

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

Monday, June 23, 2025

6:00 pm

School Board Office (In-person & Via Zoom)

811 Ontario Street, New Westminster

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. ADOPTION OF THE AGENDA 6:00 PM

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the Regular School Board meeting.

2. APPROVAL OF THE MINUTES 6:05 PM

a. Minutes from the Open Meetings held:

1. Regular Board Meeting held May 27, 2025

5

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 27, 2025 Regular School Board meeting.

b. Minutes from the Special Open Board Meeting held:

1. Special Open Board Meeting held June 3, 2025

11

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the June 3, 2025 Special Open Board meeting.

c. Business Arising from the Minutes

3. PRESENTATIONS

a. Student Symposium Findings Presentation 6:10 PM

19

b. Superintendent Update 6:25 PM

4. DELEGATIONS

5. CORRESPONDENCE

- a. Response Letter from Minister of Infrastructure Bowinn Ma regarding Portable Funding 6:40 PM 34
- b. Accessibility Funding Letter Issued to Minister Beare and Ma 6:45 PM 36
- c. Bill 15 Infrastructure Projects Act (B. Ketcham) 6:50 PM 37

6. BOARD COMMITTEE REPORTS

- a. Coordinating Committee held June 3, 2025 7:00 PM 39

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the June 3, 2025 Coordinating Committee meeting.

- b. Audit Committee Report 7:10 PM 42

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) receive the Audit Committee report as distributed.

- c. Committee of the Whole meeting held June 10, 2025 7:20 PM 43

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the June 10, 2025 Committee of the Whole meeting.

7. REPORTS FROM SENIOR MANAGEMENT

- a. 2025-26 Board and Committee Schedule (B. Ketcham) 7:30 PM 45

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the 2025-2026 Board and Committee schedule as presented.

- b. 2025-26 Board Annual Work Plan (B. Ketcham) 7:40 PM 46

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the 2025-2026 Board Annual Work Plan as presented.

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| c. | 2025-2026 Eligible School Site Proposals (ESSP) (B. Ketcham) | 7:50 PM | 50 |
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster)
approves the 2025-2026 Eligible School Site Proposals (ESSP) through adoption
of the 2025-26 ESSP Resolution.

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| d. | 5-year Capital Plan - Major Capital Projects (B. Ketcham) | 8:00 PM | 56 |
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster)
approve the 5-year Capital Plan (Major Capital Projects) as presented.

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| e. | Long Range Facilities Planning - Timelines (B. Ketcham - Verbal) | 8:10 PM | |
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f. Operations Update

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| 1. | Human Resource Update (R. Weston - Verbal) | 8:20 PM | |
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| 2. | Finance Update (B. Ketcham - Verbal) | 8:25 PM | |
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| 8. | <u>OLD BUSINESS</u> | 8:35 PM | |
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a. Issued for Information - Administrative Procedure

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|----|---|--|----|
| 1. | AP 150-A - Communication between district and schools | | 62 |
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| 2. | AP 150-B - Communications between district, schools, community and community groups | | 64 |
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| 3. | AP 151 - Media Relations | | 66 |
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| 4. | AP 153 - Advertising, canvassing and commercial solicitation | | 68 |
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| 5. | AP 166 - Critical incidents - memorials in schools | | 70 |
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| 6. | AP 218 - Online Learning | | 73 |
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| 7. | AP 330 - Student Withdrawal | | 75 |
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| 8. | AP 355 - Student Suspensions | | 78 |
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9. **NEW BUSINESS**

| | | | |
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| a. | Numeracy Funding Motion | 8:35 PM | 83 |
|----|-------------------------|---------|----|

Recommendation:
THAT the Board of Education of New Westminster Schools write a letter to the

Minister of Education, the Honourable Minister Beare, asking for dedicated funding to support training and resources for numeracy programs which help fulfil the provincial numeracy mandate that all graduating students demonstrate proficiency in numeracy.

b. Advocacy Priorities and Actions

10. TRUSTEE REPORTS 8:40 PM

11. QUESTION PERIOD (15 Minutes) 8:50 PM

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

12. NOTICE OF MEETINGS 9:05 PM

- Regular Board Meeting Tuesday September 23rd, 2025 - 6:00 PM.

13. REPORTING OUT FROM IN-CAMERA BOARD MEETING

a. Record of the May 27, 2025 In-Camera Meeting 9:05 PM

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14. ADJOURNMENT 9:10 PM

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

**Tuesday, May 27, 2025, 6:00 PM
In-Person and Via Zoom Link**

| | | |
|----------------|---|---|
| PRESENT | Maya Russell, Chair Cheryl Sluis, Vice-Chair Danielle Connelly, Trustee Elliott Slinn, Trustee Gurveen Dhaliwal, Trustee Kathleen Carlsen, Trustee | Mark Davidson, Superintendent Geraldine Lawlor, Associate Superintendent Bettina Ketcham, Secretary-Treasurer Robert Weston, Executive Director, HR Sandra Singh, Director of Instruction, Innovation and Learning Anne-Marie Martin, Recording Secretary |
| REGRETS | Mark Andres, Trustee | Members of the Public Kristie Oxley, NWTU President Laura Kwong, DPAC Chair |

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1. **ADOPTION OF THE AGENDA**

The Chair called the meeting to order at 6:02 p.m.

**2025-042
Moved and Seconded**

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the May 27, 2025, Regular School Board meeting.

CARRIED UNANIMOUSLY

Trustee Slinn honoured Dave Seaweed highlighting his contributions to the community.

2. **MINUTES FOR APPROVAL**

a. Minutes from the Open meeting held:

i. April 29, 2025, Regular School Board Meeting.

**2025-043
Moved and Seconded**

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the April 29, 2025, Regular School Board Meeting.

CARRIED UNANIMOUSLY

- ii. May 5, 2025, Special Open Board Meeting.

2025-044

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 5, 2025, Special Open Board Meeting.

CARRIED UNANIMOUSLY

- iii. May 13, 2025, Committee of the Whole Meeting

2025-045

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 13, 2025, Committee of the Whole Meeting.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes.

Nil.

3. **PRESENTATIONS**

- a. K-12 Literacy Supports Initiative Ministry of Education and Child (S. Singh and G. Lawlor)

The following key points and goals for the Literacy Supports Initiative were discussed.

The Ministry of Education and Child Care is providing \$30 million to school districts to support literacy development for K-12 students. Some key points include focus on evidence based early literacy screening for kindergarten to grade 3 students.

The district received approximately \$250,000 for the initiative with goals to ensure students meet or exceed literacy expectations, supporting teachers with training and resources and improving overall student literacy outcomes.

The presentation can be viewed on the video at 9:00 (6:07pm)

b. Accessibility Committee Report

The Accessibility Committee conducted assessments using the “Accessibility Assessment Tool” at Herbert Spencer Elementary and New Westminster Secondary School, identifying numerous accessibility barriers such as inaccessible parking lots, heavy doors, lack of Braille signage, inadequate washroom designs, and challenging playground access. The facilities team was a part of the review process and where able, will look to address barriers identified.

The committee recommended writing a letter to the Minister of Education and Minister of Infrastructure requesting dedicated and predictable funding for accessibility upgrades beyond current grant programs, with the goal of making schools more inclusive and supportive for students and staff with diverse needs.

2025-046

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) write a letter to the Minister of Education the Honorable Lisa Beare and the Minister of Infrastructure, the Honorable Bowinn Ma asking for a commitment for dedicated and predictable funding and/or grants to be made available annually to school districts to complete accessibility upgrades at schools, above and beyond the Annual Facilities Grant and the Minor Capital Plan grants.

CARRIED UNANIMOUSLY

The presentation can be viewed on the video at 37:33 (6:36 pm)

4. **CORRESPONDENCE**

Chair Russell noted the following correspondence:

- a. Response to Letter – Reduction in Nurse Practitioner Hours at NWSS

5. **REPORTS FROM SENIOR MANAGEMENT**

- a. Superintendent Update

Superintendent Davidson provided updates on several areas including staffing that is underway for the next school year, with ongoing rounds of hiring. Working on an operational plan to align department goals with the strategic plan. The Superintendent attended multiple events, including:

- Chamber of Commerce meeting
- Change of command for Royal Westminster Regiment
- Night of Jazz
- NWSS Capstone presentations
- International Culture Fair
- Superintendent's talk show at a school

The presentation can be viewed on the video at 1:10:18 (7:09 pm)

b. Integrated Child & Youth Team Funding Application (M. Davidson)

Superintendent Davidson is working directly with the ministry, preparing a draft plan that highlights the district's unique needs as the fastest-growing community in the province. Unlike a traditional application process, the ministry selects districts based on their data, and New Westminster has previously been unsuccessful in securing a Foundry center. The goal is to submit a comprehensive framework that outlines potential services, leveraging existing community partnerships and emphasizing the urgent requirement for integrated mental health support.

The presentation can be viewed on the video at 1:15:06 (7:13 pm)

6. **OLD BUSINESS**

a. MOU with NWPDP

The Memorandum of Understanding (MOU) with the New Westminster Police Department (NWPDP) was proposed by Trustee Carlson with the key points including to direct the Superintendent to work with the NWPDP to create a new partnership framework. To focus on building a relationship grounded in values.

Board members engaged in a discussion centered on shared values, with several highlighting principles such as integrity in partnership, a relationship-centered approach, inclusivity, and trauma-informed training.

The presentation can be viewed on the video at 1:22:23 (7:21 pm)

2025-047

Moved and Seconded

THAT the New Westminster Board of Education (#40) direct the Superintendent to work with the NWPDP and school administrators to enter into a Memorandum of Understanding (MOU) that considers a comprehensive School Safety Partnership Framework.

BE IT FURTHER RESOLVED THAT the framework include:

A review and incorporation of all outstanding elements from the 2021 MOU direction and are grounded in the following values:

1. Integrity in partnership
2. Relationship centered approach
3. Inclusive and responsive & trauma informed training
4. Effective and respectful communication

5. Community accountability & regular reporting processes to assess program effectiveness and identify areas for improvement:
6. Spirit of inclusion and equity
7. Transparency

AND THAT the Superintendent bring a public report for community feedback to the Board with a FINAL DRAFT memorandum of understanding (MOU) - including the School Safety Partnership Framework, timeline for implementation, and a cycle of review and reporting regarding the effectiveness of the partnership.

CARRIED UNANIMOUSLY

Trustees discussed their views in favour and against the need for a sub committee in regard to the MOU discussions with NWPB. Trustee Sluis brought forward the following motion:

THAT the New Westminster Board of Education of School District No. 40 (New Westminster) direct the Superintendent to form a sub-committee that includes 2 Trustees selected by the Board of Education that will serve to provide feedback and receive updates on ongoing work towards a Memorandum of Understanding (MOU) with the NWPB.

CARRIED

7. **NEW BUSINESS**

a. Superintendent Evaluation Timeline (M. Russell)

- Chair Russell provided information on her duty to report and ensure an evaluation of the Superintendent is completed. The Chair put forward Jordan Tinney former Superintendent of Surrey School District to complete the evaluation. Tinney will join the next school board meeting, with the goal to provide a report in the fall.

8. **TRUSTEE REPORT**

Trustees provided updates on events and activities they attended over the past week.

9. **QUESTION PERIOD**

DPAC Laura Kwong – An update was provided on the events and initiatives in which DPAC was actively engaged.

NWTU President Kristie Oxley provided comments on the presentations and questions that were addressed by the Board members.

The updates and questions can be viewed on the video at 2:03:21 (8:02 pm)

10. **NOTICE OF MEETINGS**

- Committee of the Whole – Tuesday June 10, 2025 – 4:30 p.m. (SBO and via Zoom)
- Regular Board Meeting – Monday June 23, 2025 – 6:00 p.m. (SBO and via Zoom)

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

- a. Record of the May 27th, 2025, In-Camera Meeting

12. **ADJOURNMENT**

The meeting adjourned at 7:26 p.m.

