



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
REGULAR OPEN MEETING OF THE BOARD
AGENDA**

Tuesday, June 22, 2021

7:00 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>ADOPTION OF THE AGENDA</u>	7:00 PM
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the June 22, 2021 Regular School Board meeting.	
2. <u>APPROVAL OF THE MINUTES</u>	7:05 PM
a. Minutes from the Open Meeting held: May 25, 2021 Regular Meeting Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 25, 2021 Regular School Board meeting. b. Business Arising from the Minutes	
3. <u>COMMENT & QUESTION PERIOD FROM VISITORS</u>	7:10 PM
4. <u>BOARD COMMITTEE REPORTS</u>	
a. Education Policy & Planning Committee, June 8, 2021 i. Comments from the Committee Chair, Trustee Russell	

- ii. Approval of the June 8, 2021 Education Policy and Planning Committee Minutes

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the June 8, 2021 Education Policy & Planning Committee meeting.

- b. Operations Policy & Planning Committee, June 8, 2021 7:30 PM

- i. Comments from the Committee Chair, Trustee Connelly

- ii. Approval of the June 8, 2021 Operations Policy and Planning Committee Minutes

11

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the June 8, 2021 Operations Policy & Planning Committee meeting.

- iii. Orange Shirt Day

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) acknowledge Orange Shirt Week from September 27 to October 1, 2021 and encourage staff and student participation.

5. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update (K. Hachlaf) 7:40 PM

- i. Good things are happening 2020/2021 year in review

14

- ii. Equity & Inclusion (R. Johal)

31

- b. 2022-23 Major Capital Plan Submission (B. Ketcham) 7:55 PM

35

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2022-23 Major Capital Plan Submission as presented for submission to the Ministry of Education.

- c. Inclusive Practices Review Update (B. Cunnings) 8:15 PM

39

d. Administrative Procedures Update (M. Naser / Sr. Management) 8:30 PM 58

6. NEW BUSINESS

a. Sanctuary Schools Verbal Update (Trustees Connelly and Russell) 8:45 PM

b. Memorialization Advisory Committee Verbal Update (Trustees Gifford and Russell) 8:55 PM

7. OLD BUSINESS

a. Child and Youth Liaison Officer Program Survey 9:05 PM 113
(M. McRae-Stanger & R. Johal)

8. TRUSTEE REPORTS 9:15 PM

9. QUESTION PERIOD (15 Minutes) 9:25 PM

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

10. NOTICE OF MEETINGS 9:40 PM

Tuesday, September 14, 2021: Education Policy & Planning Committee Meeting, 5:00pm - School Board Office

Tuesday, September 14, 2021: Operations Policy & Planning Committee Meeting, 6:30pm - School Board Office

Tuesday, September 28, 2021: School Board Meeting, 7:00pm - School Board Office

Reminder:

Orange Shirt Day, September 30

11. REPORTING OUT FROM IN-CAMERA BOARD MEETING 9:45 PM

a. Record of the May 25, 2021 In-Camera Meeting 115

b. Record of the June 4, 2021 Special In-Camera Meeting 116

c. Record of the June 16, 2021 Special In-Camera Meeting 117

12. ADJOURNMENT 9:50 PM

**MINUTES OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION**

Tuesday, May 25, 2021, 7:00 PM

School Board Office

Via Webex Livestream

PRESENT	Gurveen Dhaliwal, Chair	Karim Hachlaf, Superintendent
	Dee Beattie, Vice Chair	Bettina Ketcham, Secretary-Treasurer
	Anita Ansari, Trustee	Maryam Naser, Associate Superintendent
	Danielle Connelly, Trustee	Robert Weston, Executive Director, Human Resources
	Mark Gifford, Trustee	Guests:
	Mary Lalji, Trustee	Members of the Public
	Maya Russell, Trustee	Kathleen Chad, Principal, Richard McBride Elementary
		Sam Killawee, Student Trustee, Re-naming Committee
		Rhonda Larrabee, Chief of Qayqayt First Nation
		Julie MacLellan, Reporter, New Westminister Record
		Marcel Marsolais, President CUPE Local 409
		Cheryl Sluis, Re-naming Committee
		Sarah Wethered, NWTU
		Caroline Manders, Recording Secretary

The New Westminister 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.

1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 7:03pm.

Edit: Agenda item 7b. 2021-2022 Budget Bylaw, motion to reflect 2021-2022.

2021-035

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda as amended for the May 25, 2021 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meeting held:

i. April 27, 2021 Regular Meeting

ii. May 11, 2021 Special Open Board Meeting

Trustee Connelly clarified that she had also opposed the motion regarding the Trustee Remuneration at the May 11 Special Open Board meeting.

2021-036

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the April 27, 2021 Regular School Board meeting and as amended for the May 11, 2021 Special Open Board meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes
Nil.

3. PRESENTATION

a. Richard McBride Re-Naming (Committee Members)

Associate Superintendent Naser introduced the members of the Re-naming Committee and thanked Chief Rhonda Larrabee of the Qayqayt First Nation for her generosity of time spent with, and support of the committee. Committee members provided an overview of the re-naming process.

Trustee Gifford introduced Chief Rhonda Larrabee. She shared her appreciation for the school district and their support of reconciliation. Chief Larrabee announced that the name of the new school will be Skwo:wech, which means sturgeon. Associate Superintendent Naser thanked Chief Larrabee.

Reflections from the Committee members were shared.

2021-037

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt Skwo:wech Elementary as the new name for Richard McBride Elementary, effective September 1, 2021.

CARRIED UNANIMOUSLY

4. COMMENT & QUESTION PERIOD FROM VISITORS

Members of the public were invited to speak. Please refer to the meeting video for complete comments by President CUPE Local 409 Marsolais, a concerned parent, and President NWTU Wethered.

5. CORRESPONDENCE

Correspondence was received.

An update on the Child and Youth Liaison Officer program will be provided at the June 8, 2021 Education Policy and Planning Committee meeting.

6. BOARD COMMITTEE REPORTS

a. Education Policy & Planning Committee, May 11, 2021

i. Comments from the Committee Chair, Trustee Russell

Trustee Russell did not have any additional comments.

ii. Approval of the May 11, 2021 Education Policy and Planning Committee Minutes

2021-038

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 11, 2021 Education Policy & Planning Committee meeting.

CARRIED UNANIMOUSLY

iii. 2021-2022 School Fees

2021-039

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2021-2022 School Fees as presented.

CARRIED UNANIMOUSLY

- b. Operations Policy & Planning Committee, May 11, 2021
- i. Comments from the Committee Chair, Trustee Connelly
Trustee Connelly did not have any additional comments.
- ii. Approval of the May 11, 2021 Operations Policy and Planning Committee Minutes
2021-040
Moved and Seconded
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 11, 2021 Operations Policy & Planning Committee meeting.
CARRIED UNANIMOUSLY
- iii. Terms of Engagement with Auditor
2021-041
Moved and Seconded
THAT the Board of Education of School District No. 40 (New Westminster) to confirm and continue the engagement of KPMG, LLP for year-end audit services for 2021-2022 and 2022-2023.
CARRIED UNANIMOUSLY
- iv. School-based Vaccine Program
2021-042
Moved and Seconded
THAT the Board of Education of School District No. 40 (New Westminster) send a letter to the Minister of Health (the Honourable Adrian Dix) and the head of Fraser Health to advocate for the catch-up of the school-based immunization program.
CARRIED UNANIMOUSLY

7. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update
Superintendent Hachlaf provided an update and highlights:
- Graduation 2021 Update – plans are being revised due to some COVID-19 restrictions around gatherings being lifted in June.
 - Vaccinations (Pfizer) are now available for students aged 12-17. Further information to follow.
 - Professional Development Opportunities - May 21
 - Greater Vancouver Food Bank Society - was thanked for their recent generous donation of over \$12,000 in food gift cards, which were distributed to District families.
 - 2021-22 Principal and Vice-Principal Transfers and Appointments were announced.
 - Diversity & Inclusion Survey - over 1,200 respondents (750 caregivers and parents; 350 NWSS students and 250 staff). Moving to the next stage, which will include focus groups conducted by Bakau Consulting.

b. 2021-2022 Budget Bylaw - 3rd and Final Reading

Discussion followed regarding Grade 2-8 online learning program and the retention of daytime custodians. Superintendent Hachlaf indicated that students will continue to be supported as they move from online to in-class instruction. Since the provincial government just announced the restart plan on May 25, this will inform how the District will proceed with daytime custodians going forward.

2021-043

Moved and Seconded

THAT the Board of Education of School District 40 (New Westminster) approve THIRD, reconsideration and final reading of the 2021-2022 Budget Bylaw in the amount of \$88,181,498 as presented.

**CARRIED
1 Opposed**

c. 2021-22 Five-Year Capital Plan

Secretary-Treasurer Ketcham explained the 2021-22 Capital Plan process. The 2022-23 Capital Plan will be brought forward at the June 22, 2021 Board meeting and the Bylaw will be approved in March 2022.

The land acquisition plan was not approved by the Ministry. The District will continue to put forward that request at the next Capital Plan cycle. Chair Dhaliwal echoed the disappointment that the land acquisition plan was not approved and indicated that an advocacy letter be sent to the Ministry explaining the urgent need for land in New Westminster. Secretary-Treasurer indicated that information around playgrounds is embargoed, and should the District be successful in getting a playground, this news will be shared by the Ministry.

2021-044

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of Capital Bylaw No. 2021/22 – CPSD40-01.

