

**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
OPERATIONS POLICY AND PLANNING COMMITTEE
AGENDA**

Tuesday, January 12, 2021

6:15 pm

Via Webex Livestream

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

		Pages
1. <u>Approval of Agenda</u>	6:15 PM	
Recommendation: THAT the agenda for the January 12, 2021 Operations Policy and Planning Committee meeting be adopted as distributed.		
2. <u>Presentations</u>		
a. Seamless Childcare (M. Marsolais)	6:20 PM	3
b. Childcare Verbal Update (T. Anderson)	6:30 PM	
3. <u>Comment & Question Period from Visitors</u>	6:40 PM	
4. <u>Reports from Senior Management</u>		
a. Alternate and Home Learners Program Relocation (B. Ketcham)	6:50 PM	5

Recommendation:

That the Operations Policy and Planning Committee recommend to the Board of Education of School District 40 (New Westminster) approval to collect input from both school communities on how best to support the relocation proposed in Option 3A (relocation of Hume Park Home Learners Program to the grounds of Lord Tweedsmuir and relocate RCAP/POWER Alternate programs to Hume Park).

4. Reports from Senior Management

b.	Capital Projects Update	7:10 PM	
	i. Richard McBride Elementary School (D. Crowe)		10
	ii. New Westminster Secondary School (D. Crowe)		14
	- Transition Update (Verbal) (K. Hachlaf)		
c.	Operations Update	7:25 PM	
	i. Facilities Report January 2021 (B. Ketcham)		17
	ii. 2020-21 Grant Recalculation and Amended Budget Update (B. Ketcham)		19
	iii. TIS Verbal Update (M. Naser)		
d.	COVID-19 Update (K. Hachlaf)	8:00 PM	21
e.	F.W. Howay & Richard McBride Elementary Catchment Review Update (K. Hachlaf)	8:10 PM	25
f.	Administrative Procedure 300-Student Admissions, Catchment Areas & Placement (M. Naser)	8:25 PM	30

5. General Announcements 8:35 PM

6. New Business 8:40 PM

7. Old Business 8:45 PM

8. Question Period (15 Minutes) 8:50 PM

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

9. Adjournment 9:05 PM



The next 10,000 child care spaces

Affordable full-day child care in B.C.'s
public schools – it just makes sense!

VISIT www.BuildSeamlessChildcare.ca

TO ASK YOUR SCHOOL TRUSTEES TO MAKE HIGH QUALITY AND AFFORDABLE CHILD CARE AVAILABLE
AT NEIGHBOURHOOD SCHOOLS ACROSS B.C.

The Problem

Families across B.C. can't get their kids into affordable child care spaces close to home. B.C.'s government has made significant strides in delivering more affordable and accessible child care spaces, yet for too many families high fees and long child care waitlists remain a major barrier.

Even with recent investments by the B.C. government, the number of available licensed spaces in B.C. only provides space for 1 in 5 children.

The Solution

While families struggle to find child care, and the B.C. government works to expand the current system, a better solution has been left mostly unexplored: the direct provision of early learning and care in existing elementary school facilities by school districts.

Thousands of potential cost-effective spaces for before- and after-school care exist in public schools close to every family. Opening these spaces would significantly increase available child care, while delivering a very high quality, value-added system of early childhood education.

How it Works

Before the school day: Children arrive at their local school for before-school care and are greeted by an early childhood educator (ECE).

During the school day: When the bell rings to start the school day, the classroom teacher joins the ECE and students for the school portion of the day. The ECE remains in the classroom, providing care and educational leadership in partnership with the teacher, based on the teacher's educational knowledge and training.

Transitioning to after-school care: The morning ECE concludes their day during the lunch break, and an afternoon ECE continues to provide care and leadership in the classroom, before transitioning to the after-school care program until it's time for children to go home.



How Children & Parents Benefit

Public delivery by school boards ensures high quality programs, close to home, and provides oversight with an existing governance structure. The people caring for our kids receive better wages and working conditions so that they can also take care of their own families. Benefits include:

Neighbourhood spaces and fewer transitions for kids – one drop-off and pick-up location at your neighbourhood school. No more logistical nightmares and long commutes.

Increased learning and customized assistance – with an additional educator in the classroom, kids get extra help and one-on-one attention.

Coordination of learning and care – education-based activities during care times can align with classroom learning to reinforce concepts, skills and knowledge.

Safe and reliable child care – our public school system has the infrastructure and resources to provide safe and reliable service that families can count on.

More resources for kids – school boards can realize administrative efficiencies in facility use, human resources, overhead costs, and capital funding with savings available to enhance education.

More spaces sooner – as school boards provide school-age care in schools, it will free up space in other child care centres for preschool children.

What the Evidence Says

The Okanagan Similkameen school district implemented a Seamless Day Pilot Project in September 2019. The district found the pilot led to more customized care and learning, with increased access to one-on-one assistance. Themes and learning from the school day were integrated through focused, purposeful play and teaching/learning. And the successful program has received very positive feedback from parents and staff.

Did you know?

The seamless day child care model is part of the BC Coalition of Child Care Advocates' \$10/Day Plan to make child care more accessible and affordable. Take action to make it a reality by visiting [BuildSeamlessChildcare.ca](https://www.buildseamlesschildcare.ca)

Supplement to: OPERATIONS POLICY AND PLANNING MEETING**Date:** January 12, 2021**Submitted by:** Bettina Ketcham, Secretary-Treasurer**Item:** **Requiring Action** **Yes** ☒ **No** ☐ **For Information** ☐**Subject:** Alternate and Home Learners Program Relocation

Background:

The Board of Education desires to have a long-term outlook of all schools and programs within its Long-Range Facilities Plan. As part of the District's strategic plan to develop innovative and sustainable programs, we have committed to review our Alternate Programs to ensure the diverse needs of our students are being met. Currently, our RCAP and POWER Alternate Programs (along with our New West Online program) are located in a unit within the Columbia Square Plaza. The District entered into a temporary agreement in 2016 for a 5-year lease in order to more fulsomely plan a long-term strategy. The lease at Columbia square is coming due April 2021, and an extension has been requested to August 2021 to allow the district to conclude the 2020-21 school year prior to a relocation.