Chair

Secretary-Treasurer

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

**Tuesday, June 3, 2025, 4:30 PM
Via Zoom**

PRESENT Maya Russell, Chair
Cheryl Sluis, Vice Chair
Danielle Connelly, Trustee
Elliott Slinn, Trustee
Gurveen Dhaliwal, Trustee
Kathleen Carlsen, Trustee
Marc Andres, Trustee

Mark Davidson, Superintendent
Geraldine Lawlor, Associate Superintendent
Anne-Marie Martin, Recording Secretary
Robert Weston, Executive Director of Human Resources

REGRETS Bettina Ketcham, Secretary-Treasurer

Committee 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 THE AGENDA

The Chair called the meeting to order at 6:00 p.m.

***Moved and Seconded
2025-048***

THAT the Board of Education of School District No. 40 (New Westminster) approve the agenda as distributed for the Special Open Board meeting.

Trustee Carlsen presented a motion to amend to include a short comment and question period at the beginning of the meeting.

In addition, Trustee Carlsen requested that correspondence received by the Board on this matter from members of the public prior to tonight's meeting be acknowledged and included in the public record, either in the agenda package or as an addendum. This was ruled to not be related to the agenda.

***Moved and Seconded
2025-049***

THAT the Board of Education of School District No. 40 (New Westminster) approve the agenda as distributed with the inclusion of a Comment and Question Period at the beginning of the Special Open Board meeting.

DEFEATED

THAT the Board of Education of School District No. 40 (New Westminster) approve the agenda as distributed for the Special Open Board meeting.

CARRIED

2. REPORTS FROM SENIOR MANAGEMENT

a. Selection of two Trustees for Sub-Committee on NWPD MOU

Trustee Sluis brought forward the following motion:

Moved and Seconded
2025-050

THAT the Board of Education of School District No. 40 (New Westminster) appoint Elliott Slinn and Gurveen Dhaliwal to the subcommittee that will serve to provide feedback and receive updates on ongoing work towards and MOU with the NWPD.

Upon discussion of the motion, Trustee Connelly put a motion to amend the original motion from May 27th requesting that three trustees rather than two serve on the committee. The Chair ruled this was out of order as there is currently a motion on the floor.

Trustee Connelly challenged Chair Russell's ruling.

Four (4) voted in favour of and two (2) opposed. The Chair's ruling was sustained.

Further conversation on amending the motion and adding a third Trustee to the vote was had with the chair ruling it was not an amendment and out of order. A subsequent amendment was put forward by Trustee Carlsen to remove Trustee Dhaliwal and substitute herself, Trustee Carlsen. The Chair ruled that this was not an appropriate amendment and was out of order. The Chair ask the Trustee's to vote on the Chairs ruling to not allow amendments that fundamentally change the present motion on the floor.

Four (4) voted in favour of and two (2) opposed. The Chair's ruling was sustained.

With there being no amendments to the motion, the question on the motion was called:

Moved and Seconded
2025-051

THAT the Board of Education of School District No. 40 (New Westminster) appoint Elliott Slinn and Gurveen Dhaliwal to the subcommittee that will serve to provide feedback and receive updates on ongoing work towards and MOU with the NWPD.

CARRIED

Trustee Carlsen presented the following motion.

Moved and Seconded
2025-052

THAT the Board of Education of School District No. 40 (New Westminster) add a third person to the subcommittee to work on the MOU with the NWPD.

DEFEATED

Trustee Carlsen presented the following motion.

Moved and Seconded
2025-053

THAT the Board of Education of School District No. 40 (New Westminster) make the correspondence received by the Board on this matter from members of the public prior to tonight's meeting, be acknowledged and included in the public record, either in the agenda package or as an addendum.

CARRIED UNANIMOUSLY

Trustee Carlsen presented the following motion.

Moved and Seconded
2025-054

THAT the Board of Education of School District No. 40 (New Westminster) select an alternate to work on subcommittee to work on the MOU with the NWPD.

CARRIED UNANIMOUSLY

Trustee Carlsen nominated herself as the alternate member.

Moved and Seconded
2025-055

THAT the Board of Education of School District No. 40 (New Westminster) select Trustee Carlsen to serve as alternate to work on the subcommittee for the MOU with the NWPD.

CARRIED UNANIMOUSLY

3. ADJOURNMENT

The meeting adjourned at 6:35 p.m.

Chair

Secretary-Treasurer

May 26, 2025

To: New Westminster Board of Education

Superintendent Mark Davidson

From: Mark Gifford

Re: Board Motion regarding MOU with NWPD

Dear Board and Superintendent Davidson:

I'm unable to attend the May 27 Board meeting, so write to share a few thoughts about the proposed motion and background regarding the MOU with NWPD. I recognize it's an emotional subject, particularly given the fifth anniversary of George Floyd's murder, and in the current context of what feels like a hasty retreat by North American politicians and decision-makers from the modest progress on commitments to racial equity, justice and inclusion.

I do not doubt that safety and well-being of students is paramount for the Board, as it is for parents, students, teachers and staff. I also recognize the importance of a positive and healthy relationship with the New Westminster Police Department, who we know share a deep desire to build good relationships and support the safety of students and staff.

Decisions on how best to create the conditions for a culture of safety and well-being can be difficult, particularly if made from a place of emotion, or a sense of urgency on what feels safest for and by those who hold the most agency and decision-making currency.

I have feedback on both the proposed motions, and the rationale provided in the backgrounder.

First to the motion itself, which directs the Superintendent and administrators to create a Memorandum of Understanding (MOU) with NWPD, and bring back to the Board a signed MOU with a public report to support it. This is problematic.

The Board may delegate drafting of an MOU and a comprehensive School Safety Partnership Agreement with NWPD to the Superintendent, but given the scope that draft would need to be subject to engagement and public review with students, parents and staff, before any final agreement is brought forward for approval by the Board.

Bringing forward a "public report" with an already signed MOU is an approach that prioritizes collection of decision-based evidence for a pre-ordained outcome. And while framed to be in the interest of student safety, it only makes space for the feelings and

values of those police and staff who will be engaged, and who already wield disproportionate levels of power relative to those who might be negatively impacted.

The decision to discontinue the Police Liaison Officer presence in schools was not taken lightly, and was made by the Board of Education in 2021. The scope of an updated MOU, particularly if it proposes a reinstatement of Police Liaison Officers, needs Board approval. Anything less is an abdication of the Board's responsibilities to community, students, and staff.

Please reject the motions, or amend to support a process that better reflects the stated values of the District, encourages participation from stakeholders, is mindful of power dynamics, does not pre-determine outcomes, and ultimately, requires approval of the Board.

Second, to the backgrounder (and aren't you glad I'm not slowly speaking these comments at the Board meeting?).

There are a number of points that would enjoy widespread, if not universal, agreement. However, the cited "significant increase" in safety concerns, as well as the suggestion that reintroduction of PLOs in other districts is a success, is anecdotal and biased. Whether or not they have anything to do with PLO presence, I would imagine that a review of 2024 or 2023 vs 2018 or earlier data on youth incident reports, property damage, student discipline etc would not reveal meaningful differences over time.

Other empirical evidence would be valuable to consider too. One comprehensive resource is the longitudinal McCreary Adolescent Health Survey. Data from 2023 vs 2018 and 2013 would suggest that any increase in school safety concerns are attributable to experiences in bathrooms and changerooms, and that the main area of growing concern is access to mental health supports – particularly for BIPOC and LGBTQS+ students. On the positive, since 2018, students are significantly more likely to be able to identify adults in their families and in school or community that they can go to for help. On average, students are not engaging in more problematic behaviours than previous times, and are actually participating in more pro-social activities. There's not a causal link between PLO presence and this data, but ending the program does not seem to have resulted in poorer student safety outcomes.

If you want to make a difference in school safety, data says invest in bathrooms and mental health supports. Regular police presence might feel like the right answer to some, but it may create more risk and fear, especially for marginalized students, than rewards and benefits it offers.

An updated and completed MOU is important as it would reflect understanding of the relationship expectations between SD40 and NWPd, and how parties can recognize their respective strengths, where they need support, and how they are held accountable for their policies and practices.

Some considerations for inclusion in a draft MOU:

- protocols for entering and being present on school property; defined times and purposes for any officer to be on site in a non-emergency situation
- training for all NWPd and SD40 staff on trauma-informed care, de-escalation techniques, anti-racism and cultural safety
- definition on limits of data sharing and privacy provisions
- agreement on compliance with Sanctuary Schools policy, including no dialogue with CBSA, no immigration or status info on students and families to be accessible
- police accountability standards – feedback mechanisms and annual independent reporting process on MOU/framework
- third-party reporting on use of force on school grounds – is there one for the recent shooting of a distressed and agitated student by police in NWSS?

Thank you for taking time to consider these observations and recommendations. No one envies the task you have at hand, but they don't expect you to avoid it either. There are no silver (or plastic) bullets that will help the District create the conditions for ensuring safety of students and staff, but looking to evidence, listening to those who are the most at risk of harm, and holding yourselves and systems to account will go a long way to doing so.

Warm regards,

Mark Gifford

Hello SD40 Trustees,

Today I saw that there is a special last-minute meeting to elect 2 representatives on a committee to have oversight on the MOA with the NWPD and SD40. There does not appear to be any Q & A so please put this letter on record.

As a parent and NWSS PAC member, I am glad to hear that the district is working on improving safety in the schools and working with the NWPD on education and prevention and support for our students in the district.

Safety has been an issue that has come up in NWSS PAC meetings with letters from parents to the PAC. The school administration has been reporting numbers of incidents involving emergency services to the PAC for the past year so that we can have some data and advocate as needed to support the staff and students at the school.

I am grateful that the district is taking a serious look at safety in our school. Perhaps ensuring that the NWPD member(s) who work with the school are themselves from a minority group would improve connection and understanding of the community they serve.

Please ensure that whomever worked to bring this motion forward is on the oversight committee. Clearly they are passionate about this issue and have done some research already.

Thank you,

Jennifer Vander Zalm
Member at large - NWSS PAC

Good evening,

I wanted to extend a very sincere thank-you to all of the school board trustees for your decision to revisit the policing discussion and to come together on this important issue.

Thank you for recognizing the legitimate concerns from our school community, following the removal of police liaison officers, and for being focused on the safety of all of our students.

I commend you for working through your differences in opinion to find an acceptable way forward that will be respectful of the stated values.

Having watched the school board meeting last night, I noted some dissonance with regard to the sub-committee motion. Given the clearly varying viewpoints among the trustees and the length of time it has taken to get this discussion back out onto the open board meeting table, **I'd like to have some reassurance that the two chosen trustees will include representation of both perspectives.**

I sincerely look forward to seeing updates on this matter as it moves forward. As a former schoolteacher, retired police officer, long-serving PAC member and parent of two students in the District, I believe that I have a unique perspective on how valuable the police connection can be within a school community, when it is done right. I believe that the spirit of this MOU is headed in that direction. Once again, thank-you!

Trish Robinson
Trob74@gmail.com
778-789-1199

STUDENT SYMPOSIUM FINDINGS

Ava and Ruqaiyah – Student Voice Executives

OVERVIEW

Diversity, Equity, Inclusivity, and Anti-Racism

Mental Health and Wellness

Student Success

Student Safety

DIVERSITY, EQUITY, INCLUSIVITY, AND ANTI-RACISM

DIVERSITY, EQUITY, INCLUSIVITY, AND ANTI-RACISM

IMPLEMENTATIONS

- Ensure gym teachers prioritize fairness
 - When playing sports in P.E., girls report that their peers are not willing to pass the ball to them
- Consider other avenues of educating DEIA to students to increase educational values, efforts and retention of information

FUTURE RESOURCES CONSIDERATION

- DEIA content in the form of books
- Provide staff with further professional development opportunities and resources on DEIA topics

MENTAL HEALTH AND WELLNESS

MENTAL HEALTH AND WELLNESS: FREE IMPLEMENTATIONS

1. Students want a greater ability to report anonymously
 - Bullying, etc.
2. BC Lions presentation was great!
3. Counsellor Role
 - Emphasize the importance of counsellor-student information confidentiality
4. Wellness Centre workers go to each classroom for a few minutes to advertise it
6. Create a more universal policy for object confiscation
7. Want a paper sign-up sheet for counsellors at the middle school
 - Make it easier for students to contact them and increase accessibility
8. Want a way to ask (health) questions anonymously
 - A box to put questions in and have someone post answers to the questions that week

MENTAL HEALTH AND WELLNESS: FUTURE RESOURCES CONSIDERATION

1. Better prepare staff to handle issues that arise in school
2. Vaping, drug use, sexism, conflict resolution
 - Provide information to students about these topics if needed
3. A school nurse at the middle schools
4. A class specifically for mental health and wellbeing
5. Want a paper sign up sheet for counsellors at the middle school
 - Make it easier for students to contact them and increase accessibility
6. Want a way to ask (health) questions anonymously
 - A box to put questions in and have someone post answers to the questions that week

MENTAL HEALTH AND WELLNESS: FUTURE RESOURCES CONSIDERATION

7. More counsellors at every school except EGMS
8. Students prefer that administrators do not also hold the role of being a counsellor
 - Students sometimes just want to be heard
 - Feel uncomfortable going to an authority figure who may also serve consequences to a student
 - A class specifically for mental health and wellbeing
 - Students report learning nothing about a healthy diet
 - Students want more sexual education (especially consent, boundaries, etc).