CARRIED UNANIMOUSLY

2021-045

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of Capital Bylaw No. 2021/22 – CPSD40-01.

CARRIED UNANIMOUSLY

2021-046

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2021/22 – CPSD40-01.

CARRIED UNANIMOUSLY

2021-047

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) write a letter to the Minister of Education, the Honourable Jennifer Whiteside, advocating for the urgent need for land acquisition and for funding for the Fraser River Middle School expansion.

CARRIED UNANIMOUSLY

8. **NEW BUSINESS**

Nil.

9. **TRUSTEE REPORTS**

The Trustees provided highlights of events they attended in May.

10. **QUESTION PERIOD (15 Minutes)**

The public was given the opportunity to ask questions on matters that arose during the meeting. Please refer to the meeting video for full comments.

Sue Kenny indicated her disappointment over the budget not including support for the Grade 2-8 online program.

Trustee Lalji brought forward the following motion:

Moved

THAT the Board of Education of School District No. 40 (New Westminster) follow the same protocol that is presently used for raising the \$450,000 for the NLC space for the NWSS Wellness and Welcome Centre, to also raise funds for the online learning program.

MOTION NOT SECONDED

11. **NOTICE OF MEETINGS**

Tuesday, June 8, 2021: Education Policy & Planning Committee, 5:00pm -
Via Webex Livestream

Tuesday, June 8, 2021: Operations Policy & Planning Committee, 6:30pm -
Via Webex Livestream

Tuesday, June 22, 2021: School Board Meeting, 7:00pm - Via Webex Livestream

12. **REPORTING OUT FROM IN-CAMERA BOARD MEETING**

- a. Record of the April 27, 2021 In-Camera Meeting
- b. Record of the May 11, 2021 Special In-Camera Meeting

13. **ADJOURNMENT**

The meeting adjourned at 8:50pm.

Chair

Secretary-Treasurer

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
EDUCATION POLICY AND PLANNING COMMITTEE**

**Tuesday, June 8, 2021, 5:00 PM
Via Webex Livestream**

PRESENT	Gurveen Dhaliwal, Chair Dee Beattie, Vice Chair Anita Ansari, Trustee Danielle Connelly, Trustee Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee Student Trustees: Katharine Galloway Isabella McDonell	Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director of Human Resources Caroline Manders, Recording Secretary Guests: Members of the Public Tanis Anderson, District Vice Principal, Early Learning Stacy Brine, Social Studies Teacher, NWSS Ravinder Johal, District Principal, Equity & Inclusion Isabella Lam, Vice Principal, Lord Tweedsmuir Elementary Maureen McRae-Stanger, Director of Instruction-Learning & Innovations Julie MacLellan, Reporter, New Westminster Record Jen Richter, Principal, Lord Tweedsmuir Elementary Sarah Wethered, President, NWTU
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Chair Russell recognized and acknowledged 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.

1. Approval of Agenda

The meeting was called to order at 5:01pm.

Committee Chair Russell read a statement regarding the discovery of the Kamloops residential school burial site of 215 children. She also acknowledged the victims of the anti-Muslim hate crime in London, Ontario.

As well, she asked that members of the public be courteous and respectful in their comments. Regarding the Child and Youth Liaison Officer (CYLO) Program, it was confirmed that the Board would not be reversing its decision to discontinue the program.

Moved and Seconded

THAT the agenda for the June 8, 2021 Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentation

a. Lord Tweedsmuir Elementary School Presentation

Principal Richter and Vice Principal Lam provided an overview of the Equity Commitment and social emotional learning at Lord Tweedsmuir. A video was shown of the school's Earth Day activities.

3. Comment and Question Period

For the full comments and questions, please refer to the meeting video.

4. Student Voice

a. Student Voice - Year-in-Review

Student Trustees Katharine Galloway and Isabella McDonell provided highlights of their activities over the past year:

Trustees thanked Student Voice for their participation and input into Board initiatives.

5. Reports from Senior Management

a. Child and Youth Liaison Officer (CYLO) Program Update

District Principal Equity & Inclusion Johal provided an overview of the redesign of the CYLO program. The working relationship with the New Westminster Police Department (NYPD) continues to be positive and collaborative.

b. Supporting Student Well-Being

Director of Instruction-Learning & Innovations McRae-Stanger provided highlights how New Westminster Schools is supporting student well-being in schools. A District mental health workbook is being created, which will be used as a resource. Various stakeholders, including Student Voice have been asked for their feedback and collaboration in compiling resources for the mental health workbook.

6. Adjournment

The meeting adjourned at 6:25pm.

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
OPERATIONS POLICY & PLANNING COMMITTEE**

**Tuesday, June 8, 2021, 6:30 PM
Via Webex Livestream**

PRESENT Gurveen Dhaliwal, Chair
Dee Beattie, Vice Chair
Anita Ansari, Trustee
Danielle Connelly, Trustee
Mark Gifford, Trustee
Mary Lalji, Trustee
Maya Russell, Trustee

Karim Hachlaf, Superintendent
Bettina Ketcham, Secretary-Treasurer
Maryam Naser, Associate Superintendent
Robert Weston, Executive Director of Human Resources
Caroline Manders, Recording Secretary
Guests:
Members of the Public
Tanis Anderson, District Vice Principal, Early Learning
Dave Crowe, Director of Capital Projects
Amy Grey, Senior Manager, KPMG
Julie MacLellan, Reporter, New Westminister Record
Sarah Wethered, President, NWTU

Chair Connelly recognized and acknowledged 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.

1. Approval of Agenda

The meeting was called to order at 6:32pm.

Moved and Seconded

THAT the agenda for the June 8, 2021 Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentation

a. External Audit Planning Report

Amy Grey of KPMG provided an overview of the Audit Planning Report, June 30, 2021. The Audit Findings will be presented in September.

Amy Grey, KPMG, left the meeting at 6:44pm.

3. Comment & Question Period from Visitors

Nil.

4. Reports from Senior Management

a. Capital Projects Update

i. Richard McBride Elementary School

Director of Capital Projects Crowe provided highlights:

- Excavation of the basketball court.
- Ground floor mechanical and electrical rough-in and steel stud is nearing completion.

- City inspections for the first floor followed by installation of drywall.
- Exterior windows installation.
- ii. NWSS Phase 2 Verbal Update

Director of Capital Projects Crowe indicated that a draft demolition permit has been submitted to the City for feedback, and a Request for Proposal (RFP) document is being prepared.
- b. Operations Update
 - i. Facilities Report June 2021

Secretary-Treasurer Ketcham provided highlights:

 - Work has already begun to prepare for the next school year - portables have been purchased.
 - Neighbourhood Learning Centre (NLC) space at the NWSS Welcome Centre construction has begun.
 - Audit preparation is underway for the audit to begin mid-July.
 - 2021-2022 Annual Funding Grant Expenditure Plan

Secretary-Treasurer Ketcham reviewed the Annual Funding Grant (AFG) Expenditure Plan. Funds must be spent by March 30, 2022. The total 2021-22 AFG allocation for capital projects is \$1,159,460.
 - 2021-2022 Budget - Process Debrief / Overview

Secretary-Treasurer Ketcham indicated that this year's budget process was very successful. The changes made to the consultation process and the survey made the process more reflective of the input and feedback sought. Next year's budget process will include an Indigenous' focused group. The Trustees' feedback confirmed that the timing of the budget process and stakeholder groups were very effective. It was asked that Educational Assistants (EAs) be a separate focus group. The Secretary-Treasurer mentioned that the CUPE group did include EAs.
 - ii. May 2021 Financial Report

Secretary-Treasurer Ketcham provided highlights:

Revenue:

 - Budget remaining is approximately 10% (on-track with one month left in the school year).

Expenses:

 - Nothing of significant note to report; trending on-track in all categories.
 - Furniture and Equipment and Computer and Equipment Replacement budget line items were reviewed.
 - iii. Technology Information Services Verbal Update

Associate Superintendent Naser provided highlights:

 - Administrative Procedure on Electronic Devices Consent to be completed for September.
 - Schools are conducting a computer inventory; older computers which are no longer viable will be recycled.
 - Processes such as password reset to be automated.

- Office 365 implementation is progressing – care is being taken to ensure privacy and security measures are met. Data is being migrated to the OneDrive. Servers are hosted in Canada. MyEd data is hosted on local servers and will not be moved to the cloud.

c. Orange Shirt Week

Associate Superintendent Naser brought forward the motion for Orange Shirt Week. This year's Orange Shirt Day on September 30, the Board's presentation will include an overview of the initiatives ahead for the school year regarding Professional Development, and initiatives such as the Elder Program. Presentation to include members of the Indigenous team.

Moved and Seconded

THAT the Operations Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to acknowledge Orange Shirt Week from September 27 to October 1, 2021 and encourage staff and student participation.

CARRIED UNANIMOUSLY

d. Childcare Update

District Vice Principal of Early Learning Anderson updated the Board on childcare initiatives at several District elementary schools. The Seamless Day pilot is confirmed at École Qayqayt Elementary School. This will provide 12 additional spaces for primary students. Hopeful for a September opening. Staffing is a challenge. Early Childhood Educators would be hired - one for early morning shift and then afternoon shift who would work with Kindergarten teachers for a seamless approach. The provincial government has not provided any additional funding for Educational Assistants to provide this assistance. They could potentially work with WCAS, not as employees of the District.

e. COVID-19 Update

Superintendent Hachlaf provided an overview of the COVID-19 data from the past month. Comparatively, there is very little difference - change of 1 additional notification received in May, compared to April. Self-isolation notifications were identical - 15 notifications. There have been no notifications received since June 1. The District is currently in Stage 2 of the Restart Plan and there is no plan to change this. As we look ahead to Step 4 of the Provincial Plan, the earliest it would be implemented is September 7. Work will be done over the summer to update the COVID-19 Health & Safety Plan. It is anticipated, that the cohort restrictions will be lifted by September 7. Summer school programs will also remain at Stage 2.