A number of options have been examined in order to find a more suitable long-term space for our students attending RCAP and POWER while maintaining financial stability. These include:

- 1) Stay at the existing location;
- 2) Find alternative rental space;
- 3) Relocating the program to a District owned site.

Option 1 – Status Quo

The annual cost of rent for the 2019-20 school year for Columbia Square was \$229,136. Over the course of a 5-year lease, the District has paid over \$1M and these investments have not created a long-term solution for the Alternate Programs. This substantial amount of rent can be assumed to remain at its current rate or increase at the rate of inflation and market conditions.

Questions since entering the lease have also arisen surrounding the appropriateness of the location for our students given the proximity of a liquor store and adult store. Staff do not recommend this option as it does not meet the Board's objective of creating a long-term and sustainable space for the Alternate Programs and due to financial reasons noted above.

Option 2 – Alternative Rental Spaces

Staff investigated other rental spaces around the community and it was discovered that the cost per square foot exceeded what the District is already paying. Furthermore, the District would have to invest substantial dollars in tenant improvements to make the spaces usable for our purposes. For comparison, the tenant improvements put into Columbia Square was \$150,000 five years ago. However, we can anticipate general additional investments of \$50,000 or greater, if we relocate to another rental space.

Again, staff do not recommend pursuing this option due to the additional financial costs, as well as the fact that it also does not create a more suitable long-term solution for our RCAP and POWER Alternate Programs.

Option 3 – Relocating Program to a District-Owned Site

This solution involves examining existing space within the District to create a long-term solution and home for the RCAP and POWER Programs as well as reducing the financial costs of renting facilities. By undertaking this option, the District recognizes it may have a more substantial investment initially, but the payback period would be very short considering the annual lease costs are extremely high (see Option 1 above).

A couple of options under Option 3 were also considered and they include:

- a) Relocating the RCAP and POWER Alternate Programs to Hume Park, and the HLP program to the grounds of Lord Tweedsmuir;
- b) Renovating the rental house owned by the District in the Hume Park neighborhood for potential use for our RCAP and POWER alternate programs or the Home Learners' Program.

Option 3A

The proposal involves relocating the RCAP and POWER Alternate programs to Hume Park, where the Home Learner's Program (HLP) is currently located (Note: the New Westminister Online program will be located within NWSS). We would then relocate the Home Learner's Program to the Lord Tweedsmuir grounds. Lord Tweedsmuir and HLP would be co-located but would operate separately and distinctly. Both moves secure a long-term outlook for the programs

A logical question surrounding option 3A may be to ask why we are disrupting two programs when only one needs to be moved. The answer lies in the fact that there is far more alignment locating a distance learning program that serves mostly K-7 students on the same grounds as an elementary school rather than programs that serve an older aged cohort. The District has evaluated all other elementary sites but has identified Lord Tweedsmuir as the best site given the amount of space it has to house the HLP program on the school grounds, its proximity to SkyTrain options and nearby city park (Grimston Park).



To better inform the decision making process, staff reviewed the number of out-of-district students being served by the Home Learner's Program (HLP) at Hume Park. Based on our records, 80% of the HLP students are out-of-district. For comparison, all students served by our RCAP/POWER programs are in-district students. Furthermore, due to the nature of the program, HLP students are on site a couple of days per week for a few hours to develop their connections with peers and teaching staff. In comparison, the alternate students have daily scheduled programming spanning the full school day.

The cost to carry out this option is \$335,000. Over the course of five years, the District would save approximately \$865,000 which could be redirected to additional benefits for our students.

Another consideration here is the impact to enrolment this relocation may have as a result of moving the HLP program to an alternate site. Enrolment at HLP increased by 40 students as a result of COVID-19. If we assume those students go back to their home schools in future school years, the HLP program would have approximately 100 students. The HLP program is funded at \$6,100 per FTE as it is considered a distance learning program.

To gauge the potential financial impact of moving the program, it may be possible that fewer students enroll due to the move. However, as 80% of HLP students are out-of-district learners, it stands to reason they are not tied to the program due to location. As an assumption, we could expect these out-of-district students to continue to stay with the program. Given that the other 20% may be tied to the location given proximity to their homes, if we had a 20% reduction in enrolment, this would amount to a loss of \$134,200 in funding. Of course, the related costs associated with running the program would also be reduced (teaching and clerical salaries, supplies and services) on a variable basis. In this scenario, the overall net loss would be approximately 18% of the revenues, or \$24,156.

It is not anticipated that the enrolment for the RCAP/POWER Alternate Programs would incur any decreases. In fact, the District believes that this relocation would only enhance the program to support its current learners to obtain educational supports that suits their learning needs at a site that is better suited for the offerings provided by the program.

Beyond any financial impact, our first priority is examining the educational impact to all of our students:

- The relocation of the Alternate Program to a more long-term site is educationally beneficial as it creates stability for our diverse group of learners. The proposed relocation also provides great access to outdoor spaces and other amenities, which align with the offered curriculum. The location also lends itself well to public transit options where both the SkyTrain and bus routes are proximate to the school.
- The relocation of HLP is also one with long-term vision in mind. A co-location on the grounds of another elementary site may provide some good opportunities for shared field space and certain learning resources. One of the main program considerations is the outdoor learning focus this program has. Tweedsmuir Elementary is closely located to Grimston Park which may offer a similar opportunity for students. Furthermore, 22nd Street SkyTrain Station is very close to the grounds of Tweedsmuir which also lends itself well for transit options for parents/students.

On the educational considerations, we would look to our school-based staff and administrators for additional input on how the transition could be made more positive for students in advance of any relocation.

Option 3B

The Board also asked staff to investigate utilizing the house owned by the District located across the street from the Hume Park site and convert that space into a school, which could potentially house one of the programs.

Staff can confirm that while the Official Community Plan (OCP) states that the District-owned rental property is slated for “Major-institutional”, the zoning presently is RS-1 (residential) and no rezoning applications have been put forward. District staff have had a conversation with City staff. City staff suggested that a Temporary Use Permit would be a more expedited process than rezoning at this time. However, the City indicated that the Temporary Use Permit (TUP) timelines are 3-6 months (erring on the longer side given the pandemic) and involve a community consultation process. If we started the TUP process now, we may get approval in May 2021, however, the District would have to apply for permits to modify or deconstruct the house which could take another 3-5 months. The actual work depending on whether we went with a renovation or totally modular structure would be another 3 months at best. As you can see, this would take us beyond the September 2021 opening date. As such, this solution is not viable in the existing time frame.