STUDENT SUCCESS

STUDENT SUCCESS: FREE IMPLEMENTATIONS

1. Teachers hand out a rubric of their usage of the proficiency scale
 - Give specific examples
 - Discrepancies between teachers' uses of the proficiency scale makes it difficult for students to understand their marks
2. More quiet workspaces (hallway, library)
3. Open clubs and sports leagues to all grades
4. Always have offline options for assignments and projects
 - Not every student has access to wi-fi
5. Students want the option to stay indoors during intense rain
6. High school directions/information should be published in middle school newsletter at the end of the year
 - Including NWSS directory

STUDENT SUCCESS: FUTURE RESOURCES CONSIDERATION

1. Students want more peer tutoring
 - Increase at EGMS
 - Add a peer tutoring club to FRMS
2. Train teachers to better accommodate students with different learning preferences
 - Not punish them for squirming/fiddling/stimming
 - Adhd, autism, anxiety, etc.
3. Students like the Big Buddies Group
4. Bathroom improvements
 - Feminine products need to be stocked more regularly
 - EGMS and FRMS – Students would appreciate cleaner washrooms
 - Walls between urinals
5. Update teachers on verbal boundaries with students
 - “Trauma dumping”

STUDENT SAFETY

STUDENT SAFETY: FREE IMPLEMENTATIONS

1. Class discussions about locker use
 - On a smaller scale, teacher-to-class, instead of teacher-to-school
 - Students say EGMS has an issue with lock breaking
2. Hallway passes at the middle schools
3. Discussion groups with guest speakers deemed more impactful than gym presentations
4. Teach students that people who use drugs are not bad people, but rather they are struggling with addiction
 - Mention long-term negative effects of substance use

STUDENT SAFETY: FUTURE RESOURCES CONSIDERATION

1. Blinds in all classrooms
 - Lockdown safety in high school
 - Some middle school classrooms have glass/no blinds
2. Long-term follow up meetings with struggling students
 - Mental health, addiction issues
3. Have signs directing e-scooters to go slower and be aware of cars
4. FRMS and QMS students request a better covered area outside for lunch when it's raining
5. More accessible food for students without it
 - Students report that teachers get annoyed or mad at students who ask for food
6. Provide access to cold weather clothing for students who don't have their own
 - Consider advertising places that provide this

THANK YOU FOR LISTENING



June 9, 2025
Our Ref. 23205

Maya Russell
Board Chair
New Westminster School District
811 Ontario Street
New Westminster BC V3M 0J7

Dear Maya Russell:

Thank you for your letter from January 15, 2025, regarding portable funding and the reimbursement of costs associated with capital project planning. It was a pleasure to meet with you and the delegation members representing New Westminster on April 9, 2025, to discuss capital projects in the New Westminster School District. I appreciated the opportunity to hear insights and experiences from everyone who was able to attend.

I understand your concern regarding the upfront cost of feasibility studies and how it may be burdensome for school districts to fund from operating budgets. These funds are reimbursed at the time the project is approved. While some feasibility studies may take longer to complete, most are finished within a year meaning school districts are not required to carry costs long term. Both the new Simcoe Elementary School project and Middle School site acquisition are with government for decision and the reimbursement of feasibility studies associated with these projects will be provided pending final approval.

Regarding portables, the Ministry of Infrastructure provides capital funding only and therefore does not fund the purchase or relocation of portables unless they are required for temporary accommodation during a major capital project such as a seismic upgrade.

.../2

Since 2017, government has approved \$77.9 million in capital funding to create 910 seismically safe seats and 790 new student spaces in your District. This includes the seismic upgrades of Lord Tweedsmuir Elementary, the addition at Queen Elizabeth Elementary, renovations at Qayqayt Elementary and Fraser River Middle schools, and the replacement and capacity increase of Skwo;wech Elementary.

The Ministry has also recently launched an initiative to provide capital funding for prefabricated additions which are designed to rapidly deliver new student spaces. Through the prefabricated addition initiative, school districts are able to build high quality learning environments in less than half the time of typical capital projects. We encourage your District to continue to pursue prefabricated additions.

Thank you again for writing to me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bowinn", with a stylized flourish at the end.

Honourable Bowinn Ma
Minister of Infrastructure

Cc: Honourable Lisa Beare, Minister of Education and Child Care

June 16, 2025

Sent by Email

Dear Hon. Ministers Beare and Ma,

On behalf of New Westminister School District 40, we write to express our support for the establishment of dedicated and predictable funding for accessibility upgrades for our schools. We recognize the need for additional resources to ensure our schools are fully accessible to students, staff, and community members, and that they comply with the Accessible British Columbia Act.

While the Annual Facilities Grant and Minor Capital Plan grants provide crucial support for general infrastructure improvements, they often fall short of meeting growing accessibility demands across our district. Many of our schools require upgrades to serve our growing community's diverse needs. Without dedicated funding beyond existing grant programs, school districts like ours struggle to address these accessibility challenges in a timely and comprehensive manner.

To that end, the New Westminister Board of Education passed the following motion at our May 27 meeting:

THAT the Board of Education of School District No. 40 (New Westminister) write a letter to the Minister of Education the Honorable Lisa Beare and the Minister of Infrastructure, the Honorable Bowinn Ma asking for a commitment for dedicated and predictable funding and/or grants to be made available annually to school districts to complete accessibility upgrades at schools, above and beyond the Annual Facilities Grant and the Minor Capital Plan grants.

We urge the Provincial Government to establish additional channels through which districts may obtain funding for accessibility upgrades. As our motion indicates, a foreseeable funding stream will allow districts to proactively plan and implement necessary improvements. Investment in accessibility is an investment in equity and inclusion.

Thank you for your time and commitment to creating inclusive learning environments in our schools. We look forward to working together towards meaningful action.

Sincerely,

Maya Russell
Chair, Board of Education

Mark Davidson
Superintendent

Cc: Board of Education

Briefing Note: Implications of BC *Bill 15* and the New Ministry of Infrastructure for School Districts

Date: **June 4, 2025**

Subject: Impact of *Bill 15* and the Ministry of Infrastructure on School Capital Projects

Executive Summary

The British Columbia government has passed *Bill 15* (<https://www.bclaws.gov.bc.ca/civix/document/id/bills/billscurrent/1st43rd:gov15-1>), known as the *Infrastructure Projects Act*, establishing the Ministry of Infrastructure. This legislation aims to expedite the approval and delivery of critical infrastructure projects, including schools, in response to rapid population growth. For school districts, this presents both opportunities and challenges in capital project planning and execution.

Background

Between **June 2023** and **June 2024**, BC's population grew by approximately **188,000** people, intensifying the demand for public infrastructure such as schools and hospitals. In response, the provincial government introduced *Bill 15* to streamline infrastructure development processes. The BCSTA was consulted on the development of *Bill 15* and provided feedback focused on simplifying the capital planning process for School Districts and highlighting the need for faster decisions on funding approvals to ensure all challenges are addressed.

Bill 15

The legislation proposes to speed up permitting and approvals for the completion of key infrastructure projects, including new schools, student housing and hospitals. Additionally, approvals may be streamlined for a limited number of other provincially significant projects delivered by other entities, such as Crown corporations, local governments, First Nations, and the private sector.

The new Bill has come into force and will be implemented in the following phases:

- developing a qualified professionals reliance framework;
- creating an expedited environmental assessment process to allow for quicker reviews of designated projects such as new schools;
- establishing a framework for alternative permit authorizations, in cooperation with local governments;
- authorizing the ministry to work with school districts, health authorities and post-secondary institutions to deliver some projects on their behalf; and
- enabling the ministry to group multiple projects into a single procurement or to purchase project components for multiple projects at a single time.

Implications for School Districts

Subject to the regulations that will be made by the government, the Ministry of Infrastructure is now authorized to deliver new schools on behalf of school districts and will be able to group multiple projects into a single procurement or to purchase project components for multiple projects at a single time.

Action Items for School Districts

We encourage school districts to engage with the Ministry of Infrastructure to understand the new processes and express district-specific needs.

Suggested Questions for School Districts to Ask of Ministry of Infrastructure

- Which of your capital plan projects will be delivered by the Ministry of Infrastructure?
- What will be the role of the school district in the projects delivered by the Ministry of Infrastructure?
- What is the form of the Capital Project Funding Agreements for projects delivered by the Ministry of Infrastructure and who bears the financial risk for the projects?
- Will the capital planning process change to support the procurement of multiple projects at the same time?
- How will the procurement of multiple projects at the same time reflect local needs?

Conclusion and Next Steps

Bill 15 represents a significant shift in how infrastructure projects, particularly schools, are planned and executed in British Columbia. For the success of this initiative the Ministry of Infrastructure will need to work closely with school districts to support the delivery of new, renovated and expanding schools that meet the needs of local communities in a streamline and cost effective manner.

BCSTA, BCSSA and BCASBO remain committed to ensuring the effective implementation of this important provincial initiative by providing advice, working collaboratively and amplifying our voices at the provincial level.

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
COORDINATING COMMITTEE MEETING**

**Tuesday, June 3rd, 2025, 3:30 PM
School Board Office**

PRESENT

Danielle Connelly, Chair
Maya Russell, Trustee
Cheryl Sluis, Trustee
Elliott Slinn, Trustee
Gurveen Dhaliwal, Trustee
Kathleen Carlsen, Trustee
Marc Andres, Trustee

Mark Davidson, Superintendent
Geraldine Lawlor, Associate Superintendent
Anne-Marie Martin, Recording Secretary
Bettina Ketcham, Secretary Treasurer
Pam Craven, Director of Instruction - Leadership
and Learning
Ken Millard, President – NWPVPA
Susana Quan, Principal – New Westminister
Secondary
Chris Evans, Principal – Fraser River Middle
School
Darryl Schelp, NWTU First VP
Sheryl Wright, IEC Member

REGRETS

Karrie Andrews, CUPE President
Laura Kwong, DPAC Representative
Robert Weston, Executive Director, Human Resources

Committee 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 THE AGENDA

The Chair called the meeting to order at 3:32 p.m.