5. General Announcements

Nil.

6. Old Business

Nil.

7. Question Period (15 Minutes)

Nil.

8. Adjournment

The meeting adjourned at 8:03pm.

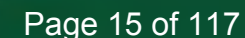
2020–21: A school year in review

Superintendent Update – Karim Hachlaf
June 22, 2021



New
Westminster
Schools

2





“Here’s what you can expect
to see.”

Good things are happening: 2019–20 Report

**“We will always make sure
the health and safety of
students, staff and families
comes first.”**



“We anticipate we we’ll be looking at hybrid of remote and face-to-face learning.”



**“When it comes to operations
and physical growth, the work
will continue.”**



**“We will continue to pursue
our values and commitments
of our strategic plan.”**









Welcome to New Westminster Schools!



Skwo:wech Elementary School







New Westminster Secondary

NWSS Grad 2021





New Westminster Secondary



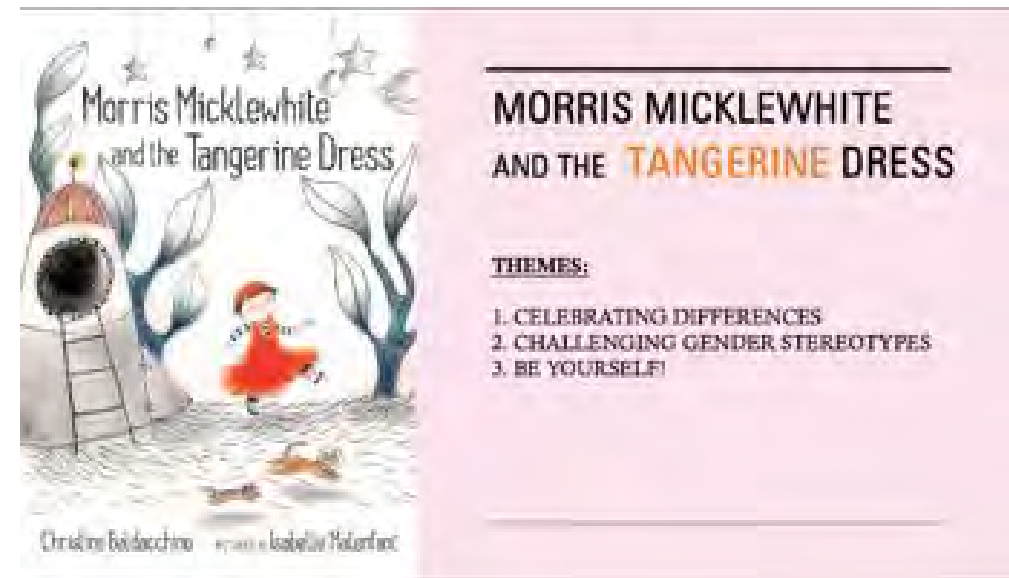
Happy
Retirement!

Equity and Inclusion

National Indigenous History Month



Pride Month



Anti-Racism Update



Supplement to: REGULAR SCHOOL BOARD MEETING

Date: June 22, 2021

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2022-23 Major Capital Plan Submission

Background:

The District did not receive approval for any major capital projects put forth in the 2021-22 capital plan (submitted June 2020 with confirmations received May 2021). The priorities and enrolment pressures remain and the District is once again putting forward the priorities for the 2022-23 capital plan, which we'll receive notice of approval by March 2022, if a project is selected by the Ministry of Education. The process at the Ministry has changed whereby the submission for capital projects is staggered. The submission deadlines are as follows:

- Annual Facilities Grant expenditure (due June 30, 2021 and already submitted)
- Major Capital Projects (due July 31, 2021)
- Minor Capital Projects (due September 30, 2021)

Given the deadline for minor capital is September 30, staff will bring forward the minor capital approval forward to the Board in September. The following backgrounder pertains only to the major capital projects.

Under the site acquisition funding envelope, the District is requesting funding for an immediate site acquisition for an elementary school in the Fraser River Zone. This represents the fastest-growing area in the District. This would be for a 40K/450 nominal capacity school providing for approximately 500 students. It is estimated that the site acquisition be \$31M if we continue to use the current model of locating adjacent to a city park for green-space needs. This has substantially brought our request down from \$62M in the previous 5-year capital plans. Along with the school site, the District has requested an investment in a new school building. If the District were able to successfully acquire a site in the appropriate area, we could conceivably build a school by 2025/2026, at a cost of \$31.5M. This would be funded out of the New School funding envelope. This would significantly relieve pressure off the Fraser River elementary schools – specifically Qayqayt Elementary and Lord Kelvin Elementary that have small school sites with no room for further temporary expansion, and accommodate the growth as per the City of New Westminister's official community plan. The total requested ask is \$62.5M for a new Fraser River Elementary, inclusive of purchasing a new school site.

The other major capital requests are to create middle school student capacity. It is proposed that two project be put forward to satisfy growing needs:

- Consistent with the prior year, we continue to request a 200-seat expansion at Fraser River Middle School (FRMS). The expansion would be above the existing parking lot and offer a temporary solution for the District's purposes, as well as deal with the growing enrolment in the densest area of the District. The cost of the expansion at FRMS is \$14M and if approved in March 2022, could be completed in the 2024/25 school year.
- However, as soon as the expansion is built, the addition will be full to capacity. Both Fraser River Middle and Glenbrook Middle Schools lack land space to create any more capacity and do not allow for temporary capacity solutions using portables. As such, the District would be looking to build a new middle school through the acquisition of new land or to utilize and convert an existing school district-owned site. This would alleviate pressures on both middle school sites, as well as allow for additional enrolment growth. The District is working closely with the Ministry of Education to further explore which options make the most sense long term and both considerations have been included within the capital plan request. Given the exploration being undertaken, the cost to build a new middle school with a capacity of up to 500 students would be \$51.8 with the cost of land for a school site approximately \$31M, thus the range in the request for capital funding in relation to the middle schools is \$51.8 to \$82.8M.

As part of our long-range facilities plan, we also require a second elementary school. Hume Park Elementary closed in 2013/14 due to low/declining enrolment. Since that time it has been utilized to support our Home Learner's Program, which is considered a distance-learning program. In 2018, as a response to the new Sapperton Green development, the District acquired an adjacent site next to the old elementary school which is being held till such time that the development creates enrolment pressures on the District. The new school project request at Hume Park has been identified in the 5-year capital plan but it is not anticipated to be required until the developments are well underway. At this time, the estimated cost for such a project is \$34.6M and there is no need for additional site acquisition costs relating to the build of this new site.

In the interim, the District has requested a seismic upgrade to Hume Park Elementary as it is being used for some in-class instruction. The school has been assessed to have an H2 rating (PH1 being the highest risk rating). The Ministry is still working through its seismic replacements program priorities. The cost of this request is \$500,000.

Also included in the five-year capital plan is a request for space to support our Alternate Education learners in the RCAP/POWER program. In the 2020-21 school year, RCAP students had to be relocated to Columbia Square, where the District currently leases space for the POWER Alternate program. This is a direct result of the enrolment pressures faced at Fraser River Middle Schools where the RCAP program was supported. At this time, the District searching for a long-term solution for the RCAP/POWER program. Consultation has taken place with what students and staff require to support the program. Based on their needs, it is estimated that the District look to purchase a centrally located site that is consistent with the current square footage of the existing location. Based on that criteria and consultation with our real estate representatives, it is estimated that the cost to acquire a site if \$7.5M, inclusive of costs to renovate the space.

To summarize:

New Fraser River Elementary School and Site	\$62.5M
Fraser River Middle School expansion	\$14.0M
New Middle School	\$82.5M
Hume Park Elementary School Replacement	\$34.6M
Hume Park Seismic Upgrade	\$ 0.5M
RCAP/POWER Alternate Program location	<u>\$ 7.5M</u>
TOTAL MAJOR CAPITAL PROJECT REQUESTS	\$201.6M

Recommendation

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2022-23 Major Capital Plan Submission as presented for submission to the Ministry of Education.

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 40 (New Westminister) hereby approves the proposed Five-Year Capital Plan for 2022/23, as provided on the Five-Year Capital Plan Summary for 2022/23 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan for 2022/23 adopted by the Board of Education, on this the 22nd day of June 2021.

