

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

Tuesday, December 16, 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. November 25, 2025 Regular Open Board Meeting	5
b. Business Arising from the Minutes	
3. <u>PRESENTATIONS</u> 6:10 PM	
a. Student Voice (Cayleigh & Sadie)	14
4. <u>CORRESPONDENCE</u> 6:30 PM	
a. Letter to City of New Westminster: Royal Avenue Roadway Safety and Security Concerns	23
b. Letter to Translink for More Buses	24
5. <u>BOARD COMMITTEE REPORTS</u> 6:40 PM	
Nil.	

6. REPORTS FROM SENIOR MANAGEMENT

- | | | | |
|----|---|---------|----|
| a. | Superintendent's Report (M. Davidson) | 6:50 PM | |
| b. | Long Range Facilities Planning (B. Ketcham) | 7:00 PM | 25 |

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) permit staff to investigate site intensification strategies of existing owned property to meet capacity needs of the District which includes investigating the construction feasibility of multiple sites across the District for which capacity can be added.

Recommendation:

THAT the Board of Education support in principle the permanent grade reconfigurations across the District from K - 5, 6 - 8 and 9 - 12 to K-6, 7-8 and 10-12 and direct staff to engage the community on what considerations the District should make as part of any future transitions.

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|----|-------------------------------------|---------|--|
| c. | Bank Signing Authority (B. Ketcham) | 7:10 PM | |
|----|-------------------------------------|---------|--|

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster)'s bank signing authorities Trustee Cheryl Sluis and Trustee Danielle Connelly; Mark Davidson, Superintendent; and Bettina Ketcham, Secretary-Treasurer be approved;

AND FURTHER that effective immediately, bank signing authority Trustee Maya Russell, former Chair, be removed.

- | | | | |
|----|--|---------|----|
| d. | Preliminary Budget Process Timeline (B. Ketcham) | 7:15 PM | 27 |
|----|--|---------|----|

Recommendation:

That the Board of Education of School District No. 40 (New Westminster) approves the 2026-27 budget process and timeline as presented.

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|----|---|---------|----|
| e. | E-scooters (G. Lawlor) | 7:20 PM | 28 |
| f. | Operations Report (For Information) | 7:30 PM | 32 |
| g. | Administrative Procedure 117 and Policy 17 - Sexual Orientation and Gender Identity (SOGI) (J. Richter) | 7:40 PM | 34 |
| 1. | Policy 17 - Sexual Orientation and Gender Identity (SOGI) | | 35 |

Recommendation:

THAT the Board of Education of School District No. 40 (New

Westminster) accept the revisions to Policy 17 - Sexual Orientation and Gender Identity (SOGI) as presented.

2.	AP117 - Sexual Orientation and Gender Identity (SOGI)		40
h.	Administrative Procedures (For Information)	7:50 PM	
1.	AP261 - Multi Day In Province Field Trips (Low and High Risk)		46
a.	AP261-1 - Multi-Day In Province Field Trip Proposal Form		51
b.	AP261-2 - Multi Day In Province Field Trip Teacher Checklist		54
2.	AP262 - Multi Day Out of Province Field Trips (Within Canada and International)		57
a.	AP262-1 - Multi Day Out of Province Field Trip Proposal Form		62
b.	AP262-2 - Multi-Day Out of Province Field Trip Teacher Checklist		65
3.	AP300 – Extended Absences for Parents/Guardians	8:00 PM	68
4.	AP330 - Student Attendance	8:05 PM	75

1. **NEW BUSINESS**

a.	Support for English Language Learners (ELL) Data and Funding (K. Carlsen)	8:10 PM	78
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Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster):

1. Write a letter to the Ministry of Education and Child Care requesting that English Language Learner (ELL) data be included as a distinct category within the Framework for Enhancing Student Learning (FESL) reporting; and
2. Request that the Ministry of Education and Child Care extend ELL funding beyond the current five-year cap to ensure equitable and sufficient support for all English Language Learner students.

8.	<u>OLD BUSINESS</u>	8:20 PM	
	Nil.		
9.	<u>TRUSTEE REPORTS</u>	8:20 PM	
10.	<u>QUESTION PERIOD (15 Minutes)</u>	8:30 PM	

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

11. NOTICE OF MEETINGS 8:45 PM

Tuesday, January 27, 2026: Open Regular Board Meeting - 6:00 p.m. (Hybrid)

Thursday February 5, 2026 Coordinating Committee In-Person at the SBO - 8:45 PM
3:30 p.m.

Tuesday February 10, 2026 Committee of the Whole Open Board In-Person 8:50 PM
at the SBO - 5:30 p.m.

12. REPORTING OUT FROM IN-CAMERA BOARD MEETING

- a. Record of the November 25th, 2025 In-Camera Meeting 79

13. ADJOURNMENT

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

**Tuesday, November 25, 2025, 6:00 PM
In-Person and Via Zoom Link**

PRESENT	Maya Russell, Chair Cheryl Sluis, Vice-Chair Danielle Connelly, Trustee Gurveen Dhaliwal, Trustee Kathleen Carlsen, Trustee Marc Andres, Trustee	Mark Davidson, Superintendent Geraldine Lawlor, Associate Superintendent Bettina Ketcham, Secretary-Treasurer Robert Weston, Executive Director, HR Sanj Johal, District Principal of Indigenous Education and Equity Anne-Marie Martin, Recording Secretary Amy Grey, Assistant Secretary Treasurer
REGRETS	Elliott Slinn, Trustee	Members of the Public

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

1. **ADOPTION OF THE AGENDA**

The Chair called the meeting to order at 6:03 p.m.

Trustee Carlsen indicated that her Trustee reports were not on the meeting minutes from the October 25th, meeting. These were added by the Recording Secretary.

2025-086

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) adopt the agenda as amended for the October 28, 2025, Regular School Board meeting.

CARRIED UNANIMOUSLY

2. **MINUTES FOR APPROVAL**

a. Minutes from the Open meeting held:

1. Regular School Board Meeting held October 28, 2025

2025-087

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the October 28, 2025, Regular School Board meeting.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes.

Nil.

3. **PRESENTATIONS**

- a. **Senior Leaders' Report: Indigenous Focus** (S. Johal – District Principal of Indigenous Education and Equity and Amy Laidlaw – Indigenous Curriculum Coordinator)

Johal and Laidlaw provided an update on Indigenous Education and Equity initiatives, outlining the team's collaborative structure and focus on cultural safety and belonging. They highlighted strategic plans that include student forums, family gatherings, Indigenous student voice, partnerships with the Indigenous Education Council and local nations, and monthly monitoring of attendance and academic progress to address chronic absenteeism. The update also covered targeted literacy and numeracy interventions, expanded community partnerships with organizations such as Douglas College, UBC, Black History Matters, and Junior Achievement BC, and student programming like the JBC entrepreneurship project integrating Indigenous and local knowledge. Amy emphasized the role of cultural teachings, ceremonies, and restorative practices in schools. Professional development for staff continues Indigenous ways of knowing and equity, using tools such as discussion circles and the district's equity framework rooted in Indigenous principles. The team also noted efforts to expand reconciliation committees and track student transitions across school levels.

The board and trustees expressed appreciation for the depth and impact of this work, as well as the positive influence on student belonging, voice, opportunity, and cultural responsiveness.

The presentation can be viewed on the video at (2:00)

4. **DELEGATIONS**

Nil.

5. **CORRESPONDENCE**

- a. Queensborough School Bus Service to New Westminster

The board discussed ongoing advocacy efforts to maintain the Queensborough school bus service to New Westminster Secondary School. A letter was sent to the province emphasizing the importance and urgency of continuing bus service for families. Chair Russell reported meetings with two local MLAs and follow-up with written briefing materials to reinforce the request. Trustees discussed the need to send regular follow-up requests and to expand the list of government officials addressed to keep the issue a priority for decision-makers.

6. **BOARD COMMITTEE REPORTS**

There were no Board committee reports at this meeting. The last Coordinating Committee

meeting was cancelled, and the next meeting is scheduled for Thursday, February 5, 2026.

7. **REPORTS FROM SENIOR MANAGAMENT**

a. **Superintendent Update (M. Davidson) (Verbal)**

Superintendent Mark Davidson reported on several key areas, noting the positive atmosphere in schools as staff and students prepare for concerts and highlighting a successful support staff professional development day that fostered a strong sense of community. He expressed appreciation for the planning teams and shared an update on the new elementary school project, acknowledging the advocacy and efforts of the board, staff, and community partners in moving the initiative forward.

1. **School Learning Plans**

Superintendent Mark Davidson reported that all schools have submitted their updated school learning plans, which are directly connected to the district's new five-year strategic plan. These plans are developed and reviewed with the support of the district leadership team, and school administrators engage in site visits and DLT meetings to discuss their goals and share strategies.

A key expectation is that all school plans address literacy and numeracy, reflecting district priorities. The superintendent highlighted the collaborative nature of the process, with administrators and staff sharing ideas and best practices aimed at supporting student learning. He emphasized that school learning plans are "living documents," intended to be updated over time in response to evolving student needs and ongoing professional learning within schools.

Trustees were assured that these plans will continue to be posted and updated on the district website, reinforcing transparency and the dynamic nature of ongoing educational improvement.

The presentation can be viewed on the video at (33:45)

b. **Statements of Financial Information (SOFI) Report (A. Grey)**

Secretary-Treasurer Amy Gray presented the annual Statement of Financial Information (SOFI) report, as required under the Financial Information Act. The report ensures transparency and accountability in the use of public funds.

The SOFI report will be submitted to the Ministry by the December 31 deadline, and the board was asked to acknowledge its receipt for information.

Trustee inquired about the lease for RCAP and Power, noting it set to expire in June 2026.

Secretary-Treasurer Ketcham confirmed that while the current lease for RCAP and Power expires in June 2026, recent delays in the Columbia Square development mean the district can likely remain in that space for now. Negotiations to renew the lease will begin in the new year. Ketcham also noted the district continues to advocate for

permanent, purpose-built facilities for these programs through its capital plan requests to the Ministry of Education.

2025-088

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) acknowledge receipt of the Statement of Financial Information (SOFI) Report for Information for the fiscal year ended June 30, 2025.

CARRIED UNANIMOUSLY

The presentation can be viewed on the video at (39:04)

c. 2025-26 Estimated Operating Grant Recalculation (Amy Grey - Assistant Secretary Treasurer)

Assistant Secretary Treasurer Gray provided an update on the 2025-26 estimated operating grant recalculation. The recalculation is based on the September enrollment count, comparing actual numbers to earlier projections. While overall enrollment increased by 38 FTE over the past year, it was 114 students below initial projections, resulting in an approximate \$1.05 million decrease in projected funding. However, this was offset by an estimated \$1.08 million increase in funding for unique student needs (level 2 learners), leaving the district's overall grant neutral compared to the original budget planning.

Additional adjustments may occur once the Ministry confirms the salary differential funding and as subsequent enrollment counts are completed in February and May. The final recalculated grant is expected mid-December, and the district's amended budget will be updated accordingly.

Concerns were raised about disparities in student designations and access to assessments, emphasizing equity for students without private testing resources. District staff reported increased efforts to secure designations through internal processes and external partnerships, while noting ongoing challenges with assessment wait times, particularly for students transferring from other jurisdictions.

Discussion clarified the distinction between service and designation, noting that some students without formal designations still receive support through Individual Education Plans.

The presentation can be viewed on the video at (45:10)

d. Enrollment and Staffing Update (R. Weston and G. Lawlor)

Executive Director Weston and Associate Superintendent Lawlor reported that district enrollment continues to grow, though at a slower rate than in previous years. Increases were noted at Fraser Middle, Skwo:wech Elementary, and Connaught Heights, while some schools experienced declines. Alternative programs had a slight decrease but

anticipate more students with ongoing intake. Inclusive education, English language learning (ELL), and international student enrollments all increased, while home learning numbers decreased.