Moved and Seconded

THAT the agenda for the June 3rd, 2025, Coordinating Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. DISCUSSION OF MATTERS REFERRED TO COORDINATING COMMITTEE

- a. **Administrative Procedure 150 new appendixes 150A/B – Communication Involvement (M. Lee)**

- AP 150-A: Establishes written procedures for communication between the district and schools, covering both ordinary and emergency communication scenarios. The goal is to create clear guidelines for how communication should be handled in different situations.
- AP 150-B: Governs communication between the district, schools, and community, specifically addressing:

The committee discussed concerns around the complexity of managing communication across the school district and the need for clear, comprehensive guidelines.

b. Administrative Procedure 151 – Media Relations (M. Lee)

- Lee acknowledged the goal regarding Media Relations is to establish clear channels, and aim to ensure media requests are handled in a functional and fulsome manner and establishing the communications office as the primary contact for media requests.

c. Administrative Procedure 153 – Canvassing and Commercial Solicitation (M. Lee)

- Added was a new procedure for community organizations seeking to display signage on district facilities.
- Established specific requirements for external organizations
- Superintendent can grant exceptions for unique opportunities
- The aim is to prevent inappropriate or unrelated advertising
- Protect school spaces from commercial exploitation

d. New Administrative Procedure (AP166) – Critical Incidents – Memorials in Schools (M. Davidson)

- The procedure emphasizes creating space for people to mourn and receive support without transforming school facilities into permanent memorial spaces.
- The goal is to develop guidelines that help schools, and the district respond compassionately and consistently to loss, providing clear guidance during emotionally challenging times while respecting the well-being of students, staff, and families.

e. Administrative Procedures 260 and 261 – Field Trips (G. Lawlor)

- Lawlor provided the procedure to be updated with the following proposed categories; One day low-risk trips, walking field trips, one day high-risk trips, multi-day low-risk trips, athletic/competition trips, out of province (within Canada) trips and international trips.
- A review of the filed trip AP categories and approval processes will be completed over the summer, incorporating feedback from the committee.

Committee members will send their recommendations and requests for changes to the AP directly to Lawlor for consideration.

f. **Administrative Procedure 330 new appendix 330-A – Student Withdrawal (P. Craven)**

- The procedure aims to prevent arbitrary course changes while allowing flexibility for exceptional circumstances such as medical or personal challenges.

g. **Administrative Procedure 355 – Student Suspensions (G. Lawlor)**

- Lawlor emphasized that the procedure aims to provide a flexible framework that prioritizes student support and intervention over punitive measures, allowing for the convening of a district review committee or an expanded school-based team meeting when necessary.

The committee members were satisfied with the proposed changes.

3. **NOTICE OF MEETINGS**

The 2025-2026 schedule will be available at the end of June 2025.

4. **ADJOURNMENT**

The meeting adjourned at 4:27 p.m.

Chair

Secretary-Treasurer

AUDIT COMMITTEE

June 9, 2025, Meeting

Committee Report to the Board, June 24, 2025

The Committee Chair (Elliott Slinn) called the meeting to order.

The Chairperson asked meeting participants to introduce themselves. In attendance was Bettina Ketcham, Mark Davidson, Amy Grey, Danielle Connelly, Cheryl Sluis, and Vincent Tan – Independent Financial Advisor. In addition to the committee members and staff, the following representatives from KPMG were present.

- Daniel Healey, Audit Partner
- Kinga Urbanovich, Audit Senior Manager

The Secretary Treasurer provided a review of Policy 8 – Board Committees as it relates to the Audit Committee and its responsibilities and conduct.

1. Audit Plan 2024-25

KPMG presented a report entitled School District No. 40 (New Westminster) Audit Planning report for the year ending June 30, 2025. KPMG reviewed the audit plan highlights which included identified risk areas and planned audit strategies. They noted that there were no significant changes to the prior year audit plan and no new significant risks.

Committee members asked questions and KPMG and staff provided clarification on the various point.

The committee received KPMG's audit plan for information as presented.

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING**

**Tuesday, June 10th, 2025, 5:30 PM
School Board Office**

PRESENT

Maya Russell, Chair
Cheryl Sluis, Vice-Chair
Danielle Connelly, Trustee
Elliott Slinn, Trustee
Kathleen Carlsen, Trustee
Marc Andres, Trustee

Mark Davidson, Superintendent
Bettina Ketcham, Secretary Treasurer
Robert Weston, Executive Director, Human Resources
Anne-Marie Martin, Recording Secretary
Pam Craven, Director of Learning Manager of International Education
Ken Headley, District Vice Principal, DEIA
Kia Smith, District SOGI Lead

Regrets:

Gurveen Dhaliwal, Trustee
Geraldine Lawlor, Associate Superintendent

Members of the Public:

Kristie Oxley, NWTU President

Committee 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. Adoption of the Agenda

The Chair called the meeting to order at 5:34 p.m.

Moved and Seconded

THAT the agenda for the June 10th, 2025, Committee of the Whole meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. District Presentations

Nil.

3. Delegations

Nil.

4. Correspondence

Nil.

5. Reports from Senior Management

a. Administrative Procedure (AP218 – New) – Online Learning

Director Craven reviewed the new administrative procedure that focuses on online learning for students in grades 6-8 who want to accelerate their learning with key points that include, requires school administrator approval, courses offered primarily through Brightspace, and assessment and consultation with district instructors to verify student readiness.

Discussions that followed were focused on potential negative impacts on student well-being due to an acceleration of learning, ensuring academic integrity, providing appropriate support for students, and balancing online learning with traditional classroom experiences.

Questions and comments can be viewed at [5:39 p.m.] on the [video](#)

b. Sexual Orientation and Gender Identity Report

SOGI lead Smith presented the SOGI report with the some of the following key highlights. Established an active SOGI Advisory Committee. Major projects being developed, creating a handbook on gender identification, developing inclusive bathroom signage, installing district pride logo displays.

Questions and comments can be viewed at [6:09 p.m.] on the [video](#)

6. Question Period

NIL.

7. Reporting out from In-Camera

Tuesday, June 10, 2025: Committee of the Whole 5:30 p.m. (SBO & Via Zoom).

8. Notice of Meetings

Regular Board Meeting - Monday June 23, 2025: This has been moved to accommodate the High School Graduation taking place on Tuesday June 24, 2025.

9. Adjournment

The meeting adjourned at 6:14 p.m.

Chair

Secretary-Treasurer

DRAFT**BOARD MEETING SCHEDULE - REVISED****September 2025 to June 2026**

| | | | | | |
|--------------|-------------|----------|---|---------------|-----------|
| Tues. | Sept | 2 | <i>First Day of School</i> | | |
| Tues. | Sept | 16 | Committee of the Whole (in-camera only) | 4:30 PM | Hybrid |
| Tues. | Sept | 23 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Thurs | Oct | 9 | Coordinating Committee | 3:30 PM | in-person |
| Tues. | Oct | 14 | Committee of the Whole (in-camera only) | 4:30 PM | Hybrid |
| Tues. | Oct | 28 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Thurs | Nov | 6 | Coordinating Committee | 3:30 PM | in-person |
| Tues. | Nov | 18 | Committee of the Whole (in-camera only) | 4:30 PM | Hybrid |
| Tues. | Nov | 25 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Tues. | Dec | 16 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Tues. | Dec | 22 | <i>Winter Break (December 22 - January 2)</i> | | |
| Tues. | Dec | 29 | | | |
| Tues. | Jan | 13 | Committee of the Whole (in-camera only) | 4:30 PM | in-person |
| Tues. | Jan | 27 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Thurs | Feb | 5 | Coordinating Committee | 3:30 PM | in-person |
| Tues. | Feb | 10 | Committee of the Whole (in-camera only) | 4:30 PM | in-person |
| Tues. | Feb | 24 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Tues. | March | 10 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Tues. | March | 16 | <i>Spring Break (March 16 - 27)</i> | | |
| Tues. | March | 23 | | | |
| Tues. | April | 7 | Committee of the Whole - Budget Focus (in-camera only) | 4:30 PM | in person |
| Thurs | April | 23 | Coordinating Committee (Budget Focus) | 3:30 PM | in-person |
| Tues. | April | 28 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Tues. | May | 12 | Committee of the Whole (in-camera only) | 4:30 PM | in-person |
| Thurs | May | 21 | Coordinating Committee | 3:30 PM | in-person |
| Tues. | May | 26 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |
| Tues. | June | 16 | Board Meetings (In-Camera & Open) | 5:00PM/6:00PM | Hybrid |

POLICY MANUAL
Policy 2 – Appendix A

BOARD ANNUAL WORKPLAN

****NOTE: COMMITTEE OF THE WHOLE MEETINGS THAT ARE OPEN WILL BE DETERMINED DURING THE MONTHLY AGENDA SETTING PROCESSED WITH NOTICE OF MEETINGS BEING SET NO LATER THAN 48 HOURS PRIOR TO THE MEETING. IF AN OPEN OF THE COMMITTEE OF THE WHOLE IS BEING CALLED IT SHALL BE HELD ON THE 2ND TUESDAY OF EACH MONTH.**

September

Regular Board Meeting Agenda Items

- Learning Story #1 – FESL Overview
- Five-year capital plan – Minor capital projects
- Operational plan development update
- Standing operations reports (Capital, Facilities, Finance, Technology, Human Resources)
- Approve financial statements

October

Coordinating Committee

- City of New Westminster presentation (OCP)
- Administrative Procedures Review

Regular Board Meeting Agenda Items

- Learning Story Session #2 - Intellectual - Literacy focus
- 5-block update at NWSS
- 2025-26 Operational plan presentation by leadership
- NWPD partnership update
- Childcare update

November

Coordinating Committee

- Short term capacity review strategies
- Agenda to be formed in consultation with Partners

Regular Board Meeting Agenda

- Learning Story # 3 – Indigenous
- Enrollment and staffing update
- Estimated operating grant recalculations based on September 1701
- Receive School Learning Plans to be presented to the Board annually by the Superintendent
- Approve Board authorized courses
- Elect Chair/Vice-Chair
- Receive Statement of Financial Information (SOFI) Report

December

Regular Board Meeting Agenda Items

- Standing operations reports (Capital, Facilities, Finance, Technology, Human Resources)
- Bank signing authority approval (if required post Chair/Vice Chair Election)
- Approve Budget Development Process and Timelines
- Announce Trustee appointments to committees and community liaison groups
- Announce Trustee school liaison assignments

January

Regular Board Meeting Agenda Items

- Learning Story # 4 – Human Social Development
- Annual Trustee Remuneration Review – Regular Open Board
- Provide direction through our Board representative to the British Columbia School Trustees Association (BCSTA) Provincial Council Meeting regarding provincial policy matters
- Review policy positions for submission to the British Columbia School Trustees Association (BCSTA) Annual General Meeting

February

Coordinating Committee

- Review Recommended 2-year District Calendar
- Long Range Facilities Plan

Regular Board Meeting Agenda Items

- Learning Story # 5 – Grad and transition rates
- Approve Amended Budget for Current Fiscal Year
- Community Schools and NLC Programs and School Nourishment Update
- Inclusive Ed Update

March

Regular Board Meeting Agenda Items

- Approve District Calendar
- Standing operations reports (Capital, Facilities, Finance, Technology, Human Resources)
- Stakeholder Budget Presentations
- Presentation of budget survey results
- Approval of Long-Range Facilities Plan 2026

April

Coordinating Committee

- Partner group budget consultation

Regular Board Meeting Agenda Items

- Submitted for Information: School Fees
- Approval of Capital Plan Response Bylaw
- Approval of School Site Acquisition Charge Bylaw

- Approval of Preliminary Budget Bylaw

May

Coordinating Committee

- Agenda to be formed in consultation with Partners

Regular Board Meeting Agenda Items

- Learning Story # 6 – Intellectual - Numeracy
- Submitted for information: Annual Facilities Grant Spending Plan
- Approve Eligible School Site Proposal
- Submitted for information: Sanctuary Schools Report
- Submitted for information: International Program Report
- Standing operations reports (Capital, Facilities, Finance, Human Resources)

June

Audit Committee

- Receive Audit Planning Report

Regular Board Meeting Agenda Items

- Learning story #7 – Celebration of learning (year in review)
- Approve Annual Board Work Plan for following year
- Approve 5-year Capital Plan (major capital projects)

July/August

- Meetings to be scheduled as needed

As Required

- Attend Trustee development/orientation sessions
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Attend school functions (as invited)
- Represent Board at the British Columbia School Trustees Association (BCSTA) Metro Branch Meeting
- Advance Board positions through the BC Public School Employers' Association (BCPSEA)
- Meetings with elected officials
- Hear appeals as needed
- Review the District Strategic Plan
- Make disbursements from Capital Reserve Fund
- Approve tender selection for contracts
- Declare facilities surpluses to general school needs
- Approve disposition and acquisition of real property (lands and buildings)
- Ratify Memoranda of Agreement with bargaining units
- Ratify Collective Agreements

Monthly/Quarterly

- Operations Update (capital projects, legal, contracted management services, financial variances, budget updates and significant tendering awards) (Monthly Operations Committee)
- Human Resources Update (Staffing) (Monthly Board In-Camera)
- Non-Replacement Data (Staffing) (Quarterly Operations Committee)
- Student Withdrawal & New Registration Report (Quarterly In-Camera & Open Board)

Contact Information

Questions or comments about this Policy may be addressed to the Secretary-Treasurer.