Secretary-Treasurer Signature

Bettina Ketcham

Secretary-Treasurer Name

Inclusive Education Review

Implementation Plan June 2021 Update



New
Westminster
Schools

Transforming Inclusive Education

Consultative Review: 2019–20

Phase 1 Recommendations: 2020–21

Phase 2 Recommendations: 2021–22

Phase 3 Recommendations: 2022–23

Phased Implementation

Phase One: 2020–2021 School Year		Phase Two: 2021–2022 School Year		Phase Three 2022–2023 School Year	
Recommendation 1.1 Recommendation 1.3 Recommendation 2.1 Recommendation 2.4 Recommendation 4.1 Recommendation 5.2 Recommendation 3.1 Recommendation 5.4 Recommendation 5.3		Recommendation 1.5 Recommendation 2.2 Recommendation 2.3 Recommendation 1.6 Recommendation 1.7 Recommendation 3.2 Recommendation 4.2 Recommendation 5.1 Recommendation 1.8		Recommendation 1.2 Recommendation 4.3 Recommendation 1.4 Recommendation 3.3 Recommendation 3.4	
<u>Budget Requirement:</u> ABA Training	\$3,150	<u>Budget Requirement:</u> ABA Training	\$3,150	<u>Budget Requirement:</u> ABA Training	\$3,150
Staffing: Curriculum Facilitators	\$5,600	IEP Training	\$3,150	LST Mentorship Program	\$7,200
District Vice–Principal Early Learning		LST Mentorship Program	\$7,200	Functional Behaviour Analysis Training	\$9,000
District Principal – Equity and Inclusion		Staffing: Curriculum Facilitators	\$5,600	Parent information sessions	\$200
Educational Assistants		District Vice–Principal Early Learning		Behaviour Team staffing	\$86,000
	Total Phase 1	District Principal – Equity and Inclusion	Total Phase 2	Inclusive of staffing from Phase one and two.	
	\$8,750		\$19,100		Total Phase 3
					\$105,550

Inclusive Education Review

New Westminster School District is dedicated to the successful inclusion of ALL students. The district states it will accomplish this through students being:

- Engaged in meaningful learning
- Accepted and feeling they belong and
- Having caring relationships with peers and educators.

The Inclusive Practices Review identified five areas for the New Westminster School District to work on in order to strengthen their effectiveness in successfully including ALL students.



Effective Student Supports refers to the expectation that all children can learn. As such their access to the curriculum, personalization, mental health supports, cultural safety and representation, and positive behaviour supports all contribute to their opportunities for learning and ultimately their achievements.



Collaboration and Team Work includes such areas as teamwork, collaboration, Individualized Education Program (IEP) development, follow-through on recommendations, roles of team members and the documentation of team meetings. Authentic team means that families and students are essential and respected members. Teams should welcome members in culturally appropriate ways and when appropriate, staff with Indigenous ancestry will be part of the team.



Home School Partnerships entails parent participation in a child's education program, effective communication for diverse families, links between home and school learning opportunities, involvement of families in student transitions, involvement of families in school activities and creating an understanding with families about the school system.



High-Quality Professional Learning describes such activities as staff professional growth, embedded professional learning/in-service opportunities and training for cross stakeholder groups.



Clearly Articulated Policies and Protocols refers to administrators and staff being knowledgeable about current provincial and district inclusive education policies; as well as district policies, protocols and practices being clearly articulated, easily accessible and applied consistently across the district.

Phase one: 2020–2021 school year

High Quality Professional Learning



Recommendation 1.1

Develop and access training on Positive Behaviour Supports for school-based teams. Training should be delivered following best practices in Professional Development/In-service.

Action:

Education Assistant Training Program – Cohort Two. Short practicum completed in November. Second practicum begins April 26th

Interviews taking place for next years program.

Consultation sessions with Dr. Stock

ABA two-day training is booked for the 2021–22 school year.

CBI Consultants are booked for the 2021–22 school year.

Direct/virtual coaching and support on Positive Behaviour Support strategies for all staff.

September School Based Team In-service

Phase one: 2020–2021 school year

High Quality Professional Learning



Recommendation 1.3

Implement training focused on practical strategies for Universal Design for Learning, with an emphasis on differentiation and adaptations for all learners across K–12.

Action:

April Pro-D – continuation with Jennifer Katz

April – District visit by Darren Mitzel, Provincial Coordinator for SET-BC

Collaboration with the Provincial Outreach Program for the Deaf and Hard of Hearing.

"Play-based learning of ASL for young children". This opportunity opened the door for one hard of hearing student to communicate with her peers.

Collaborative Teaching Series booked for the 2021–22 school year.

Classroom teachers, Learning Support Teachers, and administrators working together to implement Universal Design For Learning Strategies.

Professional Development



POPARD –Data collection

This workshop will include a basic understanding of behaviour and how to observe and take data. Understanding the factors that affect behaviour can help inform the direction of strategies to support students in schools.

Fetal Alcohol Spectrum Disorder Informed Supports

This presentation provides an approach with strategies to support those with and without a diagnosis of Fetal Alcohol Spectrum Disorder.

Transitioning Students with ASD from High School to Independent Living

This workshop will cover the critical skills required for adult independent living and will introduce a framework for planning the transition from high school to adulthood.

Professional Development



Designing Functional Curriculum For Learners With Autism

This workshop will address considerations in educational planning and programming for students with ASD from K-12 with a focus on the transition from developmental to functional programming.

10 Tips To Deescalate Big Behaviour Form A Trauma Informed Lens

A framework to guide educators to understand the brain and behaviour and apply concrete steps to help students regulate, re-connect and repair relationships. Based on workshops from Fraser Health and complex trauma resources from Chuck Geddes.

Using Effective Reinforcers For Students With Autism

This workshop will cover implementing effective reinforcers for students with ASD. School teams will have one on one time with Dr. Richard Stock to review individual student examples.

Phase one: 2020–2021 school year

High Quality Professional Learning



Recommendation 2.1

Strengthen the capacity of school-based teams through mandatory training for all regular members



Action:

CBI Consultants: School Based Team Coaching and Training On Tier 3 Interventions.

May 2021 – Trauma and its Impacts on Our Students

Focus on the impact of toxic stress on the developing brain and its long-lasting effects across several domains of functioning.

Judith Chared – Fraser Health Clinician/Educator

September 2021 School Based Team In-service

Phase one: 2020–2021 school year

High Quality Professional Learning



Recommendation 4.1

Create a district multi-perspective committee to facilitate the development of a multi-year professional development / in-service plan for all personnel.



Action:

- April Jennifer Katz pro-d
- Kevin Lamoureux: trauma informed practice and reconciliation.
- Myrna McCallum is presenting in September
- October 2021 Jennifer Katz will be working with our Education Assistants.

Phase one: 2020–2021 school year

Home School Partnerships



Recommendation 3.1

Develop systems and structures which provide parents with the ability to easily understand and navigate the school system and ensure that school-based administrators are familiar with the information contained in the handbook.

Component (a) The district creates an easy-to-read parent handbook to include:

- General information relating to inclusive education in New Westminster schools.
- How parents can access services for their child and how to advocate in effective ways.
- Specific information relating to transitions. Preschool to kindergarten, elementary to middle, middle to secondary, and secondary to school leaving.

Frequently asked questions by parents.

- **Component (b)** The district develops pertinent one-page info sheets on key education topics that incorporate visuals and can be translated into other languages.

Recommendation 3.2

Establish procedures for schools to share information with parents to assist them with working collaboratively with the school.

Recommendation 5.4

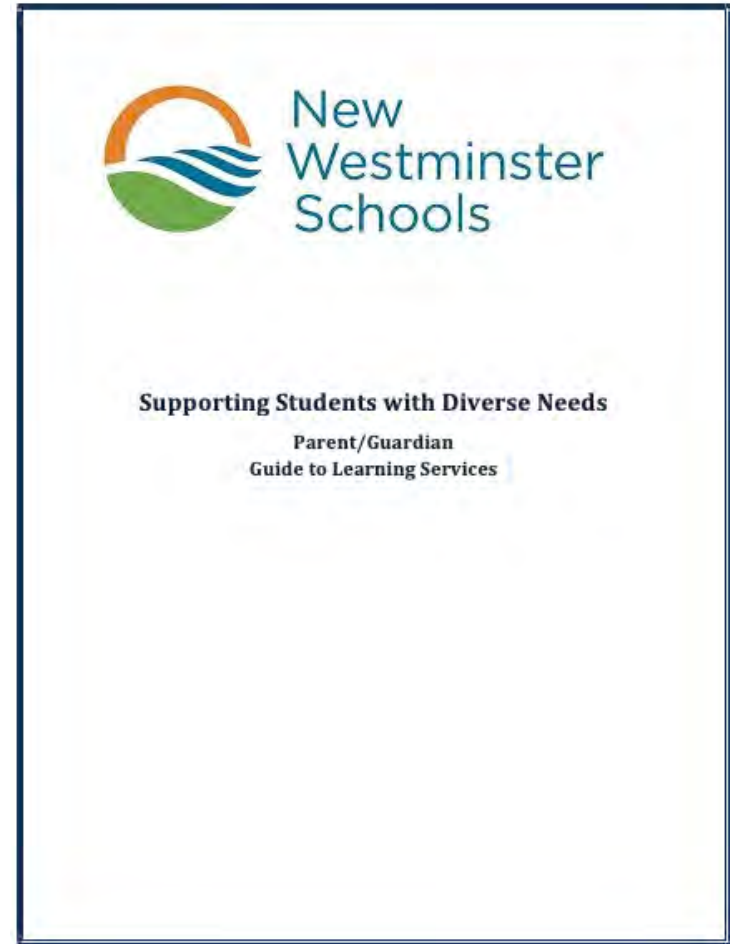
Articulate in writing, and communicate widely (including to families), the roles and responsibilities of Administrators, Classroom Teachers, Learning Support Teachers, Aboriginal Support Workers, Child and Youth Workers and Education Assistants.

Parent Resource

The original parent/Guardian Resource Guide to Special Education (2014) was developed in partnership with the District Parents' Advisory Council.