Despite the above, staff have still investigated how to execute a plan under this option for the Board’s consideration. The costs below excludes the professional services costs like architectural, structural, mechanical and electrical engineers or any city requirements (if any) for site servicing:

- 1) Renovate the existing house for use by converting living space to classroom space (\$250,000 – minimum depending on overall design and what we uncover once work begins);
- 2) Demolishing the existing house and placing portables on site to support the program (\$395,000).

In both of these options, \$50,000 would have to be added to bring the Columbia Square lease to base.

Again, the major barrier under this option is that the timeline does not align to our needs.

Conclusion

The only viable option taking into consideration the programming and educational needs of both HLP and the RCAP and POWER Alternate Programs and financial considerations is Option 3A, which is to relocate HLP to the grounds of Lord Tweedsmuir and move the RCAP and POWER Alternate Programs to Hume Park.

With Board approval, staff will be hosting separate town halls to each of the RCAP/POWER and HLP learning community groups to garner further input in providing support towards this transition.



Information will be collected from these meetings, which will take place in January. Feedback received will be brought back to January 26, 2021 Regular Open Board meeting to be shared with Trustees on moving forward with the relocation.

Recommendation:

That the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval to collect input from both school communities on how best to support the relocation proposed in Option 3A (relocation of Hume Park Home Learners Program to the grounds of Lord Tweedsmuir and relocate RCAP/Power Alternate programs to Hume Park).

PROJECT STATUS REPORT

Project	Project Name McBride Replacement	Project Description	Construction of new building and demolition of existing	Project Dashboard Green: As planned Yellow: Corrective Action Being Taken Red: Executive Attention Required			
Date	January 12, 2021	Year	2021	Scope		Budget	
Prepared By	Karen Hearn			Schedule		Issues	

Project Status

Brief paragraph describing the status of the project, milestones achieved and not reached. Major upcoming milestones.

Project is in the construction stage.

Since the November report the following major milestones were achieved:

- *Pouring of gym concrete slab*
- *Start of installation of the steel structure*
- *Completion of Phase 1 Steel Installation*

Upcoming major milestones

- *Installation of metal decking*
- *Installation of Phase 2 steel*
- *Completion of the foundation wall at level 3*

Project Scope

Changes to the original scope or key assumptions which may have a material impact on schedule, budget, or project outcome.

1. *Increase of building size to accommodate siting on the property. The school portion of the building is 3,765 m². Total space for the Child Care is 435 m² with the Childcare funding being provided from the Ministry of Children and Family Development and the City of New Westminster.*

Project Schedule

Highlight any important changes or risks to the project timelines.

The previously planned opening of the new school for September 2021 is no longer viable. The General Contractor has identified the potential for opening December 2021 or January 2022 though they are aiming to meet December 2021 with demolition of the existing school and full completion of the project changed from June to September 2022. The General Contractor has identified they are working to advance the schedule for an earlier completion if possible. COVID-19 creates additional caution as the availability of supplies and trades is being impacted by the pandemic. Currently, the impact of the pandemic has been beneficial rather than detrimental to the project.

The table below provides further detail regarding the project schedule.

PROJECT STATUS REPORT

Task	Completed by	Status Nov. 10/20
Phase one – new school		
Excavation, shoring, micro piling, formwork for foundation	Last week August 2020	Complete
Slab on grade	Mid-September 2020	Complete
Steel structure including decking	1 st week of March 2021	As planned
Roof	2 nd week April 2021	As planned
Exterior windows and exterior building envelope	Last week August 2021	As planned
Interior finishes	2 nd week December 2021	As planned
Occupancy	Mid December 2021	As planned
Phase two – demolition & completion of landscaping		
Demolition	Mid-April 2022	As planned
Completion of Landscaping	End of August 2022	As planned

Project Budget

Changes to overall budget and approx. % over or under budget.

The project budget has been revised based upon the bid price. The revised project budget is \$34,984,643. Earlier in the project Change Orders were exceeding expectation for the point in the project. Work with the General Contractor and consultants has resulted in cost savings. The quantity and dollar value of subsequent Change Orders has been modest.

At this time, the project is projected to be within the revised project budget of \$34,984,643.

Major Risks

Comments provided for September, October and November 2020 regarding Risks are included in **red italics**. New comments as of January 2021 are in **blue italics**.

As identified in the Funding Agreement:

1. Unexpected Soil & Ground Conditions – *while there have been unexpected soil & ground conditions to date these have not resulted in significant impact to the project. For the Phase 1 (new school) portion of the project this risk is decreasing. The main water line serving the school was hit by an excavator on November 4th causing a shut down of water service to the School. The service was restored in less than 1.5 hours.*
2. Hazmat - *A small amount of abandoned asbestos containing underground pipe was discovered and removal and remediation completed at a cost of less than \$3,500.*
3. Additional City Requirements - *With the Building Permit in place this risk is decreased. There were some additional requirements.*
4. Post Completion Audit
5. Escalation *With the contract in place this risk has been eliminated.*

Additional major risks include:

- Safety – construction vehicle access as well as construction site strategies to minimize danger to students and community. *With classes underway the Site Superintendent and School Principal have been working together to ensure deliveries of materials do not impact arrivals and departures of students and to ensure parents are not providing drop off via car on Archer Street. A potential issue of ice build-up on Archer Street near the storm drain was identified by the School Principal and the General Contractor agreed to make changes to their water discharge to eliminate the risk.*

PROJECT STATUS REPORT

- *Neighbours concerns regarding construction disruption - To date there have been few complaints and no substantive concerns.*
- *Quality – ensuring competent contractor, design team, project manager The General Contractor and consultants have been responsive in a timely manner and providing quality service including detailed field reviews by consultants and the project manager.*
- *Timing of approvals – ensuring adequate time in the project schedule for approvals balanced with timely response While the approval to award the tender and receipt of permits from the City was slower than anticipated these milestones have been achieved.*
- *COVID-19 and impact on availability and timing for supply deliveries and availability of trades personnel The General Contractor is anticipating long lead time items and ordering/stock piling in advance as able.*

A Risk Management Plan for the project has been prepared and reviewed with the Steering Committee. The committee regularly review the risks and strategies in place to manage the risks.