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

*Revised: January 28, 2025
June 24, 2024
June 21, 2023
September 28, 2021
September 29, 2020
September 24, 2019
September 25, 2018*

Supplement to: **OPEN BOARD OF EDUCATION MEETING**

Date: June 23, 2025

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2025-26 Eligible School Site Proposal (ESSP)

Background

Provincial Legislation requires that an ESSP resolution be passed annually if the school district plans to acquire future school sites. The purpose of the ESSP is to identify the eligible school site requirements for the District that will be incorporated into its Five-Year Capital Plan.

Pursuant to the School Site Acquisition provisions of the Local Government Act, a 2025-26 Eligible School Site Proposal (ESSP) has been drafted in consultation with local government. The District's 10-year residential unit projections are based on information provided by City of New Westminister.

The ESSP is required to be passed by the Board of Education annually to identify proposed new school site requirements in the District, including long-term future acquisitions. Once adopted by the Board, a certified copy of its ESSP resolution and report will be provided to the City of New Westminister for acceptance pursuant to the School Site Acquisition Provisions of the Local Government Act. The eligible school site requirements must also be included in the District's Five-Year Capital Plan.

Pursuant to the Local Government Act, this ESSP report estimates the student growth from new housing units at New Westminister schools within ten years, based on estimated student yield from different forms of housing in Schedule 'A'. The general location, size and cost of proposed school sites is identified in Schedule 'B'.

The projected growth of new housing and impact on enrolment growth at schools has been included in the District's Long Range Facilities Plan (LRFP), which recognizes the need for future school sites in the Fraser River Zone, Glenbrook Zone and Queensborough Zone to serve short term and long-term growth beyond 2035.



SUMMARY

This report recommends the 2025-26 Eligible School Site Proposal (ESSP) be approved by the Board of Education through adoption of the attached resolution, pursuant to the requirements of the Local Government Act.

Following the approval of the 2025-26 ESSP, a certified copy of the Board's resolution will be submitted to the City of New Westminster for acceptance pursuant to the Act, and the eligible school site values will be included in the 2026-2027 Five-Year Capital Plan.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approves the 2025-26 Eligible School Site Proposal (ESSP) through adoption of the 2025-26 ESSP Resolution.

Board Resolution – 2025-26 Eligible School Site Proposal (ESSP)

WHEREAS Section 142 of the School Act requires that a Board of Education submit a capital plan to the Minister of Education; and

WHEREAS Local Government Act Section 574.2 requires that before a board of education submits the capital plan required under School Act Section 142 it consult with each local government in the school district and, that the board of education and local government make all reasonable efforts to reach agreement on the following:

- a projection of the number of eligible development units to be authorized over the 10 year period that has been specified by the Minister of Education;
- the projection of the number of school age children (as defined in the School Act) that will be added to the school district as the result of the eligible development units;
- the approximate size and number of school sites required to accommodate the number of school age children projected as a result of the addition of eligible development units;
- the approximate location and value of the school sites; and,

WHEREAS the Board of Education of School District No. 40 (New Westminister) has consulted with representatives of the development industry and the City of New Westminister on these matters;

IT IS RESOLVED THAT:

- 1) Based on information received from local government, the Board of Education of School District No. 40 (New Westminister) estimates that there will be 16,600 new development units constructed in the school district over the next 10 years (Schedule 'A');
- 2) These 16,600 new development units will be home to an estimated 1,995 school age children (Schedule 'A');
- 3) The Board of Education expects one (1) new elementary school site and one (1) new middle school site will be required in the vicinity of the Fraser River zone as well as planned site expansions to one (1) middle school site at Queensborough zone and one (1) future elementary school site in the Glenbrook zone. These new sites and site expansions are considered "eligible school sites" pursuant to the Local Government Act and are needed to accommodate the projected student growth resulting from new residential development over the next ten years;
- 4) According to Ministry of Education site standards presented in Schedule 'B', the eligible school site will require approximately eight point eight (8.8) hectares combined total site area in the Fraser River, Glenbrook and Queensborough zones; the sites are expected to be purchased within 10 years and at current serviced land cost, the land would cost approximately \$97,000,000; and
- 5) The Eligible School Site Proposal be incorporated into the 2026-27 Five-Year Capital Plan and submitted to the Ministry of Education.

SCHEDULE 'A' 2025-2034 Projections - Eligible Development and Student Yield (School Age Children)

| Table 1 - SCHOOL DISTRICT 38 - ELIGIBLE DEVELOPMENT UNITS - Annual estimate of new units by housing type (10 Year Estimates 2024-2033 based on growth forecasts by City of New Westminster) | | | | | | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--|
| Form of Housing \ Year | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 10 Year Total | |
| Single Detached | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 200 | |
| Row Houses | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 4,000 | |
| Low Rise Apartments | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 3,000 | |
| High Rise Apartments | 800 | 800 | 800 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 9,400 | |
| Total Units | 1,520 | 1,520 | 1,520 | 1,720 | 1,720 | 1,720 | 1,720 | 1,720 | 1,720 | 1,720 | 16,600 | |

| Table 2 - PROJECTED SCHOOL AGE YIELD (Age 5-17 population yield) estimated from projected Eligible Development Units (EDU students by housing type 2024-2033) | | | | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------|--|
| Form of Housing \ Year | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 10 Year Total | |
| Single Detached | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 130 | |
| Row Houses | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 1,360 | |
| Low Rise Apartments | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 270 | |
| High Rise Apartments | 20 | 20 | 20 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 235 | |
| Total EDU Students | 196 | 196 | 196 | 201 | 201 | 201 | 201 | 201 | 201 | 201 | 1,995 | |

| Table 3 - ESTIMATED AVERAGE NEW K-12 STUDENT YIELD RATE FROM NEW HOUSING | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------|--|
| Form of Housing \ Year | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | Average Yield | |
| Single Detached | 0.65 | 0.65 | 0.65 | 0.65 | 0.65 | 0.65 | 0.65 | 0.65 | 0.65 | 0.65 | 0.65 | |
| Row Houses | 0.34 | 0.34 | 0.34 | 0.34 | 0.34 | 0.34 | 0.34 | 0.34 | 0.34 | 0.34 | 0.34 | |
| Low Rise Apartments | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | 0.09 | |
| High Rise Apartments | 0.025 | 0.025 | 0.025 | 0.025 | 0.025 | 0.025 | 0.025 | 0.025 | 0.025 | 0.025 | 0.025 | |

| | |
|--|---|
| Notes: | <i>The annual estimate of new development units for each category is based on averaging student yield from projected new housing over 10 years.</i> |
| | <i>1)The 10 year housing build out projections by City of New Westminster is provided through City of New Westminster after review of current applications in process or near completion and future estimates within OCP and land use bylaw limits- by form of development;</i> |
| | <i>2) does not include potential future development that may require major changes to City of New Westminster Official Community Plan; and</i> |
| | <i>3) assumes that the housing market in the District will be relatively strong over the next decade.</i> |
| <i>The estimated average student yield by form of development is based on historical information on student yield - actual student yield may vary.</i> | |

SCHEDULE 'B' - 2025-26 ELIGIBLE SCHOOL SITE PROPOSAL (ESSP) -

Proposed new school sites and site expansions (for inclusion in the 2026 Five Year Capital Plan submission in June 2025)

| SITE - General Location | Queensborough zone | Fraser River zone | | Glenbrook zone | TOTALS |
|---|--|-----------------------------|-----------------------------|----------------------------|----------------------|
| Basis of Cost | Site Expansion | New Site Acquisition | New Site Acquisition | Site Expansion | |
| Type of Expansion | Add a Secondary School Wing with expansion to Queensborough Middle | Future Elementary School | Future Middle School | Future Elementary School | |
| Existing Grade Configuration | Grades 5 to 8 | - | - | - | |
| Proposed Grade Configuration | Grades 6 to 8 (Middle) & Grades 9 to 12 (Secondary) | Grades K to 5 (Elementary) | Grades 6 to 8 (Middle) | Grades K to 5 (Elementary) | |
| Existing Capacity | 375 | 0 | 0 | 0 | 375 |
| Long Term Capacity | 1125 | 575 | 575 | 575 | 2850 |
| Standard Site Area (Ha) | 4.5 | 2.7 | 2.8 | 2.7 | 12.7 |
| Existing Site Area (Ha) | 2.55 | 0.00 | 0 | 0.28 | 2.83 |
| Proposed Size Expansion Area (Ha) | 0.90 | 2.70 | 2.80 | 2.42 | 8.82 |
| Total Site Area After Expansion (Ha) | 3.45 | 2.70 | 2.80 | 2.70 | 11.65 |
| Estimated Cost of Land* | \$ 17,000,000 | \$ 30,000,000 | \$ 35,000,000 | \$ 15,000,000 | \$ 97,000,000 |

Supplement to: OPEN BOARD OF EDUCATION MEETING**Date:** June 23, 2025**Submitted by:** Bettina Ketcham, Secretary-Treasurer**Item:** **Requiring Action** **Yes** ☒ **No** ☐ **For Information** ☐**Subject:** 2026-27 Major Capital Plan Submission

Background:

The District undertook a refresh of its Long Range Facilities Plan which was approved in October 2023. Another update to the District's long range facilities plan will be undertaken at the start of the 2025-26 school year with the goal of Board of Education approval in March 2026. As such, the following major capital submission is based on the plans set forth in the 2023 LRFP.

Site Acquisition

In March 2023 the District received support for land acquisition for a new middle school in the Fraser River Zone. At present, the District is awaiting funding approval for a site based on recommendations put forward.

The District continues to identify the need for the following site acquisitions to meet our growth needs:

- 1) After the acquisition of a new site for a middle school on the mainland, the highest priority land acquisition request is to secure additional lands in Queensborough. Specifically, the District will be looking to pursue options that allow for an expansion of Queensborough Middle and the growing secondary school-aged population presently residing in the area. The estimated land costs for land acquisition in Queensborough is \$17M.
- 2) The District continues to lease space for the RCAP/POWER Alternate programs at a cost of \$280,000 per year. This site is also slated for development over the next 5-10 years and thus a new location will be required for the alternate programs. The District is seeking a site request for a program location that is consistent with the current square footage of the existing location. It is estimated that the cost to acquire a site is \$11M, inclusive of costs to renovate the space.

- 3) The District also is looking to acquire lands in the Glenbrook zone to eventually support the growth that will result from the Sapperton Green Development. Because the timeline for this need is still being defined, the District has place held the need by valuing the acquisitions at \$15M. This represents costs of acquiring lands around the Hume Park Site to create a larger space to accommodate a larger population of students in that area.
- 4) The District acknowledges that the Fraser River Zone will continue to grow with the continual approval of projects. The currently supported Fraser River Elementary School that is anticipated to be located on District-owned lands adjacent to Simcoe Park will not be sufficient in the long-term. To that end, the District has indicated a need for additional land acquisition in this region but given the uncertainty in timelines or location, we have place held the need by valuing the acquisition at \$30M.

New Schools

There are no significant changes to report as the priorities identified in the 2025-26 major capital plan still remain.

The following are the District's priorities for new schools in addition to the Fraser River Elementary School being planned for on the Simcoe Campus which is awaiting funding approval.

- 1) A new middle school in the Fraser River zone. This request is aligned to the site acquisition request as noted above which the District has received support from the Ministry. The request for land and buildings are two separate processing requiring individual business cases. The build of a new middle school would have capacity for 600 grade 6 – 8 learners. The estimated funding requirement is \$107.5M.
- 2) There is a growing need for an additional secondary school in New Westminster as the district has only one high school. A significant number of secondary students live in Queensborough, and thus a construction of an additional secondary school in this neighbourhood would allow these students to attend a more closely situated school plus relieve pressure off of New Westminster Secondary School which has now exceeded capacity. The anticipated cost for the new school, which would be co-located with the Queensborough Middle School would be \$105M. To accomplish this new school, the land acquisition in Queensborough as noted above would also be required.