Special acknowledgment is extended to:

- Beth Ott, Chair, District Parents' Advisory Council
- Maya Russell, Vice-Chair, District Parents' Advisory Council
- Heather Burke, Secretary, District Parents' Advisory Council



Actions



Parent working group to revise our Inclusive Education Parent Resource:

Laurie Scouten

Kathleen Carlsen

Anne Whitmore

Janice OBriain

Tonya Roy

Susan Crosby

Parent Resource

- ❖ Our Foundation
- ❖ Ministry Of Education Special Needs Categories
- ❖ District And School Staff
- ❖ Individual Education Plans
- ❖ Adapted And Modified Programming
- ❖ Assessment
- ❖ Problem Solving
- ❖ Communication With The School FAQ
- ❖ Transitions
- ❖ Provincial Outreach Programs
- ❖ Community Resources for Parents

Section B: Ministry of Education Special Needs Categories

Students should be identified according to the following general guidelines:

- The current 'categorical' system is not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student's needs and educational program.
- A medical diagnosis by itself does not determine the appropriate special needs category or service required.
- Identifying and reporting students should involve careful determination of the nature, extent and impact of their disabling condition(s) and the nature and extent of educational interventions required.
- Students with diagnosed conditions should be identified in the educational category that best reflects the type and intensity of educational interventions documented in the IEP.

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

Click here for the [Ministry of Education Inclusive Education Resources Link](#)

Supplemental funding for Level 1-3 is allocated to the School District to be distributed equitably to schools for specialized supplemental services to enable students with diverse needs to access educational programs. Funding is not attached to specific students. School Districts may claim a student in only one Ministry Category.

Ministry of Education Special Needs Categories:

Low Incidence: A relatively low incidence of students compared to the general school population	Level 1 \$43,000	A	Physically Dependent
	Level 2 \$20,400	B	Deafblind
		C	Moderate to Profound Intellectual Disability
		D	Physical Disability or Chronic Health
		E	Visual Impairment
		F	Deaf or Hard of Hearing
		G	Autism Spectrum Disorder
High Incidence: A higher prevalence of students in these categories.	Level 3 \$10,300	H	Intensive Behaviour Interventions/Serious Mental Illness
	No supplemental funding. Basic allocation provided for all students.	I	Mild Intellectual Disability
		P	Gifted
		Q	Learning Disability
		R	Moderate Behaviour Support/Mental Illness

Section C: District and School Staff

School Counsellors	Facilitates the educational, personal, social and emotional, and career development of students. IEP development for students in Ministry Categories R and H. Liaise with community partners; support outside agency referrals support staff with self-care, social emotional learning, mental health and trauma training.
Aboriginal Support Workers	Provides academic, social- emotional and cultural support for Indigenous students. Liaise with families and community members
Educational Assistants	Supports all students in their educational program Supports implementation of Positive Behaviour Support Plans Works under the direction of the classroom teacher and/or the Learning Support Teacher IEP development and implementation
Child and Youth Care Workers	Work directly with students in classrooms and other settings to support student wellness Implement groups to support self-regulation, social skills, leadership and diversity Provide attendance support and outreach Work under the direction of the Counsellor, Administrator and SBT
School Psychologists	There are two school Psychologists in our district. Their primary role is to provide Psycho-Educational Assessments (Level C testing). Approximately 70 students each year are assessed in the district.

Section I: Transitions

Transition to Kindergarten:

The School District works together with the New Westminster Children's Centre to support children as they transition to [Kindergarten](#). Some families will have a transition meeting in June with their school team.

Click here for to access the [Parent Workbook Kindergarten Entry](#) in New Westminster.

Welcome to Kindergarten

Your elementary school will run a welcome to kindergarten event in the Spring for all new families to attend. Schools will send out the dates and time after registration has taken place.

Transition to Middle School / Secondary School:

Student Articulation

The teachers at each school complete a student articulation form for every student. This provides the new school with important information about your child. School Based Teams meet to review their new students and develop a transition plan with the elementary school staff.

Transition Planning

Your child's Learning Support Teacher will be your main contact for transition to their new school.

Learning support teachers will work with families and the new school to develop and facilitate a transition plan for students. For some students, this may involve visits to the new school in the spring.

Our Schools:

Ecole Glenbrook Middle School

Offers programs in English and French. It is home to the district's Late and Early French Immersion programs for students in grades 6 through 8.

Queensborough Middle School

QMS Middle school has students in grades 5 through 8.

Fraser River Middle School

FRMS Middle school has students in grades 6 through 8.

Phase one: 2020–2021 school year

Clearly Articulated Administrative Procedures and Board Policies



Recommendation 5.2

New Westminster School District completes an updated District Manual on Inclusive Practices including Indigenous education and special education. The District will ensure all school administrators, school-based team chairs and schools have a current copy.

- Component (a) The Director of Learning Services and the District Administrator for Indigenous Education will conduct information / training sessions at the beginning of each school year to update new administrators, new school-based team chairs and new LST district staff on district administrative procedures.
- Component (b) The Director of Learning Services and the District Administrator for Indigenous Education will provide regular and timely updates to all administrators and staff on changes to district administrative procedures.

Recommendation 5.3

Develop Alternate Education procedures and program descriptions.

Inclusive Education Staff Handbook

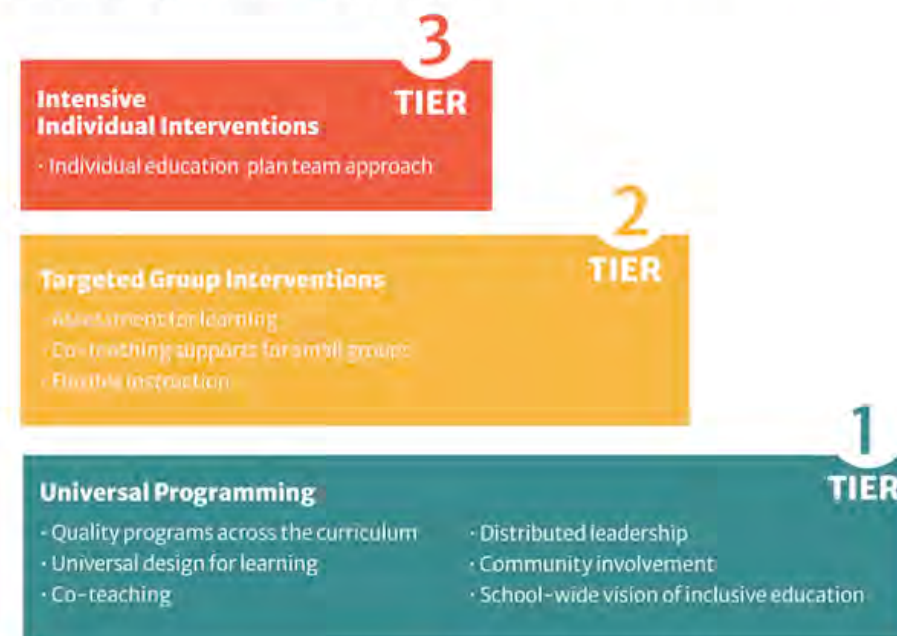
Supporting All Students in a Tiered Inclusive Learning Environment



Classroom Supports	School Supports	District Supports	Additional Supports
Differentiated Instruction Tier 1 supports Curricular Adaptations / Modifications LST support	School Based Team Education Assistants Learning Support Teacher Learning Support Teacher-ELL School Counsellor Aboriginal Support worker Child and Youth Care Workers	School Psychologist Behaviour Support SLP Hearing Teacher Vision Teacher ELL Curriculum Facilitators	POPARD POPFASD POPDHH PRPAQ SET-BC Inclusion Outreach MCFD Spirit of the Children Vancouver Coastal Health Deaf Well Being

A Tiered System of Interventions

To build upon the foundation of the Universal Design for Learning Framework, and to reflect the District's aspiration to provide truly inclusive teaching and learning environments, the District supports the tiered, overlapping support system exemplified by the Response to Intervention (RTI) model. In this model, classroom teachers provide differentiated instruction for all students ([Tier 1 Universal Programming](#)). For the subset of students who continue to struggle, targeted interventions follow, such as small group remediation of a particular academic skill ([Tier 2 Targeted Group Interventions](#)). An even smaller subset of students will require additional support in the form of 1:1 intervention ([Tier 3 Intensive Individual Interventions](#)). These supports are layered on top of each other, provided "in addition to" and not "instead of" one tier or another.



Jennifer Katz; Resource Teachers A Changing Role in the Three-Block Model of Universal Design for Learning

Inclusive Education SharePoint Site

IE Inclusive Education Not following Share

Home New Send to Page details Analytics Published 6/16/2021 Edit

Documents & Forms
Resource Sharing
Provincial Outreach & R...
Recycle bin
[Edit](#)

Inclusive Education



Inclusive Education



**A Review of Inclusive Practices
in New Westminster Schools
2019-2020**

Completed by: Susan Powell, Ph.D.