District staffing ratios for teacher librarians, resource/learning support, and counselors meet or exceed provincial requirements, with overall teaching FTE rising compared to last year. Support staff numbers are stable or increased across most roles. Custodial staffing remains unchanged, and the board briefly discussed allocation formulas and potential needs for future adjustments.

The presentation can be viewed on the video at (53:50 pm)

e. Board Authorized Courses (G. Lawlor)

Associate Superintendent Lawler presented two new Board Authority Authorized (BAA) courses for approval:

- Forensic Sciences 11: A Grade 11 elective course designed to provide practical applications of biology, chemistry, and physics through forensic investigation. The course emphasizes scientific inquiry, hands-on activities such as simulated crime scene analysis, and integrates Indigenous perspectives.
- Musique à Culture Francophone 11: An elective for Grade 11 French Immersion students combining music performance, composition, and cultural exploration of Francophone music, with a focus on language development and cultural literacy.

Both courses align with BC curriculum requirements and incorporate first people's principles of learning and Indigenous perspectives. Trustees supported these new course proposals, discussed enrollment criteria and catalog review.

2025-089

Moved and Seconded

That the Board of Education of School District No. 40 (New Westminster) approve the Board Authority/Authorized Course for the 2026/2027 school year - Forensic Sciences (Grade 11) and Musique et culture francophone (Grade 11).

CARRIED UNANIMOUSLY

The presentation can be viewed on the video at (1:02:25)

f. New Administrative Procedure: 168 Unexpected Health Emergencies (B. Ketcham)

Secretary-Treasurer Ketcham presented Administrative Procedure 168, created in response to a ministerial order requiring school districts to address unexpected health emergencies. The procedure mandates the availability of automated external defibrillators (AEDs) and Naloxone kits in all district schools—first at the high school level by December 31, 2025, and subsequently at elementary and middle schools by September 2026. Site administrators will oversee implementation, supported by school safety committees, and a companion guide will assist response teams with their roles and responsibilities.

Trustees were informed that the initiative involves minimal additional cost since AEDs are already in place; Naloxone kits are low-cost and require periodic renewal. It was also clarified that EpiPens were not included as their provision was not specified in the ministerial directive.

g. For Information: Updated Administrative Procedure: 158A - District Logo Guidelines

Superintendent Davidson introduced a revised administrative procedure clarifying guidelines for the use of the district logo. The updated procedure provides detailed standards for logo quality, placement, and appropriate usage across all schools and administrative offices. The goal is to ensure consistent, professional branding district wide. The procedure was reviewed with input from communications staff and will support both clarity and uniformity in the district's visual identity.

The presentation can be viewed on the video at (1:08:30 pm)

8. NEW BUSINESS

a. Chair Report (M. Russell)

Outgoing chair Maya Russell presented a year-in-review report highlighting key board accomplishments, challenges, and priorities. Major achievements included the development and implementation of the district's strategic plan, collaborative advocacy with parents and district partners for increased school capacity, funding for public education, improved child care, and continuity of school bus service. The report underscored the value of strong working relationships with district staff and union partners, progress on major capital projects (including a new elementary school), and effective response to challenges such as a district cyber incident and tragedy within the school community.

The chair emphasized the importance of transparency, community engagement, high educational standards, and ongoing efforts to address student and staff needs. Russell concluded by expressing gratitude for the opportunity to serve, and encouraged the board to remain focused, transparent, and engaged with the community in the year ahead.

The presentation can be viewed on the video at (1:14:00 pm)

b. Election of Chair

In accordance with board policy, Secretary-Treasurer Ketcham commenced the annual election of Trustee roles, first explaining the ballot submission process. Trustee Sluis was nominated (by Trustee Russell) and acclaimed as the new Chair of the Board for the upcoming term.

Upon election as Chair, Chair Sluis conducted the remainder of the elections and presided over the remaining agenda items.

c. Election of Vice-Chair

Trustee Connelly was nominated (by Trustee Carlsen) and acclaimed as Vice Chair of the Board for the upcoming term.

d. Election of BCSTA Provincial Council Delegate and Alternate

The board conducted elections for BCSTA Provincial Council positions. Trustee Connelly nominated Trustee Carlsen, Trustee Russell nominated Trustee Andres, Trustee Andres was elected as the BCSTA Provincial Council Delegate following a vote. Trustee Carlsen nominated herself and was acclaimed as the Alternate for Provincial Council.

e. Election of BCPSEA Representative and Alternate

Trustee Slinn sent an email advising he was interested and was acclaimed as the BCPSEA Representative. Trustee Connelly was nominated and acclaimed as the BCPSEA Alternate for the upcoming term.

2025-091

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) direct the Secretary-Treasurer to destroy all ballots.

CARRIED UNANIMOUSLY

f. District School Naming Committee

The board discussed the formation of a committee to oversee the process of naming a new district facility. Trustee Carlsen expressed interest in serving on the committee for the new Elementary School announced earlier this month and shall be the Trustee rep on the committee formed by the Superintendent in accordance with AP 541.

g. Literacy Intervention Costs

The board discussed a recommendation introduced by Vice Chair Connelly to track and monitor literacy interventions costs by school and program. The aim is to better assess the effectiveness of interventions and inform future resource allocation.

2025-092

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) will direct staff to:

- 1. Track, by school and district-wide, all costs associated with K–3 literacy screening and targeted interventions from September 1, 2024, through August 31, 2027.***
- 2. Determine whether provincial literacy funds received in each fiscal year adequately cover the costs of identified interventions for students***

flagged through screening and progress monitoring; and

- 3. Report publicly in June of each year on costs, service levels, outcomes, and any funding gaps, with recommendations for advocacy as required.***

CARRIED UNANIMOUSLY

The question period can be viewed on the video at (8:02 pm)

9. OLD BUSINESS

a. Board Advocacy

The board discussed the importance of maintaining a proactive advocacy approach on key issues, including school capacity, operational funding, transportation services, and child care. Trustees agreed on the need to review and refresh the existing advocacy plan to ensure continued alignment with district and community priorities. It was decided that a workshop would be organized to validate current advocacy objectives and confirm next steps.

10. TRUSTEE REPORTS

Trustee Andres reported attending district and parent advisory council (PAC) events, acknowledged the dedication of PAC members, and noted upcoming community activities.

Trustee Connelly highlighted the hard work and enthusiasm of local PACs, shared the community's excitement for the new school project, and expressed appreciation to parents for their ongoing engagement.

Trustee Carlsen reflected on participation in parent-teacher conferences and school fundraising initiatives, and conveyed thanks to district staff and families for their ongoing commitment.

Trustee Sluis provided updates on attending district meetings and community events and offered thanks to outgoing chair Maya Russell for leadership and service.

The question period can be viewed on the video at (1:45:45)

11. QUESTION PERIOD (15 MINUTES)

Allison (parent): Raised concerns and disappointment regarding the lack of support and insufficient notice about the Early French Immersion (EFI) consolidation. James (community member): Questioned the communication, timeline, and planning surrounding the move of the French immersion program.

Chair Sluis and Superintendent Davidson acknowledged the challenges and disappointment experienced by families regarding the EFI consolidation and French immersion program move. They explained that decisions were based on school capacity and anticipated enrollment growth and committed to improving communication and engagement with families in future processes.

Liz: Asked how school learning plans and best practices are shared between schools within the district to facilitate learning and improvement.

The Superintendent confirmed that collaborative review and best practice sharing takes place through district leadership meetings and ongoing dialogue among school administrators, with the goal of promoting continuous improvement across all schools.

The question period can be viewed on the video at (1:54:36)

12. **NOTICE OF MEETINGS**

Regular Board Meeting – Tuesday, December 16, 2025 – 6:00 p.m. (Hybrid)

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

a. Record of the October 28, 2025, In-Camera Meeting

14. **ADJOURNMENT**

The meeting adjourned at 8:17 p.m.

Chair

Secretary-Treasurer

Student Voice '25-'26

Introduction and Goals



New Executive Members: Cayleigh & Sadie

We are super excited to be involved in student voice this year!

Mr. Pattern, NWSS Senior Vice Principal, is our School Sponsor

Mr. Johal, District Principal of Indigenous Education and Equity, will provide support

Plans for our year

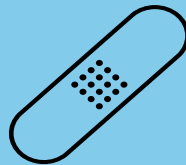
- Annual Fall Survey
- New Spring survey
- Student Symposium in the spring
- New ideas:
 - Meeting with the middle schools to address concerns and create a sense of comfort in the transition
 - Holding a survey for the middle schools

Fall Survey – 2025



Main Questions and Topics

- Demographic questions
- Inclusivity
- Mental Health
- Safety

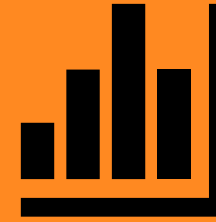


Promotion

- Goal of 300+ responses
- Grand commons
- Social media
- Posters
- Teachers
- Morning Buzz
- Possible staff meeting



Spring Survey - 2026



The purpose:

- To contrast the answers with the fall survey
- To ask more specific questions (i.e bathroom products, language support, etc)

Main questions:

- Ask some similar questions to analyze data
- Questions tailored to the end of the school year
- More symposium specific questions

[illegible]

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Meetings with the Middle Schools



Our vision:

- Improve connection, collaboration, and sense of belonging with middle school students
- Receive feedback from middle school students with a short survey
- Better inform middle schoolers on student symposium and how to get involved in secondary school

Thank you for your time!

Questions or comments?

November 25, 2025

Sent by Email

Mayor Patrick Johnstone

City of New Westminster
511 Royal Avenue
New Westminster, BC V3L 1H9

Subject: Royal Avenue Roadway Safety and Security Concerns

Dear Mayor Johnstone and Council:

The New Westminster Board of Education is writing to express our urgent concern regarding a municipal infrastructure issue that impacts safety at École Qayqayt Elementary School.

Above the school, the south side of Royal Avenue (between 2nd Street and Merivale) has a very shallow curb keeping traffic on the roadway. Last winter, a vehicle drove off Royal Avenue, went over the embankment, and landed on school property.

With hundreds of young children attending class in portables and playing in the field below the embankment, we are concerned about the risk from traffic at this location. We note that Royal Avenue is used by heavy trucks and carries a significant volume of vehicles.

We bring this situation to your attention and request you consider prioritizing safety upgrades along the identified stretch of Royal Avenue. Our board believes these improvements are needed to ensure a safer environment for everyone on and around École Qayqayt Elementary's grounds.

We value our partnership with the City and appreciate your consideration of this matter. We welcome an opportunity to discuss the steps needed to address this pressing safety issue.

Sincerely,



Maya Russell
Chair, Board of Education

Cc: MLA Steve Kooner
MLA Hon. Jennifer Whiteside
MLA Hon. Raj Chouhan
Mark Davidson, Superintendent
Board of Education

November 27, 2025

Sent by Email

Dear Kevin Quinn and Board of Directors;

The New Westminster Board of Education is writing to inform you about a significant program change and request that TransLink review and consider increasing service on bus routes 105 and 102 during school drop-off and pick-up times.

Starting in the 2025-2026 school year, our district is changing our Early French Immersion (EFI) program operates, moving one of our programs from Qayqayt Elementary School to Herbert Spencer Elementary School. This is a move of up to 113 students, many from the Quayside neighbourhood. As a result, we anticipate a growing number of students and families will rely on these two routes for their daily travel to and from school.

We are very concerned that current service levels will not be sufficient to accommodate this increase in ridership, particularly during peak morning and afternoon hours. Reliable and accessible public transportation is essential to ensuring our students arrive safely and on time. It is also critical for supporting families who depend on transit as their primary means of travel.

We welcome the opportunity to collaborate with TransLink by sharing relevant data to help inform your service planning. Please let us know if there are next steps our staff can take to support this review.

Thank you for your attention to this matter and for your ongoing commitment to the community of New Westminster.

