities and safety issues as they relate to educational program delivery.

42.13 Liaises with department managers on operational matters.

42.14 Liaises with parents' advisory councils, joint use and special interest groups on operational matters.

42.15 Liaises with architects, engineers and other consultants on building projects.

43. Policy/Administrative Procedures

43.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.

43.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.

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44. Organizational Management

44.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to all Superintendent directives.

44.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

45. Communications and Community Relations

45.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.

45.2 Ensures students, staff and parents have a high level of satisfaction with the services provided and with effective management in Transportation Services and Facility Services.

46. Superintendent Relations

46.1 Establishes and maintains positive, professional working relations with the Superintendent.

46.2 Respects and honours the Superintendent's role and responsibilities and facilitates the implementation of that role.

46.3 Provides information which the Superintendent requires to perform his role in an exemplary fashion.

46.4 Handles additional duties when assigned by the Superintendent.

47. Leadership Practices

47.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.

47.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 470

POSITION DESCRIPTIONS

Background

The Director of Human Resources will make provision for position descriptions for all employees in the District who are not members of the Senior Management Team.

Procedures

1. The duties of employees other than the senior administration will be drafted in cooperation with the appropriate members of the senior administration and will be incorporated in the Position Description Appendix to this Administrative Procedure.

2. The Superintendent will review the duties of employees from time to time.

3. All employees are ultimately responsible to the Superintendent.

4. Position descriptions shall be aligned with and find relevance in the Role of the Board and the Role of the Superintendent.

Reference: Sections 22, 65, 85 School Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

ADMIN PROCEDURES MANUAL
Administrative Procedure 470 Appendix

POSITION DESCRIPTION MANUAL

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Reference: Sections 22, 65, 85 School Act

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 480

STRIKE OR LOCKOUT

Background

The District recognizes that in the vast majority of collective bargaining relationships the parties achieve reasonable, acceptable settlements without strikes or lockouts. However, experience shows that with both non-teaching and teaching employees, strikes do occur. Consequently, the District must have a contingency plan for dealing with employee strikes.

In the event of a strike or lockout, it is imperative that an action plan be designed immediately under the direction of the Superintendent or designate. This plan will detail responsibilities and duties of all excluded staff and administrative personnel.

Procedures

1. The Committee will be chaired by the Superintendent or designate and will include principals and vice-principals in its membership.

2. Plans will not include expectations that any employee undertake duties that would be hazardous to that employee.

Legal Reference: Sections 22, 65, 85 School Act
Employment Standards Act
Collective Agreements
Industrial Relations Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

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.

Procedures

1. Each parent/guardian volunteer will complete a Volunteer and Declaration of Trust Form (Form 490-1) or have a Criminal Record Search (Form 503.1) in accordance with Administrative Procedure 400 Appendix A.

2. Volunteers will perform in areas which are not in conflict with existing union positions.

3. New volunteer programs and opportunities will be developed in conjunction with District Administration, School Administrators, NWTU, CUPE, and the PAC/DPAC.

4. Programs in existence will not be deleted without the agreement of the PAC/DPAC, School Administration, District Administration, NWTU and CUPE.

5. 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.

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

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 500

BUDGET DEVELOPMENT

Background

The District recognizes its responsibility to the citizens of this community for the effective use of public funds in providing the best possible education to its children. Responsible financial planning decisions and the carrying out of the agreed educational goals are the predominant themes of the District's budget procedures.

The Secretary Treasurer will create a draft budget, based on objectives set by the Board and consultation with senior management, for presentation to the Board by the Superintendent each year.

Procedures

1. Budget planning timelines each year will be set by the Secretary Treasurer who will take into account District and Ministry requirements.

2. Timelines
   - 2.1 January: Recommend Draft Plan Budget Process to Board.
   - 2.2 February: Recommend approval of Final Budget for Current Fiscal year to Board.
   - 2.3 March: Refer Preliminary Budget Revenue Information for the upcoming year's budget and the Ministry of Education Funding Announcement to the Board.
   - 2.4 May: Recommend approval of Final Budget for upcoming fiscal year. This will occur no later than the date prescribed by the Ministry (June 30 each year).

   After approval, a Budget Summary will be made available to the public.

3. The Secretary Treasurer will review the annual budget each year following the finalization of the September 30 enrollment along with the forecast of revenues and expenditures for the school year and will amend if necessary. The Superintendent will recommend for the Board's approval the amended annual budget. This will occur no later than the date prescribed by the Ministry (February 28 each year).

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act

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ADMIN PROCEDURES MANUAL
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MANAGEMENT OF SCHOOL BUDGETS

Background

The primary focus of the District's budgeting process is to ensure that adequate human and material resources are provided to support student learning at the school level. Resources are allocated to schools on an equitable basis according to sound education principles.

Procedures

1. Up to 30% of targeted school operating budget surpluses (rollover funds) at year-end may be carried over to the following fiscal year.

2. Special Purpose funds that are permitted to be carried over will be carried over in a manner that distinguishes them from the funds in section 1.

3. Schools are prohibited from incurring Operating budget deficits.

4. Exemptions from this Administrative Procedure may be granted in exceptional circumstances. Requests for exemptions are to be forwarded in writing to the Superintendent for approval.

   4.1 A copy of the approved request will be forwarded by the Superintendent to the Secretary-Treasurer.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 505

STUDENT FEES AND DEPOSITS

Background

Section 82 of the School Act states the District must provide free of charge, to school-age students, resident in the District and enrolled in an educational program at one of its schools:

- Instruction in an educational program sufficient to meet general graduation requirements, including instruction after graduation for students still of school age; and,
- Educational resource materials necessary for participation in the educational program, unless those programs are exempted by Ministerial Order 236/07.

The District may charge fees for goods and services in accordance with Ministerial Order 236/07 and Section 82 of the School Act. The District may also require refundable or partly refundable deposits for educational resource materials in accordance with Section 82 of the School Act.

The Superintendent will ensure that a schedule of fees and deposits required is published prior to the beginning of the school year and is available to students and parents/guardians.

To ensure that fees and deposits do not become a barrier to student participation in educational programs, principals will facilitate fair and confidential procedures which will allow participation in activities by students who would otherwise be excluded due to financial hardship.

Procedures

The purpose of this Administrative Procedure is to clarify the fees and deposits that may be charged by schools and to provide a process to ensure that students are not excluded from participation in school activities due to financial hardship.

1. Deposits

   1.1 In accordance with Section 82 of the School Act, the District may require deposit(s) for educational resource materials, such as textbooks, reusable workbooks, novels and other resource materials. The District will refund all or part of the deposit to the student upon return of the educational resource materials. Students will be advised of the terms of the deposit at the time that the deposit is required.

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2. Fees for Materials Taken Home, Supplies and Equipment for Personal Use and Rental of Instruments

   2.1. Subject to Ministerial Order 236/07, the District will not charge fees for goods and services without which the student could not meet required learning outcomes or assessment requirements of an educational program provided by the District.

   2.2. Students who choose projects with material costs that exceed the basic materials must have the permission of their teacher and parents. Such project materials may be supplied by the student or purchased from the school.

   2.3. In accordance with Ministerial Order 236/07, the District may charge fees to students for:

      2.3.1. Materials used in goods that are intended for the student to take home for personal use or as a gift (e.g., material used for projects in Technology Education, Textiles or Art);

      2.3.2. The purchase of paper, writing tools, calculators, student planners, exercise books, and other supplies and equipment for a student's personal use (e.g., where the school offers these supplies for sale to students and students do not bring their own supplies to school);

      2.3.3. The rental of a musical instrument for a student's personal use.

   2.4. In accordance with Ministerial Order 236/07, the District expects that students will attend school with:

      2.4.1. Appropriate personal clothing for school activities (e.g., gym strip, footwear, outerwear, aprons);

      2.4.2. Personal safety equipment (e.g., safety boots and gloves);

      2.4.3. Musical instrument where the student is enrolled in a band or strings program);

      2.4.4. Appropriate materials, supplies and equipment for the student's personal use (e.g., pens, pencils, erasers, exercise books, rulers, calculators, film and paper).

   2.5. In accordance with Section 82.1 of the School Act, the District may charge a student enrolled in a Specialty Academy fees related to the direct costs incurred by the District in providing the Specialty Academy that are in addition to the costs of providing a standard educational program.

3. Establishing Annual Fees Schedules

   3.1. Prior to each school year the Principal, after consultation with teachers, students, and parents, will recommend to the Superintendent a schedule of school fees and deposits for the school.

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3.2. The Superintendent may establish District fee guidelines for elementary, middle and secondary schools.

4. Financial Hardship

4.1. Principals are responsible for establishing a procedure to facilitate participation in school activities by students who would otherwise be excluded due to financial hardship. Principals will consult with teachers, students and parents in the development of such a procedure.

4.2. The procedure must incorporate the principles of fairness, respect, dignity, confidentiality and sensitivity. Students, parents and staff will be advised of usage.

4.3. All communications with students and parents regarding fees and deposits must include a statement explaining that fees will not be a barrier to student participation in school activities. No student will be denied educational opportunities offered at the school due to financial hardship.

4.4. In secondary schools, the statement explaining that no student will be denied educational opportunities offered at the school will be published along with the fee schedule in the school course selection handbook. The procedure for addressing financial hardship will also be included in the handbook.

Reference: Sections 20, 22, 65, 82, 82.1, 85 School Act
Ministerial Order 236/07

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 506

FINANCIAL HARDSHIP

Background

The District is committed to ensuring that no student will be denied educational opportunities due to financial hardship.

Procedures

1. All information regarding requests for funds will be signed by the Principal and include the following statement:

   "No student will be denied the opportunity to participate because of an inability to pay."

2. The District's financial hardship procedure shall be published in each school's schedule of fees, included on excursion and activity permission forms, referred to in school newsletters, published on school websites, included in application forms for educational programs requiring payment of fees or for which students are required to provide their own special equipment, and teachers and administrators shall be alert to such cases.

Reference: Sections, 20, 22, 65, 82, 82.1, 85 School Act
Ministerial Order 236/07

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ADMIN PROCEDURES MANUAL
Administrative Procedure 510

FINANCIAL ACCOUNTABILITY AND AUDITS

Background

The District believes that its financial affairs must be managed in a manner consistent with the trust placed in the Board by the electorate. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the District's operations.

Procedures

1. The District's financial systems and records are subject to an external audit.

2. District and school accounts and accounting practices will be subject to internal or external audit at the discretion of the Secretary-Treasurer and/or the Superintendent.

   2.1 Periodic internal audits of school and department accounts are to be conducted to identify potential procedural non-compliance, weaknesses and areas for further examination. Such audits must specifically assess the effectiveness of administrative procedures in place by performing compliance testing and examining key controls.

   2.2 School financial records may be subject to internal audit in the event of a change of school administration, school business manager or school administrative assistant.

   2.3 Special financial reviews may be conducted upon request by a Principal.

   2.4 All computerized financial records and the supportive documents shall be on file and current for financial audit purposes, including but not limited to:

   2.4.1 Contracts and Agreements;
   2.4.2 Fund journal;
   2.4.3 Fund account ledgers;
   2.4.4 Bank statements;
   2.4.5 Cancelled cheques;
   2.4.6 Cheque requisitions;
   2.4.7 Duplicate deposit slips;
   2.4.8 Numbered receipt books or approved substitute documents;
   2.4.9 Invoices;
   2.4.10 Other related source documents.

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3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of the Ministry.

4. The Secretary-Treasurer will ensure that adequate control mechanisms are in place to guarantee the integrity of the District's financial transactions and records.

   4.1 Segregation of incompatible duties, such as purchase and payment, must be maintained in District and school operations.

5. Financial records of school funds will be maintained in accordance with the format prescribed by the Secretary-Treasurer.

6. The external auditor's report will be presented to the Board along with the Management Letter and the Audited Financial Statements. .

7. All banking shall be carried out at a recognized financial institution.

8. District audited financial statements and annual budget reports will be made available on the District website.

Reference: Sections 22, 23, 65, 81, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118, 156, 157, 157.1 School Act
Financial Information Act

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Adopted: May 30, 2017

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CASH MANAGEMENT

Background

The District has a responsibility to keep all funds safe and to produce accounting records which are easily auditable. By its nature, cash is difficult to control and to audit, thus requiring prudent control. Therefore:

- The use of petty cash within the District shall be minimized;
- The use of cash to conduct financial affairs shall be avoided where possible;
- Cash disbursements shall be fully documented and allow for ease of accounting, and authority to conduct cash transactions shall be controlled and limited.