Issues

Significant issues or risks that should be brought to the attention of the Project Committee. These include issues being managed by the project team and issues which need to be escalated for Executive intervention.

- *There are no significant issues at this time. Drainage issues were identified at the north east corner of the existing playground area where the play structure was located prior to relocation this summer. This made the area too mucky for students to use. The General Contractor agreed to make modifications over the Holiday Season break to improve the drainage in this area. In the long term it will become a parking area, though for now needs to be usable for play space.*

PROJECT STATUS REPORT



Looking south from School Street



Looking north from Archer Street

1. Project Summary

The existing school facility is approximately 70 years old and it has reached the end of its useful life as well as being classified as H1 high seismic risk. The existing school facility is built on an area that has history of burial usage.

The project consists of design and construction of a 19,837m² replacement facility on the existing SD owned property, decommissioning of the existing school, and restoration of the site with appropriate memorialization.

2. Project Structure

The Project Team are identified in Appendix 1.

3. Scope

The new school will accommodate more than 1,900 students with 76 teaching units and an allowable school area of 16,390m², plus Neighbourhood Learning Centre (NLC) space of 2,802m², and a SD Maintenance/IT facility of 645m², for a total gross area of 19,837m² per the CPFA.

There may be sufficient site area to accommodate two playfields and the Maintenance/IT facility is proposed as a stand-alone facility separate from the new school building.

4. Schedule

The following Table 1 sets out target milestone dates.

Table 1 – Tentative Timetable for Key Milestones

Milestone/Deliverable	Target Dates	Revised
RFQ issued	November 24, 2016	-/-
RFP issued	Early March 2017	Late March 2017
Technical submissions	July 2017	September 25, 2017
Financial submissions	August 2017	November 1, 2017
Contract award	September 2017	December 2017
Occupancy	September 2019	November 27, 2020
Demo + Memorialization	2021-2023	-/-

5. Budget

Project expenditures to-date total to an aggregate value of approximately \$88,566,000

Overall Complete (Phase 1 & 2)	84%
Design-Build Agreement (School/MIT)	99.0%

6. Communications**a) General**

- Communication has been circulated to public regarding Covid-19 impact to construction phase of NWSS Replacement Project and subsequent impact to opening schedule.
 - Workforce was approximately 150 – 160 in early December and reduced through the month as various elements of project completion was achieved. Contractor's office trailers were demobilized and removed from the site.
 - Occupancy Permit was issued for the new school on November 27, 2020 and subsequently, Substantial Completion was achieved effective December 18, 2020.
 - Occupancy Permit and Substantial Completion has also been achieved for the Maintenance/IT Building
- During the Christmas break, the remaining furniture, equipment and supplies were transferred to the new school and set up for transition to begin January 4, 2021.
- The week of January 4-8, 2021 was used as transition/orientation week for teachers to prepare their classrooms and introduce student cohort groups to the new facility, with in-classroom teaching sessions commencing January 11, 2021.

7. Work Completed or Underway**December Achievements:**

Past 4 weeks:

- Startup of MIT mechanical systems (boilers and Air Handling equipment)
- Completion of Theatre AV and Lighting
- Balancing of School HVAC system (only deficiencies outstanding)
- Startup of AV systems such as audio and projector screen
- Move in of Owner Furnishing, equipment and teacher's supplies
- Testing of Fire Alarm Systems
- Completion of Cladding and Soffits on M\IT building

8. January planned activities:

Next 2-3 Weeks

- Training of appropriate staff on audiovisual, lighting and HVAC systems in school
- Landscaping installation – complete chain link fence at rear of school and installation of exterior benches/seating
- Final Cleaning of M/IT Building
- Complete minor deficiencies – electrical plugs, bleacher install in gym in school
- Complete minor deficiencies in M/IT in preparation for maintenance staff move-in at end of January

Appendix 1 – Project Team

- **School District #40:**
 - o Karim Hachlaf, Superintendent
 - o Murray McLeod, NWSS Principal
 - o Dave Crowe, Director, Capital Projects
 - o Grant Lachmuth (Black Wolf Consulting Inc.), Chief Project Officer

Capital Projects, Operations and Planning

Queen Elizabeth Elementary

The team has completed the first draft of the PDR for Queen Elizabeth Elementary. This was reviewed by the Ministry of Education with comments provided back for our consideration. We continue to work on the PDR at this time and are doing so in collaboration with the Ministry.

NWSS and MIT building

The majority of the work conducted over the winter break was to have the newly completed New Westminster Secondary School ready to receive students as of January 11. Teams have been hard at work to complete owner supplied, owner installed items, cleaning and installation of COVID-19 related signage and safety barriers (plexi dividers) where requested.

The work also included preparing the temporary location of the centralized registration centre for opening on January 11.

The maintenance department is planning on moving in the MIT building over the course of January.

All Sites:

- The installation of the new intrusion and fire alarm systems have been completed.
- ESC has completed their work programming the motion CO2 sensors.
- We have completed the slabs and footings for the Outdoor Learning Centres and Habitat has started the installation of the buildings, which is on-track to be completed by January 15, 2021.
- The VOIP phone system has been installed at all are sites except for Herbert Spencer and Qayqayt Elementary.
- The wash cart for Qayqayt Elementary (part of the COVID-19 provincial funding for hand-washing stations) was installed on December 22, 2020. The District is still awaiting the transfer pump and permits to complete the water and sewer hook ups.

Finance

The finance team has started working on the amended budget now that the recalculated funding grants were announced on December 18. Please refer to the attached report included in the agenda package.

