

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

Tuesday, October 28, 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.	<u>ADOPTION OF THE AGENDA</u>	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.	<u>APPROVAL OF THE MINUTES</u>	6:05 PM	
a.	Minutes from the Open Meetings held:		
	1. September 23, 2025 Regular Meeting		
	Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the September 23, 2025 Regular School Board meeting as redistributed.		
b.	Business Arising from the Minutes		
3.	<u>DISTRICT PRESENTATIONS</u>		
a.	Senior Leaders' Report: Literacy Focus (S. Singh)	6:05 PM	5
4.	<u>DELEGATIONS</u>		
a.	EFI Parents of Qayqayt (Michelle Cunningham)	6:25 PM	18
5.	<u>CORRESPONDENCE</u>	6:35 PM	
6.	<u>BOARD COMMITTEE REPORTS</u>		

- | | | | |
|----|--|---------|----|
| a. | Coordinating Committee, October 9, 2025 | 6:35 PM | 26 |
| 1. | Comments from the Committee Chair, Trustee Connelly | | |
| 2. | Approval of the October 9, 2025 Coordinating Committee Minutes | | |

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes for the October 9, 2025, Coordinating Committee meeting.

7. REPORTS FROM SENIOR MANAGEMENT

- | | | | |
|----|--|---------|----|
| a. | Superintendent Update (M. Davidson) (Verbal) | 6:40 PM | |
| 1. | 2025-2026 Operational Plan Presentation | | 31 |
| b. | Queen Elizabeth Elementary Neighbourhood Learning Centre (NLC) Update (R. Bloudell & I. Neilson) | 6:50 PM | 44 |
| c. | Short Term Capacity Review Strategies (B. Ketcham) | 7:00 PM | 47 |
| d. | Bill 19 Child Care Update (B. Ketcham) | 7:10 PM | 65 |
| e. | NWSS 5-Block Model Update (G. Lawlor) | 7:20 PM | 66 |
| f. | Policy 27 Evaluation of Educators (J. Richter) | 7:30 PM | 71 |

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve Policy 27 Evaluation of Educators as presented.

- | | | | |
|----|--|--|----|
| g. | Administrative Procedures (For Information Only) | | |
| 1. | AP411 Evaluation of Educators | | 72 |
| 2. | AP104 District Code of Conduct | | 75 |
| 3. | AP142 Multi-Factor Authentication (MFA) | | 83 |
| 4. | AP216 Career Preparation Program | | 85 |
| 5. | AP240 Appendix A Counselling Consent Form | | 91 |

8. NEW BUSINESS

- | | | | |
|----|--------------------------------------|---------|----|
| a. | Road Safety Upgrades on Royal Avenue | 7:40 PM | 93 |
|----|--------------------------------------|---------|----|

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) write a letter to Mayor and Council of the City of New Westminster, asking for urgency to address upgrades to the identified stretch of Royal Avenue above Ecole Qayqayt Elementary School in New Westminster to ensure student and staff safety from the proximity and high volume of vehicles to the school site, particularly the portable classrooms and playing field.

- b. Historical Preservation Administrative Procedures (AP) or Policy 7:50 PM

95

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) direct staff to create an administrative procedure (AP) and/or policy to provide guidance and direction to preserve the history of education in New Westminster. The AP and/or Policy will also include what is to be considered as an educational artifact and how these artifacts should best be preserved in the district. This might also include working with community partners to create best practices or share in preserving school district artifacts.

- c. Literacy Intervention Costs 8:00 PM

96

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) will direct staff to track costs associated with literacy interventions and whether the funding provided over the next three years will adequately fund the identified interventions. This will also help guide the Board of Education in future advocacy efforts once the 3-year funding runs out. The board of education will also write a letter to the Ministry of Education and Child Care asking for clarity on funding and how it will be allotted to each district, including; how much for screening, training and expanded support programs in the district.

- d. Use of E-Scooters at Schools (M. Russell) (Verbal) 8:10 PM

9. OLD BUSINESS

- a. Board Advocacy 8:20 PM

10. TRUSTEE REPORTS 8:30 PM

11. QUESTION PERIOD (15 Minutes) 8:40 PM

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

12. NOTICE OF MEETINGS 8:55 PM

Regular Board Meeting - Tuesday, November 25, 2025 - 6:00 p.m.

13. REPORTING OUT FROM IN-CAMERA BOARD MEETING 8:55 PM

14. ADJOURNMENT

9:00 PM



Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: October 28, 2025

Submitted by: Sandra Singh Director of Instruction, Learning and Innovation

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

Subject: Intellectual Development Literacy Focus

Background:

The Enhancing Student Learning Report Order specifies that each year a board must prepare and submit to the Ministry of Education a report that focuses on the three goals of public education with Intellectual Development being one:

Intellectual Development: Educational outcome 1: Students will meet or exceed literacy expectations for each grade.

The Grade 4 and 7 Foundational Skills Assessment, and the Grade 10 and 12 Literacy assessments are provincial assessments that provide data to school districts regarding student achievement in respect to the Goal of Intellectual Development, Educational Outcome 1.

Information regarding New Westminster Schools student outcomes in literacy can be found in the Enhancing Student Learning Report 2024-2025 pgs.7-13.

The presentation will showcase the school district's approach to the Ministry of Education's K-12 Literacy Initiative, with a focus on Early Literacy Screening for Kindergarten and Grade 1 students.

Early Literacy Screening Update

Tuesday October 28, 2025



New
Westminster
Schools

District Literacy Professional Learning Plan

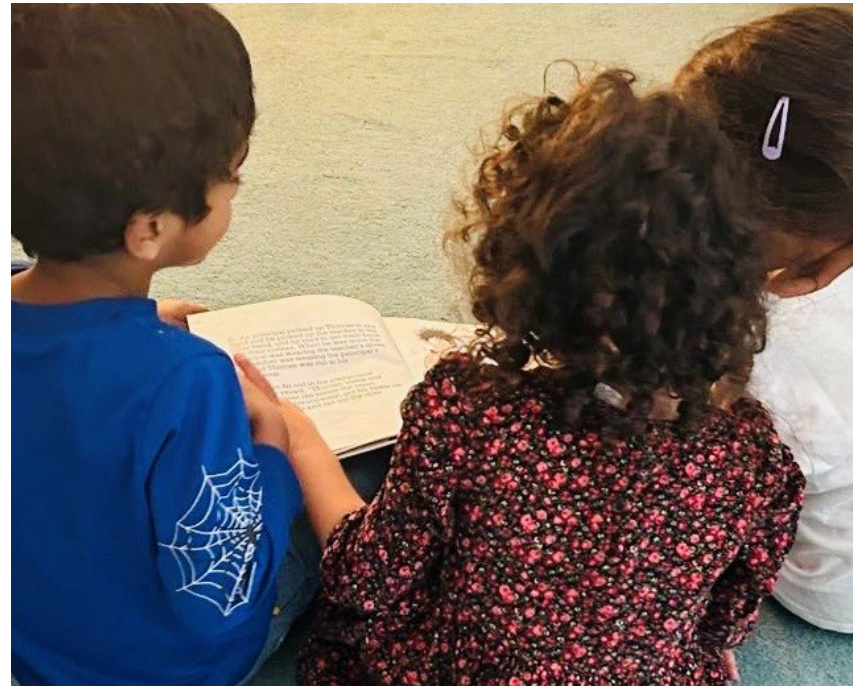
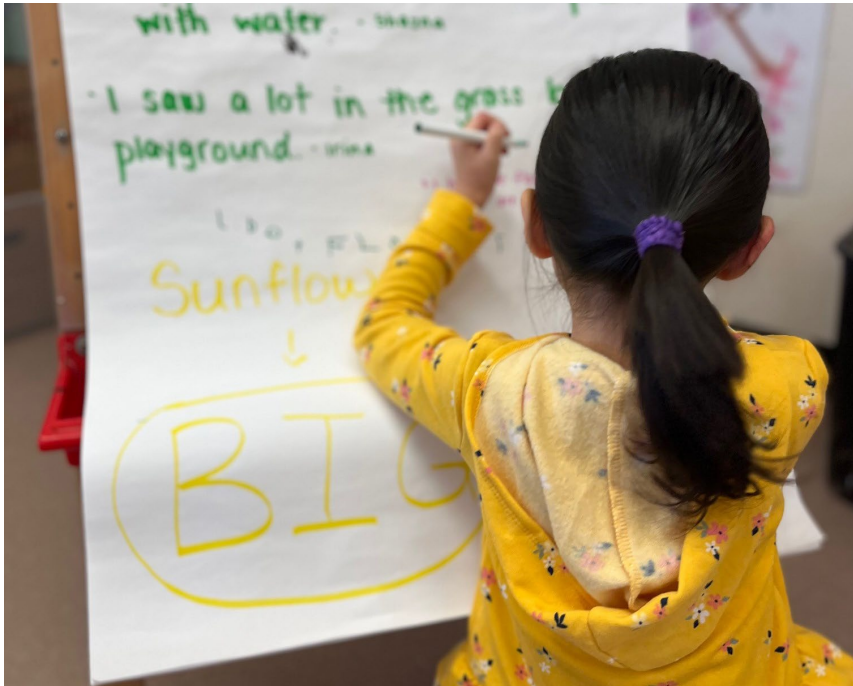
Purpose:

To build capacity of classroom teachers, Learning Support Staff and District Staff to provide:

- Evidence-based literacy instruction
- Literacy screening for K-3 students
- Literacy interventions for K-12 students



Early Literacy Screening Update



District Initiatives

- All kindergarten and grade 1 students will be screened this year
- Screening will occur three times per year: October, February, May
- Teachers in grades 2 & 3 who previously screened students using DIBELS 8, will continue
- District Literacy Facilitators will work with school teams in providing supports with Tier 1, 2, and 3 interventions
- Data will be tracked using EDPlan Insight

A Snapshot of Progress to Date

- 8 elementary schools
- 71 divisions in K, K-1 and grade 1
- 110 teachers and Support Staff (ELL and LSTs) and school administrators have been trained
- Teachers in Grade 2 and 3 continue to screen using DIBELS 8
- Growing interest in Grades 4 and 5 to screen using DIBELS 8

Criteria for early literacy screening tools

- Brief
- Specific
- Reliable
- Valid
- Predictive
- Administered by teacher

The Effectiveness of Screening and Progress Monitoring

Grade	M/F	Reading Composite Score (0-405)	Phoneme Segmentation Fluency (0-100)	Nonsense Word Fluency-CLS (0-175)	Nonsense Word Fluency-WWR (0-50)	Letter Naming Fluency (0-60)
Grade 01	F	14	7	2	0	5
Grade 01	F	224	55	100	30	39
Grade 01	F	61	22	9	1	29
Grade 01	F	238	38	113	34	53
Grade 01	F	42	13	8	0	21
Grade 01	F	63	30	15	0	18
Grade 01	F	64	19	25	0	20
Grade 01	M	55	15	7	1	32
Grade 01	M	106	28	38	0	40
Grade 01	F	127	17	55	8	47
Grade 01	M	75	29	19	0	27