Sincerely,



Cheryl Sluis
Chair, Board of Education

Cc: MLA Steve Kooner
MLA Hon. Jennifer Whiteside
MLA Hon. Raj Chouhan
Mark Davidson, Superintendent
Board of Education



Supplement to: OPEN BOARD OF EDUCATION MEETING

Date: December 16, 2025

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Long Range Facilities Planning

Background:

The District has been seeking as part of its Board approved 5-year capital plan, a new site for a middle school in the Fraser River Zone, receiving support from the Ministry in March 2023 to begin site selections to bring forward as a recommendation and for approval by government. To date, no recommended site submitted has been approved by government. Given the urgency for capacity within the District, the most expeditious way to get additional capacity is to utilize existing District-owned sites by intensifying site density.

As the fastest growing municipality in the lower mainland and second densest city in Canada, New Westminster has no undeveloped sites and thus we must creatively consider how to design and build functional, 21st century urban schools, looking to other cities that have executed well in similar contexts – Singapore, New York City – as examples. Our Long-Range Facilities Plan (LRFP), that was passed by the Board in March 2023, assumed a site acquisition for a new middle school. Without this site, this represents a fundamental change to our capital plans and requests to government. Staff will need direction on how to proceed.

In October 2025, District staff presented strategies for short term capacity. One such measure, grade reconfiguration, was presented as a permanent change to address capacity challenges. It was discussed that the short-term measure of converting elementary schools from K – 5 to K – 6 would be rolled out as space permitted. The eventual goal would be that middle schools would become 7 – 9 and our high school 10 – 12. This has an impact on the District's long-range facilities planning, given an additional grade (grade 6) would be spread out across all elementary schools thus increasing the need for capacity at this level. This is an occasion where a benefit to student learning and sense of community has an added benefit of freeing up capacity at the District's only high school also.

Staff had committed to engaging in a refreshed Long-Range Facilities Plan for 2026 and require direction from the board on its support on the above to commence our work. Later in 2026, there will be opportunities for community engagement on grade reconfiguration and helping the District set priorities on how we contemplate school planning and design. The finalized plan will contemplate the findings of the staff investigative work on district-owned sites and an update to the capital requests resulting from grade reconfiguration across the District.

Recommendation:

1. THAT the Board of Education of School District No. 40 (New Westminster) permit staff to investigate site intensification strategies of existing owned property to meet capacity needs of the District which includes investigating the construction feasibility of multiple sites across the District for which capacity can be added.
2. THAT the Board of Education support in principle the permanent grade reconfigurations across the District from K - 5, 6 - 8 and 9 - 12 to K-6, 7-8 and 10-12 and direct staff to engage the community on what considerations the District should make as part of any future transitions.

New Westminster Schools

Budget Process: 2026-27

Date	Location	Time	Event	Attendees	Goal
16-Dec-25	SBO	6:00 PM	Regular Open Board Meeting	Board	Approval of the 2026-27 budget process
February 16 - 27, 2026	Virtual	N/A	Budget Survey Open	Community, Staff, Parents and Students	Collection of budget priority areas
3 -Year Enrolment Projections submitted to MECC - February 13					
24-Feb-26	SBO	6:00 PM	Regular Open Board Meeting	Board	Approval of the amended budget for 2025-26
10-Mar-26	SBO	6:00 PM	Regular Open Board Meeting	Board	Partner group budget presentations and presentation of budget survey results
Ministry Funding Announcement - March 13					
Spring Break - March 16-27					
7-Apr-26	SBO	3:30PM	Board In-Service - Budget (Closed Meeting)	Board, Senior Leadership	
23-Apr-26	SBO	3:30 PM	Coordinating Committee Meeting on Budget	Coordinating Committee	Partner group budget consultation
28-Apr-26	SBO	6:00 PM	Regular Open Board Meeting	Board	Superintendent budget recommendations and completion of all three readings of budget bylaw
Staffing Processes Commences - May 1					
Ministry Submission Deadline - June 30					

E-Mobility Devices

Briefing Report

Geraldine Lawlor, Associate Superintendent

December 16, 2025



New
Westminster
Schools

Briefing Report

Definitions and Legal Context

E-Scooters

Electric kick scooters are battery-powered motorized devices with two to four wheels, a platform for standing, and handlebars for steering. Under BC law, e-scooters are permitted only in municipalities participating in the provincial pilot program. New Westminster is not part of this program, so e-scooters are not allowed on public roads or school property.

(Source: BC Motor Vehicle Act; Provincial E-Scooter Pilot Program)

E-Bikes

E-bikes (defined by law as “motor-assisted cycles”) are power-assisted cycles equipped with a motor to help propel the device. They must have operable pedals and meet specific technical requirements under the Motor Vehicle Act.

(Source: BC Motor Vehicle Act, Motor-Assisted Cycle Regulations)

E-Bike Regulations

Under BC law, e-bikes are permitted in New Westminster with these age requirements:

- Standard E-Bike (≤ 500 W, ≤ 32 km/h, throttle allowed): 16 years and older
- Light E-Bike (≤ 250 W, ≤ 25 km/h, pedal-assist only): 14 years and older (or 16+ if carrying passengers)

Background

E-scooters and e-bikes are increasingly popular among students and families. While they offer convenience, accessibility and a cleaner transportation option than vehicles, they raise important legal compliance and safety considerations in school settings.

- Provincial Pilot Program for E-Scooters:
 - Initial pilot ran from 2021–2024.
 - New pilot began April 5, 2024, in select municipalities.
- Current Status: New Westminster is not included, so e-scooters remain prohibited locally.

Legal Compliance

- E-scooters are allowed only in municipalities participating in the provincial pilot program.
- New Westminster is not included, so riding e-scooters on public roads or school property is prohibited.

- The district currently has no formal policy or administrative procedure related to e-scooters/e-bikes. We will be engaging in the development of a district Administrative Procedure in the coming months.
- Our approach is intended to show alignment with provincial law and city regulations.

Safety Considerations

- E-scooters pose risks to pedestrians and students, especially in busy school zones.
- Walking, cycling, or public transit remain safe and legal alternatives.
- If New Westminster joins the pilot program, the district will review and determine next steps.

Note: At this time, the district will not provide education on the safe use of e-scooters or promote their use, as they are not permitted within the City of New Westminster.

Community Engagement

On November 27, 2025, I participated as a panelist in the *E-Mobility and Safer Streets* event at Century House, New Westminster.

I would also like to acknowledge the presence and contributions of Board Vice Chair Danielle Connelly and DPAC Chair Laura Kwong, at the event.

The event focused on safety, accessibility, and shared street use for e-mobility devices.

Panel Representation:

- City Transportation Staff - Director of Engineering / Deputy CAO
- New Westminster Fire & Rescue Services
- New Westminster Police Department
- School District 40 (Associate Superintendent)

Public Input Questions:

1. What are you most concerned about with e-mobility in New West?
2. What do you think could make e-mobility better in New West?
3. What do you imagine (blue sky!) for the future of transportation in New West?

Panelists contributed perspectives on safety and education in relation to e-mobility. This was followed by a community Q&A to gather input and foster collaborative solutions.

This engagement supports the district's commitment to safe routes for students and aligns with Vision Zero community goals.

Key Takeaways

1. Legal Compliance: E-scooters are prohibited in New Westminster; therefore, the school district's communication and approach should reflect this.
2. Safety Priority: Risks in school zones require clear communication to families and staff.
3. Future Planning: Monitor provincial pilot developments; review if laws change.
4. Community Role: The district is recognized as a key partner in e-mobility discussions. We welcome partnership with local emergency services around this topic.
5. Education Position: The school district will not engage in education or promotion of e-scooters while they remain illegal locally.

Recommended Next Steps

- A district-wide message to families to be sent prior to Winter Break outlining the legal status of e-scooters in New Westminster (prohibited on public roads and school property) and clarifying the district's position. This communication will set the foundation for the broader communications plan.
- Clarify expectations regarding e-bikes in terms of safe usage and storage.
- Develop an administrative procedure for e-scooters on school property.
- Communicate this administrative procedure clearly to families and staff.
- Monitor provincial updates and city participation in pilot programs.
- Continue to prioritize safe routes for students through existing programs.

Capital Projects

1. Queen Elizabeth addition is progressing well; the structural steel is nearing completion with some roofing work to begin in the coming weeks with a concentration on getting the building to lock-up.
2. NWSS Memorial Park: the landscape contractor has mobilized on site and has taken delivery of all the substrate soil and is beginning the final placement around the site. Civil and drainage work will begin in January.
3. New Simcoe Elementary School: the district recently received the approval to proceed with the construction of a new 605-seat elementary school adjacent to the Fraser River Middle School. The design has been presented to the City's design review panel and is currently in the development variance stage with city staff. A naming committee is in the process of being formed to create a permanent name for the new facility.

Facilities

1. Spencer Heat Pump (CNCP project): The installation of a heat pump will lower our carbon usage at Spencer. Heat pump installation is slated for December 10th and project completion by March 2026.
2. Tweedsmuir Electrical upgrade (SEP project): Installation of transformer will provide Tweedsmuir with much higher electrical capacity. Tweedsmuir was successfully transitioned to a single high voltage service on November 29th.

Finance

1. The Secretary Treasurer and Assistant Secretary Treasurer are working with departments on the development of an operational risk register.
2. We are awaiting the Ministry's announcement of the recalculated operating grant based on September enrolment submission and preparing for the 2025/26 amended budget which is due February 28, 2026.
3. The team worked through the required Ministry and other reporting requirements as noted below.

Technology

1. TIS is in the midst of telephone system transition, the new system is cloud based and will remain current and supported through the supplier. This system has the ability for more advanced features like auto attendant to efficiently route calls to their destinations, taking load off school clerical staff.
2. A new print function related feature was rolled out where users have the option to tap their building access fob to register and identify themselves as the printing system users. This will improve printing experience for the users and faster speed of service.
3. The team completed the network segmentation project isolating the building automation controls from the main data network. This will allow for district facilities maintenance staff to monitor the systems and make adjustments remotely. This becomes a necessity during the winter months as there may be a need to adjust building temperatures based on climate conditions.

4. To further enhance network and user account security, TIS has planned implementation of Multi Factor Authentication (MFA) for all district administration and school based staff. This process will require users to provide a one-time use code sent to them by SMS in addition to their user ID and password to authenticate against network resources. This SMS method requires no additional software or control on user devices and does not incur cost to the user as SMS is free. Additionally, SMS works with all existing models of phones that are capable of sending and receiving such messages. Users that do not have access to a device or are apprehensive in the use of their personal device will be offered a hardware token for access as the additional measure of authentication.

Ministry & Other Submissions: October/November/December 2025

Submitted to:	Description	Date
PSEC Secretariat	Annual Executive Compensation Disclosure	October 3, 2025
Ministry of Education and Child Care	School District Quarterly GRE Financial Reporting – September and December	October 8, 2025 and December 10, 2025
Ministry of Education and Child Care	Classroom Enhancement Fund (CEF) – Staffing and Learning Improvement Fund – 2025/26 Initial Reporting	October 17, 2025
BC Public School Employers' Association	Employment Data and Analysis (EDAS) Reporting	October 31, 2025
Province of British Columbia	2024/25 Pay Transparency Report	November 1, 2025
Ministry of Education and Child Care	Community Link Reporting	November 3, 2025
Ministry of Education and Child Care	CEF – 2025/26 Initial Reporting – Remedies	November 14, 2025
Ministry of Education and Child Care	2024/25 Statement of Financial Information Report	December 31, 2025
Canada Revenue Agency	T3010 Registered Charity Information Return	December 31, 2025



Supplement to: REGULAR OPEN BOARD MEETING

Date: Tuesday, December 16, 2025

Submitted by: Jenny Richter, Director of Instruction, Leadership and Learning

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

Subject: Administrative Procedure 117 – Sexual Orientation and Gender Identity (SOGI) and Policy 17 – Sexual Orientation & Gender Identity (SOGI)

The Ministry of Education and Child Care has updated MyEducation BC, the provincial student information system, and two data collection systems to support the recognition of gender diversity. This update went into production on November 30, 2025. The systems impacted include:

- PEN Web – used for student registration and PEN assignment
- Education Data Exchange (EDX) – used for submitting 1701 enrolment data

The new gender options now available include:

- Woman/girl – F
- Man/boy – M
- Prefer not to answer/Unknown – U
- Non-Binary Person – X

Although the plan and procedures for students and families in New Westminister schools remain unchanged, this update requires adjustments in district and school administrative practices, including revisions to Policy 17 and Administrative Procedure 117. For example, our registration form now includes all four gender options. Students will continue to have the right to self-identification, including their chosen name and pronouns. Requests from students or parents/guardians to update official records to reflect a preferred name and/or gender identity will continue to be accommodated with student safety as the top priority.