Procedures

1. Petty cash disbursements shall only be used for:
   - 1.1 Small purchases, not exceeding the size of the petty cash float, purchases which cannot be paid through other payment methods and/or where it is impractical or untimely to generate a cheque;
     - 1.1.1 Purchases that are made on a continuing basis at the same source shall be governed by Administrative Procedure 515 – Purchasing and Tendering.
   - 1.2 Emergent situations which a Principal or manager deems essential to conduct classes or business.
2. All disbursements must be supported by receipts, invoices or documents indicating nature of expense.
3. All reimbursement claims must be submitted on Petty Cash Form (Form 511-1) and signed by the Principal, Vice-Principal or Department Manager.
4. In compliance with the Financial Information Act the following payment requests against budgeted funds shall not be paid from petty cash:
   - 4.1 Individual travel and expenses claims (Form 513-1), including all field trip related travel;

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4.2 Registration and membership fees, paid up front by employees. These are to be claimed on an expense claim (Form 513-1).

5. The maximum Petty Cash Fund shall be established at:
   5.1 Elementary School – two hundred dollars ($200);
   5.2 Secondary – seven hundred fifty dollars ($750);
   5.3 Other faculties – five hundred dollars ($500);
   5.4 Special circumstances calling for a cash float shall be approved by the Secretary-Treasurer or designate.
6. The established Petty Cash Fund levels are deemed a 'float' with replenishment on an "as required" documented basis.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

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INVESTMENTS

Background

Under normal conditions, the day-to-day financial operations of the District are such that positive cash flows occur periodically. The Secretary-Treasurer or designate is authorized to and responsible for cash management and investment of available cash in order to generate investment revenue.

Investments must reflect a conservative management philosophy based on three substantive fundamentals:

- The first priority is the preservation of capital;
- The second priority is the assurance of liquidity;
- The final priority is the achievement of high returns.

Procedures

1. The Secretary-Treasurer or designate shall manage the investments of the District in accordance with this Administrative Procedure.

2. Investments may be in one (1) or more of the following:

   2.1 Interest-bearing accounts, fixed deposits, notes, certificates and other short-term paper of or guaranteed by a savings institution or the Provincial Government;

   2.2 Securities that are obligations of or guaranteed by the Federal or Provincial governments, Canadian chartered banks or credit unions;

   2.3 Securities issued by the Municipal Finance Authority of British Columbia;

   2.4 Commercial paper issued by a company incorporated under the laws of Canada or of a province, the securities of which are rated in the highest rating category by at least two (2) recognized security rating institutions.

3. Such investments may be made in or through institutions other than the District's primary bank.

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4. Credit risk will be minimized through diversification. It is not prudent to invest all funds with one (1) institution, but rather to spread the risk. It is recognized however, that there may be situations where this is not practicable or desirable.

5. Local Priority

   5.1 All other things being equal, investments will be negotiated with local financial institutions.

   5.2 Where there is only marginal benefit to be gained from financial institutions outside the District, then the Secretary-Treasurer is authorized to negotiate an investment with a local financial institution.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 513

COMPENSATION OF EXPENSES

Background

Employees who travel on authorized District or school trips, who attend meetings or seminars, or who sponsor extra-curricular activities, shall be eligible for reimbursement of reasonable costs incurred.

Procedures

1. In-District Expenses

   Actual reasonable costs for meals and costs incurred, while on District business, may be claimed. Receipts are to be provided along with the purpose of the business or meeting.

2. Communication

   Employees may claim, while on District business:

   2.1 Long distance toll charges and cellular phone charge for District business telephone calls;

   2.2 Other reasonable requests may be considered at the discretion of the employee's supervisor.

3. Conference and Travel Expenses

   3.1 For travel by private automobile, employees may claim the District rate in effect at the time. The maximum amount claimable is limited to the cost of economy airfare between points travelled, when air transportation is available and practical.

   3.2 Cost of airfare is limited to the cost of economy airfare. Accommodation is limited to the government or conference rate.

   3.3 Travel costs outside of British Columbia must receive prior approval of the Superintendent.

   3.4 Employees may claim amounts for taxis, parking fees, local mileage, etc. Receipts are to be provided.

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4. Lodging

   Employees may claim the government or conference rate of the hotel/motel, less any personal items charged. Receipts are to be provided. If staying with a friend or relative, $30.00/night may be claimed without a receipt.

5. Meals

   Employees may claim actual reasonable costs. Receipts are to be provided. District practice requires that an actual receipt is provided detailing the purpose of the meeting and who is in attendance.

6. Per Diem

   6.1 For International travel, a per diem of $100 per day is provided in lieu of reimbursement for meals and incidentals

7. Payment of Expenses

   7.1 Expenses must be submitted on a timely basis at least once a month to the Secretary-Treasurer.

   7.2 With the exception of the annual retirement, inaugural functions and one spousal meal per conference, spousal expenses must receive prior approval by Board resolution.

   7.3 Employees may seek an advance, the amount of which is determined by Superintendent's approval, respectively, for out-of-town business engagements of two or more days.

   7.4 All expense claims shall be submitted on the Expense Claim Form (Form 513-1) and shall be fully completed and supported by adequate documentation and detailed receipts.

   7.4.1 Expense claims shall be authorized and signed by the employee's supervisor.

Reference: Sections 22, 23, 65, 85 School Act
Income Tax Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 515

PURCHASING AND TENDERING

Background

It shall be the practice of the District to purchase the most appropriate services, products, commodities, and equipment for the purposes envisaged, based on the quality and cost of the particular product. The District believes in purchasing competitively and seeking maximum educational value for every dollar expended, consistent with good purchasing practices.

The Secretary-Treasurer, or designate has the responsibility for District purchasing and tendering.

Procedures

1. All services, supplies, commodities, or equipment required for the ongoing operations of the District are acquired on the open market with probity and in accordance with competitive public sector purchasing practices.

2. Whenever possible, the tender that provides the best economic value is to be accepted consistent with equal quality and the ability of the bidder to supply the requirements in a reasonable period of time. In exceptional circumstances, the Secretary-Treasurer may authorize acquisition from a sole source. These exceptional circumstances would involve an urgent requirement to:
   - 2.1. Protect and ensure the safety of students and staff;
   - 2.2. Protect the District assets;
   - 2.3. Prevent a serious financial loss to the District.

3. In determining the best economic value, the following factors will be considered:
   - 3.1. Price;
   - 3.2. Quality;
   - 3.3. Ability to meet product specifications;
   - 3.4. Ability to provide service and warranty support (including past performance);
   - 3.5. Availability of replacement parts.

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4. In all purchasing transactions, authorized employees of the District will:
   4.1. Consider the interest of the District and the improvement of its educational program;
   4.2. Consider all responsible bidders equally when determining whether their product meets specifications and the educational needs of the District;
   4.3. Decline gifts that might in any way influence the purchase of school supplies and equipment;
   4.4. Refrain from soliciting funds or material from vendors, however worthy the purpose;
   4.5. Refrain from asking for special discounts or prices on items purchased from District suppliers for personal use.

5. The Secretary-Treasurer is authorized to develop specific educational partnerships that result in the provision of unique products or services to support educational programs, at a reduced cost to the District.

6. The Secretary-Treasurer is authorized to pursue improved efficiencies and economies through cooperative ventures with other public sector agencies. The success of these joint initiatives will depend, in part, on achieving a level of standardization in supplies and services.

7. Responsibility for awarding licenses for Child Care Services in Neighbourhood Learning Centres is that of the Secretary-Treasurer or designate. Said services will be secured through a Request for Proposal process.

8. The Secretary Treasurer may delegate to the appropriate personnel the authority to purchase goods and services. The operating units are encouraged wherever possible to cooperatively purchase, that is, to take advantage of quantity discounts.

9. General:
   9.1. All items purchased, or donated, in the name of a school or the District will become the property of the District;
   9.2. Where practicable, the Secretary-Treasurer or designate, will coordinate "bulk purchases" for various commodities;
   9.3. Use of the District's purchasing procedures to acquire goods and services for personal use will not be permitted;
   9.4. Whenever practicable, equipment and supplies will be standardized to achieve maximum purchasing economy and quality goods. Consideration will be given to future maintenance of equipment and availability of parts and services;

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9.5. The purchase of any item or product from any person employed by the District is not permitted;

9.6. All contracts must be signed by the Secretary-Treasurer, or designate, including Child Care Licences for Child Care Services in Neighbourhood Learning Centres (NLCs).

10. Purchasing Methods:

The District employs various purchasing tools for the acquisition of goods and services as follows:

10.1. Petty Cash – used at the user level to expedite the acquisition of low value goods not to exceed $100.00 (excluding taxes) per single transaction. A Petty Cash fund can be established by contacting the Secretary-Treasurer or designate;

10.1.1. Receipts must be attached to a petty cash voucher by the custodian in charge of the petty cash. The petty cash voucher must be signed by the custodian of the petty cash, and signed by the custodian's immediate supervisor. The petty cash voucher shall be submitted to the Secretary-Treasurer to be approved by the Secretary- Treasurer or designate prior to reimbursement by Accounts Payables personnel.

10.2. School Trust/Bank Account (self-generated funds) - used at the school level to expedite the acquisition of goods and services. The School Trust/Bank Account is the responsibility of the Principal. The Principal may delegate the duties of financial record keeping, receipting and disbursing of funds to an individual of his/her choice;

10.2.1. Disbursement of funds to purchase goods and services shall be made with cheques. The cheque must be signed by two (2) authorized signatures;

10.2.2. In some instances, funds disbursed from the School Trust/Bank Account may be reimbursed by the District. Receipts must be attached to a cheque requisition by the custodian in charge of the School Trust/Bank Accounts. The cheque requisition must be signed by the custodian, and signed by the custodian's immediate supervisor. The cheque requisition shall be submitted to the Secretary-Treasurer to be approved by the Secretary-Treasurer or designate prior to reimbursement by Accounts Payables personnel.

10.3. Purchasing Cards (Procurement Cards) – used for the procurement and payment of goods and services within established purchasing authorization limits, where it is efficient, economical and operationally feasible to do so. With the written approval from an employee's Principal, or Supervisor, an employee may make application to the Secretary-Treasurer or designated Purchase Card Administrator for a Purchasing Card;

10.3.1. The Purchasing Card may only be used by the person named on the front of the card. Single Transactions limits are set. In consultation between an

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employee's Principal/Supervisor, with the Secretary-Treasurer or the Purchase Card Administrator;

10.3.2. On a monthly basis, the Assistant Secretary-Treasurer will forward a Monthly Purchasing Card Statement on the 21st of each month to each cardholder. The cardholder must attach the receipts to the Monthly Purchasing Card Statement, and ensure the GST amount and General Ledger Account attached to the transaction is correct. The Monthly Purchasing Card Statement must be signed by the cardholder's immediate supervisor;

10.3.3. The Monthly Purchasing Card Statement must be returned to the Assistant Secretary-Treasurer by the 28th of each month to be approved by the Secretary-Treasurer or designate. Finance Department personnel will process payment to the Financial Institute by the 3rd of each month. (refer also to Purchasing Card Procedure Manual);

10.3.4. Purchase cards shall not be used for transactions with 3rd party billing services such as PayPal.

10.4. Cheque Requisitions – used to request payment for goods and/or service where an invoice has been received and a purchase order was not issued (i.e. subscriptions, dues, or fees, etc.).Cheque Requisitions are not to be used to circumvent the Purchase Requisition/Purchase Order process;

10.4.1. Receipts, invoice or order form must be attached to the Cheque Requisition by the employee. The Cheque Requisition must be signed by the employee, and signed by the employee's immediate supervisor. The Cheque Requisition must be submitted to Secretary-Treasurer to be approved by the Secretary-Treasurer or designate prior to reimbursement by Accounts Payables personnel.

10.5. Purchase Requisition/Purchase Order – used for the purchase of goods and services. All purchase orders must be signed by the appropriate personnel (Principal/Supervisor) responsible for an operating unit, and by the Secretary Treasurer or designate. In no case will a purchase order be honoured without the signature of the Secretary-Treasurer or designate;

10.5.1. The approved Purchase Order will be mailed or faxed to the vendor to enact to supply the goods or service as stated in the Purchase Order. Upon completion of the order, the vendor will send an invoice to the Secretary-Treasurer for payment;

10.5.2. If the invoice received from the vendor is the same amount, or within 10% or $100 of the Purchase Order, the Secretary-Treasurer or designate will process payment to the vendor without additional approval;

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10.5.3. If the invoice received from the vendor is greater than 10% or $100 of the Purchase Order, additional approval from the requisitioner's Principal/Supervisor must be received prior to processing the payment to the vendor.

10.6. Standing Purchase Order – used to make purchases from a sole source vendor over a period of time (usually the school fiscal year) for supplies or services (i.e. building supplies, food distributor, office supplies, etc.). All Standing Purchase Orders must be signed by the appropriate personnel (Principal/Supervisor) responsible for an operating unit, and by the Secretary Treasurer or designate. In no case will a Standing Purchase Order be honoured without the signature of the Secretary-Treasurer or designate;

10.6.1. The approved Standing Purchase Order will be mailed or faxed to the vendor. An employee may purchase goods or services from the vendor quoting the Standing Purchase Order. Upon completion of the requested order, the vendor will send an invoice to the Secretary-Treasurer for payment. The invoice received from the vendor by the Secretary-Treasurer will be forwarded to the requisitioner's Principal/Supervisor for approval prior to processing the payment to the vendor.