Formative Assessments

Diagnostic Assessments

- Secondary to a screener
- Used to pinpoint where a student is struggling
- Used to clarify instructional needs for students

Formative Assessments



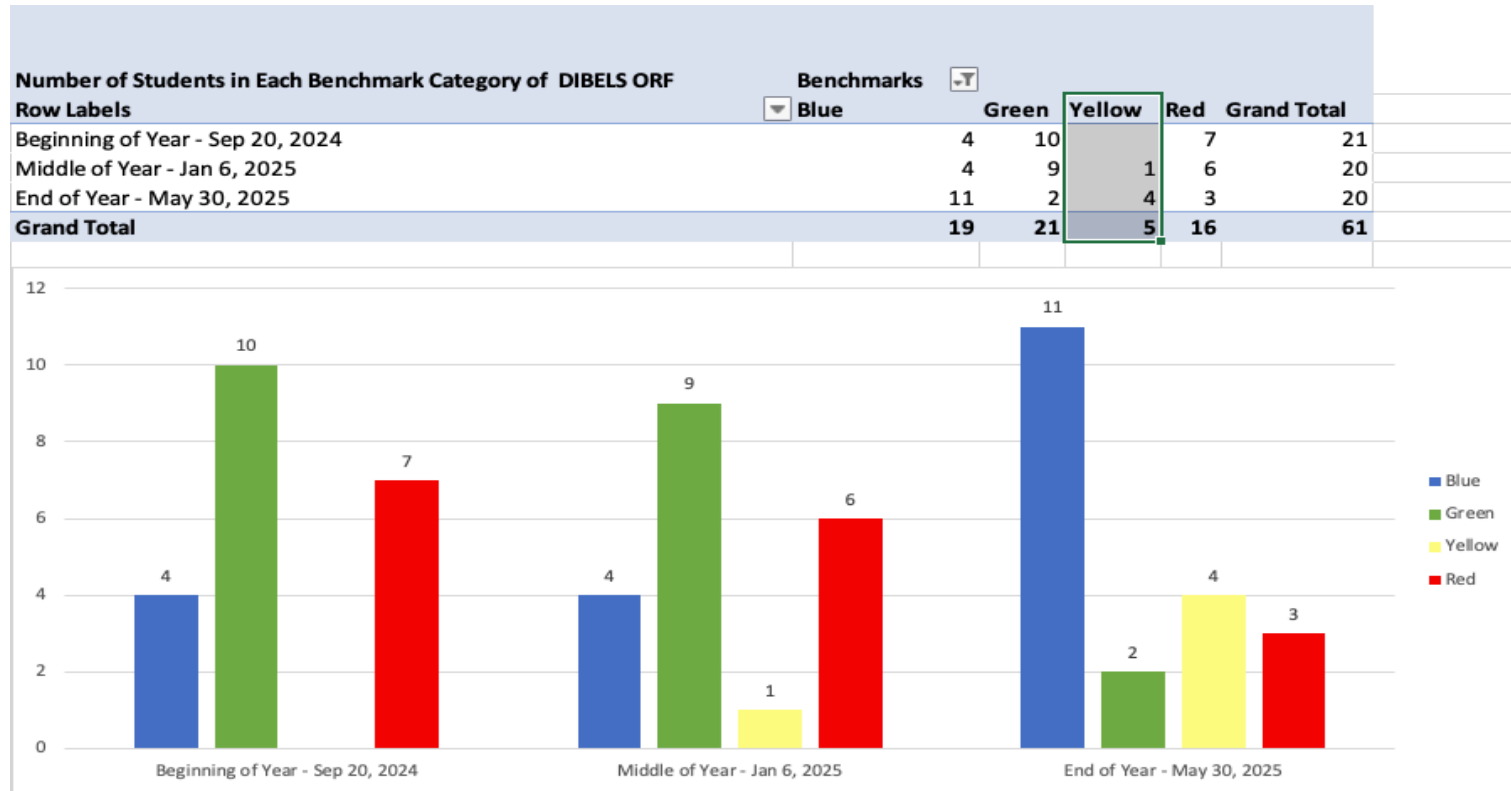
Progress Monitoring

Brief measures delivered and used frequently

Determines if students are making adequate progress

Answer the question: “Is my instruction working?”

Effectiveness of Screening and Progress Monitoring



Next Steps

- Continue to support teachers with Early Literacy Screening
- Support evidence-based strategies for Tier 1, 2 and 3 instruction
- Support educators in data analysis and interpretation to drive instruction
- Continuation of the District Literacy Planning Table K-12
- Offer professional learning opportunities for educators and non-enrolling teachers regarding evidence-based literacy instruction and assessment



Questions

A Recommendation for Maintaining Equitable and Accessible Elementary French Immersion Programming in SD40

Prepared by Miche Cunningham BSc. MBA & Alison Ytsma
For the Concerned Parents of École Qayqayt EFI – October 2025



Executive Summary

EFI consolidation overlooks geography, equity, and family realities.

- Centralization increases barriers and costs for families and the district and risks increased EFI attrition.
- Creative solutions are needed.
- 2 Main Issues need to be addressed to support EFI families



Background

Goal: To ensure support so all Qayqayt EFL students are able to make a move to Herbert Spencer

Freeing up space at Qayqayt will only happen if we ensure support for families so the EFL cohort can actually transfer.

Challenges: Transportation

80% (99 children) of Qayqayt EFI Children currently walk/use active transport to get to school

- The walk to Herbert Spencer from downtown is completely uphill, too far and crosses too many major road for a child to do it safely alone.
- Many parents do not own vehicles to transport their kids
- Round trip transit/walking trip daily with parents would not allow parents to work

Challenges: Before/After Care

72 % (90 children) of Qayayt EFL Families have after school care in place

- Over 10 different after school programs service Qayqayt
- Waitlists are years long for after school care around NW
- No Qayqayt family entering the waitlist for Herbert Spencer now, is likely to get care before September 2026, let alone before graduating elementary school.

Solution:

Transporting 124 students



- 124 very young children is a lot of students (and cars!)
- Improve Route 105 capacity with TransLink around school start/end times
- Walking School Bus Hybrid that collects kids and uses 105/106 Bus
 - Paid walk leaders guiding children from meeting points to get to bus, then from bus to HS.
 - Dedicated guard/coordinators at Qayqayt/HS to help transition young kids



Solution:

Childcare with transport



Guarantee 90 after-school spaces for EFI children that service Herbert Spencer

Possible Examples:

- Dedicated 30 spaces for EFI for Herbert Spencer (Seamless launch)
- Keep children at Qayqayt afterschool with 105 bus/walking school bus integration
- Partner with other organizations/daycare/non profit/Parks and Rec to encourage transport to support EFI or new programs

Conclusion & Recommendations

Consolidation without warning is inequitable.

Recommended board actions:

- If board can't support families delay transition for 1-2 years to get organized/secure and open new childcare facilities
- Better Communication (last minute changes are very hard on families)
- Ask staff to rethink EFI consolidation. Are there creative solutions or another way?

If consolidation is unavoidable for next year

- Expand child care immediately to protect program access.
- Transport Solutions need to be on the table



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

**Tuesday, October 9th, 2025, 3:30 PM
School Board Office**

PRESENT

Danielle Connelly, Chair
Maya Russell, Trustee
Elliott Slinn, Trustee
Kathleen Carlsen, Trustee
Marc Andres, Trustee

Mark Davidson, Superintendent
Geraldine Lawlor, Associate Superintendent
Anne-Marie Martin, Recording Secretary
Bettina Ketcham, Secretary Treasurer
Robert Weston, Executive Director of Human Resources
Melanie Smith, District VP – Safe and Caring Schools
Jawad Razzaq, Technology and Information Services
Ken Millard, President – NWPVPA
Susana Quan, Principal – New Westminster Secondary
Chris Evans, Principal – Fraser River Middle School
Darryl Schelp, NWTU First VP
Sheryl Wright, IEC Chair
Laura Kwong, DPAC President

REGRETS

Cheryl Sluis, Trustee
Gurveen Dhaliwal, Trustee

GUESTS

Alana Wittman, City of New Westminster
Lynn Roxburgh, City of New Westminster
Planning and Development

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 3:30 p.m.

Moved and Seconded

THAT the agenda for the October 9th, 2025, Coordinating Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. PRESENTATIONS

a. **October City of New Westminster Presentation (OCP) (Lynn Roxborough and Alana Wittman)**

Roxborough and Wittman presented the OCP update and growth projections, noting provincial targets of 4,432 new housing units by 2028 and significant long-term population growth. Growth will be dispersed across the city, impacting infrastructure and services. The OCP supports school planning by identifying growth areas and potential sites, while additional tools like zoning amendments and advocacy will help address future needs.

3. **DISCUSSION OF MATTERS REFERRED TO COORDINATING COMMITTEE**

a. The team reviewed strategies to address growing school capacity needs, including:

- Relocating Programs of Choice (per AP 220)
- Grade reconfiguration (K–6, 7–9, 10–12)
- Use of school lotteries (AP 300)
- Adding portables and converting non-enrolling spaces (e.g., gyms) as a last resort

Grade Reconfiguration Discussion

Geraldine shared research supporting a K–6, 7–9, 10–12 model, noting improved student outcomes and leadership development in grades 7–9. Grade 6 students transitioning later show better emotional and academic performance.

Enrollment & Facility Planning

Bettina presented projections showing significant growth in the Fraser River Middle Zone. Grade 6 reconfiguration will occur only after new school construction. Glenbrook may reconfigure earlier due to budget considerations.

Portables & Infrastructure

Concerns were raised about long-term use of portables, especially regarding heating, cooling, and washroom access. Bettina noted challenges with provincial funding and electrical capacity but committed to improving comfort.

Qayqayt EFI Transition

Plans are underway to move Qayqayt Early French Immersion to Herbert Spencer, pending space availability. This is in alignment with Administrative Procedure 220 (AP220) Community engagement will begin soon, with implementation targeted for January 2026.

Family Support & Logistics

Discussions included transportation, childcare, and walking routes. The district is working with TransLink and exploring creative solutions to support families during transitions.

Next Steps

- Community engagement and consultation
- Continued planning for long-term facility needs
- Support for families impacted by reconfiguration and program relocation

NWTU First VP Schelp inquired about portables staying long-term, and what are the plans for heating and washrooms. Secretary Treasurer Ketcham advised current discussions are ongoing with the Ministry to improve conditions. While cooling is unlikely due to funding and electrical limitations, efforts are being made to add bathrooms and improve comfort.

Principal Evans asked if we should maintain elementary or shift toward a junior high model. Superintendent Davidson suggested focusing on developmental research for middle years learners rather than strictly grade configuration. The structure of buildings should support best practices without interfering with student development.

Superintendent Davidson asked what the district can do to support families affected by this decision, highlighting concerns around childcare (before and after school), loss of walkability, need for increased transit options. He emphasized the urgency of moving forward and the importance of supporting families through the transition.