Embedded document

[Documents](#) [Resource Sharing](#) [Provincial Outreach & Resource Programs](#)

[Inclusive Education Staff Handbook March 2021](#)

[Ministry SPED policy](#) [Ministry Category Checklist](#) [Curriculum | Building Student Success - B.C. Curriculum](#) [Ministry ELL Policy Document \(published 2018\)](#)

Documents See all

New Upload Edit in grid view Sync Export to CSV All Documents

Phased Implementation

Phase One: 2020–2021 School Year		Phase Two: 2021–2022 School Year		Phase Three 2022–2023 School Year	
Recommendation 1.1 Recommendation 1.3 Recommendation 2.1 Recommendation 2.4 Recommendation 4.1 Recommendation 5.2 Recommendation 3.1 Recommendation 5.4 Recommendation 5.3		Recommendation 1.5 Recommendation 2.2 Recommendation 2.3 Recommendation 1.6 Recommendation 1.7 Recommendation 3.2 Recommendation 4.2 Recommendation 5.1 Recommendation 1.8		Recommendation 1.2 Recommendation 4.3 Recommendation 1.4 Recommendation 3.3 Recommendation 3.4	
<u>Budget Requirement:</u> ABA Training	\$3,150	<u>Budget Requirement:</u> ABA Training	\$3,150	<u>Budget Requirement:</u> ABA Training	\$3,150
Staffing: Curriculum Facilitators District Vice–Principal Early Learning District Principal – Equity and Inclusion Educational Assistants	\$5,600	IEP Training LST Mentorship Program	\$3,150 \$7,200 \$5,600	LST Mentorship Program Functional Behaviour Analysis Training Parent information sessions Behaviour Team staffing	\$7,200 \$9,000 \$200 \$86,000
	Total Phase 1 \$8,750	Staffing: Curriculum Facilitators District Vice–Principal Early Learning District Principal – Equity and Inclusion	\$19,100	Inclusive of staffing from Phase one and two.	
		Additional Request – Jennifer Katz working with Inclusive education staff.	\$10,000 Total Phase 2 \$29,100		Total Phase 3 \$105,550

Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: June 22, 2021

Submitted by: Maryam Naser, Associate Superintendent

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

Subject: Administrative Procedure Revisions (AP 220, 300, 345)

Background:

Administrative Procedures are routinely reviewed and revised to ensure alignment with district needs. Administrative Procedures 220, 300 and 345 have been recently revised. The following information is provided to offer a summary of these revisions.

Administrative Procedure 220: Programs of Choice

No significant changes have been made to this procedure and the revised draft reflects improved clarity.

Administrative Procedure 300: Student Admissions, Catchment Areas and Placement

Most of the changes to this procedure reflect improvements in clarity, making this procedure more concise and accessible to our community. In addition, the following procedural changes have been made:

- Out of catchment applications have been renamed “Transfer Request (out of catchment)”.
- The Superintendent can deem schools “open” or “closed” for transfer requests.
- Transfer requests from students placed in a school other than their catchment school (by the District) due to space limitations, have priority over new in- catchment students.
- Procedures related to Alternate School placement have been added.

Administrative Procedure 345: Safe and Appropriate Access to Students, Staff and District Property

- A description of the contents of Section 177 of the School Act has been added.
- The letter used to issue a Section 177 has been added as an appendix.

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 enrolments.

Procedures

1. Types of Programs

- 1.1 Programs of Choice in the District may include (but are not limited to):
 - a. Early French Immersion
 - b. Late French Immersion
 - c. Montessori
 - d. 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.
- 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:
 - a. An overview of the program accompanied by the goals and objectives and implementation timeline for the program.
 - b. 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.
 - c. 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.
 - d. A clear description of the qualifications and nature of teaching support staff required to offer the program.
 - e. A clear description of the facilities required to offer the program both in the immediate and long-term.
 - f. Evidence of parental and community support for the program.
 - g. Student registration guidelines, including how students will be selected.
 - h. 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:
 - a. Staffing/human resource requirements.
 - b. Facilities, both interim and long-term requirements.
 - c. A proposed implementation timeline.
 - d. 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 In January of each school year, registration timelines will be established and published for the submission of applications to enroll in Programs of Choice for the following school year.
- 5.2 Students must be registered at their catchment school before completing an application for a Program of Choice.
- 5.3 Registration for Programs of Choice will commence at 9 am on the third Monday in January of each school year.
- 5.4 Registrations will close on the second Friday in February at 4 pm.
- 5.5 Applications for the Early French Immersion Program are accepted for Kindergarten and Grade 1 placement. Applications for the Late French Immersion Program are accepted for Grade 6 placement.
- 5.6 Applications from students in Grade 2 and beyond wishing to register in the French Immersion program, will only be accepted from those students who are transferring from another French Immersion school or have sufficient French fluency through other means, such as living in a French-speaking province or country. Such applications will be accepted for each school site as space permits in each program. If no space is available, applications will be time and date stamped and families will be contacted by Programs of Choice if a space becomes available. Families will have to reapply each school year as wait lists will be dissolved on the last Friday of September at 4:00 pm.
- 5.7 Applications received will be grouped in the following priority order, provided application deadlines and other requirements have been met:
 - a. Students who reside within New Westminster School District and who have a sibling already in the program who will be in the same school when the younger child enters the program;
 - b. Students who are in-catchment of the Program of Choice school;
 - c. Students who reside within New Westminster School District and are out-of-catchment of the Program of Choice school.
 - d. Students who reside within New Westminster School District and applied after the Programs of Choice application deadline;
 - e. Students residing outside the District.

6. Student Placement

- 6.1 A randomized, supervised draw will be conducted on the first Monday after the last Friday in February to determine student placements. All other applicants will be placed on a waitlist.
- 6.2 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.

7. Notification of Placement

- 7.1 An e-mail communication to all applicants - whether or not the result of the lottery is successful for their child – will be sent via email no later than the end of the first week of March.
- 7.2 Parents are to email programsofchoice@sd40.bc.ca if they have not received notification by the second Wednesday of March.

8. Confirmation of Acceptance

- 8.1 Parents are required to respond by email with their acceptance or refusal of Program of Choice placement or waitlist by 4 pm on the second Friday in March.
- 8.2 After this date, unclaimed spaces will be offered to those on the waitlist.

9. Twins

- 9.1 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.

10. Waitlists

- 10.1 Waitlists for Early French Immersion, Late French Immersion and Montessori will be dissolved on the last Friday of September at 4:00pm.
- 10.2 Placements in Programs of Choice are conditional upon the student attending on the first day of their school program. If a student will not be in attendance on this day due to illness or extenuating circumstances, the School Principal must be contacted.
- 10.3 Students who do not establish regular attendance by the second week of school will lose their placement in the program.

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

- 11.1 In January of each school year, registration timelines for the following school year will be established and published for the following school year.
- 11.2 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: May 30, 2017

Revised: June 22, 2021

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

**ADMIN PROCEDURES MANUAL
Administrative Procedure 220**

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.**
- 2.9 Not affect operational needs of the District.**
- 2.10 Be available to all students in the District, within school space.**

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- 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.
 - 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 available on-line 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.
6. Submit the on-line Application for Programs of Choice 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 will be grouped by priority order as outlined below:
 - 6.1 Students who reside within New Westminister School District and who have a sibling already in the program in the same school when the younger child enters the program;
 - 6.2 Students who are in-catchment of the Program of Choice school;
 - 6.3 Students who reside within New Westminister School District and are out-of-catchment of the Program of Choice school;
 - 6.4 Students who reside within New Westminister School District and applied after the Programs of Choice application date;
 - 6.5 Students whose residence falls outside the District.
7. 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.
8. 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.

9. Notification of Placement

- 9.1 An e-mail communication to all applicants - whether or not the result of the lottery is successful for their child – will be sent out by the end of the first week of March. Parents are responsible for keeping their contact information up to date.
- 9.2 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.

10. Confirmation of Acceptance

- 10.1 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)
- 10.2 After this date, unclaimed spaces will be offered to those on the waitlist.

11. Twins

- 11.1 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.

12. Wait Lists

- 12.1 Wait lists for Early French Immersion, Late French Immersion and Montessori will be dissolved on the last Friday of September at 4:00pm.
- 12.2 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.
- 12.3 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 contact programsofchoice@sd40.bc.ca for 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.
- 12.4 If no space is available, applications will be time and date stamped and parents will be contacted by Programs of Choice 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.

13. Application Process for Challenge Programs

- 13.1 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.

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

- 14.1 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: May 30, 2017

Revised: May 29, 2018

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

STUDENT ADMISSIONS, CATCHMENT AREAS AND PLACEMENT

General Principals

Administrative Procedure 300 supports Board of Education Policy No. 1: District Foundational Statements and Policy No. 21: New Westminster Sanctuary Schools.

Provincial legislation requires that an educational program be provided free of charge to every eligible student of school age who is ordinarily resident in British Columbia. Provincial legislation also supports choice for families to decide the location where their child will attend school.

The placement of a student in a school will be dependent upon the availability of space, facilities, programs, and resources to meet the needs of the student. Decisions about whether space, facilities programs, and resources are available in individual schools or educational programs will be made by the Superintendent or designate. The Superintendent may assign or reassign students to specific schools or educational programs as required to meet student needs.

As per Policy No. 21 (New Westminster Sanctuary Schools) 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.

The District may provide for the admission of fee-paying students to district schools. This Administrative Procedure does not apply to fee-paying students. Please refer to [Administrative Procedure 301](#) for such circumstances.

Procedures

1. Eligibility Requirements (see Appendices A, B & C)

- 1.1 A student is eligible to enroll in an educational program provided by the board of a school district if the person is of school age and resident in British Columbia. Appendices A, B & C provide specific information regarding documentation requirements related to:
 - a. Age
 - b. Residency
 - c. Guardianship

2. Catchment Areas

- 2.1 School catchment area boundaries are necessary for the efficient use of facilities to meet the educational needs of students. 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.
 - a. School catchment changes should not impact families living in the affected area who already have children enrolled in the school concerned.
 - b. 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.