10.7. District Contract – for goods or services to be supplied over a period of time at a fixed or negotiated price (i.e. equipment leases, garbage disposal, etc.). An encumbered amount with start and end dates will be established for the District Contract. All District Purchase Orders must be negotiated by the Secretary Treasurer or designate;

10.7.1. The approved District Contract will be sent to the vendor for the vendor to enact on the requirements stated in the District Contract. Based on the terms of the District Contract, the vendor shall forward an invoice to the Secretary-Treasurer for payment;

10.7.2. If there are no deviation between the invoice and the District Contract, payment to the vendor will be processed without additional approval. If there is a deviation between the invoice and the District Contract, additional approval from the Secretary-Treasurer or designate must be received prior to the processing of payment.

11. Purchasing Procedures:

11.1. The Secretary-Treasurer may assign to his/her designate the authority to sign purchase orders in accordance with the procedure outlined in this Administrative Procedure;

11.2. The Secretary-Treasurer shall assign to individual employees the authority to initiate expenditures from accounts specifically assigned to them. When the total purchase cost of a single unit or group of units, or a service, is estimated to be:

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11.2.1. Up to $1,000 (pre-tax amount), the purchase shall be made by comparative selections unless made from a previous supplier. Where convenient "Petty Cash" can be used to complete purchases of items up to $100. Purchases will be authorized by the Secretary-Treasurer or designate;

11.2.2. From $1,000 to $10,000 (pre-tax amount), the purchase shall be made by selecting the lowest bid from unlimited public tenders, invited quotations or it shall be made by negotiation with a designated supplier;

11.2.3. From $10,000 to $75,000 (pre-tax amount), written quotations will be requested from known reputable suppliers of a particular goods and/or services. Purchases are to be completed by the end user by using a "Purchase Order". These purchases must be approved by the Secretary-Treasurer prior to initiating the order with the vendor (Note; processing of utility invoices does not require prior approval for processing of payment to the supplier. These would include telephone, hydro, and natural gas.);

11.2.4. Greater than $75,000 (pre- tax amount), a "Tender" or "Request for Proposal" will be written by the Secretary-Treasurer or designate, and will be sent to competing suppliers. The "Tender" or "Request for Proposal" must be approved by the Secretary-Treasurer prior to initiating the order with the successful vendor. The Secretary- Treasurer will notify the Superintendent of the results of the "Tender" or "Request for Proposal".

12. Tendering or Request For Proposals for Equipment and Supplies:

12.1. All orders in excess of $25,000 (pre-tax amount) shall be tendered;

12.2. All responsible bidders will be given equal consideration and assurance of unbiased judgments in determining whether their product or service meets specifications and the needs of the District;

12.3. Invitations to tender shall be mailed, couriered, or otherwise delivered to all suppliers from whom tenders have been received in previous circumstances, or to any other supplier;

12.4. The Secretary-Treasurer will ensure that competition is maximized and that local vendors are given every reasonable opportunity to bid on District contracts;

12.5. All tenders or sealed bids will be opened in public in the presence of and signed by two staff members, one of whom must be the Secretary-Treasurer or designate, or the Supervisor of Operations, recording the time and date opened;

12.6. On occasion, only one bid may be submitted by tender closing time. The bid will not be opened unless the bidder agrees, in writing, that they accept their bid may be rejected and that the tender may be re-tendered without any changes in the tender documents;

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12.7. Information pertaining to the proposals will not be released until after the review process has been completed and the successful vendor has been identified;

12.8. Tenders will be awarded to the lowest bid or quoted price, consistent with the required quality and service. The District reserves the right to accept or reject the whole or part of any tenders. The "Tender" must be approved by the Secretary- Treasurer prior to initiating the order with the successful vendor. The Secretary-Treasurer will notify the Superintendent the results of the "Tender";

12.8.1. The Secretary-Treasurer or designate will inform the successful vendor to the awarding of the tender. After the successful vendor has accepted the tender, then the unsuccessful vendors will be informed of the awarding of the tender to a competitive vendor.

12.9. The Secretary-Treasurer will be consulted prior to awarding a tender to other than the low bidder.

13. Request for Proposals for Services in Neighbourhood Learning Centres (NLCs):

13.1. The Secretary-Treasurer or designate will release a Request for Proposal (RFP) when space is available for Licensed Child Care Services in an NLC;

13.2. The RFP will have a response time of a minimum of 2 (two) weeks;

13.3. Only Non-Profit Child Care providers with a minimum of three years' experience providing licensed childcare services will be considered in the RFP process;

13.4. The RFP will provide detailed information on the space available, the cost and license requirements, in addition to requesting detailed information on the proponent organization, how they align with the District's Early Learning Vision (if applicable) and meet NLC requirements;

13.5. The District will hold an information session to familiarize proponents with the RFP process and the requirements of the RFP;

13.6. Proponent applications will be reviewed by a panel. The Panel will include, the Secretary-Treasurer or designate, and other District staff as deemed appropriate by the Superintendent. The panel may choose to include other representatives outside of the District if deemed appropriate;

13.7. The Board will be advised of the successful proponent;

13.8. The successful proponent will be required to provide proof that Child Care Licensing requirements have been met before being granted a District Child Care Services License.

14. Suppliers and Vendors and Service Providers:

In awarding contracts or licenses, the following will be considered and/or required:

14.1. Current Business licenses and Canada Custom & Revenue Agency Business

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Number;

14.2. Non-profit Status Number for child care service providers or any other service provider awarded space through the RFP process;

14.3. Minimum of $2,000,000 (two million dollar) liability insurance or a minimum of $5,000,000 (five million dollars) for District facility space for Child Care Services;

14.4. WCB coverage (where applicable);

14.5. Ability to provide a quality, accessible, and affordable service (in the case of Child Care services in District facilities);

14.6. Reputation, experience and qualifications;

14.7. Ability to deliver or perform within the time specified;

14.8. Ability to provide after sales' maintenance and service;

14.9. Past experience on previous orders.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 518

DISPOSITION OF ASSETS

Background

Except for real property, all capital assets shall be allocated, re-allocated, retained or disposed of in the best interests of the District, as directed by the Superintendent or designate.

When equipment, books or materials become obsolete, surplus or otherwise unusable, the Superintendent is authorized to arrange for their disposal in the best interests of the District.

Procedures

1. Administration
   - 1.1 Except for real property, capital assets surplus to current requirements are to be reported by form to the Assistant Secretary-Treasurer who will:
     - 1.1.1 Maintain records of each such asset;
     - 1.1.2 Review capital requisitions to ascertain whether new requirements can be satisfied from surplus items;
     - 1.1.3 Report all unusable assets to the Director of Facilities and Operations for possible parts usage;
     - 1.1.4 Report all unusable and obsolete assets to the Superintendent or designate for disposal authorization.
2. Disposal
   - 2.1 Disposal of capital surplus assets sequence:
     - 2.1.1 All disposals are to be conducted through the Assistant Secretary-Treasurer;
     - 2.1.2 The disposal of assets shall be transparent and the assets shall be made available to the general public through the Asset Investment Recovery branch of the Provincial Government or other public notification systems, i.e. Craigslist, etc., or through paid advertising, if appropriate;
     - 2.1.3 Purchases by District employees or individuals related to the District are not permitted;

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2.1.4 Procurement services is to obtain highest possible trade in value including the cost of disposal;

2.1.5 Notification through Public Buyers meetings;

2.1.6 Notification of community agencies;

2.1.7 Remaining items to be disposed of in most economical manner possible.

3. Proceeds

3.1 All items sold must include all applicable taxes.

3.2 Proceeds from the sale shall be credited to District operating funds.

4. All District prepared teacher resource materials shall be made available to other school districts in B.C. on a cost recovery basis.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 519

DISPOSAL OF SURPLUS PROPERTY

Background

The District recognizes the merits of retaining or disposing of land or improvements (property), in the best interests of the District.

Where the Board determines that real property and improvements owned by the District are to be disposed of, the Secretary-Treasurer shall table with the Board procedures to be followed that are consistent with good business practices and the provisions of the School Act and Ministerial Order M193/08.

Any real property and improvements approved for disposal must be surplus to the current and future educational needs of the District and, subject to specific exceptions as specified in the Ministerial Order, shall generally be disposed of through a public process and at fair market value.

Definitions

Long term lease means a lease that is for 10 years or more, including the cumulative total of all rights or options to renew.

Short term lease means a lease that is not a long term lease.

Procedures

Disposals of land or improvements in the District will be guided by the following principles.

1. Board Responsibility
   1.1. The Board is responsible for the disposal (including by sale, leases or the granting of a charge) of real property and may dispose of land or improvements (such as buildings affixed to land) subject to the Orders of the Minister of Education.
   1.2. If the Board, after considering future educational needs of the District, deems property (other than property subject to a Crown grant and held in trust for educational purposes) to be no longer required for educational purposes, it may dispose of such property, subject to the Orders of the Minister.

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1.3. The Minister's Order (Disposal of Lands or Improvements Order) requires Districts to develop and implement procedures with respect to disposal of land or improvements and make them publicly available.

2. Not Applicable to Crown Grants

This Administrative Procedure does not apply to a disposal of property originally acquired by way of a Crown grant that is subject to a trust for educational purposes.

3. Consent of the Minister

In accordance with the Orders of the Minister, the Board must obtain approval of the Minister of Education for a fee simple sale or a lease of 10 years or more (including all options and rights of renewal) (a "long term lease" in this Administrative Procedure) of land, improvements or both, unless the disposal is to another Board or an independent school for educational purposes.

4. Delegation

The Board may not delegate to staff the responsibility to finally approve disposals of real property or to deem property to be no longer required for educational purposes and the Board must authorize disposals by bylaw as required by the School Act. Subject to this requirement, the Secretary-Treasurer is authorized to act on behalf of the Board and to enter into agreements on behalf of the Board, except where this Administrative Procedure refers to approval or waiver or consideration by the Board.

5. Consideration for Disposals

The Board recognizes its responsibility for stewardship of educational assets. When educational assets are disposed of (including temporary disposals by lease), the Board is responsible for ensuring that the value of those assets will be available for other educational use in the District. In determining value, the Board may take into consideration any compensating benefits to the Board or a specific school.

6. Consultation

The Board may undertake consultation of the nature and to the extent that it considers appropriate to the property concerned before entering into a fee simple sale or a long term lease of property no longer required for the Board's educational use, or may dispense with consultation on the disposal.

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7. Open Process

   Except for disposals to the Conseil scolaire francophone or other Boards or to an independent school, fee simple sales and long-term leases will be conducted through a process that enables the community to know when the property is being offered for sale or long term lease and provides an opportunity for members of the public to acquire the property. The Board may authorize other specific exceptions to this requirement on terms that in the Board's opinion reflect fair market value, including, without limitation, a disposal:

   7.1. To a nonprofit organization, public authority, government organization or community agency, for educational or community use;

   7.2. As part of an exchange of land or improvements;

   7.3. That is a further long term lease to an existing tenant; or

   7.4. To an owner of adjoining land for the purpose of consolidating the adjoining land.

8. Financial Viability

   Any proposed transferee or lessee is expected to provide evidence that it has the ability to meet its financial obligations to the Board.

9. Transparency [optional]

   The District recognizes that information about pending disposals must be kept confidential in many circumstances when negotiations are ongoing in order to protect the Board's interests, but will report out to the extent it considers possible without prejudicing those interests and will ensure that information on completed transactions is accessible to the public.

10. Disposals by Granting of Charges [optional]

    Disposals by the granting of charges on land, such as rights of way, easements, and covenants, will be based on compensation or benefit to the Board. A disposal is not to prejudice any educational use of the related property. Legal and administrative costs incurred by the District in granting a right of way or easement is normally to be the responsibility of the grantee. Compensation will be based on fair market value (or the impact of the granting of the charge on fair market value of the site) unless waived by the Board for the specific disposal.

11. Short Term Leases

    Disposals by lease of less than 10 years including all rights or options to renew ("short term leases") will be guided by the following principles:

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11.1. Cost recovery

Leases are to generally recover all costs; the Board will not subsidize community use of facilities or sites from educational resources. Exceptions must be specifically authorized by the Board.

11.2. Short term leases of space within schools

Lease rates and conditions (including acceptable use) may take into account benefit to the school.

11.3. Compatible uses

Permitted uses under leases of premises within a school during regular hours or that involve common use with a school must not compromise safety of students attending the school and are to be compatible with the school's functioning.