SEXUAL ORIENTATION and GENDER IDENTITY (SOGI)

Rationale

The Board of Education recognizes that students who identify as 2SLGBTQIA+LGBTIQ+ may face challenges within our schools and communities. These individuals, as well as their families, are frequently the targets of homophobic, transphobic or heterosexist behaviours. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and dropping-out, self-harm and suicide.

A responsive, safe, and inclusive school environment is necessary for students to learn and achieve high academic standards. Discrimination is not part of such an environment. As students learn by example, all members of the school community are expected to model respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination due to an individual's actual or perceived 2SLGBTQIA+LGBTIQ+ status or identity.

Action

The Board of Education strives to create school and district culture, which supports diversity, including a welcoming learning and working environment for everyone, regardless of sexual orientation, gender identity or expression. The Board is therefore committed to the following 10 key components of effective SOGI policy¹:

1. Common Language

- 1.1 The Board strives to ensure that all parties beare well-informed and equipped with appropriate and respectful language.
- 1.2 The Board acknowledges that language is ever evolving and that the individual is always the expert on how they may identify and on what language or terms they consider respectful and inclusive of themselves.

2. Safety/Anti-Harassment

- 2.1 All schools and the Districtdistrict will have Codes of Conduct that explicitly include language prohibiting the harassmentharassment, bullying, or violence based on sexual orientation, gender identity, and expression.

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3. Self-Identification

- 3.1 Individuals will have the right to self-identification, which includes the name by which they wish to be addressed and their pronoun of choice that corresponds to their gender identity.
- 3.2 Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student's official record to reflect their name and/or gender identity of choice will be accommodated.
- 3.3 Whenever possible, at the request of a student or of a ~~students'~~student's parent(s)/guardian, the student's name and/or gender identity of choice will be included on class lists, timetables, student files, identification cards, etc.
- 3.4 Unless the student or the student's parent/guardian has specified otherwise, communications between school and home will use a student's ~~legal~~usual name and the pronoun corresponding to the student's gender assigned at birth

4. Confidentiality and Privacy

- 4.1 A student's trans status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization.
- 4.2 In situations where school staff or administrators are required by law to use or to report a trans student's legal name or sex, such as for purposes of data collection, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such information.
- 4.3 Students have the right to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.

4.4 For students whose gender was recorded with their Personal Education Number (PEN) prior to December 1, 2025, the district may, upon the student's request, submit a written request to the Ministry of Education and Child Care to update the gender associated with the PEN. Students are not required to request or make this change if they do not wish to do so.

~~4.3-~~

5. Dress

- 5.1 Students have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with societal expectations of masculinity/femininity.
- 5.2 School dress codes will not contain gender specific language.

6. Gender Integrated and Inclusive Activities

- 6.1 Schools will focus on integrated and inclusive activities. To the extent that gender

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segregated activities continue to exist, students will have the option to be included in the group that corresponds to their gender identity or, in the case of gender non-conforming students, the group in which they would like to participate.



7. Educator Training

7.1 Professional Development and Training

- 7.1.1 The Board will strive to ensure that professional development and training is provided for staff to develop ~~the awareness~~awareness, knowledge, skills and attitudes necessary to:
- 7.1.2 deliver an 2SLGBTQIA+LGBTTQ+ inclusive curriculum (including anti-homophobia and anti-transphobia education)
- 7.1.3 identify and address homophobic and transphobic discriminatory attitudes and behaviours; and
- 7.1.4 support and advocate for the needs of students whose real or perceived identity is 2SLGBTQIA+LGBTTQ+

7.2 Counselling and Student Support

- 7.2.1 The Board will strive to ensure that:
 - counsellors respond competently to the needs of 2SLGBTQIA+LGBTTQ+ students as well as to the needs of students with 2SLGBTQIA+LGBTTQ+ family members;
 - counsellors and staff are provided with information on support programs or services for students and families;
 - all schools have at least one staff person to be the SOGI School Lead, a school contact who is able to act as a resource person for 2SLGBTQIA+LGBTTQ+ students, staff and families. (Note: School administrators will act as the Safe Contact if no one voluntarily steps forward.) School administrators will inform students and other staff about the location and availability of this contact person; and
 - middle schools and secondary schools are supported in establishing and maintaining Gay-/Straight Alliance clubs (GSAs).

8. Inclusive Learning

- 8.1. Whenever possible, learning and curriculum resources regarding SOGI will emphasize universal human themes that acknowledge human diversity as an essential and enriching element of our society.
 - 8.1.1. Classroom materials and activities related to SOGI will contain positive images and accurate information about sexual and ~~Le/or~~or gender diversity, SOGI history and culture, which reflects accomplishments, contributions, and struggles of 2SLGBTQIA+LGBTTQ+ people.

9. Facilities

- 9.1. At least one single, ~~gender-neutral~~gender-neutral washroom stall/change room in each middle school, high school, alternate school, and at the Board Office will be provided.

10. Inclusive Extra-Curricular Activities

- 10.1. Students will be included and accommodated for in all extra-curricular activities regardless of their sexual orientation or gender identity/expression, including support to set up a Gay-Straight Alliance.
- 10.2. In the case of sex-segregated team sports, students whose gender identity is different than their sex at birth may, on a case-by-case basis, join the sex-segregated team aligned with their gender identity.

¹These practices have been co-developed by the Ministry of Education, ARC Foundations, Out in Schools, BCTF, UBC, and K-12 educators as part of the Ministry of Education SOGI Working Group

Legal References: Section 85 School Act; BC Human Rights Code

SD No. 40 (New Westminster)

Adopted: May 30, 2017

[Revised: December 2025](#)

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SEXUAL ORIENTATION and GENDER IDENTITY (SOGI)

Background

The District strives to create a school and district culture, which supports diversity, including a welcoming learning and working environment for everyone, regardless of sexual orientation, gender identity, or expression.

Students who identify as **LGBTQ+** 2SLGBTQIA+ may face challenges within our schools and communities. These individuals, as well as their families, are frequently the targets of homophobic, transphobic or heterosexist behaviours. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and dropping-out, self-harm and suicide.

A responsive, safe, and inclusive school environment is necessary for students to learn and achieve high academic standards. Discrimination is not part of such an environment. As students learn by example, all members of the school community are expected to model respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination due to an individual's actual or perceived LGBTQ+ 2SLGBTQIA+ status or identity. The District is in full support of the BC Human Rights Code amendment to include gender identity and expression.

Definitions

SOGI is an acronym for "Sexual Orientation and Gender Identity," a term used by the BC Human Rights Code to describe an area of prohibited discrimination. It is an inclusive term that encompasses all individuals regardless of where they identify on the sexual orientation or gender identity spectrums, including lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

LGBTQ+ 2SLGBTQIA+ is an acronym for two-spirited, lesbian, gay, bisexual, transgender, two-spirit, and queer/questioning, intersect, and additional people who identify as part of sexual and gender diverse communities. There is a wide range of other terms often included in this acronym (often referred to by queer communities as "the alphabet soup") such as asexual, and this acronym tends to vary depending on the source. The plus sign (+) indicates the inclusion of all sexual and gender identities.

Appendix A found at the end of this document contains a comprehensive "Glossary of Terms."

Procedures

1. Common Language
 - 1.1. School and district staff will use appropriate and respectful language as it pertains to SOGI; see Definitions above
 - 1.2. Individuals will be respected as the expert on how they may identify and on what language or terms they consider respectful and inclusive of themselves, not withstanding legal language requirements.
 - 1.3. See Definitions above
2. District and school Codes of Conduct will explicitly include language prohibiting ~~the harassment~~harassment, bullying, or violence against staff and students based on sexual orientation, gender identity, and expression.
3. Self-identification
 - 3.1. Students have the right to self-identification, which includes the name by which they wish to be addressed and their pronoun of choice.
 - 3.2. Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student's official record to reflect their name and/or gender identity of choice will be accommodated.
 - 3.3. Whenever possible, at the request of a student or of a students' parent(s)/guardian, the student's name and/or gender identity of choice will be included on class lists, timetables, student files, identification cards, etc.
 - 3.4. Unless the student or the student's parent/guardian has specified otherwise, communications between school and home shall use a student's ~~legal-usual~~ name and the pronoun corresponding to the student's gender assigned at birth.
4. Confidentiality and Privacy
 - 4.1. A student's trans status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization.
 - 4.2. In situations where school staff or administrators are required by law to use or to report a trans student's legal name or sex, such as for purposes of data collection, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such information.
 - 4.3. Students' rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.
 - 4.4. For students whose gender was recorded with their Personal Education Number (PEN) prior to December 1, 2025, the district may, upon the student's request, submit a written request to the Ministry of Education and Child Care to update the gender associated with the PEN. Students are not required to request or make this change if they do not wish to do so.

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~~4.3.~~

5. School dress codes will not contain gender specific language.

6. Gender Integrated and Inclusive Activities

- 6.1. Schools will focus on integrated and inclusive activities. To the extent where gender segregated activities continue to exist, students will have the option to be included in the group that corresponds to their gender identity or, in the case of gender non-conforming students, the group in which they would like to participate.

7. Educator Training

7.1. Professional Development and Training

- 7.1.1. The ~~District~~district and school-based administrators will strive to ensure that opportunities for professional development and training is provided for staff to develop the awareness, knowledge, skills and attitudes necessary to:
- deliver an LGBTTTQ+ 2SLGBTQIA+ inclusive curriculum (including anti-homophobia and anti-transphobia education)
 - identify and address homophobic and transphobic discriminatory attitudes and behaviours; and
 - support and advocate for the needs of students whose real or perceived identity is LGBTTTQ+ 2SLGBTQIA+

7.2. Counselling and Student Support

- 7.2.1. The ~~District~~district and school-based administrators will strive to ensure that:
- counsellors are trained to respond competently to the needs of LGBTTTQ+ 2SLGBTQIA+ students as well as to the needs of students with LGBTTTQ+ 2SLGBTQIA+ family members;
 - counsellors and staff are provided with information, from the district, on support programs or services for students and families;
 - all schools have at least one staff person to be a SOGI School Lead who is able to act as a resource person for LGBTTTQ+ 2SLGBTQIA+ students, staff and families. School administrators will inform students and staff about the location and availability of this contact person; and
 - all secondary schools are supported in establishing and maintaining Gender-Sexuality Alliance /-Gay-Straight Alliance or similar clubs (GSAs)
 - the ~~d~~District SOGI Lead will provide School SOGI Leads with information regarding SOGI resources

8. Inclusive Learning

- 8.1. SOGI related classroom materials and activities will contain accurate information about sexual and/ or gender diversity, SOGI history and culture which reflects accomplishments, contributions, and struggles of transgender and gender nonconforming people.

9. Facilities

- 9.1. At least one single, ~~gender-neutral~~gender-neutral washroom stall/change room in each middle school, high school, alternate school, and the Board Office will be provided.



New
Westminster
Schools

10. Inclusive Extra-Curricular Activities

- 10.1. Students will be included and accommodated for in all extra-curricular activities regardless of their sexual orientation or gender identity/expression, including support to set up a Gender-Sexuality Alliance /-Gay-Straight Alliance or similar club.
- 10.2. In the case of sex-segregated team sports, on a case-by-case basis, students whose gender identity is different than their sex at birth may join the sex-segregated team aligned with their gender identity.