3. Placement of Students

3.1 Availability of Space in a School

- a. The majority of students should be accommodated in the school serving the catchment area in which they reside. From time-to-time, due to space limitations and class size and composition restrictions, it may be necessary to temporarily limit particular classes, grades or schools to new enrolments. The Superintendent or designate is authorized to make such determinations and deem schools at, or approaching capacity, as 'full'. Management of enrolment at schools designated full will be overseen by the Superintendent or designate.
- b. A student who cannot be offered enrolment in a catchment school due to lack of available space will be placed at the nearest school that can provide an appropriate educational program.
- c. Students placed in another school by the District due to lack of available space in their catchment school will be contacted in January to determine if the family wishes to transfer to their catchment school for the next school year. Students applying for such a transfer will receive priority for the following school year. Should there be more transfer applicants than available spaces in each grade level, a separate draw will be held for each grade level.

3.2 Timeline and Registration

- a. In January of each school year, registration timelines will be established and published for the submission of applications to enroll at schools for the following school year.
- b. All applications for registration will be received at the Central Registration Office.
- c. Parents/guardians must register their child for their catchment school before completing a Programs of Choice, Transfer Request (Out-of-Catchment) or Out-of-District Application.
- d. When applying to a specific educational program located in a school or within the District, the applicant must meet all program requirements and will be subject to the selection process determined for that program.
- e. Registration timelines are as follows:

	In-Catchment	Transfer Requests (Out of Catchment)	Out of District Applications
Registration Opens	November (first Monday)	February (first Monday)	February (first Monday)
Registration Deadline	January (last Friday)	February (last Friday)	February (second Friday)
Placement Offers	February (second Friday)	June (second Friday)	June (second Friday)
Late Registrations	First come, first served	June (second Friday)	June (second Friday)

3.3 Admission Priority (not applicable to Programs of Choice)

If:

- a. space, facilities, and resources are determined to be available by the Superintendent or designate in consultation with the School Principal; and
- b. 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. Transfer requests from in-catchment students placed, by the District, in another school due to space limitations;
 4. New catchment area students with siblings attending the same school;
 5. New students within catchment area;
 6. Transfer requests for out-of-catchment students with siblings attending the same school;
 7. Transfer requests for 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;
 8. Transfer requests for students who are out-of-catchment;
 9. Siblings of continuing out-of-district students;
 10. Students who are out-of-district.

3.4 Waitlists

Waitlists will be established for those not accepted and will be maintained until the last day of instruction in September. Re-evaluation of space availability will take place regularly to ensure that the maximum number of requests are met at the earliest time possible.

4. Transfer of Continuing Students (Out of Catchment)

- 4.1 Parents/guardians may request that a continuing student be permitted to attend a different school in a subsequent school year. These requests for transfer may be granted provided a suitable program, resources, space and facilities are available at the desired school.
- 4.2 The Superintendent or designate may deem schools “open” or “closed” for transfer requests based upon availability of space and specific criteria relevant to that school.
- 4.3 Management of enrolment at schools designated “closed” for transfer will be managed by the Superintendent or designate.
- 4.4 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

- 5.1 Students transitioning from elementary to middle or middle to secondary are automatically transitioned to their catchment schools.

- 5.2 Parents/guardians who wish to transition to a school outside of their catchment may complete a transfer request provided that the desired school is deemed “open” for such requests.

6. Programs of Choice

- 6.1 Applications from new students for available spaces in Programs of Choice will follow the guidelines as per [Administrative Procedure 220](#).
- 6.2 Students must be registered for their catchment school before completing a Programs of Choice Application.
- 6.3 Specific timelines for applications for the following school year will be published in January of each school year.

7. Withdrawal from Programs of Choice or District Programs

- 7.1 If a student, who is enrolled in a Program of Choice or district program (e.g. French Immersion, Montessori, or Home Learners), 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.

8. International Students

- 8.1 Student admissions, registrations and placement will follow the guidelines outlined in [Administrative Procedure 301](#).

9. District Alternate Programs

- 9.1 The District strives to provide an educational program for all school-age students within district schools. The District further recognizes the diverse needs of learners, who may have educational, social, emotional, and/or behavioural needs that require an alternate educational setting and program. The following procedures relate to referrals to District Alternate Programs:
- School Principals, in consultation with families and school-based teams will recommend students to be considered for placement in an Alternate Program through a referral to the District Screening Committee.
 - Self or family referrals to Alternate Programs will be made to the District Screening Committee, facilitated through school Counselors and Principals.
 - Following District Screening Committee recommendations, the District Principal of Alternate Programs will determine if there is space and supports available to accept students into the appropriate Alternate Program.
 - Supportive transition plans to Alternate Programs will be developed in consultation with the student and family.
 - Transportation funding will not be provided for attendance at Alternate Schools or Programs, unless deemed necessary by the Board.

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.

Transfer (Out-of-Catchment) 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: Registration Checklist

Appendix B: Detailed Parent/Guardianship Requirements

Appendix C: Detailed Residency Requirements (temporary residents)

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: June 22, 2021

Registration

A document guide
for parents & caregivers

At New Westminster Schools, we're committed to providing education to all kids living in our community in a safe and welcoming environment.

Our central registration team can walk you through the process of enrollment in all our various programs.

New Westminster Schools was the first BC district to introduce a Sanctuary Schools policy ... because we believe in providing access for all students living in our community.

If for any reason you are not able to provide some of the below documents, please contact our registration team at our district's Welcome Centre to start a confidential conversation.

ELIGIBILITY:

A student is eligible to register with New Westminster Schools if:

- The student is ordinarily resident in New Westminster with their parent/legal guardian.
- The student has attained the age of five years on or before December 31st of a school year. The student is eligible to continue to receive an educational program until June 30th of the school year in which the student reaches the age of 19 years

Deemed resident – students are also eligible to register if they belong to one of the categories of persons who have been deemed resident:

- A youth who has entered into an agreement with the director under section 12.2 of the *Child Family and Community Service Act* (whose guardian is also deemed resident), and
- An inmate of a correctional centre under the *Correction Act* or a penitentiary under the *Corrections and Conditional Release Act (Canada)*.

SECTION 1:

Student age and identity

Please provide one (1) of the following:

- Canadian birth certificate or passport
- Indigenous documentation or band card
- Canadian citizenship card or certificate
- Confirmation of permanent residence

If your child is not Canadian, a Permanent Resident or Indigenous, please provide one (1) of:

- Refugee claimant documentation
- Temporary resident permit (Visitor record/Study permit)

SECTION 2:

Guardianship

Please provide one (1) of the following from the custodial parent or legal guardian:

- Child's birth certificate, naming parent(s)
- Court ordered documentation showing guardianship

If not available, other government-produced documents (including mail) that list and prove guardianship may be accepted.

Continued →

Registration

A document guide
for parents & caregivers

SECTION 3:

Parent or Legal Guardian

Please provide one (1) of the following:

- Canadian birth certificate or passport
- Indigenous documentation or band card
- Canadian citizenship card or certificate
- Confirmation of permanent residence

To verify and determine funding eligibility, if your child is not a Canadian, Permanent Resident or Indigenous, please provide one (1) of the following:

- Refugee claimant documentation.
- IRCC Confirmation of Permanent Residence being processed within Canada.
- Temporary resident permit* (work or study permit) for one year or more, with supporting documentation.

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

SECTION 4:

Proof of address in the city of New Westminster
One (1) of the following primary documents from the custodial parent or legal guardian, financial portions of the documents should be redacted:

- Property purchase agreement (if recent purchase, with subjects removed)
- Current long-term rental agreement
- Homeowner grant eligibility (show on property tax receipt)

Questions?

Contact our Welcome Centre at:

registrations@sd40.bc.ca or

604 517 6200

Learn more at **newwestschools.ca**

SECTION 4 (continued):

And one (1) of the following secondary documents (other documents may be accepted, contact the Welcome Centre to discuss):

- BC Driver's Licence, must be version with photo and have current address
- BC Services or ID card with current address
- Vehicle registration, with current address
- Recent paystub, with address
- Income tax statement – showing name and province of residency
- Correspondence from a government agency (e.g. BC Employment Assistance)
- Letter from a lawyer confirming the application of long-term stay in BC

SECTION 5:

Additional information that that may assist in better supporting your child's placement:

- Most recent reportcard
- Student's personal health number (BC Care Card), or alternate medical coverage
- If parents live separately (written agreement or court order)
- Settlement Workers in Schools (SWIS) referral form completed
- Two (2) emergency contacts
- Daycare information (if applicable)
- Existing Individual Education Plan

DETAILED PARENT/GUARDIAN 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*].

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*

SD No. 40 (New Westminster)

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DETAILED TEMPORARY RESIDENT REQUIREMENTS

Temporary residents in the categories listed below will be accepted on an annual basis.

- a. A student who resides in the District and
 1. has made a claim for refugee status in Canada and whose claim has not yet been determined, or
 2. who is detained in custody in a youth custody centre, or
 3. 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:
 1. 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;
 2. 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;
 3. 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. 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.

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ADMIN PROCEDURES MANUAL
Administrative Procedure 300

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*

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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, and class size and composition limits, it may be necessary to temporarily limit particular classes, grades or schools to new enrolments. 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)

ADMIN PROCEDURES MANUAL**Administrative Procedure 300 – 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 (recommended for students born in Canada) **or**
- 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.

SD No. 40 (New Westminster)

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DETAILED PARENT/GUARDIAN 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*].

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*

SD No. 40 (New Westminster)

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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.

1. 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
2. Residence in the city, one of:
 - long-term tenancy agreement
 - 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.
3. Supporting residency documents:
 - from lawyer confirming application of long-term stay in BC
 - vehicle registration
 - pay stub showing employment in the community
 - BC Services Card
 - BC Identification Card
 - BC Driver's License (must be a photo ID Driver's License and not have an address change sticker)
 - income tax return as a BC resident
 - correspondence from a government agency (such as BC Employment Assistance)
 - 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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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.