Chair Connelly noted that the term “consultation” may not be appropriate, as the decision has already been made. She suggested using “community engagement” to better reflect the process.

DPAC President Kwong shared results from Qayqayt PAC survey: There were 55 responses impacting 114 children, with 90% of families concerned about transit and 72% about childcare; she asked if CPF could guarantee before-and-after school care at Herbert Spencer, requested a like-for-like replacement for lost services, noted the loss of the walking school bus, and suggested working with TransLink to create a new route for students in Victoria Hill and Queensborough. Superintendent Davidson initiated discussions with TransLink today regarding the Qayqayt French Immersion catchment area. Before-and-after school care remains a challenge due to staffing shortages, which may have an impact. He is exploring creative solutions—acknowledging the difficulty—but committed to making every effort to find a resolution.

Chair Connelly shared that she’s heard from some parents who are happy about the idea of having multiple classes at each grade level which would give students the opportunity to move around more.

b. Administrative Procedures Review

1. AP104 – District Code of Conduct (M. Davidson)

Superintendent Davidson reviewed the recent changes to the District Code of Conduct. A key update includes the removal of language referencing Section 85 of the School Act, which had previously been included to empower certain actions. Mark clarified that the district already has mechanisms in place to support conduct expectations, and this change was made prior to bringing the item to committee for discussion.

2. NEW – AP142 Multi-Factor Authentication (MFA) (J. Razzaq)

Jawad introduced a new policy in response to an increase in digital attacks targeting staff accounts. He walked the group through the key components of the updated policy.

Daryl raised a concern about the use of SMS and hardware tokens for authentication, noting that while only a small number of staff are affected, requiring personal cell phones during class time could conflict with existing phone-use policies.

Jawad explained that the system includes a 30-day trust period for authenticated devices, which helps mitigate frequent login disruptions. Cheryl asked whether the 30-day option should be formally included in the policy. Jawad clarified that this feature is optional and can be decided at the implementation level.

3. AP216 Career Preparation Programs (WEX, DUAL, CREDIT, WORK) (T. McArthur)

Associate Superintendent Lawlor, speaking on behalf of McArthur, noted that the changes to this Administrative Procedure were made to align with descriptor updates issued by the Ministry.

4. NEW – AP240 (Appendix A) Counselling Parent/Legal Guardian Permission Form (M. Smith)

District VP of Safe and Caring School Smith provided an update on AP240, noting the BC Association of Counsellors' emphasis on transparency and informed decision-making. IEC Chair Wright asked if counseling would be denied without a parent's signature; Smith clarified that students could meet with a counselor once, and if parents decline, a conversation can follow. Trustee Carlsen raised that if a child under 12 wants counseling, it still cannot be offered without parental consent; Smith confirmed and suggested reaching out to the ministry, but emphasized parental wishes must be respected. Sharel also confirmed the consent form is not signed at the start of the year.

5. NEW – AP411 Evaluation of Educators (J. Richter)

6. NEW Policy 27 Evaluation of Educators (R. Weston)

Superintendent Davidson outlined the obligation to evaluate teachers, starting with the policy and then the AP. Teachers in their first 2 (up to 7) years receive formal evaluations; thereafter, evaluations occur upon request or if performance concerns arise. Aligns with provincial standards. NWTU policy will go to the board at month-end to ensure compliance and support new educators.

Executive Director of Human Resources Weston emphasized compliance with the School Act.

NWTU First VP Schelp raised concerns about combining evaluations and growth plans, noting conflicts with the collective agreement and bargaining language. Suggested separating issues and possibly extending evaluation cycles to 5 years for new teachers. Warned growth plans could make the district less attractive. Superintendent Davidson agreed to split evaluation and growth plans, proceed with supervision/evaluation now, and revisit growth planning next year. The consensus was to move forward with the policy on evaluation, keep conversations ongoing about growth plans.

7. NEW – AP492 Conflict of Interest – Volunteer Coaches (M. Davidson)

- Superintendent Davidson reviewed AP492 (Conflict of Interest), emphasizing the need for separation between coaches and principals and providing guidance for site administrators. Chair Connelly asked if legal counsel should review this—Superintendent Davidson agreed.

Trustee Russell suggested expanding the scope to include parent coaches, team selection, and playing time; Mark will incorporate this into discussions. Principal Evans noted fewer teachers are coaching and that without parent coaches, school sports would disappear. Superintendent Davidson acknowledged the challenge of determining how detailed the policy should be and stressed the importance of feedback. Principal Evans raised concerns about playing time. Trustee Carlsen referenced adding section 5.2.6 regarding school-appointed staff and will share wording. The following was provided by Trustee Carlsen and reads:

Under Section 5.2 Mitigation Strategies (as a new item):

"A School-appointed staff member (e.g., teacher, administrator or Athletic Director) must be present at all player evaluations and selection processes to ensure transparency, adherence to selection criteria, and to prevent bias or favoritism arising from external affiliations (e.g., club relationships)"

Cross reference in Section 6: Expectations of Conduct:

Add: 6.2.4 - "Volunteer coaches must participate in evaluation processes only when a designated school staff member is present, in accordance with Section 5.2.6"

Chair Connelly noted that further conversation is needed.

4. NOTICE OF MEETINGS

Thursday, November 6th, 2025: Coordinating Committee – 3:30 p.m. (SBO)

5. ADJOURNMENT

The meeting adjourned at 5:09 p.m.

Chair

Secretary-Treasurer

NEW WESTMINSTER SCHOOLS

OPERATIONAL PLAN SUMMARIES

2025–2026

LEADERSHIP AND LEARNING

Enhancing teacher evaluation and leadership development strengthens professional growth, builds leadership capacity, and improves student outcomes within supportive systems.

A clear, district-wide evaluation framework, combined with principal training, actionable feedback, and collaborative learning, fosters a reflective culture where instructional quality evolves through experience and dialogue. By cultivating leadership pathways for aspiring and current school leaders, the district ensures a sustainable succession plan.

Aligned with the 2025–2030 Strategic Plan and grounded in the First Peoples Principles of Learning, this work prioritizes growth over compliance, mentorship, and relational, experiential learning.

GOALS

1. Strengthen educator evaluations across the district to support professional growth and student success.
2. Expand leadership capacity across the district by creating intentional learning pathways and collaborative opportunities that support aspiring, emerging, and experienced leaders.

WHAT DOES SUCCESS LOOK LIKE?

- Increased principal confidence and consistency in evaluations.
- Positive teacher feedback and professional growth.
- Improved classroom practices and student outcomes.
- More teachers engaging in leadership development.
- Growth in internal leadership candidates.
- Strong mentorship and leadership networks.



INDIGENOUS EDUCATION AND EQUITY

The Indigenous Education and Equity department plays a critical role in advancing the district's strategic priorities by supporting Indigenous student success, promoting equity, diversity, inclusion, and anti-racism, and embedding cultural responsiveness across all schools.

Data from the Framework for Enhancing Student Learning highlights the need for targeted interventions to improve literacy, numeracy, graduation rates, and post-secondary transitions for Indigenous students. The department also supports Children and Youth in Care (CYIC) and students with designations, ensuring inclusive practices and culturally relevant education.

GOAL

- Enhance cultural safety and belonging in schools.
 - A culturally safe environment is physically, socially, emotionally and spiritually safe. There is recognition of, and respect for, the cultural identities of others, without challenge or denial of an individual's identity, who they are, or what they need. Culturally unsafe environments diminish, demean or disempower the cultural identity and well-being of an individual. ([Source: Government of British Columbia, 2023](#))

WHAT DOES SUCCESS LOOK LIKE?

- Increased FSA participation and proficiency rates for Indigenous students.
- Higher graduation and post-secondary transition rates.
- Improved student survey results on safety, belonging, attendance, and adult support.
- Increased staff participation in equity-focused professional learning.
- Expanded cultural programming and visible Indigenous representation in schools.

HUMAN RESOURCES

Whereas all aspects of our district are important to student success, it is our 1,100 employees that are the backbone of our learning environment.

The district must make all reasonable efforts to exercise the control it has over the supply of qualified and motivated employees to fill all roles within the district. The need for an optimal daily replacement system that fills absences. We must keep our employees front and center in all our improvement strategies.

GOALS

1. Managing staff vacancies and minimizing replacement deficiencies.
2. Maintain and grow productive and cooperative relationships with staff and the community of unions with which we deal.

WHAT DOES SUCCESS LOOK LIKE?

Goal No.1

- Evidence of diversity in the district's workforce.
- A reduction in employee absenteeism.
- Daily absences are fully replaced, including non-enrolling.
- Fully qualified staff in all positions.
- Reduced health and safety incidents.

Goal No.2

- An organizational climate where all employees understand their rights and responsibilities.
- Employees see the district as the source of credible information on all aspects of employee relations.
- Employees use the health benefits provided by the district.



FINANCE

Risk management practices are crucial to help organizations anticipate, assess, and mitigate potential threats that could derail focus on our strategic areas, waste resources, or damage reputation.

GOALS

1. The district has effective risk management policies and practices in place to ensure safety and stability.
2. Strengthening the district's data management practices and creation of privacy policies and related procedures.

WHAT DOES SUCCESS LOOK LIKE?

Goal No.1

- Completion of risk registers by department concurrently with department operational plans.
- Over time, the creation of meaningful mitigation strategies prioritized by risks that are highest risk to the district.
- Resources should align to the operational plan and risk register.

Goal No.2

- Development of a new privacy policy and related data management procedures during the 2025–26 school year.
- Begin to educate users on the policy and procedures and start to manage our files according to the new procedures.
- Consistent data storage conventions across departments and schools.
- Moving away from paper–based documents and toward digital means.



INCLUSIVE EDUCATION

District data shows opportunities to strengthen literacy and numeracy instruction through tiered supports for all learners. This includes ensuring strategies meet the needs of students with diverse abilities and those learning English as an additional language.

There is also a need to refresh inclusive education language and guidance in district documentation. Educators may benefit from resources that help plan curricular access points and support positive behaviour strategies for diverse learners. Flexible professional learning options will also help address staffing challenges.

Ongoing attention to 1701 file organization and audit compliance remains important, and consistency in staff safety plan procedures across schools will continue to be a focus.

There are additional opportunities to increase awareness of post-secondary pathways for students with a range of learning needs, including those developing English language skills.

Staff may benefit from clearer information about available supports and planning considerations for students as they prepare for life beyond high school.

Consistency in supporting students during key transition points, such as kindergarten entry, moving from elementary to middle school, middle to high school, and between semesters, will continue to be an area of focus.

GOALS

1. Enhance Inclusive Education services by collaborating with school-based staff and families to strengthen supports for students with disabilities, diverse abilities, and English Language Learners.
2. Improve transition supports for students with disabilities, diverse abilities and ELL learners.

WHAT DOES SUCCESS LOOK LIKE?

Goal No.1

- Improved FSA scores/participation, improved GLA and GNA scores for students with Inclusive Ed and/or ELL designations.
- Clear model of tiered support for literacy and numeracy in secondary.
- District documentation reflects updated inclusive education policy, language, and is easily accessible.