SD No. 40 (New Westminster)

Adopted: November 30, 2017

Revised: April 30, 2019

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OUT-OF PROVINCE AND MULTI-DAY EDUCATIONAL FIELD TRIPS **(LOW RISK AND HIGH RISK)**

BACKGROUND

~~Out of Province and Multi-Day Educational Trips can be of value to students. In principle, the District supports such trips provided that there is strong educational value for students.~~

This procedure outlines the requirements for Multi-Day Low Risk and Multi-Day High Risk Field Trips (hereafter referred to collectively as “multi-day field trips”) occurring **within** British Columbia. The district supports such trips, in principle, when they are well-planned, educationally relevant, and prioritize student safety.

~~For the purposes of this Administrative Procedure, an Out of Province or Multi-Day Educational Trip is an activity in which students travel outside of British Columbia and/or are away overnight. The Board has retained the authority to approve proposed educational trips which involve travel outside of Canada and the mainland of the United States of America.~~

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

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

Trips involving travel outside of British Columbia are governed by a separate procedure (AP 262 – Out of Province Educational Trips)

Wherever possible, multi-day field trips should be scheduled on weekends or during holiday periods to minimize the loss of instructional time for students.

DEFINITIONS

Multi-Day Low Risk Field Trip: A trip involving more than one overnight stay within British Columbia with activities that present minimal risk. (e.g., cultural exchanges, leadership retreats, athletic tournaments, etc)

Multi-Day High Risk Field Trip : A trip involving more than one overnight stay within British Columbia with activities that present elevated risk (e.g., skiing, kayaking, hiking, etc.)

PROCEDURES

1. General Guidelines

- 1.1 It is the Principal’s responsibility to ensure the appropriateness of all ~~educational trips~~ multi-day field trips. Student safety is paramount when all such trips are being considered.

- 1.2 The Principal shall designate an Educator in Charge of each ~~educational trip~~ **multi-day field trip**. An educator designated as being "in charge" must have appropriate experience to supervise the safety and well-being of students.
- 1.3 The district must not be held responsible for any losses which may arise from cancellation or alteration of ~~an educational trip~~ **a multi-day field trip** itinerary.
- 1.4 The Principal will ensure that roles and responsibilities of all students and attending adults are clearly defined prior to the ~~educational trip~~ **multi-day field trip**. The District's Code of Conduct and the School's Code of Conduct must be reviewed by all participants prior to the ~~educational trip~~ **multi-day field trip**.
- 1.5 Schools may charge fees for optional ~~educational trips~~ **multi-day field trips** that enhance a student's learning experience but are not essential to the learning outcomes.
- 1.6 No student will be prevented from taking part in a ~~educational trip~~ **multi-day field trip** ~~considered to be an essential part of the educational program~~ due to financial hardship.
- 1.7 **All multi-day field trips must be approved following the procedures outlined below.**

2 Planning **and Approval Process**

- 2.1 When planning ~~educational trips~~ **multi-day field trips**, the Educator in Charge must outline the educational relevance, itinerary, supervision plan, transportation details, and budget on the ~~Out of Province and~~ **Multi-Day Field Trips** Proposal Form (261-1) and submit this for Principal approval.
- 2.2 **For all multi-day high risk field trips, the Educator in Charge must also complete the Risk Assessment Plan section of the proposal form.**
- 2.3 Following the Principal's approval and prior to further trip planning, the Principal will submit the completed ~~Out of Province and~~ **Multi-Day Field Trips** Educational Teacher Checklist Form (261-1) to the Associate Superintendent for final approval **as follows** of the proposal. ~~Once approval has been provided, the Educator in Charge may continue to plan the proposed educational trip using the Teacher Educational Trip Checklist (261-2).~~

Multi-Day Low Risk Field Trip	Multi Day High Risk Field Trip
No less than two weeks prior to departure	No less than four weeks prior to departure

- 2.4 **There may be exceptions made to the timelines in the case of late emerging, unique or earned opportunities.**
- 2.5 Once approval has been provided, the Educator in Charge may continue to plan the proposed ~~educational trip~~ **multi-day field trip** using the Teacher ~~Educational Trip~~ **Multi-Day Field Trip** Checklist (261-2).

- 2.6 Upon completion of all aspects of the Teacher ~~Educational Trip~~ **Multi-Day Field Trip** Checklist ([261-2](#)), the Principal provides the final approval for the ~~educational trip~~ **multi-day field trip**.
- 2.7 No less than ten days prior to departure, the Principal approved Teacher ~~Educational Trip~~ **Multi-Day Field Trip** Checklist ([261-2](#)) must be submitted to the Associate Superintendent.

3 Communication with Parents/Guardians.

- 3.1 The Educator in Charge must hold a pre-trip meeting to explain details of the ~~educational trip~~ **multi-day field trip** to parent(s)/guardian(s) and a school administrator must be in attendance.
- 3.2 The Principal will ensure that all students return a completed **Multi-Day Field Trip** Consent Form ([261-3](#)). If there are additional risks associated with activities planned for the ~~educational trip~~ **multi-day field trip**, they will be listed in the field trip description. Students who do not return completed consent forms may not participate in the ~~educational trip~~ **multi-day field trip**.
- 3.3 ~~Educational trip~~ **Multi-day Field Trip** Consent Forms ([261-3](#)) must contain the following information:
- Nature of the ~~educational trip~~ **multi-day field trip**
 - Rationale for the ~~educational trip~~ **multi-day field trip**
 - Transportation details
 - Level of supervision; and
 - Scope of risks and potential for injury inherent in the activity.

4 Supervision

- 4.1 ~~Educational trips~~ **Multi-day field trips**, offered through the school or school district, must be under the general supervision of school district staff. Planning and supervision for the trip are the shared responsibility of the Principal and the Educator in Charge.
- 4.2 Volunteer supervisors are a valued resource in the school community. Volunteers will take direction from the Educator in Charge or the Principal. Volunteers must provide background references and criminal records checks and may be required to provide a driver's abstract. When volunteers are required on ~~educational trips~~ **multi-day field trips**, Principals must adhere to the guidelines outlined in [Administrative Procedure 490: Parent/Guardian Volunteers](#).
- 4.3 The use of alcohol, tobacco, or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during ~~educational trips~~ **multi-day field trips**, regardless of the circumstances, the age of the participants, or local laws, customs, and culture.

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

4.5 Supervision must be provided at the following minimum levels:

~~Grades 6-8 — 1:15 ratio of adults to students~~

~~Grades 9-12 — 1:15 ratio of adults to students~~

Multi-Day Low Risk Field Trip		Multi Day High Risk Field Trip	
Grades 6-8	1:12 ratio or adult to students	Grades 6-8	1:8 ratio of adults to students
Grades 9-12	1:15 ratio of adults to students	Grades 9-12	1:10 ratio of adults to students

4.6 In reviewing the ~~educational trip~~ **multi-day field trip**, the Principal may increase the level of supervision required in accordance with the age, maturity, knowledge and skill of the students, nature, and duration of the ~~educational trip~~ **multi-day field trip**.

4.7 Planning and consideration must be provided for any students with disabilities and diverse abilities. Education Assistants normally assigned to students with diverse abilities are not to be included in the above ratios.

4.8 Any CUPE employee who attends and is outside of their classification is a volunteer therefore, they will not receive pay for the activity.

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

4.10 Supervisors for multi-day high risk field trips must have appropriate qualifications (first aid, activity certifications).

5 Transportation

5.1 The Volunteer Driver Registration Form ([490-2](#)) must be completed if volunteer drivers are included in educational trip planning.

5.2 The Student Vehicle Assignment Form ([260-5](#)), which includes contact telephone numbers for all drivers and passenger assignments for each vehicle, must be left at the school and another copy carried with the Educator in Charge.

6 Prior to Trip Departure

6.1 All documentation must be submitted to the Associate Superintendent no less than 10 days prior to trip departure.

***References: Sections 17, 20, 22, 65, 75, 85 School Act
Motor Vehicles Act; Collective Agreements***

***Adopted: May 20, 2017
Revised: November 29, 2023***

MULTI-DAY IN PROVINCE FIELDTRIP PROPOSAL FORM

Educator in Charge: _____ Submission Date: _____

Destination: _____

Departure Date: _____ Departure Time: _____

Return Date: _____ Return Time: _____

Parent Info. Meeting Date: _____ Admin. Attending: _____

Number of Students: _____ Grade Level(s): _____ Class/Course/Group: _____

Supervisor(s): Name: _____ Role: _____

Name: _____ Role: _____

Name: _____ Role: _____

The Educator in Charge must provide the following information for Principal approval. Following Principal approval, this form is submitted to the Associate Superintendent for final approval of the proposal.

Description of Field Trip: (Including Educational Relevance)

(Please provide the following information: description of field trip, rationale, scope of risks inherent in planned activities)

ITINERARY AND TRAVEL ARRANGEMENTS

- ☐ The Itinerary and daily activities schedule has been prepared and/or received from travel agent/tour company and are attached.
- ☐ Arrangements for group medical/travel/cancellation insurance have been made and the costs are included in the trip budget.
-

Transportation

Field trip supervisors will arrange the mode of transportation which best meets the needs of the trip. Transportation of students in private vehicles will be in accordance with [Administrative Procedure 563: Student Transportation by Volunteer Drivers](#).

Type: ☐ bus ☐ public transportation ☐ private vehicle ☐ airplane ☐ other: _____
--

Parent and Student Communications

☐ The parent/guardian pre-trip meeting is planned for (date): _____

NOTE: pre-trip meeting is to be held after final approval of the educational trip proposal.

☐ The following administrator will attend the parent/guardian pre-trip meeting: _____

☐ The consent form and information package has been prepared for student distribution and a copy is attached.

Trip Supervision Arrangements

☐ This field trip will have a minimum level of supervision as determined by AP 261: Multi-Day In Province Field Trips (Low and High Risk). Greater supervision levels may be necessary depending on the nature of the trip.

- Grades 6-8 – 1:12 ratio of adults to students
- Grades 9-12 – 1:15 ratio of adults to students.

☐ If the field trip involves both male and female students, and extends overnight, both male and female supervisors will accompany students.

☐ Volunteer supervisors are being arranged for this trip (check if applicable).

☐ Students will be engaged in activities considered to be high-risk (e.g., skiing).

Budget

☐ All relevant trip expenses and revenues are included in the tables below.

☐ All relevant field trip expenses are included in the per-student cost of the field trip (e.g., cost of teacher(s)-on-call, supervision expenses, transportation, accommodation, travel/cancellation insurance, activities, parking, meals, etc.).

☐ Any fundraising activity undertaken to assist with field trip costs will be approved in advance by the school Principal as outlined in [Admin Procedure: 520: Fundraising Activities and Sponsorship in District Facilities](#).

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

☐ This field trip will operate at no additional cost to the Board (all supplementary or optional trips).

Field Trip Expenses	
Teachers-on-Call	
Transportation	
Activity fee(s)	
Accommodation	
Travel insurance	
Other _____	
Total Expenses:	\$

Cost Per Student	
Total Expenses	\$
Fundraising	\$ -
PAC Support	\$ -
School Support	\$ -
Total Cost:	\$
Number of students:	÷
Cost Per Student:	\$

**Inclusion of any meal costs should be clearly indicated and where not included, it should be clearly communicated that additional costs for meals will be the responsibility of the student*

Approval

☐ The Principal will be notified of any changes related to field trip details.

No less than ten days prior to departure, the Educator in Charge will ensure that all requirements as detailed in the Multi-Day In Province Field Trip Teacher Checklist Form ([261-2](#)) are completed, and a copy of the checklist is signed and submitted to the school Principal.

Educator in Charge Signature: _____ **Date:** _____

PRINCIPAL'S APPROVAL OF PROPOSED FIELD TRIP

This field trip as proposed has been approved.