Capital planning

Ministry & Other Submissions: January/February 2021

Submitted to:	Description	Date
Ministry of Education	2019/20 CommunityLINK Outcome Report	January 31, 2021
Ministry of Education	Amended Annual Budget	February 28, 2021

Supplement to: OPERATIONS, POLICY AND PLANNING COMMITTEE MEETING

Date: January 12, 2021

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2020-21 Grant Recalculation and Amended Budget Update

Background:

On December 18, 2020 the Ministry of Education provided a provincial update on the grant recalculations for the 2020-21 school year based on the 1701 student enrolment captures that took place on September 30. The grant calculations used to form the basis of the preliminary budgets passed by the Board in May was based on enrolment and known information as at February 2020. The Amended budget (due February 28, 2021) provides districts an opportunity to revisit their budgets and make adjustments to assumptions and circumstances which have changed. This is especially true for the current year as a result of the pandemic and the impacts it has had to operations.

On a provincial level:

- No changes in the formula have been made.
- Funded rates remain consistent with what was previously announced in the spring.
- There is a \$37M holdback due to the differences experienced by districts from what they had originally anticipated and what reality was. For example: DL numbers have doubled province wide from 6,000 to 13,000 students. Home school enrolment was 4 x higher than the previous year. Special needs funding was down overall (likely due to delays in completing assessments). There has been no communicated plan on how and if this holdback will be released to districts at this time.

The estimated District's full-year funding for the 2020-21 school year is \$63,153,865 (note: February and May 1701 counts are yet to be completed, hence, estimated only). This represents an **increase of \$253,125** from the March 2020 announcement of \$62,900,740. At the November operations meeting, the Secretary-Treasurer had estimated an overall decrease in funding of approximately \$92,000 but had noted the main unknown variable was the supplement for salary differential which can change substantially as it is a supplement dependent on the salaries across the province. That is effectively the difference noted from the estimates communicated in November, where the supplement has increased from the preliminary calculation by \$284,461 due to the salary differential supplement.

Presently, work is underway to reassess department and school budgets for various changes in assumptions which may have taken place since the original preliminary budget was passed in May. A detailed summary will be provided at the February operations policy and planning meeting. Approval for the amended budget will be sought at the February Board meeting in time for the end of February budget submission.

The board will recall that in the preliminary budget, that an operating deficit of \$1.38M was approved whereby this amount would be funded by the operating surplus reserve. There is some optimism that the deficit for the year will be lower than anticipated resulting from changes in budget assumptions that were intentionally conservative due to the unknowns of the pandemic in the spring and additional funding received to support additional costs due to COVID-19. A detailed analysis will accompany the backgrounder provided to the board in February for the amended budget on the surplus reserve.

Federal COVID-19 Funding Update

The District has received \$1,274,223 of Federal COVID-19 funds to date which represents half of the total expected allocation for the year, less a 10% holdback. The Ministry of Education held back 10% (\$12.1M) of the first half allocated to districts to ensure it could utilize any funds needed on emergent issues. On December 18, it was communicated that the hold back will be released to districts – 80% (\$9.68M) on a per FTE basis and 20% (\$2.42M) allocated to districts that have experienced COVID-19 exposure scenarios. Our District has been informed that the allocation for the first half of the funding is now \$1,431,033 with the release of the holdback which represents an increase of \$156,810. Planning is underway on how best to utilize these additional resources.

The Ministry also communicated that a letter was completed by the provincial to federal government on how districts utilized the first half of the funding. Once reviewed, the second half of the federal COVID-19 funding should be released though no details have yet been provided as to the timing. We were advised, however, that on the second half of the allocation, that there would continue to be a holdback to deal with unforeseen circumstances.

New Westminster Schools: COVID-19

Early Notification Letter	Date sent to community
Lord Tweedsmuir (4)	Sept.28; Oct.9; Oct.10; Nov.18
McBride (1)	Nov.18
Qayqayt (1)	Dec.1
Queen Elizabeth (3)	Nov.10; Nov.13; Dec.1
Fraser River Middle (2)	Sept.21; Oct.17
Glenbrook Middle (2)	Oct.26; Dec.2
Queensborough Middle (1)	Sept.28
New West Secondary (NWSS) (8)	Sept.21; Oct.26 (A) & (B); Nov.4; Nov.9; Nov.18; Nov.28; Dec.2
Self-Monitor Letter	Date sent to community
FW Howay (1)	Dec.14
Lord Tweedsmuir (4)	Sept.29; Nov.9; Nov.12; Dec.14
Qayqayt (2)	Dec.3; Dec.14
Queen Elizabeth (3)	Nov. 13; Dec.2; Dec.17
Glenbrook Middle (5)	Dec.4 (A), (B); Dec.8 (A) & (B); Dec.14
Queensborough Middle (2)	Dec.9; Dec.17
NWSS (15)	Oct.26; Nov.9; Nov.11(A) & (B); Dec.1; Dec.3 (A), (B), (C), (D); Dec.8 (A) & (B); Dec.14 (A), (B), (C), (D), Dec.21 (A), (B), (C), (D)

New Westminster Schools: COVID-19

*Early Notification – Exposed Letter (new Fraser Health reporting as at Dec.5, 2020)	Date sent to community
FW Howay (1)	Dec.13
Lord Tweedsmuir (1)	Dec.12
Qayqayt Elementary (1)	Dec.14
Glenbrook Middle (3)	Dec.7 (A) & (B); Dec.14
Queen Elizabeth Elementary (1)	Dec.17
Queensborough Middle (2)	Dec.7; Dec.17
NWSS (7)	Dec.5; Dec.6; Dec.7 (A) & (B); Dec.12 (A) & (B); Dec.21