- Increased parent/guardian knowledge of Inclusive Education policy and procedures.
- Strong attendance and positive feedback from CUPE ProD events.
- Positive staff feedback from all ProD offerings.
- File organization across the district meets audit compliance.
- Consistent Staff Safety Plan and PBSP process in place at each school site.

Goal No.2

- Increased staff and family knowledge of transition processes.
- Higher attendance at ProD events focused on transitions.
- Clear, consistent processes for secondary LSTs and families navigating post-secondary transitions.
- Clear, consistent processes for transitions.



CAPITAL

Implementing the strategic directions from a Long-Range Facilities Plan (LRFP) is key because it ensures that an organization's physical infrastructure supports its long-term goals, service delivery, and operational effectiveness.

GOAL

- Implement strategic directions from the District's Long-Range Facilities Plan (LRFP).

WHAT DOES SUCCESS LOOK LIKE?

- Completion of a LRFP refresh during the 2025-26 year in time for the major capital plan submission in June 2026 to align with the district's needs.
- Successful award of projects based on the approved LRFP through capital plan funding agreements with the province for key infrastructure requirements that have been identified.

MAINTENANCE

The district faces pressure from growing enrollment, making short- and medium-term space planning critical to address overcrowding, underused facilities, and equitable access.

A phased approach ensures quick responses to immediate needs while supporting long-term goals in the Long Range Facilities Plan. Reliable building systems are also essential for safety and functionality; early equipment failure strains budgets and trust. Preventive maintenance helps avoid major risks like fire or flooding.

GOALS

1. Develop short and medium-term capacity strategies.
2. Reduce risks by minimizing the impact of major equipment failures and limit likelihood of a loss of access to a building.

WHAT DOES SUCCESS LOOK LIKE?

Goal No.1

- A plan brought forward in November 2025 for Board information that is aligned to the guiding principles set by the Board of Education in 2024.
- Communication and consultation with partner groups and any impacted schools.
- The creation of space that is financially sustainable.

Goal No.2

- Buildings and building systems that are replaced well before their life expectancy.
- Preventative maintenance plan completed and adhered to on schedule.
- Funding approved to refresh fleet in acceptable intervals.
- Continued training for maintenance and custodial staff to identify minor issues before they become large issues.

COMMUNITY PROJECTS AND PARTNERSHIPS

Although the Wellness Centre has been operational since 2021, many students and staff still are not aware of its services or how to access them.

GOAL

- Build stronger and more recognizable identity for the Wellness Centre as a valuable hub for students to access health and wellness supports.

WHAT DOES SUCCESS LOOK LIKE?

- All students and staff at NWSS are aware of the Wellness Centre and how to access its supports and services.
- Principals at middle schools will relate the support from Wellness Centre staff (including Health Promotion Worker, District Clinical Counsellor, Healthy Schools Program Nurse, and others) to the Wellness Centre itself rather than individuals.
- Students are more capable of accessing health and wellness supports in the community.
- Students are healthier and happier.



INTERNATIONAL EDUCATION

International Education provides local and visiting students with the ability to create lifelong friendships and share differing opinions from students from a broad range of countries and cultures.

In addition, fee-paying students provide a financial contribution to our school district.

GOALS

1. Maintain and grow international student numbers in the district.
2. Support students enrolled in the district and help local and international students develop life-long friendships and engage in a free exchange of ideas.

WHAT DOES SUCCESS LOOK LIKE?

- Our staff meets our target number of students for each semester and the school year.
- Student numbers involved in district and community volunteering are high and feedback from organizers is positive.
- Interest in exchange programs is strong.
- International students are actively involved in sports, clubs and school events.



TECHNOLOGY AND INFORMATION SERVICES

Data protection, platform resilience and security are critical for daily operations across the domain. Risk identification and mitigation planning are a must to keep the organization functional. Keeping up with current technology and data security platforms is crucial to identify gaps and address the needs.

GOAL

- Evolve with technology, improve experience while striking a fine balance between accessibility and security.

WHAT DOES SUCCESS LOOK LIKE?

- Work towards closing the gaps identified in the risk register.
- Research and implement solutions to improve platform and service resilience and where needed collaborate with vendors to augment skills.
- Cross training within the department to widen the skill pool.
- Maintain an updated technology service roadmap to keep progress on track.
- Having policies and training in place to help staff navigate questions or concerns regarding privacy.
- Having privacy impact assessments in place.

EARLY LEARNING AND CHILD CARE

Families highlighted the importance of expanding early learning and childcare options to support young learners and working parents.

Access to pre-kindergarten programs, seamless school transitions, and culturally inclusive early learning experiences were identified as key priorities for ensuring every child gets a strong start.

GOALS

- Increase access to school-age child care spaces for children in our elementary schools.

WHAT DOES SUCCESS LOOK LIKE?

- Increased number of school-aged child care spaces within the district by 50% (200 school age spaces on school grounds) by the year 2030, whether they be partner-operated programs or district-operated programs.
- For any district-operated program, a clear, scalable child care plan for the district that is operationally and financially feasible and sustainable.
- Positive feedback from families on accessibility, quality, and affordability.
- Stronger relationships with community partners who offer child care programs with continued support of these providers in the care of school-aged students in our district.





Supplement to: BOARD OF EDUCATION MEETING

Date: October 28, 2025
Submitted by: Ileana Neilson, Manager of Early Learning and Child Care and
Rick A Bloudell, Manager of Community Projects and Partnerships

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

Subject: Queen Elizabeth NLC Update

Background

The Queen Elizabeth 21 classroom addition is well underway with construction to be completed in January 2027. The addition was supported with the provision of Neighbourhood Learning Centre (NLC) space. The District will now be commencing our consultation with community regarding the possibilities in this space.

Timeline of Engagement

In January 2025, a summary of preliminary findings regarding community space utilization and early learning opportunities was presented to school administrators and district leadership. This presentation marked the beginning of a collaborative process aimed at enhancing community integration within the new Neighbourhood Learning Centre.

Following this initial presentation, ongoing engagement with community partners was undertaken to refine ideas and explore potential collaborative opportunities. These discussions focused on identifying meaningful ways to share space and strengthen connections between the school and the broader community.

In June 2025, the Board of Education endorsed the exploration and consultation of StrongStart and expanded community partnerships as a strategic approach to welcoming families into the new Neighbourhood Learning Centre.

StrongStart Program relocation

The Neighbourhood Learning Centre will serve as the new home for the Queen Elizabeth Elementary School StrongStart program. This relocation and expansion will provide enhanced



support for children transitioning into kindergarten. Key features of the new StrongStart space include:

- Increased capacity, allowing up to 25 children and their caregivers to attend together.
- Program start times aligned with school drop-off, streamlining morning routines for families.
- A welcoming and supportive environment that promotes early learning and school readiness.

Community Partnerships and Shared Space Model

The Neighbourhood Learning Centre will also host partnerships with community organizations to deliver programs and services in areas such as:

- Newcomer support
- Health and wellness
- Community building services and activities
- Other locally driven programs that are based on community input and available partnerships (including child care).

The shared space is designed to support broader community engagement through a dedicated play-based environment. This flexible setting will enable community partners to offer adult-focused programming with on-site childminding services, supporting a holistic, family-centered model of care and learning.

Next Steps: Community Engagement and Feedback

As part of our continued commitment to inclusive planning and community collaboration, the following steps are scheduled for fall 2025:

- **PAC Engagement:** Information about the Neighbourhood Learning Centre and proposed programming will be shared with the Parent Advisory Council (PAC) during the meeting on **October 29, 2025**.
- **Community Survey:** From **November 3 to 17, 2025**, Queensborough families and community members will be invited to participate in a survey to share their thoughts and feedback. This input will help shape future programming and partnerships within the new space.

https://forms.office.com/Pages/ResponsePage.aspx?id=A6INaIQXNE6f6JdvA1PFKmbG-I299DZO7pWxRX_MtxUM1dQR1JLTIBXQkFUSFk1SjgyNkNCS01GSy4u



- **Information Access:** Details about the initiative and the survey are available on our website: <https://newwestschools.ca/programs-services/neighbourhood-learning-centres/gee-neighbourhood-learning-centre/>
- **Follow-Up and Analysis:** Following the survey period, responses will be analyzed to identify key themes and community priorities. A summary of findings and next steps will be shared in **early January 2026**.

SD 40 Capacity and Planning

Regular School Board Meeting

October 28, 2025



New
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Guiding Principles for Short Term Capacity (K-8)

In April 2024, the Board of Education approved the following principles:

Guiding Principle #1 – Prioritize the utilization of space within our schools to support K-8 students in the following priority sequence:

- Students that reside in New Westminster are placed within our District's schools;
- Students are placed in their school catchment zone (Fraser River Community Zone, Glenbrook Community Zone and Queensborough Community Zone);
- Students are placed in their neighbourhood in-catchment regular school; and
- Where possible, provide the maximum space possible given the enrolment priority for play and outdoor learning space.

Guiding Principle #2 – Programs of choice, community partnerships (including infant/toddler childcare), and non-instructional uses of space will be operated in school facilities, and when necessary, relocated where space permits.



Strategies for implementation

- Roadmap of strategies to employ over the next 5–7 years communicated this year.
- Execution of strategy will be driven by enrolment thus the timing is not certain.
- Plan to communicate strategies to employ for the following year by November of each current school year (when registration starts).
 - Example: Communicate change for September 2026 by November 2025.



Strategies for Implementation

- Reconfiguration of grades (permanent restructure over time).
- Programs of Choice.
- School lottery (as per AP 300).
- Portables.
- Conversion of non-enrolling space to instructional space (a last resort measure).



Grade reconfiguration

Grade reconfiguration

- Move to a reconfiguration as follows:
- Elementary – K to 6
- Middle – 7 to 9
- Secondary – 10 to 12
- Approach reconfiguration with it being a permanent change though will be done in phases as space permits.
- No immediate change to 5-block model at high school until we can reconfigure majority of elementary and middle.



Reconfiguration – Educational Rationale

Supporting Grades 7–9 Configuration

Key findings, for example, from recent CBC Article (Sept 25, 2025) and the ongoing debate about optimal grade configurations for student success and well-being

Students transitioning later:

- Can lead to better academic and emotional outcomes
- Aligns with adolescent development
- Supports academic continuity and readiness for high school



Enrolment and Configurations

Enrolment	Current Config.	2025-26	2026-27	2027-28*	2028-29	2029-30	(+ 10 years) 2035-36	Shortfall in 2035-36
Elementary	K-5	3,618	3,741	3,871	3,896	3,921	4,469	(1,101)
Middle	6-8	1,814	1,856	1,798	1,819	1,859	2,033	(483)
Secondary	9-12	2,383	2,421	2,418	2,398	2,393	2,577	(552)

Enrolment	Reconfig.	2025-26	2026-27	2027-28*	2028-29	2029-30	(+ 10 years) 2035-36	Shortfall in 2035-36
Elementary	K-6	4,221	4,365	4,516	4,545	4,575	5,047	(1,679)
Middle	7-9	1,814	1,856	1,798	1,819	1,859	2,033	(483)
Secondary	10-12	1,787	1,816	1,814	1,799	1,795	1,933	+92 surplus

*QEE addition completed

Fraser River Middle Zone

- ❑ Projections show accelerated growth at Fraser River Zone.
- ❑ Grade 6 reconfiguration only possible on larger scale once a new elementary school is completed.
- ❑ Take advantage of portables that are already placed at elementary schools in Fraser River Zone. No anticipated portable purchases required.