Addition

1. The Simcoe Elementary School project is slated to be a 600-capacity school. The constraints of a small site do not allow for a larger capacity school. Given the Fraser River Zone of the District continues to grow and houses 3 of 5 sky train (frequent transit network) stops, additional capacity will be required soon after the Simcoe Elementary Project is completed. This is especially true given the new legislated changes to housing which will increase density around these frequent transit network locations. Given Lord Tweedsmuir is one of the District's

largest elementary school site, flat terrain and no expected environmental or geotechnical complexities, it does make the site a good candidate to accept a pre-fabricated modular. The pre-fabricated modular is anticipated to be a 16-block classroom on 2-storeys on the north west corner of the property. The cost of the project would be \$23.3M.

2. Tied to the growth of the Queensborough neighbourhood and consistent with last year, the District will continue to request an addition to meet the demands for this increasing middle school aged population through an addition to the QMS site. Given the increase in enrolment projections, we anticipate a larger addition to the QMS site with an estimated costs for the addition of \$17.6M.

Replacement/Renovation

The District continues to request for future funding for the Hume Park Elementary site which is required in response to the Sapperton Green development. The replacement has been identified in the capital plan but is not anticipated to be required until the development is well underway. The estimated cost of the replacement is \$56.6M.

Seismic

As previously requested, the District continues to request funding for the seismic upgrades for Hume Park Elementary which is currently in use for the Home Learner's Program. The estimated cost is \$723K.

To summarize:

| Submission Category | Total Project Cost |
|------------------------|----------------------|
| Addition | \$40,951,686 |
| New School | \$212,757,355 |
| Replacement/Renovation | \$56,648,187 |
| Seismic | \$723,416 |
| Site Acquisition | \$73,000,000 |
| TOTAL | \$384,080,644 |

Child Care Renovation Program

Given the District's capacity challenges, no child care renovation requests are currently being sought.

Recommendation

THAT the Board of Education of School District No. 40 (New Westminister) approve the 2026-27 Major Capital Plan for submission to the Ministry of Education and Childcare.

Submission Summary

| | |
|---------------------|---|
| Submission Summary: | Major 2026/2027 2025-06-30 MAIN - K12 |
| Submission Type: | Capital Plan |
| School District: | New Westminster (SD40) |
| Open Date: | 2025-04-07 |
| Close Date: | 2025-06-30 |
| Submission Status: | Draft |

| Submission Category | Sum Total Project Cost |
|------------------------|------------------------|
| Site Acquisition | \$73,000,000 |
| Addition | \$40,951,686 |
| New School | \$212,757,355 |
| Seismic | \$723,416 |
| Replacement/Renovation | \$56,648,187 |
| Total | \$384,080,644 |

| | ADDITION | | | | |
|------------------|----------------|-----------------------------|--------------|---|--------------------|
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | Total Project Cost |
| 1 | 167317 | Lord Tweedsmuir Elementary | Addition | 16 Pre-Fabricated Modular Construction on Lord Tweedsmuir Elementary School | \$23,307,740 |
| 2 | 153069 | Queensborough Middle School | Addition | Expansion of middle school to create capacity due to increasing enrolment in this neighbourhood (located on an island). Would be done in conjunction with new high school in Queensborough. | \$17,643,946 |
| | | | | Submission Category Total: | \$40,951,686 |
| | NEW SCHOOL | | | | |
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | Total Project Cost |
| 1 | 150207 | New Middle School | New (School) | New 600 capacity middle school in Fraser River Zone to accommodate significant enrolment growth in the District. | \$107,568,979 |
| 2 | 153799 | Queensborough High School | New (School) | New 625 Secondary Wing to be added to Queensborough Middle School site/property | \$105,188,376 |
| | | | | Submission Category Total: | \$212,757,355 |



Submission Summary

| | REPLACEMENT/RENOVATION | | | | |
|------------------|------------------------|---------------------------------------|---------------------------------|--|---------------------|
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | Total Project Cost |
| 1 | 153800 | Hume Park Elementary | Full Replacement (Replace/Reno) | Replacement of existing site to cater to enrolment pressures as a result of the Sapperton Green development. | \$56,648,187 |
| | | | | Submission Category Total: | \$56,648,187 |
| | SEISMIC | | | | |
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | Total Project Cost |
| 1 | 150379 | Hume Park Elementary | Upgrade | 2 level classroom with basement needs retaining walls and some shear walls | \$723,416 |
| | | | | Submission Category Total: | \$723,416 |
| | SITE ACQUISITION | | | | |
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | Total Project Cost |
| 1 | 150535 | New Queensborough Site | Site Acquisition | New area site for rapidly expanding neighbourhood to accommodate middle/secondary students. | \$17,000,000 |
| 2 | 152304 | RCAP/POWER | Site Acquisition | Acquisition of land and building for grade 8 - 12 alternate education program | \$11,000,000 |
| 3 | 152347 | Hume Park Elementary site acquisition | Site Acquisition | New area site for new elementary 80K/450E in the Hume Park neighbourhood | \$15,000,000 |
| 4 | 160974 | Fraser River Zone Elementary | Site Acquisition | Air Space Parcel or land acquisition for growth in Fraser River Zone for new Elementary School. | \$30,000,000 |
| | | | | Submission Category Total: | \$73,000,000 |

In accordance with provisions under section 142 (4) of the School Act,
the Board of Education of School District No. 40 (New Westminster)
hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2025/2026,
as provided on the Five-Year Capital Plan Summary for 2026/2027 submitted to the Ministry of
Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26 adopted by the Board of
Education, on this the 23rd day of June 2025.

Secretary-Treasurer Signature

Bettina Ketcham

Secretary-Treasurer Name

COMMUNICATION BETWEEN DISTRICT AND SCHOOLS

BACKGROUND

Clear communication protocols between the district board office and its schools are critical to ensuring information – both ordinary and extraordinary – is properly disseminated throughout the organization and the learning community at large.

COMMUNICATION PROCEDURES

1. Ordinary Internal Communication Procedures

- 1.1. Ordinary, structured internal information and updates from the district board office to its schools shall be distributed regularly through a digital platform (e.g. newsletter) or by way of a comparable, alternative method where appropriate and practicable or in addition to the prescribed means.
- 1.2. The frequency of structured internal communications between the district and its schools shall be determined by the superintendent or a designate.
- 1.3. All other ordinary internal information and updates shall be provided through available district communications channels, digital or otherwise.

2. Extraordinary Communication Procedures

- 2.1. Time-sensitive, extraordinary (e.g. emergency) information, updates, and alerts from the district board office to its schools shall be distributed through the organization's internal electronic mailing list as an initial response. The district may use other means in addition to electronic mail as supplementary communication platforms if, when, and where appropriate and practicable.
- 2.2. The district shall lead on all matters that may require extraordinary communications internally or externally, which include, but are not limited to:
 - District-wide emergency situations that impact one or more schools, like public health and safety alerts, public health incidents, etc.
 - School-based emergency situations or incidents impacting staff and/or students that involve law enforcement or any public body or government agency.
 - Any extraordinary situation or circumstance that may involve community or media exposure and scrutiny, necessitating crisis-level communications or issues management.
- 2.3. Schools shall alert the district to all situations that may warrant extraordinary communications, like incidents affecting student/staff and/or public health and safety, at the earliest possible opportunity.

- Schools shall also include the district communications office in all correspondence that contain material information relevant to formulating messaging in response to the circumstances.

2.4. Schools shall not communicate with their communities or the media or any parties not directly involved on extraordinary matters until they receive direction from the district, either from the superintendent, the district communications office, or a designate.

References:

Adopted: June 3, 2025

Revised:

COMMUNICATION BETWEEN DISTRICT, SCHOOLS, COMMUNITY, AND COMMUNITY GROUPS

BACKGROUND

In accordance with Administrative Procedure 150's goals to promote involvement between the district, schools, and community through effective and open communication, AP150 Appendix B outlines procedures that govern such interactions outside of Board of Education and Standing Committee meetings.

COMMUNICATION PROCEDURES

1. District to Community and Community group Communication Procedures

- 1.1. The district shall endeavour to keep its community and the public up to date on relevant district and school news, events, and communications through its digital channels and/or by other methods if, when, and where appropriate.
- 1.2. The district shall provide guidance on and have the sole right to approve all initiatives that seek to engage the community and/or the public in consultative activities as outlined and defined by International Association for Public Participation (IAP2) principles and its spectrum of public participation.
 - The district, through its communications office, shall review all requests for public engagement.
 - The superintendent – or designate – shall approve or deny requests for public engagement on the advice of the communications office.
 - If approved, the communications office – or designate – shall advise and support petitioners on all IAP2-based activities, events, and initiatives that seek to engage with the community and/or the public.
- 1.3. The district shall be the sole source of commentary, information, messaging, etc. for media requests that relate to its work, the board, its schools, etc. on matters that impact the community and/or the public. For more information, see Administrative Procedure 151 – Media Relations (AP151).
- 1.4. The district shall be responsible for approving requests from community groups, non-for-profit organizations, and other non-commercial entities ("petitioners") seeking permission to include promotional/informational materials for programs, services, notifications, etc. in school-based communication platforms (e.g. newsletters). For more information, see Administrative Procedure 153 – Advertising, Canvassing and Commercial Solicitation (AP153).
 - The district shall review requests received by way of the communications office and where permission is granted – contingent on the requirements outlined in AP 153 procedures being met – alert schools through internal channels that they may include petitioner materials in any way they see fit, if/when practicable.

- The district may, at the superintendent's or delegate's discretion, transfer its approval authority to schools to treat with community groups, non-profit organizations, and other non-commercial entities about information/promotional requests.

2. School to Community and Community Group Communication Procedures

- 2.1. Schools shall endeavour to keep its students and community families up to date on relevant school-level developments, events, and communications through its digital channels and/or by other methods if, when, and where appropriate.
- 2.2. Schools may operate accounts on social media platforms as tools with which to communicate with their community families with prior approval from the district and in compliance with procedures outlined in Administrative Procedure 140-C – Social Media (AP140-C) governing professional social media use.
 - Schools shall inform the district's communications office of the existence and operation of active, school-based professional social media accounts.
 - Schools shall immediately alert the district's communications office of any changes to the status of school or staff member professional social media accounts, including instances of, but not limited to:
 - i. Account closures for reasons including, but not limited to, termination of service, the account user and/or administrator's departure from the school/district, etc.
 - ii. Accounts compromised by non-authorized users.
 - iii. Accounts flagged for posting material(s) that violate a social media platform's term of service, AP140-C, and/or otherwise engage in activity not in compliance with Canadian federal, provincial, and local legislation.
- 2.3. Schools shall take direction from the district on community communications of an extraordinary nature (e.g. emergencies, threats to public health and safety, etc.) and only send messaging approved by the superintendent or designate through its channels. For more information, see Administrative Procedure 150-A – Communication Between the District and Schools (AP150-A).
- 2.4. Schools shall seek approval from the district on all requests received from community groups, non-for-profit organizations, and other non-commercial entities ("petitioners") for permission to include information, promotions, etc. in school-based communications platforms (e.g. newsletters).
 - Schools may, with the superintendent's or delegate's approval, pre-authorize requests at their discretion from petitioners that have existing or prior relationships/partnerships with the school and/or district.

References:

Adopted: June 3, 2025

Revised:

MEDIA RELATIONS

Background

New Westminster Schools believes in open, transparent communication with the community it serves and supports the media's right to seek information about district operations.

The communications office, with direction from the superintendent and in collaboration with staff where needed, is responsible for responding – or formulating responses – to media enquiries on all matters relating to district business including, but not limited to:

1. Requests for comment or information about initiatives, projects, developments, events, etc. at the district and at schools.
2. Requests to interview or otherwise engage district staff for the purposes of eliciting responses for publication.