☐ YES ☐ NO

Principal Signature: _____ **Date:** _____

ASSOCIATE SUPERINTENDENT REVIEW/APPROVAL OF PROPOSED FIELD TRIP

The Educator in Charge may proceed with trip planning using the Multi-Day In Province Field Trip Teacher Checklist Form ([261-2](#))

☐ YES ☐ NO

Associate Superintendent's Signature: _____ **Date:** _____

References: Administrative Procedure 261: Multi-Day In Province Field Trips (Low Risk and High Risk)

MULTI-DAY IN-PROVINCE FIELD TRIP TEACHER CHECKLIST

Teacher(s) / Administrators in Charge:		Cell Phone Number:	
		Cell Phone Number:	
		Cell Phone Number:	
		Cell Phone Number:	
		Cell Phone Number:	
Name of Field trip:			
Field trip Location:			

Planning:

- ☐ [Multi-Day In Province Field Trip Proposal Form \(261-1\)](#) has been approved by the Principal and the Associate Superintendent.
- ☐ Volunteer supervisors have been screened by the Principal or designate for suitability and advised of their responsibilities as per AP 490: Parent/Guardian Volunteers.
- ☐ Criminal Records Checks have been completed for volunteer overnight supervisors as set out in [AP 490: Parent/Guardian Volunteers](#).
- ☐ Assessment of student skills and abilities pertaining to the educational trip activity has been completed (if applicable).
- ☐ If applicable, specialized instructional competence has been addressed. Specialized instructional competence is mandatory for supervision of higher risk activities and may be established by virtue of certification from a governing body (e.g., Red Cross, Canadian Canoeing Association).
- ☐ All planning arrangements as per [AP 261: Multi-Day In Province Field Trips \(Low and High Risk\)](#) have been completed.
- ☐ For out-of-country field trips, all students have a valid passport/visa.
- ☐ Group medical/travel/cancellation insurance has been arranged for all participants and the cost has been included within the educational trip budget.
- ☐ Travel arrangements and payment of travel costs shall be made in accordance with district purchasing guidelines. Use of a local travel agency is recommended.
- ☐ An administrator will be accessible and/or available, if necessary, to attend to emergencies that arise during this educational trip.

Administrator's name: _____

Parent Guardian Communication:

- ☐ Parent information meeting was held on: _____.
- ☐ The following school administrator was present at this meeting: _____.
- ☐ Completed consent forms have been received for all students.

Itinerary and Travel Arrangements:

- ☐ The itinerary and daily activities schedule has been prepared and/or received from travel agent/tour company.
- ☐ Educational trip itinerary does not include areas where the Department of Foreign Affairs and International Trade has published a travel advisory.

School Communication:

- ☐ Arrangements have been made, if needed, for coverage of class(es) and supervision of non-participating students.
- ☐ If applicable, teacher educational trip notification has been distributed to students with instructions to notify teachers of their absence.

Emergency Planning/Cancellation of Trip:

- ☐ An emergency communication and return plan has been developed and shared with parents, including the following:
 - Contact information for the Educator in Charge.
 - Contact information for the school Principal. If the Principal is participating in the education trip, contact information for an alternate administrator.
 - Contact information for the participating staff members.
 - Contact information for hotels/hosts.
 - Contact details for travel agent/agency/operator.
- ☐ An emergency communication contact master list has been prepared and includes the following:
 - Emergency contact information for all participants.
 - Contact details for travel agent/agency/operator.
 - Pertinent medical information and, in the case of out-of-country educational trips, passport numbers and participant birth dates.
 - Contact information for hotels/hosts.
- ☐ Emergency contact information must be confirmed one week prior to trip departure.
- ☐ The Educator in Charge must carry the emergency contact master list during the educational trip.
- ☐ For all out-of-country educational trips, all trip participants have been registered with the Canadian Embassy as Canadians Travelling Abroad.
- ☐ At least one supervising adult will have a cellular phone available for emergency use.
- ☐ The Educator in Charge will carry or have access to a first aid kit during the educational trip.
- ☐ The Educator in Charge must be aware of the specific medical needs of all participating students as indicated on their medical forms and carry a copy of each medical form and any necessary medication.

ADMINISTRATIVE DOCUMENTATION

- ☐ A file has been created for retention of documentation and information specific to this educational trip. Records will be retained in accordance with the district's records management policies and procedures.
- ☐ The file will include the following:
 - Consent Forms.
 - Emergency Contact Master List.
 - Emergency Communication and Return Plan.
- ☐ Copies of all documentation as indicated above must be retained at the school in the educational trip file.

FINAL APPROVAL (must be obtained no less than ten days prior to trip departure)

- ☐ I have provided a copy of this checklist and all required attachments/documentation to the Principal.

Educator in Charge Signature: _____ **Date:** _____

PRINCIPAL'S FINAL APPROVAL OF THE FIELD TRIP

The applicable parent/guardian consent forms and waivers have been received ☐ YES ☐ NO

All Volunteers have completed a Criminal Records Check ☐ YES ☐ NO

A copy of completed Form 261-2 has been sent to the Associate Superintendent. ☐ YES ☐ NO

Upon consideration of government-issued travel advisories listed as of today's date on the Canadian Department of Foreign Affairs and International Trade website, I provide final authorization for this educational trip to depart as planned.

Principal Signature: _____ **Date:** _____

ASSOCIATE SUPERINTENDENT APPROVAL OF THE FIELD TRIP

Associate Superintendent's Signature: _____ **Date:** _____

References: *Administrative Procedure 261 – Multi Day In Province Field Trips (Low and High Risk)*

*Revised: November 29, 2023
November 07, 2025*

ADMIN PROCEDURES MANUAL

Administrative Procedure ~~261~~ 262

OUT-OF PROVINCE AND MULTI-DAY FIELD TRIPS (WITHIN CANADA AND INTERNATIONAL)

BACKGROUND

~~Out of Province and Multi-Day Field Trips can be of value to students. In principle, the District supports such trips provided that there is strong Field value for students.~~

This procedure outlines the requirements for Out of Province Field Trips both within Canada and International. The district supports such trips, in principle, when they are well-planned, relevant, and prioritize student safety.

~~For the purposes of this Administrative Procedure, an Out of Province or Multi-Day Field Trip is an activity in which students travel outside of British Columbia and/or are away overnight. The Board has retained the authority to approve proposed Field trips which involve travel outside of Canada and the mainland of the United States of America.~~

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

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

These Field trips must adhere to the following conditions:

- Are limited to students in Grades 9 through 12
- Must not exceed ten (10) days in total, with no more than two (2) of those days falling on student instructional days
- Require prior approval in principle and final approval from both the Superintendent of Schools and the Board of Trustees
- Any exceptions to these guidelines must receive explicit approval from the Superintendent of Schools.

PROCEDURES

1. General Guidelines

- 1.1. It is the Principal's responsibility to ensure the appropriateness of all Field trips. Student safety is paramount when all such trips are being considered.
- 1.2. The Principal shall designate an Educator in Charge of each Field trip. An educator designated as being "in charge" must have appropriate experience to supervise the safety and well-being of students.

- 1.3. The district must not be held responsible for any losses which may arise from cancellation or alteration of an Field trip itinerary.
- 1.4. The Principal will ensure that roles and responsibilities of all students and attending adults are clearly defined prior to the Field trip. The District's Code of Conduct and the School's Code of Conduct must be reviewed by all participants prior to the Field trip.
- 1.5. Schools may charge fees for optional Field trips that enhance a student's learning experience but are not essential to the learning outcomes.
- 1.6. No student will be prevented from taking part in an Field trip considered to be an essential part of the Field program due to financial hardship.
- 1.7. All trips must be approved following the procedures outlined below.

2. Planning and Approval Process

- 2.1. When planning Field trips, the Educator in Charge must outline the Field relevance, itinerary, supervision plan, transportation details, and budget on the Out of Province and Multi-Day Field Trips Proposal Form ([261-1](#)) and submit this for Principal for review.
- 2.2. Following the Principal's review and preliminary approval and prior to further trip planning, the Principal will submit the completed Out-of-Province and Multi-Day Field Teacher Proposal Form ([261-1](#)) to the Superintendent for final approval of the proposal as follows

Out of Province Field Trip Within Canada	Out of Province Field Trip International
No less than 90 days prior to departure	No less than 120 days to departure

FieldField

- 2.3. The Superintendent will indicate approval in principle, or lack thereof, by reviewing and signing the proposal and present it to the Board for approval in principle.
- 2.4. Safety and security of the destination(s) will be assessed referencing the Government of Canada travel and tourism website <https://travel.gc.ca/>
- 2.5. The Superintendent and the Board of Education will not approve travel to any destination, country, or region where a travel advisory exists and may cancel any international trip based on changing or uncertain safety and security at the destination cities or countries. Further, should a trip be approved on that basis, and a subsequent Travel Report advises Canadians not to travel to that country, the Superintendent's approval and the Board approval for the trip shall be withdrawn, with any non-refundable deposits being the responsibility of the parent and/or student.

- 2.6. Once approval in principle has been provided, the Educator in Charge may continue to plan the proposed Field trip using the Teacher Field Trip Checklist (261-2).
- 2.7. Upon completion of all aspects of the Teacher Field Trip Checklist (261-2), the Principal will review, provide preliminary approval and submit the checklist to the Superintendent of Schools for review as follows

Out of Province Field Trip Within Canada	Out of Province Field Trip International
No less than 6 weeks prior to departure	No less than 8 weeks prior to departure

- 2.8. The Superintendent of Schools will indicate final approval or lack thereof, by reviewing and signing the checklist and presenting it to the Board for final approval.
- 2.9. The Educator in Charge is to ensure that final approval is received prior to the last date for a full refund.

~~2.4 No less than ten days prior to departure, the approved Teacher Field Trip Checklist (261-2) must be submitted to the Associate Superintendent.~~

3. Communication with Parents/Guardians

- 3.1. The Educator in Charge must hold a pre-trip meeting to explain details of the Field trip to parent(s)/guardian(s) and a school administrator must be in attendance
- 3.2. The Principal will ensure that all students return a completed consent form (261-3). If there are additional risks associated with activities planned for the Field trip, they will be listed in the field trip description. Students who do not return completed consent forms may not participate in the Field trip.
- 3.3. Education trip consent forms must contain the following information:
- Nature of the Field trip
 - Rationale for the Field trip
 - Transportation details
 - Level of supervision; and
 - Scope of risks and potential for injury inherent in the activity.

4. Supervision

- 4.1. Field trips, offered through the school or school district, must be under the general supervision of school district staff. Planning and supervision for the trip are the shared responsibility of the Principal and the Educator in Charge.
- 4.2. Volunteer supervisors are a valued resource in the school community. Volunteers will take direction from the Educator in Charge or the Principal. Volunteers must provide background references and criminal records checks and may be required to provide a driver's abstract. When volunteers are required on Field trips, Principals must adhere to the guidelines outlined in [Administrative Procedure 490: Parent/Guardian Volunteers](#).
- 4.3. The use of alcohol, tobacco, or illegal substances by student participants, volunteers, supervisors or staff is strictly prohibited during Field trips, regardless of the circumstances, the age of the participants, or local laws, customs, and culture.
- 4.4. For minimal risk overnight trips, supervision must be provided at the minimal levels outlined below. Greater supervision may be necessary depending on the nature of the activity being undertaken and the composition of the class
- 4.5. Supervision must be provided at the following minimum levels:

~~Grades 6-8 – 1:15 ratio of adults to students~~
Grades 9-12 – 1:15 ratio of adults to students
- 4.6. In reviewing the Field trip, the Principal may increase the level of supervision required in accordance with the age, maturity, knowledge and skill of the students, nature, and duration of the Field trip.
- 4.7. Planning and consideration must be provided for any students with disabilities and diverse abilities. Education Assistants normally assigned to students with diverse abilities are not to be included in the above ratios.
- 4.8. Any CUPE employee who attends and is outside of their classification is a volunteer therefore, they will not receive pay for the activity.
- 4.9. Trips that involve both male and female students, which extend overnight, shall have at least one male and one female adult accompanying them

5. Transportation

- 5.1. The Volunteer Driver Registration Form ([490-2](#)) must be completed if volunteer drivers are included in Field trip planning.