Glenbrook Zone

- ❑ Revised projections show slower growth at Glenbrook Middle.
- ❑ Option to transition to grade 6 reconfiguration at some elementary school sooner than Fraser River Middle.
- ❑ Reconfiguring some elementary schools in grade 6 students assists in creating temporary capacity relief at Glenbrook.



Qayqayt EFI move to Spencer

Qayqayt EFI to Herbert Spencer

- Move is consistent with guiding principles from 2024 and recommendations from the 2023 program of choice review and AP 220 Programs of Choice (procedure 2.10).
 - AP 220 2.10 “Be housed in facilities where space permits, which are suitable to the program and be subject to relocation.”
- Will commence for September 2026.
- We are taking advantage of a maturing neighbourhood where declining student enrolment is expected.
- We do not know how many of the 114 Qayqayt EFI students will move (some may elect to stay in the English stream at Qayqayt).
- Distance between Qayqayt and Spencer: 1.4 kilometers.

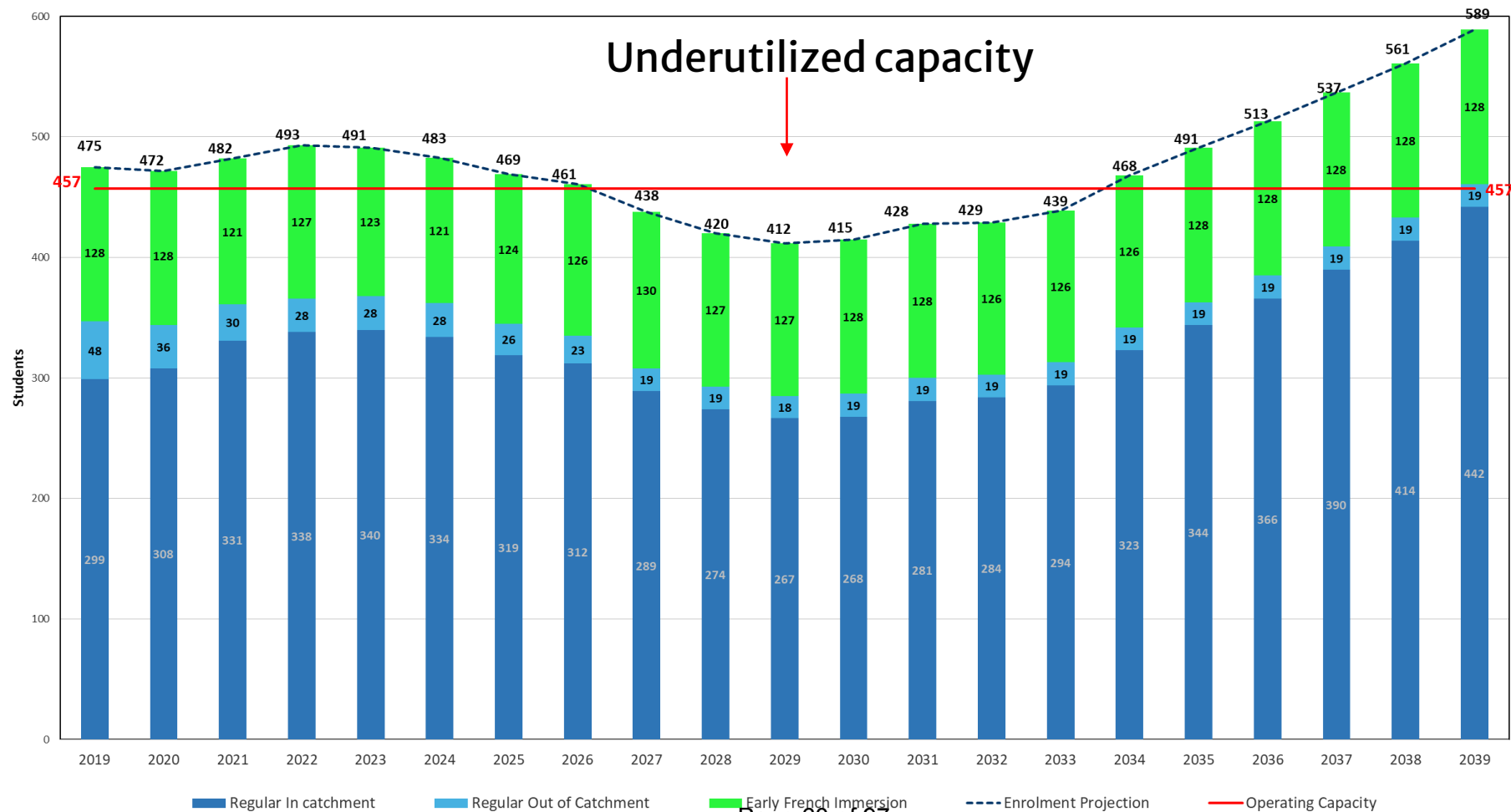


Considerations

- Positive outcome from an educational perspective.
- May have to purchase portables to support the relocation.
- Spreads growth from a high growth zone to one where there is some capacity (with no impact to middle schools as all EFI students attend Glenbrook).
- Reduces Qayqayt enrolment and opens approximately 6 classrooms which will support the continued growth of that school.
- Community engagement to November 2025 in time for programs of choice registration in January 2026.

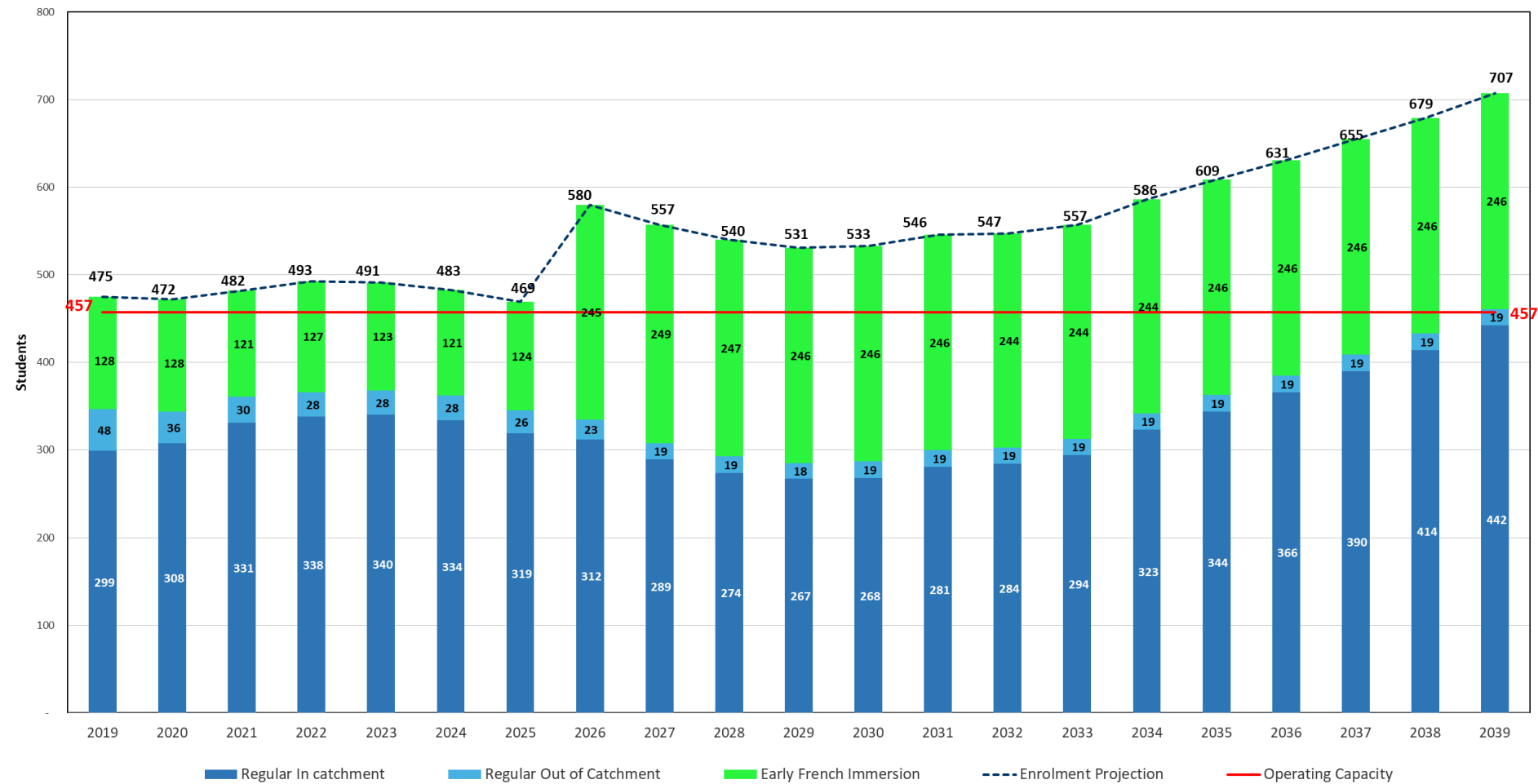
Herbert Spencer – Status Quo

Herbert Spencer Elementary



Qayqayt EFI to Herbert Spencer

Herbert Spencer Elementary



Concerns we've heard so far...

- Transportation
 - District has reached out to Translink/Coast Mountain to advise them of the change in program and a possible increase to ridership may result.
 - District has reached out to the Society for Children and Youth of BC (operators of Walking school bus) to facilitate a connection with parents that might be interested in pursuing this option.
- Child Care
 - Advising our community partner, WCAS, of the upcoming program relocation and facilitating contact between parents and WCAS for registration and waitlist for child care.





Milestone Dates

- October 28 – Open Board meeting.
- November 20 – Community Engagement: town hall – invitations forthcoming the week of October 27.
- December 8 – Expression of intent to move form will be sent out to Qayqayt families (grades 1 – 4).
- January 2026 – Programs of choice registration opens (K enrolment directed to Spencer from QQ).

Thank you!



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Supplement to: OPEN BOARD OF EDUCATION MEETING

Date: October 28, 2025

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Child Care Update – Bill 19

Background:

On October 7, 2025, government tabled Bill 19, the school amendment act. If passed, this act will enable school districts to:

- provide child care to children of all ages, including infants and toddlers;
- be allowed to provide care during non-school days, such as professional development days, and winter, spring and summer breaks; and
- recover reasonable costs, similar to how non-for-profit centres can operate.

The change represents **enabling** language but does **not mandate** districts to act.