Procedures

1. All media requests for information or interviews must be directed through the communications office – as the superintendent's representative – for approval.
2. The communications office will:
 - a. Advise staff and the board on media relations and communications issues.
 - b. Prepare official statements and responses, media releases, and any such materials required by the board chair, superintendent, or designate.
 - c. Distribute materials after approval by the superintendent.
 - d. Act as the main conduit between the district and the media in crisis communications and/or emergency response situations.
3. Board information releases to media such as official statements, remarks, interviews, etc., which communicate board business to the public, must only be issued by persons authorized by the board in accordance with **Policy 5 – Role of the Board Chair**.
4. Only the board chair or superintendent are authorized to speak as the district's official spokesperson, except in instances where the role is delegated to another individual or group.
5. The superintendent or communications office or designate may contact media to request coverage for special events.
6. School-based media requests must be organized through the communications office:

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- a. The principal (or designated individual or group) will:
 - i. Act as the primary spokesperson on school-related matters but may delegate the role and responsibilities to another staff member where appropriate.
 - ii. Inform and include the communications office in all matters relating to media requests for information, interviews, etc. prior to responding to or contacting media representatives.
 - iii. Collaborate with the communications office on the release of school-focused information and releases to media.
 - b. Consult with the communications office to provide guidance and direction to staff who are designated to speak with media.
 - c. Include the communications office in all requests made to media.
7. The media is welcome to attend all public events including, but not limited to school athletic events, concerts, performances, public presentations, etc.
- a. Media requests to attend school-based, non-public events and requests for interviews must be approved by the communications office.
8. Media representatives shall not be allowed to disrupt the normal operation of district office, a school, or a class for the sole purpose of information gathering. This includes interviewing district employees and/or students during the regular school day.
- a. Media representatives may be asked by the principal or district staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so.

Reference: Section 8, 20, 22, 65, 85, 177 School Act

Freedom of Information and Protection of Privacy Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: June 3, 2025

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ADVERTISING, CANVASSING AND COMMERCIAL SOLICITATION

Background

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

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

Procedures

1. Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent or designate, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain religiously oriented or inflammatory material which might create unfavourable community reaction.
2. Community-oriented organizations seeking to use district facilities to display physical promotional materials must meet the following criteria:
 - 2.1 The organization must serve the New Westminster Schools community or the general New Westminster community as a whole or in part.
 - 2.2 The organization must use district or City of New Westminster civic facilities as an integral part of the service provided.
3. Limited and selected advertising may be permitted in school or District publications, provided that it meets standards of good taste and does not conflict with educational objectives.
4. Instructional materials furnished by private sources may be utilized when they are appropriate to the curriculum and when the advertising content is reasonable relative to the primary purpose of the materials.
5. Appropriate and discreet acknowledgement may be given to firms or organizations which are involved in a formal school-business partnership.
6. It is the responsibility of the Principal to ensure that school premises are not used to display, distribute, or otherwise advertise a product, service, or function on behalf of any person, business, or organization unless the Principal is satisfied that:

- 6.1 The display of such material will not lead to the exploitation of the students;
- 6.2 It does not imply endorsement by the school;
- 6.3 The primary purpose is such that it will complement the education program; and
- 6.4 The claims in such materials are not false or misleading.

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

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

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: June 3, 2025

CRITICAL INCIDENTS – MEMORIALS IN SCHOOLS

Background

The New Westminster School District recognizes that the loss of a member of the school community is deeply felt by students, staff, and families. Following the loss of a New Westminster Schools student or staff member, the focus of staff will be on helping those affected by a death to make connections to appropriate school and community resources.

Memorials set a precedent for the future and need to be equitable. The District believes that the remembrance of a student or staff who passed away during their time in New Westminster Schools should be consistent from situation to situation and should be considerate of the grief process of family and friends. Memorials must also be engaged in accordance with Board Policy.

Often, in the immediate aftermath of a crisis or death, memorials are proposed in an emotionally charged state, without consideration of the potential long-term implications for students, staff, families, and the community. Research supports that the how is often more important than the what, and therefore, it is necessary that students, staff, and family play a central role in planning. Further, it is important to allow sufficient time and space in which members of the school community can identify and understand their thoughts and emotions about a loss of life.

This administrative procedure provides District parameters to guide decision making regarding school-related memorials.

Guiding Principles

1. **Normalize Grief While Preserving Routine:** Memorials and events will support emotional processing without excessively disrupting the normal function and activity of the school.
2. **Voluntary participation:** Participation of both students and staff in any remembrance activities must be voluntary and consensual.
3. **Temporary, Inclusive, and Compassionate:** Best-practice memorials are time-limited and accessible to all, while respecting the privacy and preferences of the family.
4. **Equity and Consistency:** Every loss will be treated with the same level of care and intention, regardless of circumstances or visibility.
5. **Respect for the Family:** Memorial efforts will respect with the family's wishes and cultural values, while also aligning with District protocols and the well-being of students and staff.
6. **Avoiding Re-Traumatization:** Decisions about memorialization will consider the emotional safety of both those impacted by the loss and the broader school population.

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Procedures

1. Memorial activities that take place at school must be approved and coordinated through the School Principal. In consultation with the Superintendent of Schools and the District Critical Incident Response Team (DCIRT), and with reference to these procedures, the Principal will assist families and students in selecting memorial activities that are appropriate for the school community and will assist students in healthy bereavement.
2. In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorialization of students or staff.
3. Temporary school memorials, as approved by the School Principal, may be displayed until the day of the funeral, or within one week following the death, after which time they will be given to the family or charity as determined by the family and designated district officials.
 - 3.1 Allowable temporary memorials include flower arrangements, banners, pictures, notes, and locker and student desk displays.
 - 3.2 Any plans to sell memorial items must receive prior approval of the Principal.
4. The School District reserves the right to accept or decline permanent memorials.
 - 4.1 Permanent legacy memorials for deceased students and staff are limited to endowments, scholarships, or items with educational significance.
 - 4.1.1 Scholarship and endowment memorials may be established either as one-time or perpetual awards, with a description of the purpose of the endowment or scholarship.
 - 4.2 In general, the school district will avoid legacy memorials such as placing a plaque in the hallway or planting a tree. These are precedents that the school may not be able to apply consistently to all possible future deaths.
5. Dedications in the school yearbook are subject to the approval of the School Principal and Superintendent or Designate.
6. Memorials following a death from suicide or accidental drug poisoning must not glamorize, romanticize, or stigmatize the act of suicide.
7. School district facilities will not be used for memorial services or funerals.
 - 7.1 Exceptions may be made for rental of school facilities, on non-instructional days, by private parties with the approval of the Superintendent or Designate.
 - 7.2 In addition, the Superintendent or Designate, in consultation with the DCIRT, has the discretion to approve school-wide memorial activities in certain rare and extenuating circumstances. Due to the varying needs of students and staff, students and staff would not be required to participate in any school-wide memorial events.

8. School staff will monitor anniversary dates and may provide small group or individual counselling and/or other supportive activities to friends of the deceased in order to assist with grief recovery.
 - 8.1 School-wide recognition of anniversary dates will not occur.
9. Memorials established prior to the initial adoption of this administrative procedure are not affected.

A Note on GoFundMe and Similar Fundraising Platforms

In the event of a loss affecting the school community, the District maintains the following position regarding crowdfunding initiatives:

1. School staff and the District will not create or manage GoFundMe or similar fundraising pages in response to a death in the District community.
2. If individuals choose to contribute in a personal capacity to an established crowdfunding initiative, particularly within the context of their professional role, it is strongly recommended that donations be made anonymously, to maintain boundaries, preserve a sense of equity, and protect privacy.
3. Equity considerations must guide all responses—fundraising efforts may unintentionally create disparities in how different losses are perceived or supported.
4. All activities must comply with Canada Revenue Agency (CRA) guidelines, particularly regarding charitable giving and the use of public resources.

Reference: *Memorials in Schools* Central Okanagan Public Schools
Loss of Life Protocol Langley Schools
Managing Memorials Safer Schools Together

SD No. 40 (New Westminster)

Adopted: June 3, 2025

Revised:

Online Learning Programs: New Westminster Online Learning

Background

In British Columbia, online learning policies are guided by the Ministry of Education and Child Care, focusing on equitable access, student-centered pedagogies, and student support. New Westminster School District is committed to providing high-quality online learning opportunities that are accessible, inclusive, and supportive of all school-aged and adult students within New Westminster School District and beyond District borders, pursuant to Ministry of Education and Child Care permission to be a Provincial Online Learning school (POLs).

Online Learning is education where instruction and content are delivered primarily via the internet. It provides an opportunity for students and families to exercise choice and flexibility with respect to the environment, methods, and structures through which students can achieve their educational goals. New Westminster Online Program offer government funded courses and programs delivered by certified British Columbia Teachers, for students who are ordinarily residents in British Columbia.

As a critical component to personalized learning, this instructional method will grow and adapt with changing technology and student needs. The online learning program in New Westminster district will adhere to the Accountability and Quality Assurance (AQA) process set by the Ministry of Education to ensure continuous improvement and high standards in online learning.

Procedures

1. Online learning takes place outside of the traditional school classroom when a learner is primarily at a distance from the educator and school.
2. Online learning is primarily offered via the internet using a variety of software tools such as Brightspace, to allow students to access the curriculum and to interact with teachers. Teachers are available for support through MS TEAMS and in the online room at NWSS with an appointment.
3. Students often choose online learning because a particular course is not available to them or because of a learning preference.
 - a. Intermediate students (grade 6 to 8) looking to accelerate and take a course through New Westminster Online Learning need to:
 - i. Get approval from the school administrator before registering for a course.
 - ii. Complete course work on their own time, as they are still required to participate in their home school activities during school hours.



New
Westminster
Schools

Reference:

SD No. 40 (New Westminster)

Adopted: June 2025

Revised:

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STUDENT WITHDRAWAL

Purpose

The Board of Education recognizes the importance of implementing formalized procedures for withdrawals. This policy outlines the procedures for students withdrawing from any New Westminster School District school or program or course within a New Westminster school or program, and ensures clarity in procedures for students, parents/guardians, and staff.

Procedures

Students in grades Kindergarten – grade 8

Parents/guardians should notify the school Principal/Administration in writing if a student is withdrawing from the school. If the student is moving outside of New Westminster Schools, the withdrawal process will be processed once central registration receives a records request from the new school.

Parents/caregivers who wish to transfer their child to another school within New Westminster Schools must contact central registration to request a transfer and submit proof of address documentation.

Students in grade 9

When requesting withdrawal from a course or course change for a student in grade 9, the following must occur:

1. An educationally sound and defensible rationale for why withdrawal/course change should occur needs to be presented on the school withdrawal form, and the student and parent/guardian will need to share this with the Counsellor. Consideration of the request will include impact on the student's learning program.
2. If the request is denied, the parent/guardian can contact the student's Principal/Vice-Principal within 10 business days, who will help to resolve the issue.
3. If the request is denied by school Principal/Vice-Principal, the parent/guardian can contact the School Board Office where District management personnel will help to resolve the issue.

4. If the request is denied by District personnel, the parent/guardian can contact the Superintendent/Designate to help resolve the issue.
5. If the issue remains unresolved, the family can appeal the decision of the Superintendent to the Board of Education. Policy 13 Appeals Bylaw is available on the [district's website](#) or information can be provided by calling the School Board Office.

****Requesting withdrawal or course changes must comply with the school's procedures related to withdrawal/course change process, including but not limited to:**

- a. Deadline dates with withdrawal/course change consideration [within first four days of instruction of the term/semester without academic penalty]. Withdrawals beyond these timeframes will result in a final mark being recorded and reported to the Ministry of Education and Child Care.
- b. Support of the request by parents/caregivers.

Considerations: Students who do not formally withdraw but stop attending will be marked accordingly, and a final grade will be assigned.

Students who fail to attend classes without communication may be administratively withdrawn following reasonable attempts to contact the student and guardian. The school will document all efforts made to reach the family before processing an administrative withdrawal.

Exceptional Circumstances: Withdrawals due to medical, personal, or family circumstances will be reviewed on a case-by-case basis by administration.