- 5.2. The Student Vehicle Assignment Form ([260-5](#)), which includes contact telephone numbers for all drivers and passenger assignments for each vehicle, must be left at the school and another copy carried with the Educator in Charge.

6. Prior to Trip Departure

- 6.1. All documentation must be submitted to the Associate Superintendent no less than 10 days prior to trip departure.
- 6.2. For out-of-country Field trips the educator in charge must confirm with the Principal that the trip itinerary does not include areas where the Department of Foreign Affairs and International Trade has published a travel advisory prior to departure.
- 6.3. The Principal will communicate with the Superintendent that the trip itinerary does not include areas where the Department of Foreign Affairs and International Trade has published a travel advisory prior to departure.

**References: Sections 17, 20, 22, 65, 75, 85 School Act
Motor Vehicles Act; Collective Agreements**

Adopted: May 20, 2017

**Revised: November 29, 2023
October 2025**

MULTI-DAY OUT OF PROVINCE FIELDTRIP PROPOSAL FORM

Educator in Charge: _____ Submission Date: _____

Destination: _____

Departure Date: _____ Departure Time: _____

Return Date: _____ Return Time: _____

Parent Info. Meeting Date: _____ Admin. Attending: _____

Number of Students: _____ Grade Level(s): _____ Class/Course/Group: _____

Supervisor(s): Name: _____ Role: _____

Name: _____ Role: _____

Name: _____ Role: _____

The Educator in Charge must provide the following information for Principal approval. Following Principal approval, this form is submitted to the Associate Superintendent for final approval of the proposal.

Description of Field Trip: (Including Educational Relevance)

(Please provide the following information: description of field trip, rationale, scope of risks inherent in planned activities)

ITINERARY AND TRAVEL ARRANGEMENTS

- ☐ The Itinerary and daily activities schedule has been prepared and/or received from travel agent/tour company and are attached.
- ☐ Arrangements for group medical/travel/cancellation insurance have been made and the costs are included in the trip budget.

Transportation

Field trip supervisors will arrange the mode of transportation which best meets the needs of the trip. Transportation of students in private vehicles will be in accordance with [Administrative Procedure 563: Student Transportation by Volunteer Drivers](#).

Type: ☐ bus ☐ public transportation ☐ private vehicle ☐ airplane ☐ other: _____

Parent and Student Communications

☐ The parent/guardian pre-trip meeting is planned for (date): _____

NOTE: pre-trip meeting is to be held after final approval of the field trip proposal.

☐ The following administrator will attend the parent/guardian pre-trip meeting: _____

☐ The consent form and information package has been prepared for student distribution and a copy is attached.

Trip Supervision Arrangements

☐ This field trip will have a minimum level of supervision as determined by [AP 262: Multi-Day Out of Province Field Trips Within Canada and International](#). Greater supervision levels may be necessary depending on the nature of the trip.

- Grades 6-8 – 1:12 ratio of adults to students
- Grades 9-12 – 1:15 ratio of adults to students.

☐ If the field trip involves both male and female students, and extends overnight, both male and female supervisors will accompany students.

☐ Volunteer supervisors are being arranged for this trip (check if applicable).

☐ Students will be engaged in activities considered to be high-risk (e.g., skiing).

Budget

☐ All relevant trip expenses and revenues are included in the tables below.

☐ All relevant field trip expenses are included in the per-student cost of the field trip (e.g., cost of teacher(s)-on-call, supervision expenses, transportation, accommodation, travel/cancellation insurance, activities, parking, meals, etc.).

☐ Any fundraising activity undertaken to assist with field trip costs will be approved in advance by the school Principal as outlined in [Admin Procedure: 520: Fundraising Activities and Sponsorship in District Facilities](#).

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

☐ This field trip will operate at no additional cost to the Board (all supplementary or optional trips).

Field Trip Expenses	
Teachers-on-Call	
Transportation	
Activity fee(s)	
Accommodation	
Travel insurance	
Other _____	
Total Expenses:	\$

Cost Per Student	
Total Expenses	\$
Fundraising	\$ -
PAC Support	\$ -
School Support	\$ -
Total Cost:	\$
Number of students:	÷
Cost Per Student:	\$

**Inclusion of any meal costs should be clearly indicated and where not included, it should be clearly communicated that additional costs for meals will be the responsibility of the student*

Approval

☐ The Principal will be notified of any changes related to field trip details.

No less than ten days prior to departure, the Educator in Charge will ensure that all requirements as detailed in the Multi-Day Out of Province Field Trip Teacher Checklist Form [\(262-2\)](#) are completed, and a copy of the checklist is signed and submitted to the school Principal.

Educator in Charge Signature: _____ **Date:** _____

PRINCIPAL'S APPROVAL OF PROPOSED FIELD TRIP

This field trip as proposed has been approved.

☐ YES ☐ NO

Principal Signature: _____ **Date:** _____

ASSOCIATE SUPERINTENDENT REVIEW/APPROVAL OF PROPOSED FIELD TRIP

The Educator in Charge may proceed with trip planning using the Multi-Day Out of Province Field Trip Teacher Checklist Form (262-2)

☐ YES ☐ NO

Associate Superintendent's Signature: _____ **Date:** _____

References: Administrative Procedure 262: Multi-Day Out of Province Field Trip

MULTI-DAY OUT OF PROVINCE FIELD TRIP TEACHER CHECKLIST

Teacher(s) / Administrators in Charge:		Cell Phone Number:	
		Cell Phone Number:	
		Cell Phone Number:	
		Cell Phone Number:	
		Cell Phone Number:	
Name of Field trip:			
Field trip Location:			

Planning:

- ☐ Multi-Day Out of Province Field Trip Proposal Form (262-1) has been approved by the Principal and the Associate Superintendent.
- ☐ Volunteer supervisors have been screened by the Principal or designate for suitability and advised of their responsibilities as per AP 490: Parent/Guardian Volunteers.
- ☐ Criminal Records Checks have been completed for volunteer overnight supervisors as set out in [AP 490: Parent/Guardian Volunteers](#).
- ☐ Assessment of student skills and abilities pertaining to the educational trip activity has been completed (if applicable).
- ☐ If applicable, specialized instructional competence has been addressed. Specialized instructional competence is mandatory for supervision of higher risk activities and may be established by virtue of certification from a governing body (e.g., Red Cross, Canadian Canoeing Association).
- ☐ All planning arrangements as per AP 262: Multi-Day Out of Province Field Trips have been completed.
- ☐ For out-of-country field trips, all students have a valid passport/visa.
- ☐ Group medical/travel/cancellation insurance has been arranged for all participants and the cost has been included within the educational trip budget.
- ☐ Travel arrangements and payment of travel costs shall be made in accordance with district purchasing guidelines. Use of a local travel agency is recommended.
- ☐ An administrator will be accessible and/or available, if necessary, to attend to emergencies that arise during this educational trip.

Administrator's name: _____

Parent Guardian Communication:

- ☐ Parent information meeting was held on: _____.
- ☐ The following school administrator was present at this meeting: _____.
- ☐ Completed consent forms have been received for all students.

Itinerary and Travel Arrangements:

- ☐ The itinerary and daily activities schedule has been prepared and/or received from travel agent/tour company.
- ☐ Educational trip itinerary does not include areas where the Department of Foreign Affairs and International Trade has published a travel advisory.

School Communication:

- ☐ Arrangements have been made, if needed, for coverage of class(es) and supervision of non-participating students.
- ☐ If applicable, teacher educational trip notification has been distributed to students with instructions to notify teachers of their absence.

Emergency Planning/Cancellation of Trip:

- ☐ An emergency communication and return plan has been developed and shared with parents, including the following:
 - Contact information for the Educator in Charge.
 - Contact information for the school Principal. If the Principal is participating in the field trip, contact information for an alternate administrator.
 - Contact information for the participating staff members.
 - Contact information for hotels/hosts.
 - Contact details for travel agent/agency/operator.
- ☐ An emergency communication contact master list has been prepared and includes the following:
 - Emergency contact information for all participants.
 - Contact details for travel agent/agency/operator.
 - Pertinent medical information and, in the case of out-of-country field trips, passport numbers and participant birth dates.
 - Contact information for hotels/hosts.
- ☐ Emergency contact information must be confirmed one week prior to trip departure.
- ☐ The Educator in Charge must carry the emergency contact master list during the field trip.
- ☐ For all out-of-country field trips, all trip participants have been registered with the Canadian Embassy as Canadians Travelling Abroad.
- ☐ At least one supervising adult will have a cellular phone available for emergency use.
- ☐ The Educator in Charge will carry or have access to a first aid kit during the field trip.
- ☐ The Educator in Charge must be aware of the specific medical needs of all participating students as indicated on their medical forms and carry a copy of each medical form and any necessary medication.

ADMINISTRATIVE DOCUMENTATION

- ☐ A file has been created for retention of documentation and information specific to this field trip. Records will be retained in accordance with the district's records management policies and procedures.
- ☐ The file will include the following:
 - Consent Forms.
 - Emergency Contact Master List.
 - Emergency Communication and Return Plan.
- ☐ Copies of all documentation as indicated above must be retained at the school in the field trip file.

FINAL APPROVAL (must be obtained no less than ten days prior to trip departure)

- ☐ I have provided a copy of this checklist and all required attachments/documentation to the Principal.

Educator in Charge Signature: _____ **Date:** _____

PRINCIPAL'S FINAL APPROVAL OF THE FIELD TRIP

The applicable parent/guardian consent forms and waivers have been received ☐ YES ☐ NO

All Volunteers have completed a Criminal Records Check ☐ YES ☐ NO

A copy of completed Form 262-2 has been sent to the Associate Superintendent. ☐ YES ☐ NO

Upon consideration of government-issued travel advisories listed as of today's date on the Canadian Department of Foreign Affairs and International Trade website, I provide final authorization for this field trip to depart as planned.

Principal Signature: _____ **Date:** _____

ASSOCIATE SUPERINTENDENT APPROVAL OF THE FIELD TRIP

Associate Superintendent's Signature: _____ **Date:** _____

References: Administrative Procedure 262 – Multi Day Out of Province Field Trips (Low and High Risk)

Revised: November 29, 2023
November 07, 2025

ADMIN PROCEDURES MANUAL
Administrative Procedure 300

STUDENT ADMISSIONS, CATCHMENT AREAS AND PLACEMENT

Purpose

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

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

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

As per [Policy No. 21 \(New Westminster Sanctuary Schools\)](#) ordinarily resident students with precarious or no immigration status shall be welcomed in our schools and information about them or their families shall not be shared with immigration authorities.

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

Procedures

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

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

2. Catchment Areas

- 2.1 School catchment area boundaries are necessary for the efficient use of facilities to meet the educational needs of students. These boundaries may be adjusted from time to time in light of changing demographic patterns. The Board authorizes the Superintendent or designate to make such adjustments.
 - a. School catchment changes should not impact families living in the affected area who already have children enrolled in the school concerned.

- b. Notice and opportunity for input with respect to proposed boundary changes will be provided to the public at least three months prior to the proposed effective date.

3. Placement of Students

3.1 Availability of Space in a School

- a. The majority of students should be accommodated in the school serving the catchment area in which they reside. From time-to-time, due to space limitations and class size and composition restrictions, it may be necessary to temporarily limit particular classes, grades or schools to new enrolments. The Superintendent or designate is authorized to make such determinations and deem schools at, or approaching capacity, as 'full'. Management of enrolment at schools designated full will be overseen by the Superintendent or designate. When the number of registrations exceed available space, a randomized draw will be conducted to determine student placements.
- b. A student who cannot be offered enrolment in a catchment school due to lack of available space will be placed at the nearest school that can provide an appropriate educational program. Such students will also be placed on a waitlist for their catchment school and will be contacted if a space becomes available. Waitlists will be dissolved on September 30th of each year.
- c. In January of each year, students placed in another school by the District due to lack of available space in their catchment school will be contacted to determine if the family wishes to transfer to their catchment school for the next school year. Students applying for such a transfer will receive priority for the following school year. Should there be more transfer applicants than available spaces in each grade level, a separate draw will be held for each grade level.