Offering infant-toddler care in schools will not be possible for the foreseeable future, as New Westminster Schools continues to face significant capacity challenges.

More information on the bill's provisions and its passage are needed - in particular when it comes to "recoverable costs" - before the board can investigate how we can support child care under the amended School Act.

Next steps:

The district will closely monitor the tabled legislation, and once additional guidance becomes available, especially on the definition of "recoverable costs" more information will be brought forward at a future date on how the district can support child care on school grounds.

NWSS 5-Block Model Update

October 28, 2025



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Timetable Status

Most student timetables are now settled, though some students are still requesting to drop NWSS classes in favor of online options, leaving them with only 2–3 classes.

Since the timetable change deadline has passed, such requests are only considered under extenuating circumstances.

Blocks B, C and D continue to be at full capacity for classroom use.

Shift to Online Learning

We are noticing a trend with some students choosing online courses (NW Online or Out-of-District) due to unmet personal preferences.

Online educators are providing consistent support and communication, yet some students are struggling to stay engaged in the online learning environment. As a result, students who are disengaged from online learning are spending time in the Grand Commons.

Student Attendance Concerns

There is a noticeable drop in attendance after lunch as many students are not returning to school after lunch break.

School administration has been communicating with students and families about these attendance issues, however despite efforts, attendance patterns remain unchanged.

Teacher Feedback on 5-Block Model

Teachers are sharing input with administration regarding the new schedule.

Teachers were asked:

- What are the challenges / benefits of our 5-block model, and how do you think it has impacted your work, collaboration and overall well-being?

There have been mixed responses, some positive, some negative and some people are saying it is too early to tell.

These conversations are ongoing with staff.

EVALUATION OF EDUCATORS

PURPOSE

The Board of Education of School District No. 40 (New Westminister) is committed to ensuring the highest quality of teaching and learning for all students. The evaluation of educators is central to this commitment.

The purpose of the educator evaluation process is to:

1. Support student success through continuous improvement of instructional practices.
2. Provide clear expectations, constructive feedback, and opportunities for professional learning.
3. Encourage a collaborative culture of reflection, growth, and responsibility.
4. Uphold the Professional Standards for BC Educators, the BC School Act, and all applicable collective agreements.

The Board affirms that educator evaluation will take place in an atmosphere of professional respect, trust, and collaboration between educators, administrators, and the district.

RESPONSIBILITY

1. The Superintendent is responsible for developing and implementing administrative procedures to give effect to this policy.
2. School and district administrators are responsible for ensuring that evaluations plans are carried out in accordance with this policy and related procedures.
3. Educators are responsible for active participation in their evaluation processes.

Reference:

School Act (RSBC 1996, c. 412)
BC Professional Standards for Educators
Collective Agreement: New Westminister Teachers' Union District
Administrative Procedures

SD No. 40 (New Westminister)

Adopted:

Revised:

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EVALUATION OF EDUCATORS

Background

The purpose of evaluation is to provide clear expectations, regular feedback, and meaningful learning opportunities to grow staff capacity to ultimately support student success. The evaluation provisions include providing employees with feedback and employers and employees with the opportunity and responsibility to address concerns and support ongoing professional growth and development. The School Board and the district are committed to educators, school-based administrators, and district administrators being involved in an ongoing, effective, and positive process leading to the improvement of instruction across the district.

Definitions

Educator Evaluation: a structured, formal process designed to assess an educator's performance and provide constructive feedback. This process results in a written report that is provided to both the educator and the school board.

Procedures

1. Both formative and summative evaluation practices are to be conducted in an atmosphere of professional respect.
2. Administrators are to ensure that the procedures associated with educator evaluations follow the collective agreement and are well known to the educator.
3. Expectations for teaching practice are outlined in the Professional Standards for BC Educators, BC School Act, Collective Agreements and district policies and procedures. Evaluations, coaching, mentorship, and feedback will be guided by these documents.
4. Evaluation Process
 - 4.1. Educators will be evaluated:
 - 4.1.1. When an educator requests an evaluation (not more than 10% of the employees in a school year, unless agreed otherwise by the administrator), or
 - 4.1.2. Any time the administrator determines that an evaluation is required, including when there are concerns regarding professional standards, practice, or performance.
 - 4.1.3. Within the first two (2) to five (5) years of an educator's employment in a temporary or continuing contract.

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4.1.3.1. During the 2027–2028 school year, the evaluation cycle will be reviewed to develop a future cycle of evaluation aligned with district goals and educational standards.

4.2. The evaluation procedures shall be as set out in the current Collective Agreement with the New Westminster Teacher's Union (Article C. 3 and Article E. 22).

4.3. Prior to commencing observations, the evaluator and the educator shall meet to establish the time span and schedule of observations and the criteria and standards to be applied.

4.4. Each report shall be based on three (3) observations which reflect the educator's assignment unless otherwise mutually agreed upon by the evaluator and the educator.

4.5. Information on activities or matters not directly related to teaching duties may be added at the request of the educator.

4.6. Following each observation, the evaluator shall discuss their observations with the educator in a timely manner.

4.7. In the event of a less-than-satisfactory evaluation report, a Plan of Assistance shall be initiated. The Plan of Assistance will be jointly developed by the educator and the evaluator. Where a Plan of Assistance is implemented, it shall be completed prior to the commencement of the second set of observations for a follow-up evaluation. A minimum of ninety (90) teaching days shall elapse between evaluations.

4.8. The educator shall be given a draft copy of the report prior to the discussion and the preparation of the final copy to review.

4.9. The written report shall be filed in the educator's personnel file at the school district office. A copy shall be given to the educator at the time of filing.

5. Educator Evaluation Criteria

5.1. Criteria to be evaluated shall be discussed by the report writer and educator in advance.

5.2. The following criteria, along with the duties and responsibilities of educators outlined in the School Act and the School Regulation, shall be the areas addressed in the evaluation report for educators and educators-teaching-on-call:

5.2.1. The educator values the success of all students. The educator cares for students and acts in their best interests. In support of students, the educator values the involvement and support of parents, guardians, families and communities in schools.

5.2.2. The educator acts ethically and maintains the integrity, credibility and reputation of the profession. The educator engages in professional learning.

5.2.3. The educator understands and applies knowledge of student growth and development. The educator demonstrates a broad knowledge base and an understanding of areas they teach or demonstrates knowledge of theory and

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techniques for their area of specialty.

- 5.2.4. The educator implements effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.
- 5.2.5. The educator cultivates a positive learning environment that considers classroom management practices, student behaviour support, conduct and expectations.
- 5.2.6. The educator respects and values the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. The educator contributes towards truth, reconciliation, and healing. The educator fosters a deeper understanding of ways of knowing and being, histories and cultures of First Nations, Inuit, and Metis peoples.
- 5.2.7. Additional criteria for assessing an educator's performance may be included in the evaluation if agreed upon by both the educator and the evaluator. Adaptations may also be made to address the needs of the educator's school or teaching context.

References: *Sections 7, 15, 17, 20, 22, 65, 85 School Act*
 NWTU Collective Agreement
 School Regulation 265/89
 Employment Standards Act

Adopted: *October 2025*
Revised:

DISTRICT CODE OF CONDUCT

Background

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

- Complies with all applicable and relevant legislation including, but not limited to, the prohibited grounds of discrimination as set out in the BC Human Rights Code;
- Reflects the District values of Respect, Integrity and Compassion;
- Supports the Five C's of Social Responsibility: Connection, Caring/Compassion, Character, Confidence, and Competence; and,
- Models the principles of a [Safe, Caring and Orderly Schools: A Guide](#) published on the [Ministry of Education](#) website.

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

Definition

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

Procedures

1. The development and review of Codes of Conduct:
 - 1.1 Each Principal or Supervisor will establish a Code of Conduct consistent with this Administrative Procedure that is designed to encourage and support positive behaviour by all members of the learning community.
 - 1.2 Codes of Conduct will be developed through a consultative process where all members of the learning community (staff, parents, and students) are provided with an opportunity to be involved.
 - 1.3 Codes of Conduct will include the following statement regarding the use of personal digital devices **'The use of personal digital devices at school is to be restricted for educational purposes only, to promote online safety and focused learning environments.'** According to the Ministerial Order M89 the following section is required:

- a) restrictions on the use of personal digital devices at school, including during hours of instruction;
 - b) use of personal digital devices for instructional purposes and digital literacy;
 - c) use of personal digital devices that is appropriate to a student's age and developmental stage;
 - d) accessibility and accommodation needs;
 - e) medical and health needs; and
 - f) equity to support learning outcomes.
- 1.4 A review of the Codes of Conduct will be scheduled annually to ensure they reflect current District and/or school circumstances and emerging issues.
2. Communicating Codes of Conduct:
- 2.1 The District acknowledges that Codes of Conduct can only have a positive impact on the culture of a school when they are communicated to everyone consistently on an annual basis. Everyone within the *District Learning Community* is expected to be aware of their rights and responsibilities, and to exercise them in a positive manner.
- 2.2 With this in mind (2.1) Codes of Conduct will be communicated in the following ways:
- a) Codes of Conduct will be displayed in a prominent location in school facilities where visitors to the school as well as people who are regularly in the school can read them;
 - b) At the beginning of the school year, the District and its schools must ensure that Codes of Conduct are distributed to the *District Learning Community* and also made available to the public (on the District website);
 - c) As new students enroll at District schools during the year, they and their parents will be provided with a copy of the Code of Conduct and provided with an opportunity to discuss expectations with school staff;
 - d) As new employees/contractors are hired and new volunteers become active in school facilities, they will be provided with a copy of the Code of Conduct and given an opportunity to discuss expectations with the District and/or school staff;
 - e) Codes of Conduct will be communicated in the school handbooks provided to all families at the beginning of each school year, and can be reinforced throughout the year by school staff at school events, through school newsletters, and so forth and,
 - f) Wherever possible employees are also to be encouraged to incorporate the active teaching of conduct expectations into regular classroom learning activities.

3. Conduct Expectations:

- 3.1 The Code of Conduct applies to how the members of the District Learning Community conduct themselves during school and/or District events both on and away from District sites, or when engaging in other circumstances where engaging in the activity will have an impact on the school environment.
- 3.2 All members of the District Learning Community are to conduct themselves in a manner that:
- Respects themselves, others and the school;
 - Contributes to making schools safe, caring and orderly places;
 - Contributes, and is sensitive to, the maintenance of a positive school environment;
 - Brings credit to the school;
 - Promotes purposeful learning;
 - Addresses incidents of bullying, harassment and intimidation; and,
 - Encourages informing “tellable” adult(s) in a timely manner of any incidents breaching the Codes of Conduct.
- 3.3 Unacceptable behaviour includes, but is not limited to:
- Behaviours that:
 - Interfere with the learning of others, including their emotional well-being;
 - Interfere with an orderly environment; and,
 - Create unsafe conditions.
 - In other circumstances where engaging in activity will have an impact on the school environment.
 - Acts, such as:
 - Bullying, harassment or intimidation;
 - Physical violence; and,
 - Retribution against a person who has reported incidents.
 - Illegal acts, such as:
 - Possession, use or distribution of illegal or restricted substances;
 - Possession or use of weapons; and,
 - Theft of or damage to property.