Students in grades 10, 11, 12 (High School, Online)

When requesting withdrawal from a course or course change for a student in grades 10, 11, or 12, the following must occur:

1. An educationally sound and defensible rationale for why withdrawal/course change should occur needs to be presented on the withdrawal form, and the student and parent/guardian will need to share this with the Counsellor. Consideration of the request will include impact on the student's graduation plan and the development of an alternate plan.
2. If the request is denied, the parent/guardian can contact the student's Principal/Vice-Principal within 10 business days, who will help to resolve the issue.
3. If the request is denied by school Principal/Vice-Principal, the parent/guardian can contact the School Board Office where District management personnel will help to resolve the issue.
4. If the request is denied by District personnel, the parent/guardian can contact the Superintendent/Designate to help resolve the issue.

5. If the issue remains unresolved, the family can appeal the decision of the Superintendent to the Board of Education. Policy 13 Appeals Bylaw is available on the [district's website](#) or information can be provided by calling the School Board Office.

****Requesting withdrawal or course changes must comply with the school's procedures related to withdrawal processes, including but not limited to:**

- a. Deadline dates with withdrawal / course change consideration [within first four days of instruction of the semester/term without academic penalty]. Withdrawals beyond these timeframes will result in a final mark being recorded and reported to the Ministry of Education.
- b. Support of the request by parents/guardians.
- c. School's guidelines regarding 'spares'.

Considerations: Students who do not formally withdraw but stop attending will be marked accordingly, and a final grade will be assigned.

Students who fail to attend classes without communication may be administratively withdrawn following reasonable attempts to contact the student and guardian. The school will document all efforts made to reach the family before processing an administrative withdrawal.

Exceptional Circumstances: Withdrawals due to medical, personal, or family circumstances will be reviewed on a case-by-case basis by administration.

International students – any information relevant to international pay program can be found on the website

This policy will be reviewed periodically to ensure compliance with provincial education policies and the specific needs of New Westminster Schools.

Reference:

SD No. 40 (New Westminster)

Adopted: June 3, 2025

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STUDENT SUSPENSIONS

Background

Every student has the responsibility to comply with school rules, [Administrative Procedure 104 – District Code of Conduct](#) and all other relevant Board policies and the administrative procedures of the District.

Where a student's conduct necessitates the suspension of the student's right to participate in school or school-related activities, principals are authorized to suspend students in accordance with the provisions of the School Act.

In the majority of circumstances, it is expected that the Superintendent or designate will ensure that the suspension of any student is done after alternative actions have been explored and/or implemented.

Further, the District expects that once a student suspension has been issued, appropriate District and community resources are sought as quickly as possible to help resolve the problem that necessitated the student's suspension.

Procedures

1. General Procedures

- 1.1 Principals and teachers shall ensure that students and parents/guardians are aware of [Administrative Procedure 104 – District Code of Conduct](#) and that the steps of progressive discipline are understood.
- 1.2 The Principal shall ensure that unacceptable student behaviour is documented to include dates of incidents; preventative or remedial actions taken by the school; and any communications that have taken place between the home and the school.
- 1.3 All student suspensions shall be documented in a letter of suspension to the parent/ guardian with a copy sent to the Superintendent.
- 1.4 The Principal must consult the Superintendent or designate prior to issuing a suspension in excess of five (5) school days. If such a suspension is warranted, the Principal must inform the Superintendent.
- 1.5 The Principal shall determine the location where the suspension shall be served.

- 1.6 The Principal shall arrange for homework to be provided for the student. The student shall be expected to continue his/her studies while under suspension.
- 1.7 The Principal shall arrange for the student's progress and/or behaviour to be monitored upon return to school and for support services to be provided if required.

2. Student Suspensions Five (5) or Fewer Days

- 2.1 The Principal shall discuss the reason(s) for the student's suspension and its duration with the parents/ guardians. The need for a student re-entry meeting shall also be discussed and arranged. Provisions for the on-going education of the student shall also be discussed.
- 2.2 The Principal shall follow with a letter of suspension. The letter of suspension shall include:
 - 2.2.1 The reason(s) for the suspension;
 - 2.2.2 Reference to the [School Act \(Section 85\)](#), [Administrative Procedure 355 - Student Suspensions](#) and [Administrative Procedure 104 - District Code of Conduct](#);
 - 2.2.3 Any previous behaviours related to the incident that contributed to the decision to suspend;
 - 2.2.4 The condition(s) determining the return to school of the student on a specified date; and,
 - 2.2.5 The plan for sending work home during the suspension.A copy of the suspension letter shall be sent to the Superintendent.
- 2.3 The Principal shall convey all appropriate documented information about the incident to the parent/ guardian at the re-entry meeting and a plan for the student's readmission to school shall be established.
- 2.4 If it is deemed necessary to alter the suspension (e.g., that the student attend school on a partial program), the Principal shall consult the Superintendent or designate before making such a determination. If deemed appropriate, an Expanded School Based Team meeting may be held with the Superintendent or designated staff to review the student's educational programming needs.

3. Student Suspensions in Excess of Five (5) School Days

- 3.1 Student suspensions in excess of five (5) school days may be considered for students with identified special needs depending on each circumstance.

In cases where suspensions in excess of five days are being considered for a student with identified special needs, the Principal shall consult with the Superintendent or designate. If after consultation the Principal decides to suspend for more than five (5) days they shall inform the Superintendent.

The Superintendent will convene a District Review Committee. (refer to clause 3.6).

Even if it is determined by the Principal, in consultation with Superintendent or designate, that a student with identified special needs shall not be suspended in excess of five days, it may, from time to time, be necessary that said student be absent from school until such time as the Individual Education Plan, Positive Behaviour Support Plan, and/or Staff Safety Plan is reviewed. An expanded School Based Team meeting may be held which may include the teacher(s) and support staff along with an Associate Superintendent/Director of Instruction and other resource staff, as required, to review the student's educational programming needs. A letter shall be sent home to the parents clearly documenting the reason for the student's non-attendance at school.

- 3.2 Student suspensions in excess of five (5) school days shall not be considered for students in Kindergarten through to Grade 7, unless warranted by exceptional circumstances in which the safety or well-being of students, staff, or the broader school community is determined to be at significant risk.

Exceptional circumstances are deemed to be extremely serious or severe in nature. Such circumstances may include, but are not limited to:

- Serious and/or premeditated physical assaults
- Repeated incidents of aggressive or assaultive behavior and/or substance abuse
- Offenses involving weapons
- Drug trafficking
- Persistent, documented instances of extreme and inappropriate behavior, where prior school-based interventions have been implemented and documented

In cases where an extended suspension is being considered, the decision must be made in consultation with the Superintendent or designate. Following this consultation, the Superintendent or designate will determine whether to convene a District Review Committee (see Clause 3.6) or an Expanded School-Based Team meeting to review the circumstances and determine an appropriate course of action.

- 3.3 Student suspensions in excess of five (5) school days may be considered for students in Grades 8 through 12.

Prior to any suspension in excess of five (5) school days, the Principal shall consult with the Superintendent or designate. Following consultation, the Principal shall inform the Superintendent of the intent to suspend for greater than five (5) days. The Superintendent shall, forthwith, convene a District Review Committee. (refer to clause 3.6).

- 3.4 When a student is suspended in excess of five (5) school days, the Principal shall discuss the reason(s) for the student's suspension with the parents/ guardian. The Principal shall explain the role of the District Review Committee and inform the parents/ guardians that the Office of the Superintendent shall contact them with the

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date and location of the District Review Committee meeting. Provisions for the on-going education of the student during the suspension shall be arranged and communicated.

- 3.5 In advance of the convening of the District Review Committee the Principal shall provide the parents/guardians with a letter of suspension. The letter of suspension shall include:

3.5.1 The reason(s) for the suspension;

3.5.2 The desired term of the suspension and recommended programming options;

3.5.3 Reference to the [School Act \(Section 85\)](#), [Administrative Procedure 355 - Student Suspensions](#) and [Administrative Procedure 104 - District Code of Conduct](#);

3.5.4 Any previous behaviours related to the incident;

3.5.5 The plan for sending work home during the suspension;

3.5.6 That the Office of the Superintendent shall contact the parents/ guardian to set the date and location for the District Review Committee meeting.

A copy of the suspension letter shall be sent to the Superintendent.

- 3.6 The District Review Committee shall be convened in a timely manner (usually within ten (10) days of the first day of suspension). The composition of the District Review Committee may vary depending upon the nature of the incident and the educational needs of the student. Most often the District Review Committee shall be comprised of:

3.6.1 Superintendent or designate;

3.6.2 Associate Superintendent;

3.6.3 Director of Instruction, or designate;

The function of the committee is to review written documentation from the Principal regarding the incident or any other related matters that led to the in excess of 5 (five) school days suspension and to hear oral submissions from school staff, the parents/guardian and the student. After consideration of all aspects of the incident, the District Review Committee shall arrive at a decision (refer to clause 3.7).

Note: When possible, sufficient time is to be given in advance of the District Review Committee meeting for members of the committee to review the written documentation from the Principal regarding the incident.

Note: The parents/ guardian may choose to be accompanied by a support person of their choice at the District Review Committee meeting. Where language may be a barrier, interpretation services may be provided upon request.

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- 3.7 The District Review Committee Chair shall verbally inform the Superintendent of the

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outcome of the District Review Committee (in cases where the Superintendent is not the Chair) which may include the:

- 3.7.1 Student's re-admission to school and under which conditions;
 - 3.7.2 Student's transfer to another program or school;
 - 3.7.3 Student's expulsion from school (if older than 16 years of age);
 - 3.7.4 Suspension being upheld (e.g., until further information is received);
 - 3.7.5 Suspension being altered (e.g., a partial school program).
- 3.8 A summary letter is sent to the parents/ guardian outlining the decision of the District Review Committee. Parents are informed of their right to appeal the decision of the District Review Committee under Board Policy 13 – Appeals Bylaw. If it is deemed that the student is to re-enter school on an altered suspension (e.g., partial program) or that the suspension be upheld (e.g., delayed re- admission to school), the District Review Committee letter must:
- 3.8.1 Outline the reason(s) for the partial program or delayed re-admission to school; and,
 - 3.8.2 Indicate exactly when the situation shall be reviewed.
- 3.9 The Superintendent shall inform the Board of all suspensions in excess of five (5) school days, and the outcome of these suspensions, at the next in- camera meeting of the Board.

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

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: August 2024

June 3, 2025



Supplement to: **OPEN BOARD OF EDUCATION MEETING**

Date: June 23, 2025

Submitted by: Danielle Connelly, Trustee

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

Subject: Numeracy Grant Advocacy

Background:

School districts in British Columbia are currently receiving funding to support literacy programs which aim to improve literacy development in K-12 schools. The focus of these literacy grants is to provide professional learning for teachers and support staff on evidence-based literacy instruction and to support students with learning disabilities, including dyslexia. The funding has also helped to support programs and resources as well as FTE time to support district-wide initiatives which has shown to have fundamentally positive effects on literacy.

Work in the New Westminister school district is currently underway to similarly support numeracy initiatives; however, this work is being done without Ministry funding to support training and resources.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) write a letter to the Minister of Education, the Honourable Minister Beare, asking for dedicated funding to support training and resources for numeracy programs which help fulfil the provincial numeracy “mandate that all graduating students demonstrate proficiency in numeracy”.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF MAY 27, 2025, IN-CAMERA MEETING

ADOPTION OF AGENDA

- 4:12 p.m.

MINUTES FOR APPROVAL

- In-Camera Board Meeting held on April 8, 2025.

BUSINESS ARISING FROM THE MINUTES

- Nil

REPORTS FROM SENIOR MANAGEMENT

- Legal
- Contract
- Administration

OTHER BUSINESS

- Nil

ITEMS TO BE REPORTED OUT AT OPEN MEETING

- Nil

NOTICE OF MEETINGS

- In-Camera Board Meeting – Monday June 23, 2025, 6:00 p.m. (SBO)

ADJOURNMENT

- In-Camera Board meeting adjourned at 8:50 pm.

Chair

Secretary-Treasurer