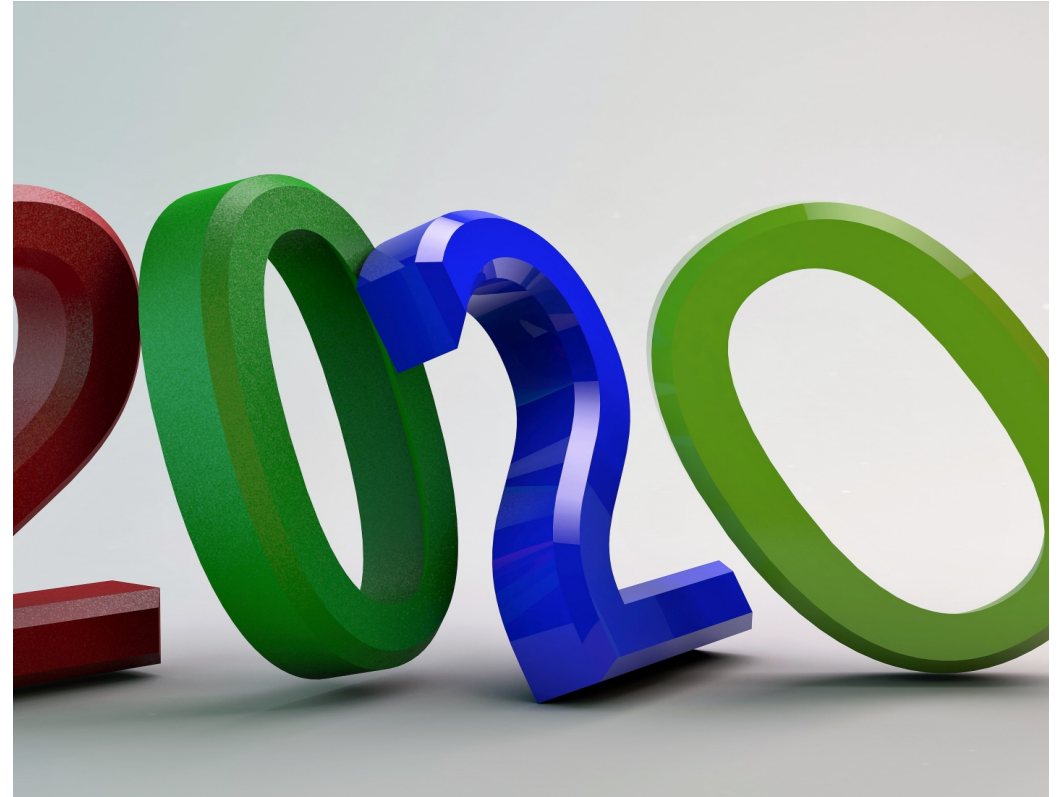
New Westminster Schools: COVID-19

Self-Isolation Notice	Date sent to community
NWSS	Dec.13
*Notice was sent to (2) Grade 9 classes with self-monitoring letters to an additional (4) classes.	

*Early Notification – Not Exposed Letter (new Fraser Health reporting as at Dec.5, 2020)	Date sent to community
FW Howay (1)	Dec.13
Lord Tweedsmuir (1)	Dec.12
Qayqayt Elementary (1)	Dec.14
Glenbrook Middle (4)	Dec.7 (A) & (B); Dec.14; Jan.8
Queen Elizabeth Elementary (1)	Dec.17
Queensborough Middle (2)	Dec.7; Dec.17
NWSS (5)	Dec.5; Dec.6; Dec.7; Dec.12; Dec.21

COVID-19 Summary

- ✓ 39 – EARLY NOTIFICATION
- ✓ 32 – SELF-MONITOR
- ✓ 1 – SELF-ISOLATION



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

Date: January 12, 2021

Submitted by: Karim Hachlaf, Superintendent

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

Subject: F.W. Howay & Richard McBride Elementary Catchment Review Update

Background:

Following the Superintendent's report at the November 17, 2020 Operations Policy and Planning Committee meeting regarding the catchment review for F.W. Howay and Richard McBride Elementary Schools, the following school and district communication process was successfully implemented upon approval of the recommendation on November 24, 2020:

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the F.W. Howay and Richard McBride Elementary Schools' catchment review and public consultation process outline as presented.

- December 1, 2020: Information shared directly with respective presidents': NWTU, CUPE, NWPVPA, DPAC, F.W. Howay PAC & Richard McBride PAC.
- December 2, 2020: Information posted to the New Westminster Schools website (see Appendix A).
- December 2, 2020: Information shared directly with all F.W. Howay and Richard McBride parents with email invitation to January/February community consultation event(s).
- December 2, 2020: Email to staff at F.W. Howay Elementary and Richard McBride Elementary with email invitation to staff consultation scheduled for January/February.
- December 4, 2020: Email to staff and parents of New Westminster Schools with invitation to community consultation event.
- Advertise community consultation events in the New Westminster Record and social media channels.
- Advertise opportunity for online feedback for those unable to attend community consultation events (feedback form on webpage).

Further, the virtual community consultation events for F.W. Howay and Richard McBride have been scheduled for January 19th and 20th respectively. The events will review the preferred option to successfully achieve increased capacity at F.W. Howay Elementary School and decrease capacity constraints at Richard McBride Elementary School. Moreover, staff will collate questions and concerns and report back to the Board of Education at the January 26th Board of Education meeting.



Our Schools – Catchment review: McBride & Howay

About Our
Schools

Registration

Elementary
Schools

Middle Schools

New
Westminster
Secondary
SchoolAlternate
ProgramsCatchment
review: McBride
& Howay

Catchment review of McBride and Howay

New Westminster Schools is proposing a boundary change that will impact F.W. Howay and Richard McBride Elementary Schools.