4. Consequences for Unacceptable Conduct:

- 4.1 As laid out in *The Safe, Caring and Orderly Schools: A Guide*, consequences are to be:
- Pre-planned, consistent, and fair;
 - Wherever possible, preventative and restorative, rather than merely punitive; and,
 - As often as possible, students are to be encouraged to participate in the development of meaningful consequences for violations of the Code of Conduct.

4.2 Rising Expectations:

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

4.3 Special Needs:

- a) Codes of Conduct cannot discriminate against a student who cannot meet behavioural expectations because of a disability.
- b) Codes of Conduct need to provide special considerations for students with disabilities and wherever possible, behavioural expectations are to be part of their *Individual Education Plan*. Goals and consequences are to take into account the needs of the students.

5. Responsibility to Report:

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

6. Protection against Retaliation:

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

7. BC Human Rights Code:

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

- a) To foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia; and,
- b) To promote a climate of understanding and mutual respect where all are equal in dignity and rights.

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

• Race • Political Belief • Colour • Physical Disability, including HIV and AIDS • Ancestry	• Place of origin • Religion • Sex • Mental Disability • Criminal or Summary Convictions • Marital status	• Sexual Orientation and Gender Identity • Family Status • Age (if you're 19 and above) • Lawful Source of Income (this usually applies to tenancies)	• Retaliation (if someone discriminates against you because you complained to the BC Human Rights Tribunal)
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7.3 For the District, the prohibitions under the *BC Human Rights Code* that are of particular relevance are discriminatory publications and discrimination in services.

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

8. Bullying Behaviour:

- 8.1 According to the Ministry of Education, bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.
- 8.2 The District believes that even one incident of bullying is serious and will have an effect on the individual(s) involved. Bullying does not need to happen repeatedly for it to be taken seriously. Bullying behaviour is a type of harassment and intimidation.
- 8.3 This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour:
 - a) Power: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.

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- b) Frequency: is repeated over time. Bullying is characterized by frequent and repeated attacks that can create anticipatory terror in the mind of the person being bullied. This fear can be so detrimental it can have long-term debilitating effects.
- c) Intent to harm is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

9. Cyber bullying:

- 9.1 Bullying behaviour which is carried out online through email, chat rooms, blogs, discussion groups, instant messaging and social media like Facebook. It can also include bullying through cell phone technologies and emerging internet technologies.
 - a) See Appendix A Student use of Mobile Devices and Appendix B Restrictions on Cell Phones and Personal Internet-Connected Devices.

10. The Five C's of Social Responsibility in the District refers to:

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

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

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

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

- 12.1 Verbal threats i.e., threatening phone calls, threats of violence against a person or property
- 12.2 Physical threats i.e., showing a weapon, jostling, threatening to punch, stalking or following
- 12.3 Defacing or stealing victim's property
- 12.4 Daring or coercing victims to do something dangerous or illegal

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

- 12.5 Extortion (demanding payment or goods for a victim's safety)
- 12.6 Inciting hatred toward a victim
- 12.7 Setting up a victim to take the blame for an offence
- 13. District Values: Diversity, Inclusion, Integrity, Accountability, Innovation, Creativity, Curiosity, Engagement, Collaboration, Equity, Respect, Empathy are the common values identified for the District through a community consultation process.
- 14. Safe, Caring and Orderly Schools:
 - 14.1 Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion and enables a constant focus on student achievement.
 - 14.2 Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.
 - 14.3 Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well-established, so students' minds and bodies are free to focus on the learning and development work at hand.
 - a) A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.
 - 14.4 "Tellable adult(s)": all school staff members are considered to be adults that students may tell if there has been a breach to the school code of conduct. Parents and other trusted adults in a student's life are also important "tellable adults".

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

SD No. 40 (New Westminster)

Adopted: May 30, 2017

*Revised: June 22, 2021,
May 29, 2024
June 19, 2025
September 2, 2025*

MULTI-FACTOR AUTHENTICATION (MFA)

BACKGROUND

All staff accessing District information are responsible for the management and protection of sensitive information under their control to prevent unauthorized access and ensuring compliance with privacy and security legislation. This requires the use of Multi-Factor Authentication (MFA) which adds security to prevent unauthorized access to systems, applications, and data on supported platforms.

DEFINITIONS

- Multi-Factor Authentication (MFA): A security method that requires users to provide two or more verification factors to gain access to a resource.
- Primary Credentials: Usually, a username and password.
- Secondary Factors: May include a mobile app (e.g., Microsoft Authenticator), SMS code, or hardware token.

1. SCOPE

1.1. This procedure applies to:

- All employees, contractors, augmented staff and third-party users that access network or data resources managed by the school district.
- All systems and applications transmit sensitive or confidential information.
- Remote access to internal systems and cloud-based services.

1.2. All users must use MFA when accessing

- Productivity suites like Microsoft Office 365 and related platforms
- VPN or remote access solutions.
- Cloud platforms that support MFA mechanisms
- Administrative interfaces and privileged accounts.
- Any system containing sensitive or regulated data.

1.3. Use of MFA is mandatory, as not enrolling in MFA will restrict access to district provided application and service platforms. Exceptions to this policy must be approved by the IT Security Team and documented with a valid business justification.

2. ENROLMENT

2.1. MFA must include at least two of the following:

- Primary Credential
- Secondary Credential

2.2. As a Secondary Credential, authenticator apps, SMS-based MFA or District-provided hardware token will be provided

2.3. For staff members with no cell phone (District or personal), or do not wish to use their personal device, the District will provide hardware tokens. The care and proper use of these tokens will be the staff member's responsibility.

- 2.4. Staff using personal devices for MFA must ensure they are secured with passcodes and updated regularly.
- 2.5. The district does not assume responsibility for the costs associated with personal device usage unless previously approved.

3. NON-COMPLIANCE

- 3.1. Failure to comply with MFA requirements may result in suspension of access to district systems.

References:

Adopted: October 9, 2025

Revised:

ADMIN PROCEDURES MANUAL
Administrative Procedure 216

CAREER PREPARATION PROGRAMS (WEX, DUAL CREDIT, WORK)

SCOPE

This Administrative Procedure pertains to all Career Preparation Programs: WEX, DUAL CREDIT and WORK

BACKGROUND

New Westminster Schools offers a range of Career Preparation Programs that provide opportunities for students to explore the skills needed to achieve career and life success. Aligned with the Ministry of Education Career Education Curriculum K-12, Career Preparation Programs allow students to train for and/or work in a job that interests them. Career Preparation Programs include: the Career Life Connections 12 course (30-hour work or volunteer experience requirement), Work Experience (WEX) 12A and 12B (each 4 credit courses), and Youth WORK in Trades (Apprenticeship) programs.

Dual Credit programs allow students to take post-secondary courses while still in high school. In addition to providing the post-secondary credits, these courses count as elective credit at the Grade 12 level. Dual credit offers many benefits to SD40 students, including some tuition-free post-secondary education, a transition to post-secondary study supported by their K-12 community, increased confidence in their ability to succeed at the post-secondary level, and a clear path to future post-secondary studies as well as the career opportunities that follow. SD40 Dual Credit options include TRAIN in Trades and a variety of other academic dual credit programs that count towards a credential.

SD40 partners with a variety of post-secondary institutions, Skilled Trades BC, and industry to offer these programs.

Career Preparation Programs are guided by the principles of inclusion, equity and diversity and as such, students with disabilities and diverse abilities have access to all Career Education opportunities available.

PROCEDURES

1. Student Conduct

- 1.1. While in a work placement, on a job site, or at a Post-Secondary Institution training site, students must abide by the New Westminster School District Code of Conduct (Administrative Procedure 104), their School Code of Conduct, as well as the Code of Conduct, Site Employer's rules and all applicable safety regulations at the Post-Secondary Institution or workplace.

2. Supervision:

Monitoring of students during their placements must be completed by a New Westminster Careers teacher or SD40 Dual Credit teacher.

2.1. Work Experience (WEX):

- 2.1.a. Monitoring takes place regularly during placement, through regular communication with

- 2.1.b. the student and the employer, and ideally includes 1 onsite visit.

2.2. Dual Credit Programs Delivered at Post-Secondary Institutions:

- 2.2.a. Monitoring begins with initial communication with the instructor at the beginning of the course.
- 2.2.b. Monitoring continues through regular communication with the student and their instructor throughout the course.

2.3. Dual Credit Programs Offered On-Site:

- 2.3.a. Monitoring carried out by SD40 approved Dual Credit Instructor.

2.4. WORK in Trades Programs:

- 2.4.a. Monitoring includes two employer feedback forms that are completed while students are actively employed as apprentices. These are provided to the WORK Careers teacher.
- 2.4.b. Monitoring also includes regular communication with the student to support completion of the WORK curriculum and their Apprenticeship Training Plan, as well as ongoing assessment and evaluation.
- 2.4.c. Acceptable methods of monitoring include in person meetings, site visits, video conferencing, messages, email, phone calls or other district approved online tools.
- 2.4.d. For each monitoring contact, the Careers teacher will document:
- 2.4.e. Date, contact communication method (in-person, phone, email, message, etc.), and any important notes/details
- 2.4.f. Should there be an accident/incident at a WEX placement or a TRAIN job shadow, the site employers will be directed to:
 - 2.4.f.1. Contact the designated Career teacher (during school days/hours).
 - 2.4.f.2. Outside of school/days and hours, employers are advised to contact the School Principal or designate.
 - 2.4.f.3. The Careers teacher will coordinate the necessary documents for accident and injury reporting.
- 2.4.g. A designated Careers teacher will monitor students during the summer as needed.

2.5. Evaluation:

- 2.5.a. Evaluation is to be determined by a Careers teacher and must incorporate clear criteria and utilize a variety of assessment strategies.

- 2.5.b. A final grade must be assigned by a Careers teacher and is based on the assessment of student learning in relation to the Learning Standards of the BC Curriculum.
- 2.5.c. Employer/Apprenticeship Sponsor feedback and observations are integral components of the Careers Program and may be included as part of any discussions or formative assessment activities that Careers teachers may have with students before, during, and/or after their placement. Employer feedback and observations may inform instruction but may not be considered as part of a student's formal evaluation or final course grade.
- 2.5.d. Students who do not complete the coursework or required hours by the end of the school year will be withdrawn (W) and may apply to re-enroll in the upcoming school year.

3. For Work Experience (WEX) Career Programs:

3.1. Participation – Employers:

- 3.1.a. Must have an “Active” status on WorkSafe BC Clearance Letter.
- 3.1.b. WorkSafe Student Work Placement document completed within the last three years by the employer and submitted to the Careers Teacher which must include a workplace health and safety assessment and evidence of anti-bullying, harassment and discrimination policies.
- 3.1.c. Must be a true employer (has employees beyond the company owner) and be in compliance with all WorkSafe BC standards and processes.
- 3.1.d. All WEX students must be supervised by a designated on-site worker that is subject to the Workers Compensation Act.

