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	Dee Beattie, Vice Chair	Bettina Ketcham, Secretary-Treasurer
	Anita Ansari, Trustee	Maryam Naser, Associate Superintendent
	Danielle Connelly, Trustee	Robert Weston, Executive Director, Human Resources
	Mark Gifford, Trustee	Guests:
	Mary Lalji, Trustee	Members of the Public
	Maya Russell, Trustee	Kathleen Chad, Principal, Richard McBride Elementary
		Sam Killawee, Student Trustee, Re-naming Committee
		Rhonda Larrabee, Chief of Qayqayt First Nation

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Nil.

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The Trustees provided highlights of events they attended in May.

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

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

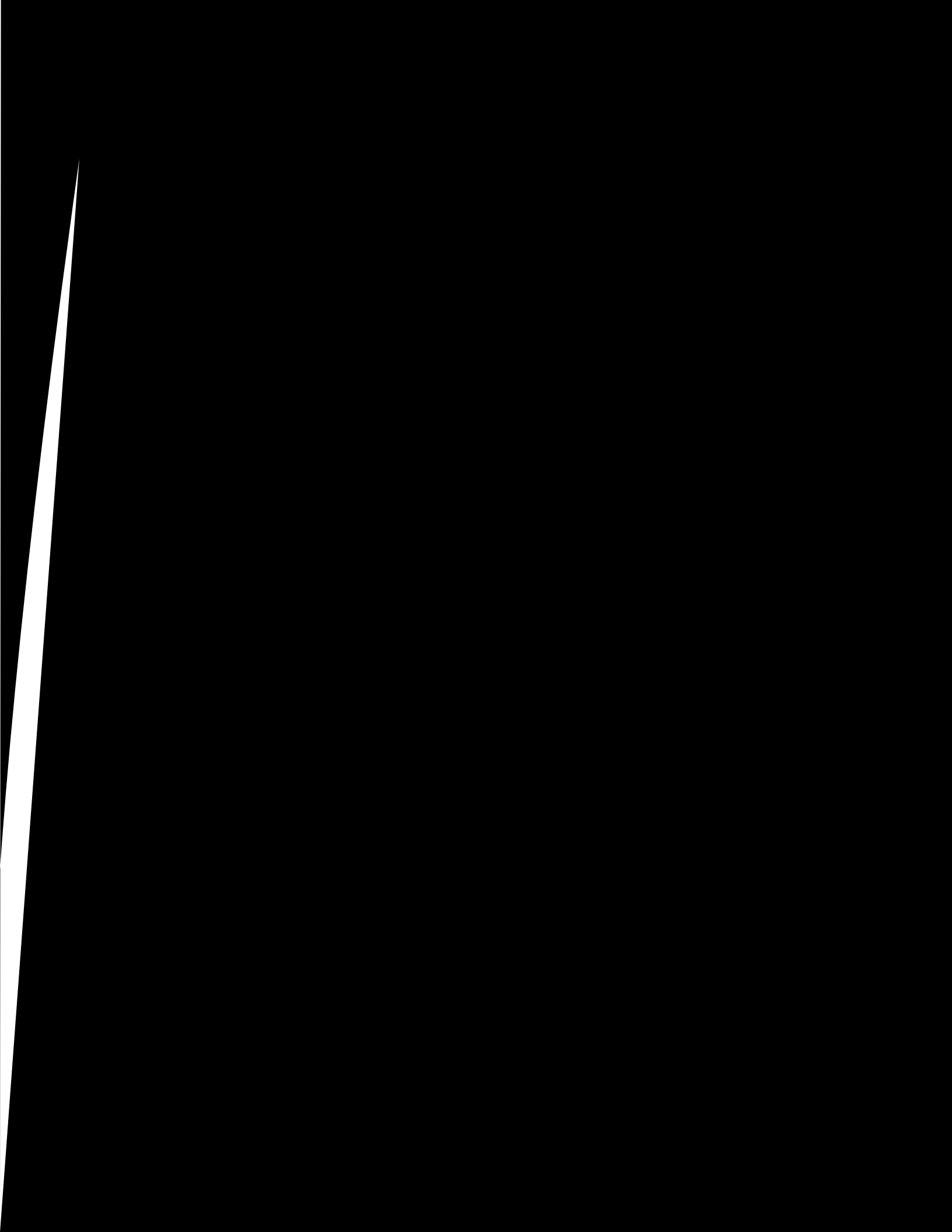
Trustee Lalji brought forward the following motion:

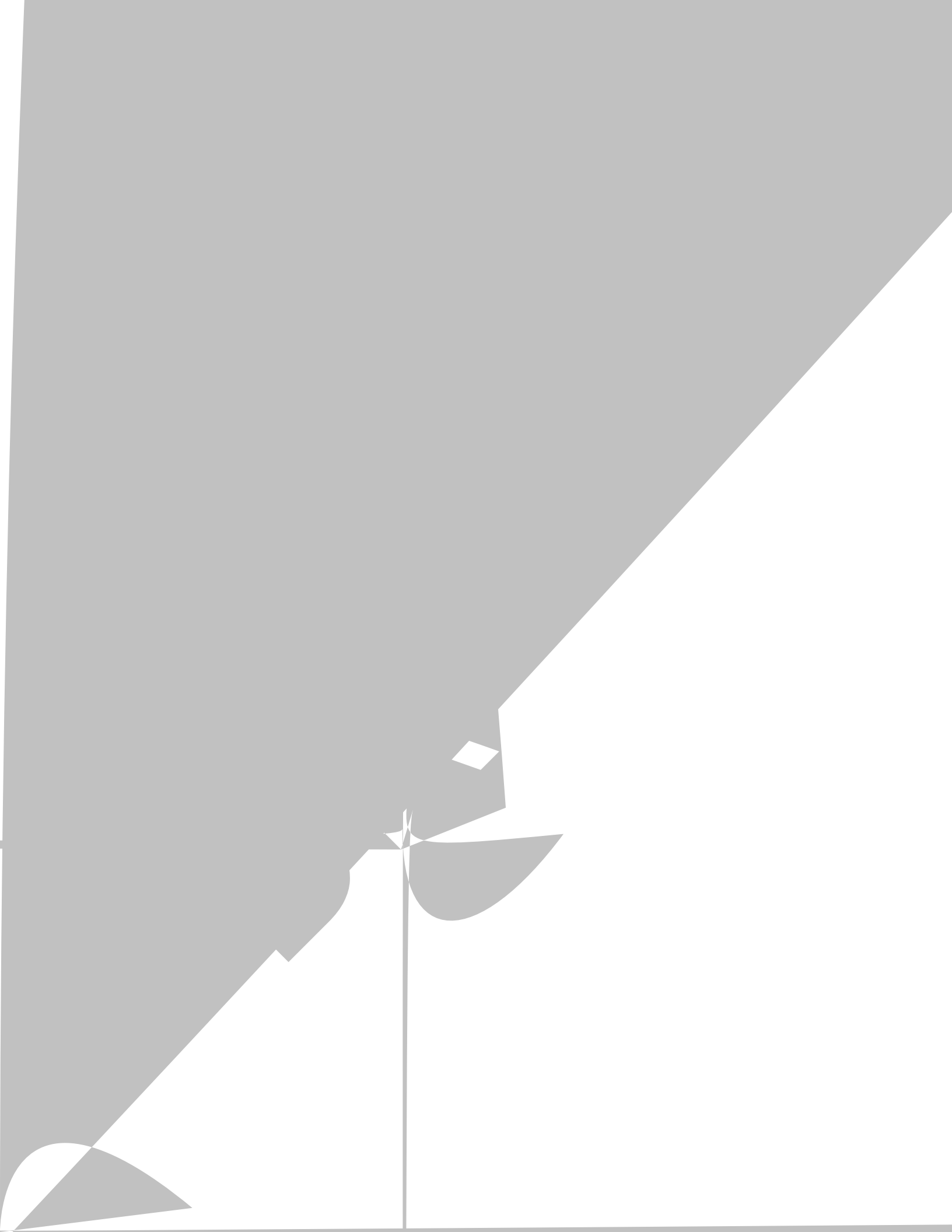
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THAT the Board of Education

DRAFT

DRAFT





A remarkable year in every way

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

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

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

Welcome to New Westminster
Schools!