11.4. Alternative community or educational use

The Board will grant short term leases to the following types of entities

11.4.1. The Conseil scolaire francophone or a Board of education or District business company or District foundation

11.4.2. Nonprofit organizations providing local services and activities,

11.4.3. Local government and local government agencies such as (but not limited to) recreation commissions,

11.4.4. Health and social service agencies (restricted to providing services restricted to children and/or youth if space is within a school)

11.4.5. Businesses and organizations providing childcare and early learning programs

11.4.6. Organizations serving adult learners (other than in a school that includes K-10 students),

11.4.7. Independent schools and other educational institutions,

11.4.8. Other community agencies or organizations specifically approved by the Board.

12. Bylaws

12.1. All disposals of real property (land, interest in land, or improvements) must be authorized by Board bylaw.

13. Sales and Long-Term Leases

The procedure to dispose of surplus land or improvements by sale and transfer of fee simple or by long term lease, (including leases of part of a building), is as follows:

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13.1. Step 1. Identification of property as subject of possible disposal

13.1.1. The Board receives a report or reports that:

13.1.1.1. Confirm the state of title and whether the property is subject to a Crown grant trust

13.1.1.2. Include projections of future enrollment growth or decline (including K-12, adult programs and early learning) as they affect the Board's need for the property in question.

13.1.2. The Board decides whether to:

13.1.2.1. Pursue or continue with short term arrangements, including short term leases, or

13.1.2.2. Consider long term lease or fee simple sale of the property and if so, whether to consult on disposal and alternate community use. (Consultation may be required by Board policy, by the Minister of Education as a condition of approval, or may be specifically directed by the Board even if not otherwise required.)

13.2. Step 2: Consultation on disposal and alternate community use (if required or if directed by the Board)

13.2.1. The Board establishes a consultation period to consult with the local community about the Board's proposed disposal and provides any specific directions, notification of local governments, and others whom the Board or District officers identify as community agencies or organizations that might be interested in a short term lease of the property or part of it.

13.2.2. Consultation with the community shall include

13.2.2.1. Consideration of future enrollment growth in the District (including K-12, adult and early learning programs), if relevant to the property in question

13.2.2.2. Notification of any existing tenants or licensees of space in the facility (other than casual users). The Board may (but not must) also notify any known interested parties.

13.2.2.3. Opportunity for the public to respond to the Board's proposed disposal

13.2.2.4. The Board's consideration of input received as it relates to

- a decision whether to dispose of the property
- a decision whether to proceed with short term arrangements for alternative community use

13.2.3. Newspaper advertisements may be placed and public meetings may be held, if

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necessary in the opinion of the Board (or the District Officer acting on behalf of the Board), to adequately inform the public and facilitate input.

13.3. Step 3: Decision on disposal and instructions to the Secretary-Treasurer

13.3.1. The Board considers the input from the consultation process.

13.3.2. Having considered enrolment trends and the input from the consultation process, if the Board wishes to proceed with disposal of the property, it passes a resolution confirming that the property is not required for future educational purposes, instructing the Secretary-Treasurer to proceed to make arrangements for disposal of the property, and providing any specific directions.

13.3.3. If the discussion is held in camera to protect the privacy or confidentiality of information and protect the interests of the Board, then the decision to proceed with arrangements for disposal shall be reported out, although specific directions given to the Secretary-Treasurer may be withheld if necessary to protect the interests of the Board.

13.4. Step 4: Request for Ministry approval and other preliminary matters

13.4.1. If the Board decides to proceed with arrangements to dispose of the property, the Secretary-Treasurer:

13.4.1.1. Arranges for title search, one or more written appraisals, and site plan as required;

13.4.1.2. Establishes allocation of the proceeds from the sale of the disposed property to the appropriate capital reserve in accordance with the School Act;

13.4.1.3. If required, requests the Minister of Education to approval disposal of the property;

13.4.1.4. Carries out other preliminary matters.

13.5. Step 5: Disposal Process

13.5.1. Subject to exceptions provided for in this Administrative Procedure, the Secretary-Treasurer implements a disposal process that is likely in his or her judgment to provide a fair opportunity for members of the public to acquire the property and for the District to obtain a fair market value for the property.

13.5.2. The Secretary-Treasurer or designate proceeds to negotiate with potential purchasers; the Secretary-Treasurer may enter into an interim agreement of sale (or lease as the case may be) on behalf of the District, provided that it includes a condition precedent for passage of an authorizing bylaw.

13.6. Step 6: Disposal Bylaw

13.6.1. The Board enacts a bylaw to authorize the disposal of the property on the

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agreed terms and conditions. This normally follows removal of all other subject clauses and conditions precedent. The bylaw must include:

13.6.1.1. Confirmation that the Board will not require the property for future educational purposes (or, for a long term lease, that the Board will not require the property for future educational use for the term of the lease.)

13.6.1.2. The name and facility number of the property,

13.6.1.3. The address and legal description of the property, and site plan if required to identify the property

13.6.1.4. The agreed terms and conditions, and

13.6.1.5. Authority to the Secretary-Treasurer to execute on behalf of the District all related documentation required to complete the terms of the agreements.)

13.6.2. If enacted in closed meeting, the disposal shall be reported at the Board's next open meeting.

13.7. Step 7: Execution of Documentation and completion of transaction; allocation of proceeds

13.8. Step 8: Notice to the Minister

13.8.1. Upon disposal of the property, the Secretary-Treasurer promptly provides the Minister with:

13.8.1.1. A copy of the Board's bylaw authorizing disposal of the property, and

13.8.1.2. Written notification of the disposal and the allocation of the proceeds to the appropriate capital reserves

14. Road and Utility Dedications; Other Charges on Title; Short-Term Leases

The procedure to dispose of property by way of a short term lease, a land dedication or a charge on title is as follows.

14.1. Step 1: Approval in principle (optional)

14.1.1. For a charge or road dedication, the Board considers the request, taking into consideration the impact on the property if the request is granted. The Board may provide approval in principle and make any specific directions.

14.2. Step 2: Negotiation

14.2.1. The Secretary-Treasurer negotiates a lease or agreement consistent with Board policy and directions.

14.2.2. If money is to be paid, the Secretary-Treasurer ascertains the allocation of

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proceeds.

14.3. Step 3: Bylaw

14.3.1. The Board passes a bylaw authorizing the lease, dedication or granting of charge

14.4. Step 4: Execution of documents and completion of transaction

14.5. Step 5: Notification of Minister

14.5.1. The Secretary-Treasurer notifies the Minister including a copy of the bylaw and a notification of the disposal and allocation of any proceeds as required by the School Act.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act
Ministerial Order M193/08

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SD No. 40 (New Westminster)

Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 520

FUNDRAISING ACTIVITIES AND SPONSORSHIP IN DISTRICT FACILITIES

Background

The District recognizes that schools and the District often require additional funds which are not provided by the District or Ministry of Education to enrich student programs and activities and District facilities and grounds. The District takes the position that the basic instructional materials and resources required to provide the prescribed curriculum of instruction are to be provided by government revenues, and are not to be dependent upon District or school staff, or parents' advisory councils' fundraising activities or sponsorships. And, that furthermore, fundraising or sponsorship proceeds shall not be utilized for the hiring of staff or the provision of student programs and activities which constitute a significant ongoing component of an instructional program.

The District also recognizes that District Neighbourhood Learning Centres (NLCs) cannot utilize Ministry of Education funds to operate, so will need to utilize a broad range of fundraising strategies, including sponsorship from business, to sustain their operations.

The District supports appropriate fundraising activities by schools, parents' advisory councils and District staff which are designed to enhance educational programs and activities, and support Community School programming, & the development and operations of District NLCs.

The District acknowledges the business community's interest in, and support of, the District and encourages viable and mutually satisfying partnerships between schools and businesses.
Some requests by individuals, businesses, non-profit groups and charities for access to District facilities and students are reasonable and contribute not only to the learning environment, but also identified neighbourhood needs.

The District also acknowledges that District facilities and students may be viewed as potential clients by businesses, non-profit groups and charities, and that it is their responsibility to provide a safe and secure environment for students, and to respect the privacy of parents and students with respect to how these individuals and/or organizations access them.

The objectives behind this fundraising and sponsorship Administrative Procedure is to ensure that:

- The proceeds of fundraising are primarily directed to those items and expenditures that are not supplied by the Ministry of Education or the District and that when resources are

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augmented, any major inequities from school to school are redressed;

- The school's parents' advisory council is involved in the process of planning and allocating monies raised from school fundraising activities;
- Funds raised are expended in accordance with the purposes stated and that those involved in the fundraising are informed of how the funds are to be expended;
- Raised funds in the name of the school and for the benefit of the school community, are managed in accordance with administrative procedures regarding the appropriate accountability and management of public funds;
- Funds secured through fundraising and/or sponsorships support schools, Community School programming or NLC programming and operations meet eligibility guidelines;
- There are guidelines in place with respect to advertising and the recognition of funds or in-kind donations secured through fundraising activities and/or sponsorships; and,
- All donors and sponsors, regardless of the size of donation or sponsorship, are made aware that their participation is appreciated and are recognized in a fitting manner.

Procedures

The following fundraising and sponsorship procedures apply to all District facilities, and groups associated or identified with schools and Neighbourhood Learning Centres such as Community Schools, parents' advisory councils, NLC Advisory Committees, student exchange support groups, and extra-curricular student activities.

These procedures do not apply to scholarships or bursaries.

1. School-based Activities and Events

   1.1 Fundraising activities and events are to be jointly planned by the school and its parents' advisory council and have clearly-stated purposes for the use of the funds raised and a jointly developed school-based process to allocate the funds.

   1.2 The District prefers the type of fund-raising activities that involve students, staff and parents in optional community-oriented activities such as fun fairs, garage sales, car washes, which are intended to bring the community together.

   1.3 The use of "thons" such as spell-a-thons, read-a-thons and math-a-thons are to be utilized for fundraising only when the rationale and nature of the activity are developmental, constructive, and can be justified in an educational context.

   1.4 Competitive sales campaigns which use financial or material incentives which place pressure on student sellers are not to be used. This does not apply, however, to school-based activities such as Jump Rope for Heart, which uses material incentives to encourage participation.

   1.5 With the permission of the Principal, schools are permitted to hold parent initiated

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sales events that raise funds for the school; e.g. Christmas Craft Fairs, etc.

1.6 Attention to safety considerations, appropriate identification materials, and orientation of the students to courteous and positive community relations is encouraged.

1.7 Products and goods sold by schools as part of a fundraising program are to meet reasonable standards of quality, "value for money", and food and nutrition procedures outlined in Administrative Procedure 164 - Food and Nutrition.

1.8 The District shall be advised of all fundraising activities which fall under provincial licensing authority such as bingos, casinos and lotteries taking place. In these instances, the event must be:

1.8.1 Operated by the school, or parents' advisory council;

1.8.2 Have the support of the parents' advisory council; and,

1.8.3 Have all funds raised from the activity allocated by a school-based process to specific projects or activities.

2. District Community Schools and Neighbourhood Learning Centres (NLCs) Activities and Events

2.1 Fundraising activities and events developed by District Community Schools Coordinators shall have the prior approval of the Superintendent or designate, and have clearly- stated purposes for the use of the funds raised, and a plan to allocate the funds.

2.2 The District shall be advised of all fundraising activities which fall under provincial licensing authority such as bingos, casinos and lotteries taking place. Activities must have the prior approval of the Superintendent or designate, and have clearly-stated purposes for the use of the funds raised, and a plan to allocate the funds.

2.3 The serving of alcohol is not normally to be part of any fund-raising activity or event held in a District facility. However, the serving of alcohol at fundraising and other events in District Neighbourhood Learning Centres (NLCs) may be permitted. In this instance, a request can be made to the Secretary-Treasurer or designate for approval.

2.3.1 The approval would require the use group to:

2.3.1.1 Book the facility in accordance with District procedures;

2.3.1.2 Agree to enforce all restrictions expressed and implied by the British Columbia Government Liquor Act and provide proof that a Temporary Provincial Liquor License has been obtained;

2.3.1.3 Provide a copy of their Insurance Certificate indicating that they have

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independent liability insurance in the amount of $2,000,000. (two million dollars);

2.3.1.4 Provide verification that there is a demonstrated plan in place for the security and control of the function with a named person responsible, and make arrangements to pay the District for additional security if required;

2.3.1.5 Apply, in writing, a minimum of thirty (30) days in advance of the proposed function date; and,

2.3.1.6 Agree to these and other facility use terms including additional custodial costs when required.

3. Sponsorship

3.1 Sponsors connected to the District shall be appropriate to, and consistent with, the mandate of the Board.

3.2 All sponsorship relationships shall conform to the same standard of legal, ethical and business criteria as required by the District.

3.3 For-profit organizations or businesses are eligible to pursue sponsorship opportunities in District facilities with the following exceptions:

3.3.1 Businesses or activities, which, at the discretion of the District contradict its mandate or the healthy development of children, youth and families.