3.2. Participation – Students:

- 3.2.a. All Work Experience placements should be related to a student's career focus and can include hands-on work or volunteer experience, job shadowing and/or career mentoring at a standard work site or a non-standard community site created specifically for work experience or a career simulation.
- 3.2.b. For students with disabilities and diverse abilities:
 - 3.2.b.1. Career placements should be in alignment with their Individual Education Plan (IEP) goals, their abilities, and the duties and safety requirements of the employer.
 - 3.2.b.2. Appropriate on-site supervision and support in the workplace, where possible, will be coordinated through the Careers teacher, Inclusive Education teacher, School Administration and Employer.
- 3.2.c. Students will be covered while on any standard worksite through WorkSafe BC insurance as “workers of the crown”.

3.3. Participation at a Standard Work Site – Paid and Unpaid Work

- 3.3.a. "Standard Work Site" means a location (onsite or remote) other than a work site created specifically for work experience by a school or board:
 - 3.3.a.1. At which a worker performs the tasks and responsibilities related to an occupation or career under the general supervision of an employer, or
 - 3.3.a.2. At which a self-employed (with employees) person performs the tasks and responsibilities related to that person's self-employment.
- 3.3.b. Minimum age to participate is 15.
- 3.3.c. Completion of Career Life Education 10 is required.
- 3.3.d. Students must engage in an orientation process at the beginning of their placement coordinated by their Careers teacher and the designated supervising onsite worker.
- 3.3.e. Students will complete the majority of the course hours at the placement.
- 3.3.f. Students will be covered by the Workers Compensation Act.
- 3.3.g. For students undertaking an unpaid WEX placement that requires them to work remotely (in BC) or from home, the Workers Compensation Act still applies.
- 3.3.h. A Work Experience Placement Agreement form must be signed by student, employer, parent/caregiver, and school.
- 3.3.i. A Student Training Plan must be in place that articulates the skills and areas of knowledge to be developed.
- 3.3.j. Students must complete a self-reflection post-placement.

3.4. Participation at a Non-standard Worksite (Career Stimulation)

- 3.4.a. Career simulation placements take place in non-standard worksites. Boards of Education may offer WEX courses that use career simulation activities rather than placements at standard worksites. Career simulations consist of hands-on activities that are directly related to the work performed in a given occupation. These placements can be organized by a Careers teacher in consultation with community partners.
- 3.4.b. Minimum age to participate is 15.
- 3.4.c. Completion of Career Life Education 10 is required.
- 3.4.d. Students must engage in an orientation process at the beginning of their placement coordinated by their Careers Teacher and the designated supervising onsite worker.
- 3.4.e. A Non-standard Work Experience Placement Agreement form must be signed by student, employer, parent/caregiver and the school.

3.4.f. Non-standard placements are not covered by WorkSafe BC insurance.

3.4.f.1. A signed Informed Consent is required for all non-standard work experience placements.

3.4.f.2. The student/family must purchase student accident insurance in order to participate in a non-standard placement.

3.4.f.3. A parent/caregiver meeting with the Careers teacher is required to review the informed consent and provide proof of insurance coverage.

3.4.g. A Student Training Plan must be in place that articulates the skills and areas of knowledge to be developed.

3.4.h. Students must complete a self-reflection post-placement.

4. For Youth WORK in Trades (Apprenticeship) Programs:

4.1. Participation – Employers:

4.1.a. Must have an “Active” status on WorkSafe BC Clearance Letter.

4.1.b. WorkSafe Student Work Placement document completed within the last three years by the Employer and submitted to Careers Teacher.

4.1.c. WorkSafe Student Work Placement process must include a workplace health and safety assessment, evidence of anti-bullying, harassment and discrimination policies as well as a site visit by the Careers Teacher.

4.1.d. Must be a true employer (has employees beyond the company owner).

4.1.e. All WORK in Trades students must be supervised by a designated on-site worker that is subject to the Workers Compensation Act.

4.1.f. Other requirements as per New Westminster Youth WORK in Trades staff guidelines.

4.2. Participation – Students:

4.2.a. All WORK in Trades placements should be related to a student's career focus.

4.2.b. Minimum age to participate is 15.

4.2.c. Students must have completed Career Life Education 10.

4.2.d. Students must complete a signed Skilled Trades BC Youth Apprentice & Sponsor Registration Form.

4.2.e. A Student Training Plan in place that articulates the skills and areas of knowledge to be developed.

4.2.f. Other requirements as per New Westminster Youth WORK in Trades staff guidelines.

References: [Graduation Program Order](#)
[Work Experience Order](#)
[Workers Compensation Act](#)
[Student Work Placement: A Guide to Accessing Workplace Safety--WorkSafe BC](#)
[Work Experience Program Guide 2023](#)
[Youth Work in Trades Program Guide 2023](#)
[School District No. 40-- Code of Conduct](#)

Adopted: September 2023

Revised: September 2025



Student Counselling Consent Form

The New Westminster School District is pleased to offer counselling support to our students. The district offers three tiers of counselling support, based on the nature and severity of the concern, and the timely availability of the supports.

The following information is provided to help you make an informed decision about your child's participation in counselling.

Nature and Purpose of the Service

Counselling is a supportive process where students can talk about their thoughts, feelings, and experiences in a safe and caring environment. The school counsellor helps students develop coping skills, improve relationships, and manage emotions.

The goal of counselling is to:

- Support students' emotional, social, and academic well-being.
- Help students navigate challenges such as anxiety, peer relationships, grief, or family changes.
- Promote positive mental health and resilience.

Risks and Benefits of Counselling

Benefits may include:

- Feeling heard and understood.
- Learning new coping strategies.
- Improved self-esteem and emotional regulation.

Possible risks:

- Discussing difficult topics may cause temporary emotional discomfort.
- Changes in behavior or emotions may be noticed by others.

(Limits of) Confidentiality

Counselling sessions are private. Information shared will not be disclosed without the student's consent, except in the following cases:

- If the student is at risk of harm to themselves or others.
- If there is suspected or disclosed abuse or neglect.
- If required by law or court order.

In these cases, the counsellor must report to appropriate authorities and school administration to ensure safety.



Voluntary Participation and Withdrawal of Consent

Participation in counselling is voluntary. Students and/or parents/caregivers may choose to stop counselling at any time by notifying the counsellor.

Students or parents/caregivers seeking alternatives to counselling can consult the school counsellor or administration to explore other suitable options.

Consent and Signatures

Counselling Parent/ Legal Guardian Permission Form 240-1

I have read and understood the information above.

As the parent/ legal guardian, I give consent for my child _____
to receive counselling support for the 2025-2026 school year.

Please Print: _____
Parent/Legal Guardian

Date

Parent/Legal Guardian Signature



Supplement to: OPEN BOARD OF EDUCATION MEETING

Date: October 28, 2025

Submitted by: Danielle Connelly, Trustee

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

Subject: Road Safety Upgrades on Royal Avenue

Background:

Currently, the curb along Royal Avenue near the Patullo Bridge on-ramp above the Ecole Qayqayt Elementary School is only about 5" high. This minimal barrier offers very little protection should a vehicle lose control. There is a real risk that a car or large truck could accidentally mount the curb and end up on the multi-use path, or worse, collide with the portables or enter the adjacent grass field.

It is important to note that:

- The **portables are occupied year-round.**
- The **field is actively used by hundreds of staff and students during the school day as well as the surrounding community during evenings and weekends.**
- The **MUP is frequently used by students and parents** to access and leave the school grounds.
- There **has already been an incident** which thankfully happened during the school winter break whereby a car lost control and ended up in the school parking lot causing damage to the gate.

The School District brought forward this concern to the City of New Westminster in June of 2025 given the addition of more portables and learned that the scope of the City's work was:

- to reinforce the retaining wall on both the street retaining wall and our field retaining wall
- create a more accessible MUP pathway
- add better lighting to the crosswalk
- add a bike lane between the new apartment development and the school grass field

The school district has since been invited to participate in a Safety Forum and as such, the School Board would like to support and add urgency to the critical upgrades the School District is looking to have done.



Recommendation:

That the Board of Education of New Westminster Schools write a letter to Mayor and Council of the City of New Westminster, asking for urgency to address upgrades to the identified stretch of Royal Avenue above Ecole Qayqayt Elementary School in New Westminster to ensure student and staff safety from the proximity and high volume of vehicles to the school site, particularly the portable classrooms and playing field.



Supplement to: OPEN BOARD OF EDUCATION MEETING

Date: October 28, 2025

Submitted by: Danielle Connelly, Trustee

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

Subject: Historical Preservation Administrative Procedure (AP) or Policy

Background:

With the demolition and replacement of two schools recently in the district, it has become clear that there is no Administrative Procedure or Policy to guide us in how to preserve artifacts from our schools. New Westminster School District is rich in history and to lose our history is to lose valuable resources to help our students and our community learn and grow.

Recommendation:

That the Board of Education of New Westminster School District direct staff to create an administrative procedure (AP) and/or policy to provide guidance and direction to preserve the history of education in New Westminster. The AP and/or Policy will also include what is to be considered as an educational artifact and how these artifacts should best be preserved in the district. This might also include working with community partners to create best practices or share in preserving school district artifacts.

The Board of Education could also assign a trustee liaison(s) to assist with research and community partner outreach.



Supplement to: OPEN BOARD OF EDUCATION MEETING

Date: October 28, 2025

Submitted by: Danielle Connelly, Trustee

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

Subject: Literacy Intervention Costs

Background:

In September of this year, the Ministry of Education and Child Care introduced a valuable new initiative and funding literacy screening for all students in K-3. The goal is to use the screening results to inform instructional approaches and expand intervention programs for students who require additional supports. While the \$30 million in funding over 3 years also "includes funding for professional development grants for educators, expansion of provincial outreach programs, and the development of a made-in-BC screening tool to identify students who need extra literacy support and provide targeted intervention", it does not clarify if funding will be allotted to the targeted interventions. In order to provide meaningful and lasting impacts on students and their educational outcomes, it is important to have adequate funding to support identified necessary interventions.

Recommendation:

The Board of Education will direct staff to track costs associated with literacy interventions and whether the funding provided over the next three years will adequately fund the identified interventions. This will also help guide the Board of Education in future advocacy efforts once the 3-year funding runs out. The board of education will also write a letter to the Ministry of Education and Child Care asking for clarity on funding and how it will be allotted to each district, including; how much for screening, training and expanded support programs in the district.

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF SEPTEMBER 23, 2025, IN-CAMERA

ADOPTION OF AGENDA

- 5:03 p.m.

MINUTES FOR APPROVAL

- In-Camera Board Meeting held on September 23, 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 – Tuesday, October 28th, 2025, 5:00 p.m. (SBO)

ADJOURNMENT

- In-Camera Board meeting adjourned at 8:39 p.m.

Chair

Secretary-Treasurer