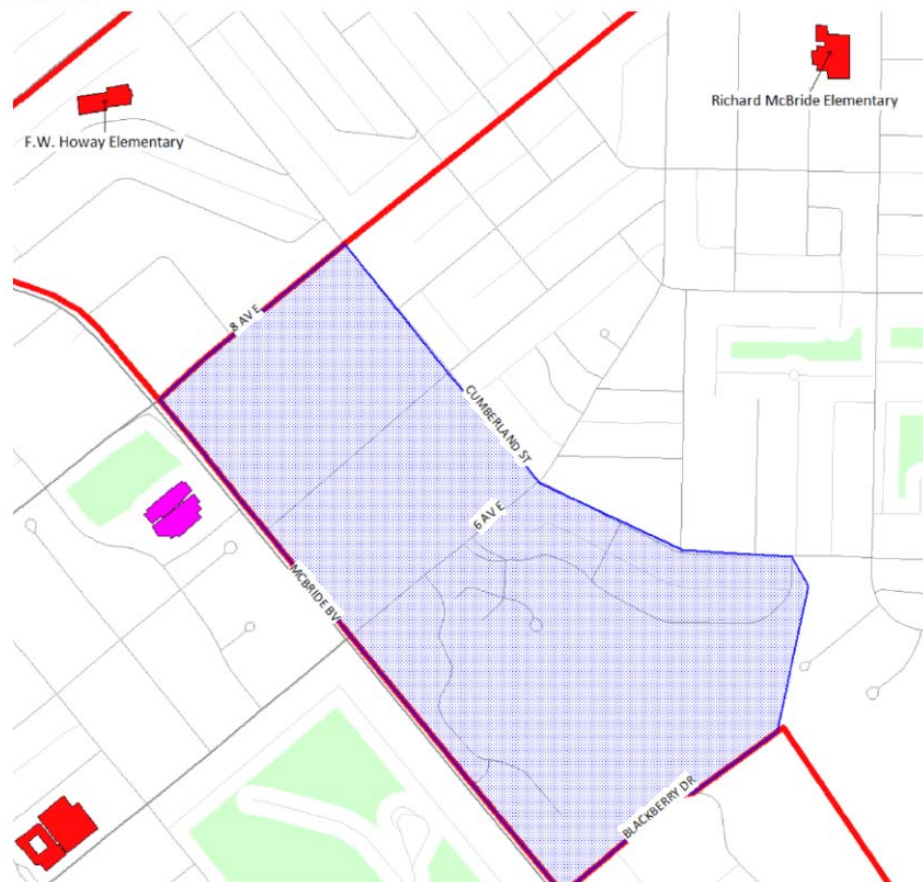
Why?

- Currently, F.W. Howay is operating at 75% capacity with enrolment projections illustrating the school will continue to operate under capacity for the next 10–15 years.
- Conversely, Richard McBride Elementary School is operating at 90% operating capacity and can primarily accommodate in-catchment students only. Our enrolment projections within our Long-Range Facilities Plan demonstrate enrolment will continue to increase for the next 10–15 years.

As per **Administrative Procedure 300**, the Board of Education endorses the use of school catchment area boundaries as part of how we ensure efficient use of all facilities ... all part of how we 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 schools being reviewed.**

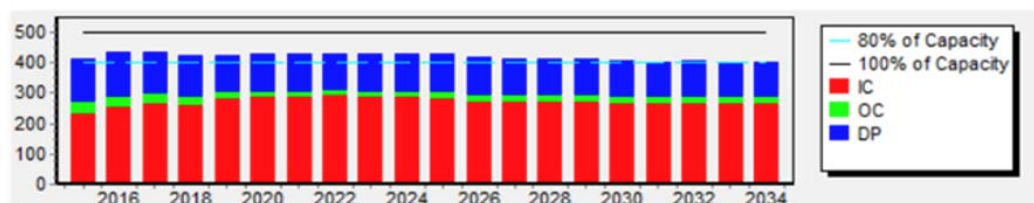
Visualizing the proposed change and projected effect on both schools

An area that is in approximately equal proximity to McBride and Howay was identified. Note that the red lines are the existing boundaries:



The shaded area above in blue is the proposed boundary change which would become part of the F.W. Howay catchment. This area is approximately equal proximity to Richard McBride and F.W. Howay.

Please note the red lines are the existing catchment boundaries.



Total Enrolment Projection

	K	1	2	3	4	5	Total
2020	84	74	75	65	61	70	429
2021	71	86	72	71	65	64	429
2022	68	73	83	68	70	67	429
2023	72	69	71	78	67	72	429
2024	72	74	67	68	78	70	429
2025	71	73	72	64	68	81	429
2026	69	73	71	68	64	71	416
2027	69	70	71	67	69	67	413
2028	69	71	68	67	68	72	415
2029	68	70	69	64	68	71	410
2030	68	70	68	65	65	71	407
2031	68	69	69	64	66	68	404
2032	68	70	68	65	65	69	405
2033	68	69	69	64	65	68	403
2034	68	70	68	65	64	68	403

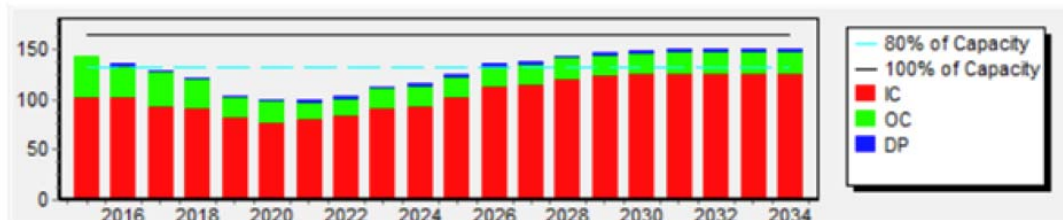
The above chart shows the year over year projected enrollment at McBride if the proposed change is made.

For the purpose of both the above and below tables:

IC = In catchment

OC = Out-of-catchment

DP = District programs (International and Montessori student)



Total Enrolment Projection

	K	1	2	3	4	5	Total
2020	13	14	22	12	14	25	100
2021	22	14	14	24	10	15	99
2022	18	23	14	15	22	11	103
2023	20	19	23	15	14	22	113
2024	22	22	19	25	14	14	116
2025	22	23	22	20	23	15	125
2026	24	23	23	23	19	24	136
2027	23	25	23	25	22	20	138
2028	24	24	25	25	24	22	144
2029	23	25	24	27	24	24	147
2030	24	24	25	26	26	24	149
2031	23	25	24	27	25	26	150
2032	24	24	25	26	26	25	150
2033	23	25	24	27	25	26	150
2034	24	24	25	26	26	25	150

The above chart shows the year over year projected enrollment at Howay if the proposed change is made.

Frequently asked questions

1. When will the proposed change come into effect?

If approved by the Board, the proposed catchment area changes come into effect for the 2021/2022 school year.

2. What if my child is already enrolled at McBride, but I live within the zone that may become part of the Howay catchment?

The catchment area changes will be phased in and will not impact current students, along with their younger siblings. Enrolled students can stay at their current school, with a legacy option for younger siblings where parents can choose which of the two schools they'd like to enroll younger siblings at.

3. Has the school district considered other boundary scenarios?

Yes, several boundary scenarios were considered, however, they did not support both maximizing capacity at F.W. Howay School and decreasing capacity at Richard McBride Elementary School.