3.3.2 Businesses that promote consumption of alcohol, smoking, or other related unhealthy products or activities;

3.3.3 Organizations, clubs or businesses that promote racism, hate, violence, censorship, crime or other unethical or generally unacceptable pursuits;

3.3.4 Businesses supporting

3.3.4.1 Adult entertainment,

3.3.4.2 The sex trade and

3.3.4.3 Gambling;

3.3.5 Political organizations or candidates

3.4 Sponsorship and/or advertising shall not permit financial gain to District employees, students or parents.

3.5 Sponsorship requests will be handled on an individual basis with all the financial details developed by District staff.

3.6 Sponsorships will have a maximum term of one year, and can be renewed.

3.7 Where a proposed sponsorship involves the use of District property and/or

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facilities, or has the potential to require District resources, the proposal shall be referred to the Superintendent or designate at the earliest possible stage.

3.8 All sponsorship agreements must be in written form and clearly:

3.8.1 Indicate the term of the sponsorship agreement;

3.8.2 State the goals, objectives and benefits of the relationship;

3.8.3 Outline the roles and responsibilities of all parties (i.e. students, teachers, parents, schools, District staff, the District, sponsors, etc.);

3.8.4 Indicate what the sponsor is contributing and the value of that contribution;

3.8.5 Indicate what resources will be provided by all parties; and,

3.8.6 Outline the forms of recognition the District is making available to the sponsor in return.

3.9 All sponsorship agreements will be signed by appropriate representatives from the District and the sponsoring organization or business, and will be available to the public upon request under the terms of the Freedom of Information and Protection of Privacy Act.

3.10 All sponsorship agreements will be retained by the signing parties and filed with the Superintendent or designate.

3.11 The Superintendent, or designate, reserves the right at any time to review the terms of any sponsorship, and if deemed appropriate, require that the terms be reviewed or the agreement terminated.

4. Sponsor and Donor Recognition

4.1 The District does not offer naming of its programs or facilities after corporations or individuals who have made large donations as a form of recognition. Facilities are named in accordance with the criteria and procedures outlined in Administrative Procedure 541 - Naming of Schools.

4.2 Sponsors and Donors may be recognized in a dignified appropriate manner in the following ways:

4.2.2 On program promotional materials and press releases.

4.2.3 In school newsletters and at school events and assemblies.

4.2.4 In District social media and on the District website.

4.2.5 On plaques, pictures or other notices at District schools, the District Office, or in Neighbourhood Learning Centres.

4.2.6 On plaques, pictures or other notices at the sponsor/donor's place of business.

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4.2.7 A letter to the sponsor/donor from the Principal, the District, District Staff, the Board or parents' advisory council.

4.2.8 On items being donated, such as Score Clocks, SmartBoards, etc.

4.2.9 On sports uniforms, and related equipment, provided this decision has been made in consultation with the school community, and the place and size of the logo/brand does not interfere with the dominance of the school name.

4.2.10 A temporary sign at a District facility indicating the sponsor/donor's name and/or logo, displayed for the duration of the sponsored or supported program, event, tournament activity or production, up to a maximum of 1 month; the location, prominence and design of signage will be determined in sponsorship agreements.

4.2.11 When off District property, signage at the event, activity or program.

4.3 Corporate identification shall be limited to corporate logos and slogans, and these must not be overused.

4.4 There shall be no pressure to compel students of the school community to support sponsors, or any actual or implied obligation to purchase the sponsor's or donors' services or products.

4.5 Corporate involvement shall not require students to observe, listen to, or read commercial advertising.

4.6 Programs of corporate involvement must be structured to meet an individual educational or program need, not a commercial motive, and must be evaluated for its effectiveness by the District on an ongoing basis.

5. Donations and In-kind Contributions

5.1 External organizations or individuals may make monetary and in-kind donations or gifts to schools for general or specific use. The Superintendent, or designate, will review the allocation of general or specific grants and will annually apprise the Board of any significant gifts or grants to individual schools.

5.2 Monetary or in-kind donations or gifts to schools, Community Schools Programming, and District Neighbourhood Learning Centres for tax purposes are accepted subject to District criteria. Donations, once approved will be processes by the District. Form 520-1

6. Proceeds from Fundraising or Sponsorships

6.1 All funds raised are subject to Administrative Procedure 515 - Purchasing and Tendering

6.2 The proceeds shall not be utilized for the hiring of staff or the provision of

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programs or activities in schools which require continuity, unless funds raised are to support Community School programming or Neighbourhood Learning Centre programming and/or operations.

6.3 The proceeds shall not be used to acquire instructional resources and equipment which would create a significant inequitable situation among schools.

6.4 The fundraising body shall report to the parents, school and public annually the amount of funds raised and the purposes for which they were expended. This report may take the form of minutes, newsletter or a statement listing gross receipts and expenditures.

7. Approvals

7.1 Associations, groups or individuals associated or identified with student activities or schools are requested not to seek municipal or provincial funding without prior District approval.

7.2 Associations, groups or individuals associated or identified with student activities or schools that are seeking funds for food and nutrition supports are requested to vet funding requests that support Food and Nutrition Programs and Supports through the District CommunityLINK committee.

7.3 District staff, with the prior approval of the Superintendent or designate, can seek grants and sponsorships to support Community School, and NLC programming, supports, and operations.

7.4 When donations require donor recognition, prior approval from the Superintendent or designate is required before the donation is accepted.

8. Monetary or in-kind Donations and Gifts Processing:

8.1 District staff receiving donations or gifts on behalf of schools, District Community School Programming, or Neighbourhood Learning Centres where the donor is requesting a tax receipt will approach the Secretary-Treasurer or designate to determine if the donation or gift meets the Canada Revenue Agency requirements. .

8.2 Once approved, a tax receipt will be processed by the Secretary-Treasurer for the donor.

9. Sponsorship Approval Processes:

9.1 School level:

For-profit organizations or businesses that wish to establish a mutually satisfying partnership with a school are to approach the Principal or the parents' advisory council (PAC). Upon request, and with support from the Principal in consultation

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with the PAC, the Superintendent may approve the partnership for periods of time not exceeding one school or calendar year. The Board will be apprised of all new commercial relationship/partnerships and joint ventures approved by the Superintendent.

District level:

For-profit organizations or businesses that wish to establish a mutually satisfying partnership with the District are to approach the Superintendent. Upon request, and with support from the District Parents' Advisory Council (DPAC), the Superintendent or designate may approve such new partnerships.

9.2 Community Schools:

For profit-organizations or businesses that wish to establish a mutually satisfying partnership with Community Schools are to approach District staff responsible for these areas, and the Superintendent or designate may approve such new partnerships.

9.3 Neighbourhood Learning Centres (NLCs):

For profit-organizations or businesses that wish to establish a mutually satisfying partnership with District Neighbourhood Learning Centres are to approach District staff responsible for these areas, and the Superintendent or designate may approve such new partnerships.

10. Sponsorship opportunities with Community Schools and Neighbourhood Learning Centres (NLCs)

The following opportunities will be available:

10.1 Sponsorship to support the operationalization of an NLC;

10.2 Sponsorship to support the annual operations of an NLC;

10.3 Sponsorship to support free or low cost Community Schools programming for children, youth, families, and,

10.4 Sponsorship to support free or low cost programming for children, youth, families, and neighbourhood residents in an NLC.

Reference: Sections 8, 8.4, 8.5, 20, 22, 23, 65, 85 School Act

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Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 525

REVENUE ENHANCEMENT

Background

The District encourages partnerships as a means of enhancing learning opportunities for children. Partnerships are mutually beneficial relationships between external organizations and the District or schools that are designed to enhance learning for students and other learners. Partnerships are co-operative because partners share values; objectives; human, material or financial resources; and roles and responsibilities to achieve desired learning outcomes.

Enhancements may take the form of a product, service or money for returns such as recognition or advertising or to meet a corporate goal related to community involvement. These opportunities are subject to Canada Revenue Agency (CRA) regulation and certain restrictions as approved by the Superintendent, in keeping with the contemporary standards of the community.

Procedures

1. Revenue enhancement, through a variety of District-wide and District-approved marketing activities including, but not limited to advertising, corporate sponsorship, signage, etc. is a District-approved venture.

2. Enhancements are supported which:
   - 2.1 Respect the welfare of students;
   - 2.2 Enhance the delivery of quality curricular and co-curricular programs;
   - 2.3 Benefit the District as a whole;
   - 2.4 Are respectful of community standards and the educational setting;
   - 2.5 Are consistent with Board policies and administrative procedures;
   - 2.6 Complement, but do not replace, public funding for education;
   - 2.7 Do not discriminate by race, color, ancestry, place of origin, religion, marital status, physical or mental disability, sex, orientation or age.

3. Enhancements are supported when:
   - 3.1 Goals, objectives and benefits of the relationship are clearly stated in the proposal;

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3.2 Resources provided by all parties are clearly defined;

3.3 Records of all transactions are maintained;

3.4 Sponsorship performance is reviewed regularly.

4. Revenue Enhancement schemes shall be undertaken in consultation with the Secretary-Treasurer to ensure that CRA regulation requirements are met.

Reference: Sections 8, 20, 22, 23, 65, 85 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 525 Appendix

Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner's expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis

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Information for Sound Decisions Since 1954

This document was developed by the Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference:

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Adopted: *May 30, 2017*

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ADMIN PROCEDURES MANUAL
Administrative Procedure 540

FACILITIES PLANNING

Background

Sound planning for the upgrading and/or modernization of schools, or for additions to existing schools and/or the construction of new schools is essential. In order to enhance the planning process, stakeholders are invited to participate. Well-designed facilities contribute to optimum learning environments for students.

Procedures

9. The Superintendent will ensure demographic data collection and will report on enrolment projections annually to the Board.

10. The Director, Facilities and Operations will conduct audits of all District facilities annually. This audit will include:
    - 10.1 Enrollment and capacity statistics for each school;
    - 10.2 Analysis of the structural, mechanical and electrical components of each school.

11. In collaboration with principals, the Director, Facilities and Operations, is responsible for the efficient use of facility space.

12. The Director, Facilities and Operations will recommend new school buildings and building additions for the District. Recommendations will be supported with the following data:
    - 4.1 The general area to be served and its estimated student population present and projected for three years;
    - 4.2 The type and number of facilities to be requested;
    - 4.3 Plans for school buildings;
    - 4.4 All school buildings will be constructed by contract or by a scheme of construction approved by the Minister of Education.

13. The District will collaborate with municipal authorities to ensure that adequate and appropriate land is made available for school purposes.

14. The Director of Facilities and Operations will identify priorities for facility requirements and

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will bring forward a draft Capital Plan to the Board for its consideration.

15. The District intends:

7.1 To provide facilities that reflect the requirements of school programs subject to the constraints of:

7.1.1 The District's longer-term financial position; and,

7.1.2 Student population and location;

7.2 To provide facilities that are aesthetically attractive;

7.3 To maintain or upgrade existing facilities to established program and/or safety standards;

7.4 To ensure that custodial standards are developed and applied;

7.5 To ensure that its facilities are available to the public on a reasonable basis.

Reference: Sections 20, 22, 23, 65, 85 School Act

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New Westminster Schools

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ADMIN PROCEDURES MANUAL
Administrative Procedure 541

NAMING NEW SCHOOLS

Background

Our schools are often the focus of the community for many of the neighbourhood activities and identity. By naming the school with input from the community, the Board encourages community pride and involvement.

The names of new schools are to reflect one or more of the following: historic places; historic events; special characteristics of the area; long-term residents; and/or people who have made a significant contribution to the City or neighbourhood community. Further as much as possible, school names are to relate to the immediate area in which they are located.

With respect to naming schools after long-term residents and/or people who have served the City for many years, these people must be deceased prior to having a school named for them.

Procedures

The procedures for school naming will involve the following steps:

1. A file of suggested names will be maintained at the District Office.
2. A sub-committee composed of trustees and interested members of the District Advisory Committee will meet as required to deal with a name for the new school.
3. When the need for a new school name arises, the sub-committee will meet to review relevant school names pertaining to the neighbourhood from the file, and seek input from parents, students, and staff.
4. The sub-committee will refer the list of selected names to the Board for a final decision.

Reference: Sections 22, 65, 85 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 542

FACILITIES CONSTRUCTION

Background

Facility construction may be required if the number and type of facilities owned by the District are determined by the District to be insufficient to meet educational and/or recreational goals set for the community. This Administrative Procedure is applicable when the District assumes responsibility for construction of facilities.

Definition

Capital projects are new construction and modernization projects identified in the District's capital submission and approved by the Ministry.

Procedures

1. Capital Projects
   - 1.1. The Board will confirm by Board resolution the capital budget and the funding sources for all capital projects.
   - 1.2. Change orders for funding that is additional to the Board approved budget; or change orders that significantly alter the scope of work on the project (change order cost exceeds 10% of the approved project budget), will be presented to Board for approval.
2. Concept Design Of Capital Projects
   - 2.1. The Board shall be informed of the concept design for each capital project.
3. Construction Contracts, Bidding And Awards
   - 3.1. The District may carry out any portion or all of a project using District forces or construction management, subject to Ministerial approval.
   - 3.2. A construction contract shall be awarded to the qualified contractor who submits the most acceptable tender. Contracts in excess of five hundred thousand dollars ($500,000) require Board approval.