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, or a person authorized by the District to make that decision.

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.

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 direct student contact.

- 1.1.2 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.

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

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. This section allows the Principal or another school administrator to direct a person to leave school property, and prevents the person from returning without prior approval of the Principal or administrator. It also enables the Principal or administrator to call for assistance from law enforcement if necessary. If a person contravenes this section of the School Act, he or she commits an offence. The purpose of providing this authority to Principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

3.1 A person must not disturb or interrupt the proceedings of a school or an official school function.

~~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 A person who is directed to leave the land or premises of a school by a Principal, Vice Principal, or a person authorized by the board to make that direction

3.2.1 must immediately leave the land and premises, and

3.2.2 must not enter on the land and premises again except with prior approval from the Principal, Vice Principal, or a person who is authorized by the board to give that approval. An individual or individuals who fail to leave District property or return(s) without prior permission is committing an offense.

3.3 A Section 177 letter may be issued to the person who commits this offence (see Appendix B for adults, Appendix C for youth).

3.4 A Principal, Vice Principal, or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from the police.

~~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.~~

~~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.~~

3.4. 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.

o Address program or service gaps; and

o 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*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: June 22, 2021

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

SECTION 177 LETTER - ADULT**[USE SCHOOL LETTERHEAD]****[DATE]****[NAME]****[STREET ADDRESS]**

New Westminster, BC

V3X XXX

To **[NAME]**:

On **[date of incident]**, you were informed by the administrative team at **[NAME OF SCHOOL]** to not be on school property. You are expected to comply with Section 177 of the British Columbia School Act.

Section 177 of the B.C. School Act

- (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.

In accordance with the above, you are directed to not trespass upon school property from this date forward. We hope that with your cooperation, it will not be necessary to take legal action. A copy of this letter will be sent to the New Westminster School District and the New Westminster Police Department.

Sincerely,

[NAME of SCHOOL PRINCIPAL]

Principal

*Reference: Sections 9, 17, 20, 22, 65, 79, 85, 177 School Act
Child, Family and Community Service Act*

SD No. 40 (New Westminster)

Adopted: June 22, 2021

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ADMIN PROCEDURES MANUAL
Administrative Procedure 345 – Appendix C

SECTION 177 LETTER - YOUTH

[USE SCHOOL LETTERHEAD]

[DATE]

To the Parent(s)/Caregiver(s) of [NAME]
[STREET ADDRESS]
New Westminster, BC
V3X XXX

Dear Parent(s)/Caregiver(s):

On [date of incident], [NAME] was informed by the administrative team at [NAME OF SCHOOL] to not be on school property. As [NAME] is not a registered student at this school, [NAME] is expected to comply with Section 177 of the British Columbia School Act.

Section 177 of the B.C. School Act

- (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.

In accordance with the above, [NAME] is directed to not trespass upon school property from this date forward. We hope that with your help and the cooperation of [NAME], it will not be necessary to take legal action. A copy of this letter will be sent to the New Westminster School District and the New Westminster Police Department.

Sincerely,

[NAME of SCHOOL PRINCIPAL]
Principal

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*Reference: Sections 9, 17, 20, 22, 65, 79, 85, 177 School Act
Child, Family and Community Service Act*

SD No. 40 (New Westminster)

Adopted: June 22, 2021

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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 Schools: A Guide](#) published on the [Ministry of Education](#) website.

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 behaviour 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.

2. Communicating Codes of Conduct:

- 2.1 The District acknowledges that Codes of Conduct can only have a positive impact on the culture of a school when 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 (2.1), 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, through school newsletters, and so forth 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 members of 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;
 - 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.

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.

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 C's of Social Responsibility in the District refers 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
- 13. District Values: ~~Respect, Integrity and Compassion~~Diversity, Inclusion, Integrity, Accountability, Innovation, Creativity, Curiosity, Engagement, Collaboration, Equity, Respect, Empathy 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*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: June 22, 2021

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ADMIN PROCEDURES MANUAL
Administrative Procedure 160 – Appendix B

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.~~

The District is committed to providing a safe and healthy environment for employees, students, and visitors. Scented products have the potential to impact the health of some individuals. The District endeavours to control exposure to scented products by increasing awareness and encouraging individuals to avoid the use of scented products in the workplace.

Procedures

1. Employees and students ~~shall refrain from~~ **avoid** using scented products when a known condition exists with the sensitivity to these products.
2. Employees and students will be made aware of the effects of scented products on other persons through signs posted in buildings, the scent-free guidelines, and promotional materials. The employee orientation program will emphasize our scent avoidance policy.
3. Staff affected by scented products shall complete an incident report ([Form 6A](#)) and the concern will be discussed at the site safety meeting or with the site safety representative with a view to a resolve.
4. **Where a student or employee's health remains at risk, even after reasonable steps have been taken to mitigate scents in the workplace, other accommodations may need to be considered including but not limited to, reassignments or relocation.**

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)

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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 can be used if it is performed in relation to a traditional Aboriginal cultural activity and if its use is approved by the Superintendentschool-based Principal.

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 SchoolsPrincipal must approve in advance all Smudging Ceremonies planned by staff or any outside user group;
2. When submitting a Smudging Ceremony request to the SuperintendentPrincipal, 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)
 - 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.

*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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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-prejudicial, stereotypical and discriminatory attitudes based upon race, ethnic ~~roots~~ origin, ~~national origin~~, or ~~religious affiliation~~ religion.

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~~ District and School Administrators ~~and Department Heads~~ are responsible for the development, implementation and evaluation in each school of an action plan to ensure education in 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.

Reference: Sections 8, 8.4, 8.5, 20, 22, 65, 85, 177 School Act
Workers' Compensation Act

Human Rights Act
Occupational Health and Safety Regulation

SD No. 40 (New Westminster)

Adopted: May 30, 2017

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Supplement to: REGULAR SCHOOL BOARD MEETING

Date: June 22, 2021

Submitted by: Maureen McRae-Stanger, Director of Instruction – Learning & Innovation
Ravinder Johal, District Principal – Equity and Inclusion

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

Subject: Child and Youth Liaison Officers in New Westminster Schools: Summary of Parent/Guardian Survey

Background:

At New Westminster Schools, we undertook a review of the Child and Youth Liaison Officer (CYLO) Program over the course of the 2020-2021 school year. The review started in October 2020, and continued until April 13, 2021 when the Board passed a motion to consider bringing the program to an end and then formally cancelled the program at the April 27, 2021 Board of Education meeting.

In making their decision the Board heard from a wide range of people who shared their diverse personal experiences, which complimented the evidence-based research and consultations that had spanned from October to April. It was also acknowledged that two stages of the previously planned process had not yet been completed: a BIPOC student focus group which was cancelled, and the results of the parent/guardian survey that had not been presented to the Board.

Parent/Guardian Survey

Survey Process:

The survey was prefaced by a short presentation to review the duties and roles of the officers within the CYLO program. The respondents then had an opportunity to answer several multiple choices questions about their understanding of the program, the school(s) they were connected to, if they wanted to keep the program, change the program or cancel the program, as well as an optional question about their ethno-cultural identity. There was also the ability to respond to open-ended questions to address what they felt were the challenges of the program, the benefits of the program and suggestions for changes if they wanted the program to continue. The open-ended questions were optional.

Survey Limitations:

- The question on ethno-cultural identification was optional, reducing the ability to specifically capture all BIPOC perspectives.
- The question on ethno-cultural identification allowed respondents to select multiple options, sometimes making the data more difficult to analyze or isolate.

- Community members who already feel marginalized or struggle with language may not have participated.
- Many respondents had a limited understanding of the current CYLO Program.
- Surveys are only a part of the narrative: a balance of quantitative and qualitative data is important.
- Data demands judgement.

Survey Questions and Summary:

Total number of respondents: 839

Representation of survey respondents (self-identified through optional survey question):

BIPOC: 44% (Black: 4%, Indigenous: 5%)

White: 53%

Others: 3%

How would you describe your personal awareness and understanding of the Child Youth Liaison Officer (CYLO) role in schools?

- 19% - Minimal awareness and understanding
- 51% - Somewhat aware and understand
- 30% - Very aware and understand

(Optional) If you believe there are benefits to having a CYLO program in schools, what's the one leading benefit?

- 553 responses

(Optional) If you believe there are challenges to having a CYLO program in schools, what's the one top challenge?

- 365 responses

Given your current understanding, do you think we should continue with the CYLO program in New Westminster Schools?

- 65% felt police officers should be in schools (with no program changes)
- 17% felt police officers should be in schools (with program changes)
- 10% felt police officers should not be in schools
- 8% were unsure

Qualitative responses:

Approximately three-quarters of respondents provided additional comments to at least one of the open-ended questions posed, providing a significant quantity of elaborative comments, clarification or additional thoughts for consideration.

ADOPTION OF AGENDA – 6:00 pm.

MINUTES FOR APPROVAL – In-Camera April 27, 2021 & Special In-Camera May 11, 2021

BUSINESS ARISING FROM THE MINUTES – Nil

REPORTS FROM SENIOR MANAGEMENT – Personnel, Facilities, Administration

NEW BUSINESS – Board

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

ADJOURNMENT – 7:01 pm.



ADOPTION OF AGENDA – 1:00 pm.

REPORTS FROM SENIOR MANAGEMENT – Facilities

ADJOURNMENT – 1:30 pm.



ADOPTION OF AGENDA – 10:07 am.

REPORTS FROM SENIOR MANAGEMENT – Facilities

ADJOURNMENT – 11:00 am.