4. What if my child is currently attending Richard McBride Elementary and I wish to enroll my child in an entirely different school within the district?

Families may apply for an out-of-catchment school placement for their children, in accordance with our registration procedures (Administrative Procedure 300).

Feedback and consultation

Parent, student and staff feedback is an important part of this review process. And before finalizing any recommendations or decisions, we want to hear from you.

You can provide your feedback in one of two ways:

1. Participate in one of the two, community specific forums we'll be hosting
2. Or use the below form to submit written feedback

Community forums

Howay Community Consultation: Catchment change

When: Tuesday January 19th, 2021 @ 7pm

Join Zoom Meeting: <https://ca01web.zoom.us/j/68315421440?pwd=eDZVaEpkbmllUTFHRWRzUC9MNzNWUT09>

Meeting ID: 683 1542 1440

Passcode: 539116

Richard McBride Community Consultation: Catchment Change

When: Wednesday January 20th, 2021 @ 7pm

Join Zoom Meeting: <https://ca01web.zoom.us/j/63216693710?pwd=MTR5OW0yZIR3ZEUwRE5xd1lSWmkwdz09>

Meeting ID: 632 1669 3710

Passcode: 755187

If you can't attend one of the forums, consider submitting your thoughts using the below form: what is your reaction the proposed change? Does this work well? Do you have any concerns? Are there issues or factors we can add into the plan to better support families who might be affected?

(Deadline for feedback is Friday January 22, 2021 at 4pm.)

First name *

Last name *

Email address

Phone number

Which of the below best describes how you identify? *

- ☐ Current Howay catchment parent
- ☐ Current McBride catchment parent
- ☐ New Westminster Schools district employee
- ☐ Member of the broader community

Please share your thoughts, concerns or other feedback we should consider here. (100 words max) *

Total word count: 0 words. Words left: 100

Please enter any two digits *

Example: 12

Submit

STUDENT ADMISSIONS, CATCHMENT AREAS AND PLACEMENT

Outlined below are the regulations to support the Policy No. 1: District Foundational Statements and Policy No. 21 New Westminster 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 New Westminster Sanctuary Schools Policy No. 21. 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 foreign 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 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. 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 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;
 - 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:
 - o 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.
 - o 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.
 - o The acceptance to the degree or diploma program is contingent upon the completion of an ESL program.

- d. A student who has been lawfully admitted to Canada and is participating in an educator exchange program with a public school in British Columbia.
 - e. A student who 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:
- a. 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
 - b. 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 Policy No. 21 New Westminster Sanctuary Schools 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.

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 Board of Education (the Board) 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 enroll 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.

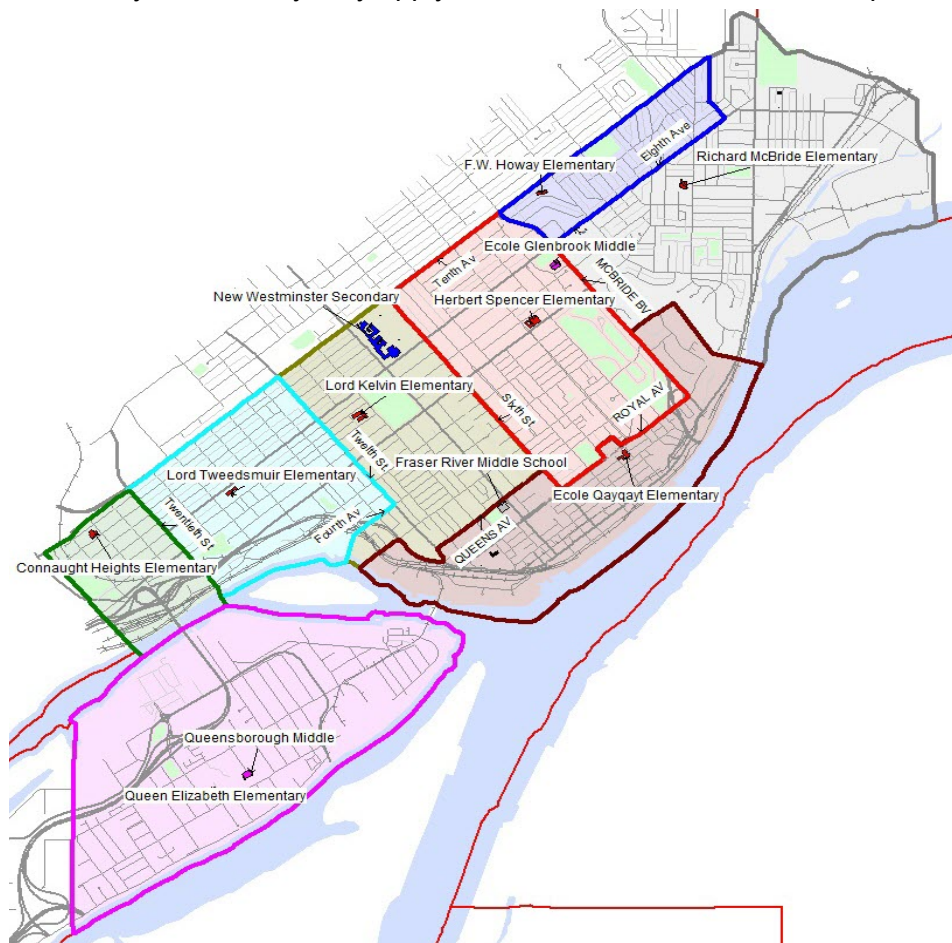


Figure 1: Elementary School Catchment Areas

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 enroll at schools for the following school year.

Applications from new students to enroll 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:

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 **unless the school has been deemed at full capacity by the Superintendent. Schools deemed at full capacity may have limited space in certain grades and placement cannot be guaranteed.**
- 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 **is authorized** 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:

1. Continuing catchment students are automatically re-enrolled;
2. Continuing out-of-catchment and out-of-district students are automatically re-enrolled 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.

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.

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.

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.

Appendices

Appendix A: Detailed Age Requirement

Appendix B: Detailed Parent/Guardianship Requirements

Appendix C: Detailed Residency Requirements

Appendix D: Funding Eligibility Chart

Reference Documents: *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

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: May 29, 2018
January 12, 2021

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