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New Westminster Schools

The New Westminster School District is committed to ensuring that its students become self-assured and self-sufficient adults who are wise, caring, creative and flexible and able to live successfully in an ever-changing environment.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code

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ADMIN PROCEDURES MANUAL
Administrative Procedure 543

ACCESS TO BUILDINGS

Background

The Principal is delegated the authority to issue school keys and codes to staff members. He/she, in turn, accepts responsibility for the security of the school and for ensuring that it is used only for activities and purposes approved by the District.

The Director of Facilities and Operations is delegated the authority to issue keys and codes to all non-school buildings. He/She, in turn, accepts responsibility for the security of non-school buildings.

Procedures

1. The Principal shall maintain a key and code inventory.

2. For purposes of security and maintenance, the Director of Facilities and Operations has the sole responsibility for having keys cut. The supply of master keys is to be kept to a minimum.

3. Locks may be changed only by the Director of Facilities and Operations and only after having received the concurrence of the Principal and the Superintendent.

4. The Director of Facilities and Operations shall maintain a key and code inventory for non-school buildings.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

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Administrative Procedure 543 Appendix

ACCESSIBILITY

Background

The District, as an employer and educational agent, will work towards, and ensure over time, the provision of barrier free access for everyone to all programs, lands, facilities and buildings controlled by the District. The District will endeavor to provide individuals with disabilities access to all fundamental elements of daily school life and experience that are generally available within the school community.

Definitions

All Persons: All people in society irrespective of age and sensory or physical ability.

Facility: Something that is built, installed or provided to serve a particular purpose.

Person with a disability: A person who has a loss or a reduction of functional ability and activity. This includes a person in a wheelchair and a person with a sensory disability (to include cognitive, hearing or visual impairment).

Procedures

1. The District will ensure that a building and its facilities can be approached, entered and accessed by persons with physical or sensory disabilities. This will conform to the minimum standards of the British Columbia Building code including the Building Access Handbook, which outlines building requirements for persons with disabilities.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
British Columbia Building Code
National Building Code
National Fire Code

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Administrative Procedure 544 Appendix

SNOW REMOVAL

Background

The District recognizes its responsibility to maintain a safe environment on its schools' grounds. In recognition of that responsibility and recognizing the City of New Westminster's Traffic Bylaw related to snow removal, the District has established procedures for snow removal on sidewalks around schools.

Procedures

1. When there is a significant snowfall (five centimeters or more of snow accumulation), the District will assign staff and contract with a company to commence snow removal to make every reasonable effort to comply with the City Bylaw, which requires removal of snow and ice from sidewalks not later than 10:00 a.m. on the day after the snow or ice was deposited thereon.

2. First priority for District staff will be removing snow to enable safe access to and egress from school buildings.

3. Second priority will be removing snow from sidewalks adjacent to school property.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

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ADMIN PROCEDURES MANUAL

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Administrative Procedure 545

CHEMICAL AND HAZARDOUS WASTE MANAGEMENT

Background

The District believes it has a responsibility for the safety and physical protection of its staff members and students.

Principals shall ensure that hazardous materials are handled safely by staff members. The District will implement an effective chemical management plan that meets federal and provincial standards in each of its facilities.

Procedures

1. The Superintendent or designate is responsible for establishing and maintaining a plan for the proper disposal and storage of chemicals and hazardous waste in all areas of District operation, including instructional, custodial/maintenance, clerical support, transportation and others.

2. Principals are responsible for ensuring the appropriate purchase, proper storage and safe usage of chemicals used in instructional activities.

3. The Principal shall provide for training for teachers who are required to handle hazardous materials. The teachers will be provided with instructions and the necessary written materials about health hazards of materials that they may be using in the workplace.

4. The Director of Operations and Facilities shall provide training custodial and maintenance staff who are required to handle hazardous materials. The custodial and maintenance staff will be provided with instructions and the necessary written materials about health hazards of materials that they may be using in the workplace.

5. All staff members handling chemicals shall be familiar with the use of the chemical and thoroughly read the label on the container.

6. All staff members shall follow Occupational Health and Safety regulations and guidelines in handling chemicals.

7. All staff members shall be aware how to electronically access material safety data sheets (MSDS).

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8. All staff members handling chemicals shall be familiar with the first aid treatment of an accident as explained on the MSDS.

9. All staff members handling chemicals shall be familiar with their responsibility regarding the reporting of a chemical related accident.

10. All staff members must be provided with instruction that is to include a description of all the mandatory and performance-oriented aspects of the Workplace Hazardous Materials Information System (WHMIS) and the employer and employee responsibilities.

11. All obsolete chemicals must be disposed of in accordance with all current legislation with regards to Transportation of Dangerous Goods and only through a company registered in British Columbia on a timely basis.

12. Principals shall be responsible for the safe handling of hazardous chemicals by all staff members in the schools.

13. Teachers shall be responsible for the safe handling of hazardous chemicals by aides or students.

14. Facilities are not authorized to transport chemical and hazardous waste materials between sites or the transport of hazardous waste to the recycler. The District will engage the services of an approved and licenced Hazardous Waste removal contractor.

Reference: Sections 17, 20, 22, 23, 65, 85 School Act
Transportation of Dangerous Goods Act
Health Act
Occupational Health and Safety Regulation

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Administrative Procedure 547

SPRAYING OF SCHOOL GROUNDS

Background

The protection and enhancement of our environment is necessary to maintain the quality of life.

Procedures

1. Pesticides must be approved by the Medical Health Officer and be Government-approved. Pesticides are to be applied by a certified applicator.
2. Only a minimum of pesticides consistent with the problem are to be used.
3. Types of pesticides are to be kept to a minimum and monthly usage is to be reported to the Medical Health Officer.
4. There will be no spraying or use of chemicals unless weather conditions are favourable. (i.e., calm, no prevailing winds).
5. All spraying will take place within the hours of 5:00 a.m. - 7:00 a.m. with a low-pressure sprayer only.
6. No spraying will take place while grounds are occupied by students or anyone else.
7. Areas to be sprayed are: under fences, around curbs and walks, and adjacent to walls at ground level only.
8. No trees or shrubs are to be sprayed as a high-pressure pump has to be used, therefore causing over-spray. Where a problem exists with trees or shrubs, a systemic chemical will only be used according to the regulations that apply to the product being used at the time.
9. Safety clothing will be supplied as required by the District and must be worn at all times where it is warranted for the safety of the applicator.
10. Chemicals will be used only where necessary after a visual inspection of grounds by the Supervisor of Operations and the applicator.

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11. The Principal will be advised 24 hours in advance of the intended application of pesticides.

12. Any internal area sprayed must be left vacant for a minimum of 48 hours following spraying.

Reference: Sections 17, 20, 22, 23, 65, 85 School Act
Transportation of Dangerous Goods Act
Health Act
Occupational Health and Safety Regulation

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 550

DISTRICT FACILITY USE AND FEES AND CHARGES

Background

The District has a history of encouraging the use of District facilities and grounds by the New Westminster community. The District subscribes to the basic premise that the community's access to public school facilities is not to disturb or preempt ongoing, established school programs and must be appropriate to the school setting.

In the future, as a consequence of the development of new schools, the District may encounter situations in which its facilities exceed its needs - in terms of accommodating regular and traditional school programs.

The practice of the District shall be to review such "excess" facilities as an opportunity to be innovative; an opportunity to proceed with services or programs which, heretofore, were impossible because of constraints of space; and an opportunity to develop, in collaboration with the community, programs which serve unmet educational, recreational or neighbourhood-based needs of community members.

The District is committed to providing available facility rental and use amenities, allocated in a clear and consistent manner, that support life-long learning, and improve the quality of life and leisure pursuits of community members.

Community use of facilities is not to draw District resources from educational programs; therefore, rental rates for facilities will be established on a graduated fee schedule based on the user group's ability to pay, and how closely the organization's use of facilities aligns with the District goals and objectives.

The purpose of this Administrative Procedure is to provide staff with direction when allocating spaces to school, District, community and commercial user groups in District facilities.

In acknowledgement of the Ministry of Education's Neighbourhoods of Learning initiative, this Administrative Procedure will also provide direction for the allocation of designated community use space in Neighbourhood Learning Centres.

This Administrative Procedure will govern all District facilities.

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Definition

Facility is defined as any District useable indoor or outdoor space(s) with the exception of the Vincent Massey Theatre during the period it is operated and administered by the Massey Theatre Society.

Procedures

1. The Secretary-Treasurer, designate, and District staff responsible for the allocation and issuance of facility use and partnership agreements are authorized to implement this Administrative Procedure.
   - 1.1 Refer to Administrative Procedure 225 - Child Care Services in District Facilities for the procedures on Child Care Services in District facilities.
   - 1.2 Refer to Administrative Procedure 515 - Purchasing and Tendering for the procedures with respect to the Request for Proposals for access to District space.

2. This Administrative Procedure will establish a framework to ensure clear and consistent allocation of available facilities, and its specific objectives are to provide:
   - 2.1 Priority of use category definitions and fees;
   - 2.2 Facility use conditions; and,
   - 2.3 Clear and consistent access procedures.

3. The Director of Facilities and Operations or designate will develop a current schedule of fees and lease rates for use of District facilities that will be reviewed annually.

4. The Secretary Treasurer or designate may grant permission for alcohol to be served in Neighbourhood Learning Centres only provided that individual/groups:
   - 4.1 Book the facility in accordance with District procedures;
   - 4.2 Agree to enforce all restrictions expressed and implied by the British Columbia Liquor Act and provide proof that a Temporary Provincial Liquor License has been obtained;
   - 4.3 Provide a copy of their Insurance Certificate indicating that they have independent liability insurance in the amount of a minimum $2,000,000 (two million);
   - 4.4 Provide verification that there is a demonstrated plan in place for the security and control of the function with a named person responsible, and make arrangements to pay the District for additional security if required;

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4.5 Apply, in writing, a minimum of thirty (30) days in advance of the proposed function date; and,

4.6 Agree to these and other facility use terms.

5. In situations where the disposition and/or use of excess school facilities is being considered the Board will be guided by two Ministerial Orders:

5.1 The School Opening and Closure Order;

www.bced.gov.bc.ca/legislation/schoolaw/em184-08.pdf; and,

5.2 The Disposal of Land or Improvements Order.
(www.bced.gov.bc.ca/legislation/schoolaw/em193-08.pdf

These Orders are made under the authority of the School Act, sections 73, 96(3) and 168(2)(p).

Reference: Sections 22, 23, 65, 85 School Act
Liquor Control and Licensing Act
Disposal of Land or Improvements Order M193/08
School Opening and Closure Order M194/08

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FACILITY USE AND FEES AND CHARGES

Section 1: **DRAFT Priority of Use Category Definitions and Fees Schedule (Version 9)**

It is recognized that facility allocation demands often exceed the availability of space. New Westminster-based user groups will receive priority over non-New Westminster-based groups. The District reserves the right to allocate all other school and Neighbourhood Learning Centre space based on availability, and the following schedule. *Priority of Use* times and discounted rates do not apply to District Neighbourhood Learning Centres.