3.2 Timeline and Registration

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

	In-Catchment	Transfer Requests (Out of Catchment)	Out of District Applications	Programs of Choice
Registration Opens	November (first Monday)	February (first Monday)	February (first Monday)	January (first day of instruction after winter break)
Registration Deadline	January (last Friday)	February (last Friday)	February (second Friday)	February (first Friday)
Placement Offers	March (last Friday)	June (second Friday)	June (second Friday)	February (last Friday)
Late Registrations	First come, first served	June (second Friday)	June (second Friday)	First come, first served

3.3 Admission Priority (not applicable to Programs of Choice)

If:

- a. space, facilities, and resources are determined to be available by the Superintendent or designate in consultation with the School Principal; and
- b. application deadlines and other registration requirements have been met, then enrolment in educational programs in a school will be offered in the following priority order:
 1. Continuing catchment students are automatically re-enrolled;
 2. Continuing out-of-catchment and out-of-district students are automatically re-enrolled when remaining in the same school and program;
 3. Transfer requests from in-catchment students placed, by the District, in another school due to space limitations;
 4. New catchment area students with siblings attending the same school;
 5. New students within catchment area;
 6. Transfer requests for out-of-catchment students with siblings attending the same school;
 7. Transfer requests for students who are out of catchment and who are registered in and attending before and/or after school childcare at a licensed childcare facility within the catchment area;
 8. Transfer requests for students who are out-of-catchment;
 9. Siblings of continuing out-of-district students;
 10. Students who are out-of-district.

3.4 Waitlists

- 1.1 Waitlists will be established for those not accepted and will be maintained until September 30th of each year. Re-evaluation of space availability will take place

regularly to ensure that the maximum number of requests are met at the earliest time possible. Waitlists for kindergarten students in the Early French Immersion and Montessori Programs will be dissolved on the last day of instruction in of December at 4:00pm.

3.5 Attendance

- a. Placements at schools are conditional upon the student attending on the first day of their school program. If a student will not be in attendance on this day due to illness or extenuating circumstances, the School Principal must be contacted.
- b. Student placements will be held only until the end of the second week following the start of school. If the student has not returned by this deadline, they will be withdrawn and must re-register through Central Registration upon their return to the district. Every effort will be made to place students at their catchment school; however, placement will be dependent on available space. If there is no space at the catchment school, students will be placed at the next closest school with space.
- b.c. Any extenuating circumstances can be discussed with and approved by the School Principal.
- c.d. Administrative Procedure 330 – Student Attendance provides further guidance on student attendance and extended absences.

3.6 Extended Absences for Parents/Legal Guardians

- a. A Parent or Legal Guardian may not leave the student in the care of another adult for more than three weeks during the school year. Any extenuating circumstances must be discussed with and approved by the School Principal.
- b. A Parent/Guardian Declaration Form AP-300D must be completed and submitted to the school office. This form must include:
 - The dates of the planned absence.
 - The name and contact information of the responsible adult (25 years or older) who will be caring for and resident with the student.
 - Out-of-town contact information for the Legal Parent/Guardian.
- c. The Legal Parent/Guardian whose status is used to register the student must reside with the student consistently throughout the school year and must be working within a daily commutable distance from the school.

4. Transfer of Continuing Students (Out of Catchment)

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

- 4.3 Management of enrolment at schools designated “closed” for transfer will be managed by the Superintendent or designate.
- 4.4 Out-of-catchment and out-of-district students who attend school in New Westminster and students enrolled in special programs (e.g.) French Immersion, Montessori, etc. are expected to find their own means of traveling to and from school.

5. School Transition

- 5.1 Students transitioning from elementary to middle or middle to secondary are automatically transitioned to their catchment schools.
- 5.2 Parents/guardians who wish to transition to a school outside of their catchment may complete a transfer request provided that the desired school is deemed “open” for such requests.

6. Programs of Choice

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

7. Withdrawal from Programs of Choice or District Programs

- 7.1 If a student, who is enrolled in a Program of Choice or district program (e.g. French Immersion, Montessori, or Home Learners), withdraws during the school year, they are expected to return to their catchment school. However, the student may apply for an out-of-catchment placement at the current school of placement. Approval of the request will be based on available space, facilities, and resources.

8. International Students

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

9. District Alternate Programs

- 9.1 The District strives to provide an educational program for all school-age students within district schools. The District further recognizes the diverse needs of learners, who may have educational, social, emotional, and/or behavioural needs that require an alternate educational setting and program. The following procedures relate to referrals to District Alternate Programs:
 - a. School Principals, in consultation with families and school-based teams will recommend students to be considered for placement in an Alternate Program through a referral to the District Screening Committee.
 - b. Self or family referrals to Alternate Programs will be made to the District Screening Committee, facilitated through school Counselors and Principals.

- c. Following District Screening Committee recommendations, the District Principal of Alternate Programs will determine if there is space and supports available to accept students into the appropriate Alternate Program.
- d. Supportive transition plans to Alternate Programs will be developed in consultation with the student and family.
- e. Transportation funding will not be provided for attendance at Alternate Schools or Programs, unless deemed necessary by the Board.

Definitions

Age - A student is eligible for admission in September of a school year if the student will have attained the age of five years on or before December 31 of a school year. The student is eligible to continue to receive an educational program until June 30 of the school in which the person reaches the age of 19 years.

Availability of Space in Schools – refers to identifying limitations in program capacity, including consideration of the following factors:

1. operating capacity of the school as defined by the Ministry of Education
2. the physical space in which the instructional programs operate in the school
3. the school staff assigned to the school by the district
4. the ability of the school to provide appropriate educational programs for the applicant and other students

Catchment Area Child – means a person of school age, and resident in the catchment area of the school. For each Programs of Choice (e.g.) French Immersion and Montessori, there are specific catchment boundaries.

Out-of-Catchment Area Child – means a person of school age, and a resident in the school district and non-resident in the catchment area of the school

Out-of-District Child – means a person of school age, resident in British Columbia, and non-resident in the school district.

Guardianship – is defined by the *Family Law Act*. Persons who are not a child's parents can become that child's guardian either by a court order under Section 30 or by a will under Section 50 of the *Infants Act*.

Resident - a student is considered resident if the student is ordinarily resident in the school district and the guardian of the person of the student is ordinarily resident in British Columbia.

Sibling – refers to only those siblings attending an educational program in a school concurrently.

Transfer (Out-of-Catchment) is a school-age student or child applying to attend a school other than the catchment school, by request.

Capacity (Physical Space) – refers to a calculation that is based upon the number of classrooms (physical space) for enrolling purposes and approved classroom enrolment sizes.

Appendices

Appendix A: Registration Checklist

Appendix B: Detailed Parent/Guardianship Requirements

Appendix C: Detailed Residency Requirements (temporary residents)

Appendix D: Parent/Guardian Declaration Form

Reference Documents: *The School Act, Sections 74 and Section 82 and others*
 School Regulation, Section 16
 The Family Law Act, Section 27 and Section 39
 The Infants Act, Section 50 and Section 51
 The Child, Family and Community Service Act
 The Adoption Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: July 11, 2023
 August 2025

STUDENT ATTENDANCE

Background

Regular attendance by students in all their classes enhances their performance and contributes substantially to their learning. While students have a right to access an educational program, they also have a responsibility to attend classes regularly and pursue their studies in a diligent manner.

Specific provisions for regulating the attendance of students shall be developed in consultation with students, staff and parents' advisory councils as appropriate.

Procedures

1. An accurate daily record of attendance shall be kept for each student.
2. Principals are expected to have in place a system for verifying reasons for non-attendance on a daily basis.
 - 2.1 For all grades, unexplained absences will be reported to the office.
 - 2.2 In the elementary and middle schools, attendance shall be done in the morning and afternoon. All unexplained absences during the school day shall be reported to the office immediately after the absence becomes apparent. All reasonable efforts must be immediately made to determine the whereabouts of students reported absent.
 - 2.3 In the elementary and middle schools, a phoning system shall be in place to contact parents with regard to unexplained absences as soon as possible.
 - 2.4 In the secondary school, attendance shall be done during each period. All reasonable efforts must be made shortly to determine the whereabouts of students reported absent. Parents shall be contacted through an automated message.
3. Teachers shall assist in maintaining an accurate attendance record for each student.
4. Parents are to be encouraged to take the initiative in advising the school when students are absent.
 - 4.1 Short-Term Absences (One Day to One Week)
 - a. Parents/guardians are expected to notify the school of any short-term absences. This can be done by completing the online attendance form and/or contacting the school principal directly.
 - 4.2 Extended Leaves of Absence (Exceeding One Week)

Note: Extended absences during the month of September are governed by Administrative Procedure 300.

- a. Families planning to be away during the school year for an extended period exceeding one week, between October 1 and June 30, must complete and submit an [Extended Leave of Absence Form AP330-B](#) to the school principal prior to the start of the absences.
 - b. For absences of more than one week and less than four weeks (20 instructional days): a place in the student's current school will be held.
 - c. For absences of more than four weeks (more than 20 instructional days): the student will be withdrawn from the school register and must re-register through Central Registration upon return. Every effort will be made to place the student in their catchment school; however, placement will be dependent on available space. If there is no space at the catchment school, the student will be placed at the next closest school with space.
 - e.d. Any extenuating circumstances can be discussed with and approved by the School Principal.
5. In cases of unexplained absences, suspected truancy or excessive absences occurring, the parent or guardian shall be contacted as soon as a pattern of poor attendance becomes evident, as determined by the school's attendance procedures.
 6. Initial investigation of reasons for excessive student absence from school shall be the responsibility of the Principal or designate. An annotated log shall be kept of each contact with the home.
 7. The Principal shall work directly with the student and the family to resolve attendance issues.
 8. Principals will refer students to an expanded school-based team when further supports are required.

Reference: Sections 2, 3, 4, 6, 7, 8, 17, 20, 22, 65, 79, 85 School Act

[Appendix: AP330-A Student Withdrawal](#)

[Appendix: AP330-B Extended Leave of Absence Form](#)

SD No. 40 (New Westminster)

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

Adopted: May 30, 2017

Revised: August 2025



Supplement to: **REGULAR OPEN BOARD MEETING**

Date: Tuesday, December 16, 2025

Submitted by: Kathleen Carlsen, Trustee

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

Subject: Support for English Language Learners (ELL) Data and Funding

Background:

MOTION: Support for English Language Learners (ELL) Data and Funding

WHEREAS English Language Learner (ELL) students represent a significant and growing portion of the student population in British Columbia, including within School District No. 40 (New Westminster); and

WHEREAS research indicates that it can take students more than five years to achieve full academic language proficiency, particularly for those who arrive with limited prior formal education or interrupted schooling; and

WHEREAS current provincial funding for ELL students is limited to a maximum of five years, which may not adequately meet the learning needs of all students; and

WHEREAS the Framework for Enhancing Student Learning (FESL) does not currently require or provide a specific category for reporting ELL student outcomes, making it difficult to evaluate progress and equity across districts.

THEREFORE, BE IT RESOLVED THAT the Board of Education of School District No. 40 (New Westminster):

- a) Write a letter to the Ministry of Education and Child Care requesting that English Language Learner (ELL) data be included as a distinct category within the Framework for Enhancing Student Learning (FESL) reporting; and
- b) Request that the Ministry of Education and Child Care extend ELL funding beyond the current five-year cap to ensure equitable and sufficient support for all English Language Learner students.

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF NOVEMBER 25, 2025, IN-CAMERA
MEETING**

ADOPTION OF AGENDA

- 5:00 p.m.

MINUTES FOR APPROVAL

- In-Camera Board Meeting held on October 28, 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

I In-Camera Board Meeting - Tuesday December 16, 2025 - 4:30 p.m.

ADJOURNMENT

- In-Camera Board meeting adjourned at 5:51 p.m.

Chair

Secretary-Treasurer