Category	User group	Category Definition	Priority of Use	Charge	Other
A **District and Community School Partnership**	School and District Sanctioned Events and Programs Community Schools Partnership Program Providers NWPCR Programming	School sanctioned events and activities; school sports teams/clubs PAC or staff events; District events or programs that are facilitated independently or in partnership with community partners e.g., Early Learning, Middle Childhood, Literacy, Aboriginal, Multicultural events... Community Schools Partnership (CSP) programming; NWPCR Youth Services* and NWPCR programming in exisiting sites.	M-F 8:30 am - 6:00 pm at District schools *NWPCR Youth Services Friday evenings at select schools	No charge	**See additional charges section
	Community Education	Community Education (Academic and General Interest night school)	M - F during adult school hours at the Adult Learning Centres and limited access to NWSS at other times.		
B **Non Profit**	Children and Youth Development Programs	Community-based programs for Children and Youth (e.g. Children and Youth sport programs, Girl Guides, Brownies, Cubs, Scouts, Cadets, etc. ...)	6:00 to 8:30 pm weekday evenings based on space availability	25% of the Category B rate: **Gym** $5.50/hour**Classroom/ Multi-purpose Room** $4/hour ***Office** N/A	**See additional charges section
	Non-profit Societies /Community Service Clubs	A legally constituted organization (e.g. charitable status, or service club) whose primary objective is to support or to actively engage in activities of community interest without any commercial or monetary purpose.	Based on space availability	**Gym** $22/hour **Classroom/ Multi-purpose Room**	**See additional charges section

	Adult Recreational Groups	Adult groups i.e. sports groups such as basketball, volleyball, badminton etc.		$16/hour ***Office $5.50/hour	
	Non-profit Child Care	On-site Child Care and Before and After School Care	As specified in License Agreements	Fees to be determined based on Space, Time used and District Costs	License Agreement Required
C **Community**	Other Recreational / Educational Programs	E.g. Post-Secondary Institutions	Based on space availability	**Gym** $38/hour **Classroom/ Multi-purpose Room** $27/hour ***Office** $11/hour	**See additional charges section
	Other Adult Groups	Public Rentals for functions/events, meetings etc.			
	Group Rentals	Public Rentals with an annual schedule i.e. Church groups, etc.			
D **Commercial**	Individuals /Groups of a Commercial Nature	Public rentals by private sector for-profit businesses, groups or individuals undertaking for–profit activities.	Based on space availability	**Gym** $65/hour **Classroom/ Multi-purpose Room** $43/hour ***Office** $16/hour	**See additional charges section
	Film Industry	Rental by film production companies.		See ***Filming Industry Fee Schedule*** in "Filming in District Facilities"	

***Additional Charges:** May apply to cover any additional staffing that is required (i.e. when District staff is needed for set up and take down, covering gym floors, clean-up, etc.) during regular working hours. On the weekends, and at other times when school is not in session or staff are not scheduled to be at a site, user groups will be charged a minimum 4 hour staffing charge on all bookings. User groups are responsible for paying all additional staffing costs no matter
what category of use they fall under. Damage Deposits may be required based on the type of usage. All facility (GST) and equipment use (PST) fees are subject to applicable taxes.*

****** Neighbourhood Learning Centre Office space**: A limited number of office spaces will be available at each NLC facility. Spaces, when available, will be available for rental on an hourly, daily, or monthly basis.*

Please see clause 2.6 for Equipment Use Fee Schedule

Section 2: Facility Use Conditions

The District endeavors to make its facilities accessible for the broadest range of uses possible. As such, conditions may be imposed upon reoccurring bookings, on a case-by-case basis, to ensure appropriate facility scheduling flexibility to address the needs of the District and the community. In the case of Category B Community-based programs for children, youth and adults that meet on a regular, reoccurring basis, facility space will be booked by facility rentals staff at pre-determined times of the year. Groups who have historically booked space at no cost through New Westminster Parks, Culture and Recreation will have their traditional bookings honoured in the transition year (2014 - 2015).

Bookings from year-to-year will not always be guaranteed or carried forward. In addition, the District may cancel bookings, at any time, based on violations of the Facility User Agreement/Permit, non- payment of fees, unexpected facility closures, changes in service delivery or unforeseen circumstances.

An annual review of all rates will occur, and said rates will be subject to increases on July 1 of each year.

Under special circumstances, the Director of Facilities and Operations may adjust fees and charges to meet current market value or extraordinary bookings.

The District retains sole discretion to set the allocation of times, applicable fees and schedule for all District facilities.

2.1 Restrictions:

The District reserves the right to restrict or prohibit access to District facilities to any individual, group, organization or commercial group that:

2.1.1 Promotes racism, hate, violence, censorship, crime or other unethical pursuits;

2.1.2 Involves nudity;

2.1.3 Involves non-sanctioned use of sales of alcohol;

2.1.4 Is not in good standing (e.g. not in compliance with the facility rental agreement rules and conditions, has caused property damage, etc.);

2.1.5 Disrupts other facility patrons, operations or surrounding neighbourhood;

2.1.6 Includes the promotion of a political party of candidate for the purpose of election or re- election;

2.1.7 Misrepresents the scope and/or purpose of the rental function; and,

2.1.8 Contravenes District procedures; e.g., Non-smoking, Animals on School Grounds, Scents and Sensitivity, etc.

2.2 Procedure for Selecting User Groups

2.2.1 It is imperative that user groups are appropriate to the school and District setting. The safety of our students and the security of our facilities is paramount.

2.2.2 As such, staff who are responsible for booking facility space will ensure that facility users providing programming for school-aged children and youth on District property will:

2.3.2.1 Confirm that their members have a clean Criminal Record Search;

2.3.2.2 Be responsible for the conduct of their own members, and agree to indemnify the District in the event of loss; and,

2.3.2.3 Agree to these and all other terms in their Facility Use Agreements/Permits.

2.2.3 For Neighbourhood Learning Centre space, the following selection criteria needs to be met; for example uses that:

2.2.3.1 Prioritize the safety of students and the security of facilities;

2.2.3.2 Meet identified community needs, e.g. address program or service gaps; and, do not duplicate existing community-based programs or services;

2.2.3.3 Operate independently and demonstrate an ability to cover operational costs, unless integrated into school programming;

2.2.3.4 Meet District procedure requirements regarding facility use;

2.2.3.5 Complement existing school-based, community programs or services;

2.2.3.6 Contribute to community literacy and lifelong learning;

2.2.3.7 Enhance student readiness for learning success;

2.2.3.8 Facilitate community-building and social interaction;, and

2.2.3.9 Are inclusive of people of different abilities, ages, cultures and incomes.

2.3 Liability Insurance:

2.3.1 The District does not provide user groups with Comprehensive General Liability Insurance coverage as part of their facility use agreement, nor can user groups purchase insurance through the District. It is the responsibility of each user group, or individual, to ensure that they have adequate insurance coverage for personal injury and property from a reputable provider.

2.3.2 The District will require proof of a minimum of:

2.3.2.1 $2,000,000 (two million) in liability insurance from user groups;

2.3.2.2 $5,000,000 (five million) in liability insurance from Child Care Service providers; and,

2.3.2.3 $5,000,000 (five million) in liability insurance per occurrence from film production companies.

2.3.3 "The Board of Education for School District No. 40 (New Westminster)" must be named on the renter's insurance policy, as an insured third party, and the dates indicated on the insurance policy need to reflect the facility use dates indicated on the Facility Use Agreement/Permit. User groups holding events that involve paid musicians or stage performers shall indemnify and hold the Board blameless in the event of a legal action for the collection of SOCAN copyright royalties.

2.3.4 The District must be provided a copy of said insurance policy a minimum of 14 (fourteen) days prior to facility usage.

2.4 General Facility Use Conditions:

2.4.1 Facility Use Agreements/Permits are not transferable.

2.4.2 Facility bookings are not confirmed until all required documentation and payment, or arrangements for payment installments, is received.

2.4.3 Smoking, using tobacco, or holding lighted tobacco, is not permitted in District facilities or on District property at any time.

2.4.4 No lighted candles, lanterns, stoves or any other flame-bearing devices are permitted on District property.

2.4.5 No commercial advertising is to be displayed on District property without prior approval.

2.4.6 Parking of vehicles is only permitted in specified parking areas. Vehicles parked in fire or unauthorized areas may be towed away at the vehicle owner's expense.

2.4.7 No event or activity admission or fees can to be charged without prior approval.

2.4.8 Concession sales are not permitted without prior approval.

2.4.9 User groups are:

2.4.9.1 Expected to obtain, and post, all necessary permits and licenses;

2.4.9.2 Responsible for the conduct of participants, and need to ensure they are only in the facility space indicated on the Facility Use Agreement/Permit during the times specified. Set up and take down allowances need to be incorporated into usage times;

2.4.9.3 Expected to conduct themselves in and orderly manner and abide by any instructions relayed to them by District employees. In the case of disagreements regarding the interpretation of Facility Use Agreements/Permits, user groups are expected to conform to the requests of the District employee in charge and then contact the District's Facility Rentals Department as soon as possible;

2.4.9.4 To respect the District's concern for the maintenance and security of District facilities and are expected to cooperate with District employees in this regard;

2.4.9.5 Responsible for providing adult supervision for children and youth at all times;

2.4.9.6 Not permitted to store their property on stages or in other spaces in District facilities without prior approval;

2.4.9.7 Required to comply with fire codes and maximum occupancy regulations for the facility space; and,

2.4.9.8 Required to comply with all earthquake, lockdown and other emergency procedures.

2.4.10 The preparation, cooking and serving of food must receive prior approval. User groups will be required to provide verification that they have secured a Temporary Food Permit from Fraser Health a minimum of fourteen (14) days prior to facility usage. Additional charges may apply to cover any additional staffing that is required to clean up after the event/program where food has been served.

2.4.11 Gymnasium use:

2.4.11.1 Dribbling, passing and throw-ins of soccer balls allowed. No hard shooting against the gym walls is permitted;

2.4.11.2 No throwing or batting of outdoor softballs and baseballs will be permitted. Only balls for indoor use (i.e. wiffle balls, softees, lite flight balls, and sponge type balls, etc.) will be permitted;

2.4.11.3 Regulation lacrosse balls are not permitted. With prior approval, Sponge balls or Cosom balls will be permitted;

2.4.11.4 Only plastic floor hockey sticks are permitted;

2.4.11.5 Only regulation gym shoes, or non-marking shoes, are permitted;

2.4.11.6 No school-based sports equipment (i.e. volleyballs, basketballs, etc.) can be used;

2.4.11.7 A $500 refundable damage deposit (post-dated cheque or credit card) is required for use of school score clocks;

2.4.11.8 A $300 refundable damage deposit (post-dated cheque or credit card) will be

required for use of microphone equipment; and,

2.4.11.9 User groups requesting gymnasiums at New Westminster Secondary School for events that require tables and chairs and/or involve the serving of refreshments, are required to pay a $240 floor covering fee to cover staff set up and take down costs.

2.4.12 The performance of live music or the use of recorded music must receive prior approval. User groups will be required to provide verification that a SOCAN (the Society of Composers, Authors and Music Publishers of Canada) license has been secured a minimum of fourteen (14) days prior to facility usage. More information on SOCAN licenses is available at: http://www.socan.ca/licensees/music-use#event

2.4.13 On weekends, and at other times when school is not session, or District staff are not scheduled to be in a facility, user groups will be charged a minimum 4 hour staffing charge on all bookings. User groups will be responsible for paying all additional staffing costs no matter what category of use they fall under; this includes internal District bookings.

2.4.14 Facility users will be held responsible for any damages to the facility or its equipment should it occur. This includes loss of school or Neighbourhood Learning Centre equipment.

2.4.15 Failure to comply with the conditions laid out in Facility Use Agreements/Permits will be grounds for the cancellation of agreements and may prevent the future use of District facilities.

2.4.16 The District assumes no responsibility for accidents, injury or loss of property arising out of the use or misuse of District facilities or property.

2.5 Alcohol in District Facilities

2.5.1 In general, it is not the practice of the District to authorize events that include alcohol in District facilities.

2.5.2 However, it is acknowledged that some user groups may want to serve alcohol at events. In this instance, an application can be filed with the Secretary Treasurer or designate, for approval to serve alcohol. If approved, organizers of the event or activity would need to:

2.5.2.1 Book the facility in accordance with District procedures:

2.5.2.2 Agree to enforce all restrictions expressed and implied by the British Columbia Liquor Act and provide proof that a Temporary Provincial Liquor License has been obtained:

2.5.2.3 Provide a copy of their Insurance Certificate indicating that they have independent liability insurance in the amount of a minimum $2,000,000 (two million);

2.5.2.4 Provide verification that there is a demonstrated plan in place for the security and control of the function with a named person responsible, and make arrangements to pay the District for additional security if required;

2.5.2.5 Apply, in writing, a minimum of thirty (30) days in advance of the proposed function date; and,

2.5.2.6 Agree to these and other facility use terms.

2.6 District Equipment Use by User Groups:

2.6.1 No District equipment is to be used without the prior approval of the Districts' Facility Rentals Department.

2.6.2 No school-based sports equipment is available for public usage.

2.6.3 The following Equipment Use Fee Schedule will apply:

Chairs	$0.40/chair
Tables (wood topped, 5ft x3ft)	$3.00/table
Podiums	$3.00/use
Microphones (with access to sound	$10.00/use and $300 damage deposit
Volleyball Nets	$3.00/use
Hockey Nets	$3.00/use
Score Clocks	$10.00/use and $500 damage deposit

2.6.4 The above user fees will support the purchase and replacement of District equipment as a result of usage.

2.6.5 User groups requesting use of gyms at New Westminster Secondary School for events that require tables and chairs, and/or involve serving refreshments, are required to pay a $240 floor covering fee to cover staff set up and take down costs.

2.7 Filming in District Facilities

2.7.1 All production inquiries will be directed to the District Facility Rentals Department. Through the usage of the ActiveNet facility booking online system, production companies and the City of New Westminster Filming Coordinator will be able to determine what sites are available for filming.

2.7.2 Production companies are required to name "Board of Education for School District No. 40 (New Westminster)" on their insurance policy with minimum liability coverage of $5,000,000 (five million) per occurrence.

2.7.3 The following Film Industry Fee Schedule shall apply:

Facility use Fee	$2,000 to $5,000 per day based on site requirements
Facility use Prep Fee	½ daily rate
Facility Use Clean Up (Rap) Fee	½ daily rate
Parking Lot Rental	$500.00/24 hours
Set supervision by District Staff	2.5 x Collective Agreement Rate for the duration of the filming Note: some shoots can run 24 hours/day
Garbage Disposal Fee	Going rate/bin
Damage Deposit	$5,000 per occurrence
Damage Deductions	Cost of Materials, 2x Cost of Labour (at Collective Agreement rate) & Administration and Taxes
School Appreciation Fee	Note: $500/occurrence Paid directly to the school as a thank you for school use
District Administration Fee	15%

2.8 Communication Protocol

2.8.1 Each fall, if requested, long term facility user groups will be provided with an opportunity to meet with school-based administrators to provide an overview of their use of facilities in District schools.

2.8.2 In the event facility use issues arise that cannot be resolved by the facility user group and the Director of Facilities and Operations, the matter will be brought to the Superintendent for resolution.

2.9 Facility Use Bookings, Changes and Cancellations

2.9.1 Evening booking requests by Internal Users (i.e. Schools, PACs, District Community Schools, Community Education, etc.) for events, activities, and courses will need to be submitted to the Facility Rentals Department by May 1 of each calendar year. Internal facility booking requests after this date will not be guaranteed.

2.9.2 Facility Use Agreement/Permit changes/cancellations will only be accepted from the individual(s) who signed the original agreement. Facility users must provide the District Facility Rentals Department a minimum of 120 hours' notice of cancellation.

2.9.3 The District may cancel bookings, at any time, based on violations of the Facility Use Agreement/Permit, non-payment of fees, unexpected facility closures, changes in service delivery or unforeseen circumstances. Advance notice will be given whenever possible.

2.10 District Facility Signage Program

2.10.1 Eligibility Criteria

- Only Non-Profit Child and Youth Development groups that are New Westminster-based.

2.10.2 Coordination

- Administered by the Facilities Rentals Department through ActiveNet at no charge to User-Groups.

2.10.3 Guidelines

2.10.3.1 Signs to be posted only for the purposes of promotion: annual/seasonal registration periods, community non-for-profit events and activities.

2.10.3.2 The District reserves the right to limit the number of signs that will be posted at any given time.

2.10.3.3 Signage can be posted for a maximum of 30 days.

2.10.3.4 Signage has to be affixed to designated school fences only.

2.10.3.5 Signs must not block or impede any other school signage.

2.10.3.6 Signs are to be no larger than 4 ft. x 4 ft. and need the approval of the Director of Facilities and Operations prior to being posted.

2.10.3.7 User groups are responsible for posting signs in a structurally sound manner that will resist weather conditions and/or vandalism.

2.10.3.8 User groups are responsible for putting the signs in place and taking them down at the end of the 30 days. Failure to remove signs will jeopardize future signage privileges.

2.10.3.9 Signage must immediately be cleaned or removed by the user group if they become damaged or vandalized.

Section 3: Facility Use Procedures

3.1. All facility booking requests, both internal and by outside user groups, will be processed through the District Active Network facility booking website at:

http://activenet.ca.active.com/SDNo40Community

3.1.1 The only exception will be Category B Community-based children, youth and adult recreational user groups that meet on a regular, reoccurring basis. In these cases, facility rentals staff will accept requests for facility space at pre-determined times of the year and enter the booked space into the ActiveNet system.

3.2. Staff will make every effort to accommodate the booking request, within the parameters of Administrative Procedure 550 - District Facility Use and Fees and Charges.

3.3. A successful booking must include the following steps:

3.3.1 ActiveNet registration by the user group. An authorized individual for user group will be required to register their organization, and all individuals who are authorized to complete facility bookings on behalf of the organization, into the ActiveNet system. Full contact information for both authorized individuals and the organization will be required. During the registration process organizations will also be required to identify which Category of Use (i.e. District and Community School Partnership, Non-profit, Community, or Commercial) their organization falls under, and facility booking staff will verify stated Categories of Use.

3.3.2 An electronic Facility Use Request submitted through ActiveNet completed by the individual(s) authorized by the user group.

3.3.3 Confirmation that space is available from the District Facility Rentals Department. The user group will receive an electronic Facility Use Agreement/Permit outlining booking date(s), fee(s), locations(s), facility costs, insurance requirements, damage deposit requirements (if applicable), and rules and conditions for facility usage. Said agreements will only be issued to individuals 19 years or older, and to those individuals authorized by the user group.

3.3.4 Payment is due upon receipt of the Facility Use Agreement/Permit through ActiveNet by credit card or electronic cheque transfer. Payment installments can be requested through ActiveNet and arranged through the Facility Rentals Department. In such cases, up to a $5.00 administration fee will be charged per installment.

3.3.5 Damage deposits (when required) must be arranged through the District Facility Rentals Department and will require a postdated cheque or credit card number within fourteen (14) days receipt of the electronic Facility Use Agreement/Permit. Upon completion of the booking and equipment use, damage deposits will be returned or partly/fully withheld depending on damage and the terms outlined in the Facility Use Agreement/Permit (if applicable).

3.3.6 Facility Use Agreements/Permit are not valid until payment, or arrangements for payment, have been made, and all required documentation is received. Facility Use Agreements/Permits will expire if this is not done within fourteen (14) days of receipt of the electronic Facility Use Agreement/Permit, unless arrangements are made with the Facility Rentals Department to extend the timeline.

3.3.7 Users must be in compliance with the Administrative Procedure 550 - District Facility Use and Fees and Charges and the Facility Use Agreement/Permit terms and conditions.

3.3.8 If the user group is requesting to serve alcohol at a function in an NLC space they will also be required to:

3.3.8.1 agree to enforce all restrictions expressed and implied by the British Columbia Liquor Act and provide proof that a Temporary Provincial Liquor License has been obtained:

- provide a copy of their Insurance Certificate indicating that they have independent liability insurance in the amount of a minimum $2,000,000 (two million);

3.3.8.2 provide in writing their plans for the security and control of the function and the name and contact information for the person responsible security if required;

3.3.8.3 make arrangements to pay the District for additional security if required;and,

3.3.8.4 apply in writing a minimum of thirty (30) days prior to facility usage

3.3.9 Rental disputes or special rental requests will be reviewed by the Director of Facilities and Operations or designate. If a resolution is not attained, the matter may be directed to the Superintendent for resolution.

Reference: Sections 22, 23, 65, 85 School Act
Liquor Control and Licensing Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

ADMIN PROCEDURES MANUAL
Administrative Procedure 563

STUDENT TRANSPORTATION BY VOLUNTEER DRIVERS

Background

The District strongly favours the practice of using buses to transport students. However, the District recognizes that there will be times when it is impractical or inefficient to use school buses. In such cases, it is permissible to use private vehicles.

The District values the involvement and commitment of volunteer drivers. Student transportation is the responsibility of the Principal who may designate a "supervisor" to assume overall responsibility for travel arrangements and supervision of travel for a particular school activity, or for all activities.

Procedures

In accordance with guidelines in the Schools Protection Program Reference Manual and the regulations of the Motor Vehicle Branch, any volunteer driver willing to provide transportation where needed for organized school activities, must review and comply with the following conditions:

1. The Insurance Corporation of British Columbia (ICBC) considers drivers to be "volunteers" as long as they are reimbursed only for reasonable expenses. A volunteer who is paid a wage or is reimbursed for his/her time, is no longer considered a "volunteer" and is to contact his/her Autoplan agent as it may be necessary for the volunteer's vehicle to be rated for "business use";

2. The driver must hold a valid British Columbia (ICBC) driver's licence (Novice Stage or Full Privilege only). Drivers obtaining Novice designation may not carry more than one passenger unless they have a qualified supervisor twenty-five (25) years or older with a valid full privilege driver's licence in the vehicle (this restriction does not apply to immediate family members, e.g. mother, father, sister, brother, child, spouse, grandparent, including step and foster relationships);

3. The driver must authorize a Criminal Records Check (Form 401-1) for situations involving overnight trips with students;

4. The vehicle must have standard insurance coverage with ICBC;

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5. The vehicle must have one (1) seatbelt available for every passenger, including the driver. Drivers are responsible for complying with all child restraint requirements;

6. Booster seats are for children over eighteen (18) kg. (40 lbs.) until they are nine (9) years old unless they have reached the height of 145 cm (4'9" tall);

7. The number of persons being transported in the vehicle must not exceed the normal carrying capacity of that vehicle;

8. The vehicle must be maintained in sound mechanical order;

9. Children under the age of thirteen (13) must not be transported in the front passenger seat in vehicles equipped with a front airbag on the passenger side;

10. A vehicle with a seating capacity of more than ten (10) persons, including the driver, is classified by the Motor Vehicle Branch as a "bus". A "bus" used to transport students is required to have a valid school bus permit issued by the Motor Vehicle Branch. This will include volunteers' vehicles and rental vehicles used for student transportation;

11. Volunteers who rent vehicles to transport students for school-approved functions must be aware of the appropriate requirements for driver's license classifications, third party liability insurance limits, and school bus permits, particularly when renting vehicles which have a capacity to carry more than ten people, including the driver. Vehicle capacity, and not the number of passengers being carried, is the determining factor. Only drivers who are declared to the rental agency are allowed to drive (confirm minimum age requirement for operating a rental vehicle with the rental agency). Insurance coverage is voided if an undeclared driver drives the vehicle;

12. 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. However, not all situations that occur during off-site school activities will be considered part of the approved activity. For example, if the volunteer decides to leave the premises of the school activity for personal reasons and is involved in an accident, the School Protection Program may not respond on the volunteer's behalf. Volunteers are to be aware that they may have some personal legal liability exposures. These exposures may be insured under the liability section of homeowners' or tenants' insurance policies, or under an ICBC Policy. Volunteers are advised to check with their own insurance agents;

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13. Third Party Liability coverage above two hundred thousand dollars ($200,000) basic personal coverage is provided by the Schools Protection Program, however, no comprehensive or collision coverage is provided beyond the driver's personal vehicle insurance;

14. There is no medical, dental or disability coverage for volunteers. If a volunteer is injured by the actions of other people, the volunteer still has the right of common law action and in the case of automobile-related injuries, ICBC coverage may apply;

15. All incidents of injury or vehicle accidents must be reported to school staff immediately and an Incident Report (Form 530-1) must be completed and provided to the District Office.

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

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SD No. 40 (New Westminster)

Adopted: May 30, 2017

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ADMIN PROCEDURES MANUAL
Administrative Procedure 565

CROSSING GUARDS

Background

Crossing Guards are necessary for the safety of students in traffic when specific conditions exist and when no other means to ensure student safety are feasible.

Therefore, the District supports the establishment of Crossing Guards when:

- The crosswalk is on a provincially designated arterial road or highway; and
- No traffic control signal is operating at the crossing; and
- A continuing safety hazard to children cannot be overcome in a less costly way.

The Secretary-Treasurer may, at his/her discretion, establish a temporary patrol to meet short-term hazardous situations.

Procedures

1. The Secretary Treasurer is the contact for all matters related to the safety of students in traffic.

2. Upon receiving a request or hearing a concern related to the safety of students in traffic, the Secretary Treasurer would review the matter, analyze the data and recommend action to the Superintendent.

3. If the recommended action involves the removal or addition of a Crossing Guard the issue will be taken to the City of New Westminster Traffic Advisory Committee by the Secretary Treasurer for its review and recommendations. The Secretary Treasurer will report on the proposed action to the Superintendent who will advise the Board.

4. When a Crossing Guard is removed or the request for a Crossing Guard is denied, the Principal of the school shall, in writing, notify all parents to advise them of the decision and encourage them to make provisions for the safe conduct of their children to and from school.

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Reference: Sections 8, 20, 22, 65, 85 School Act

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ADMIN PROCEDURES MANUAL
Administrative Procedure 580

USE OF DISTRICT OWNED VEHICLES

Background

District owned and school owned vehicles are only to be used for the purpose of carrying out District business or approved school activities.

Procedures

1. Only District employees shall be permitted to operate District owned vehicles unless the Director, Facilities and Operations or the Principal gives prior written approval.

2. Passengers are permitted to ride with District employees only if they are conducting District business or participating in an approved school activity.

3. Anyone operating a District vehicle must have a valid license for that type of vehicle as specified by provincial regulations.

4. Traffic laws are to be obeyed at all times and each occupant must wear a seat belt except where otherwise expressly permitted by law (i.e. school bus).

5. Goods being transported are to be properly secured. Transportation of dangerous goods must follow provincial regulations.

6. Vehicles are to be locked at all times whenever they are not in use. Keys are never to be left in the ignition when the vehicle is unattended.

7. Facility Services vehicles are to be stored overnight in the respective maintenance compound with the following exception:

   7.1 Facility Services personnel, as determined by the Director, Facilities and Operations, who frequently respond to emergencies, or who may, on a project basis, be expected to start their work day at a location other than their regular work site.

Reference: Sections 22, 23, 65, 85 School Act

SD No. 40 (New Westminster)

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