Skwo:wech Elementary School

NWSS Grad 2021

3DJH RI

National Indigenous History Month

School District No. 40 (New Westminster)

Supplement to: REGULAR SCHOOL BOARD MEETING

Date: June 22, 2021

Submitted by: Bettina Ketcham, Secretary-Treasurer

Item: Requiring Action Yes No For Information

Subject: 2022-23 Major Capital Plan Submission

Background:

The District did not receive approval for any major capital projects put forth in the 2021-22 capital plan (submitted June 2020 with confirmations received May 2021). The priorities and enrolment pressures remain and the District is once again putting forward the priorities for the 2022-23 capital plan, which we'll receive notice of approval by March 2022, if (he)-10.7de(dl)2.6(s)-2(tne8T)-10.5(o)-5.9(w)

School District No. 40 (New Westminster)

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

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

School District No. 40 (New Westminster)

To summarize:

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

Recommendation

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



School Board Office, District No 40
811 Ontario Street
New Westminster, BC V3m 0J7

604 517 6240
info@sd40.bc.ca
newwestschools.ca

In accordance with provisions under section 142 (4) of the School Act,
the Board of Education of School District No. 40 (New Westminster)
hereby approves the proposed Five-Year Capital Plan for 2022/23,

Inclusive Education Review

Phase one: 2020- 2021 school year

High Quality Professional Learning

Recommendation 1.1

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

Action:

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

Interviews taking place for next years program.

Consultation sessions with Dr. Stock

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

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

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

September School Based Team In - service

Professional Development

POPARD – Data collection

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

Fetal Alcohol Spectrum Disorder Informed Supports

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

Transitioning Students with ASD from High School to Independent Living

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

Professional Development

Designing Functional Curriculum For Learners With Autism

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

10 Tips To Deescalate Big Behaviour Form A Trauma Informed Lens

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

Phase one: 2020- 2021 school year

Home School Partnerships

Recommendation 3.1

Develop systems and structures which provide parents with the ability to easily understand and navigate the school system and ensure that school -

Parent Resource

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

Special acknowledgment is extended to:

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

Actions

Parent Resource

™ Our Foundation

™ Ministry Of Education Special Needs
Categories

™ District And School Staff

™ Individual Education Plans

™ Adapted And Modified Programming

™ Assessment

™ Problem Solving

™ Communication With The School FAQ

™ Transitions

™ Provincial Outreach Programs

™ Community Resources for Parents

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Phased Implementation

Phase One: 2020 - 2021 School Year	Phase Two: 2021 - 2022 School Year	Phase Three 2022 - 2023 School Year			
Recommendation 1.1 Recommendation 1.3 Recommendation 2.1 Recommendation 2.4 Recommendation u(a)5.7.7061 0 40m1 Recommendationn1 Recommendation u(a)5.7.7061 0 40m1 Recommendationn4 Recommendationn3Recommendation 1.3 Recommendation 2.1 Recommendation 2.3					
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School District No. 4 (New Westminster)

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' D W H June 22, 2021

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2.12 Be maintained without transportation assistance from the District.

2.13 Be subject to normal planning and staffing schedules established by the District.

2.14 Be subject to evaluation on an ongoing basis by the District.

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3.1 Prior to submission of a proposal to the Board, consultation with the Superintendent or designate must occur.

3.2 A written proposal including clear rationale for the program will be submitted to the Board. The proposal will contain:

- a. An overview of the program accompanied by the goals and objectives and implementation timeline for the program.

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7.1 An e-mail communication to all applicants - whether or not the result of the lottery is successful

-
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- 2.11 Be housed in facilities where space permits and which are suitable to the Program.
 - 2.12 Be maintained without transportation assistance from the District.
 - 2.13 Be subject to normal planning and staffing schedules established by the District.
 - 2.14 Be subject to evaluation on an ongoing basis by the District.
3. Process for Submitting Proposals for Programs of Choice
- 3.1 Prior to submission of a proposal to the Board, consultation with the Superintendent or designate must occur.
 - 3.2 A written proposal including clear rationale for the program will be submitted to the Board. The proposal will contain:
 - 3.2.1 An overview of the program accompanied by the goals and objectives and implementation timeline for the program.
 - 3.2.2 A statement which outlines the educational value of the program for the District; including how the proposal is Distinct from existing educational programs or fills a particular educational need not currently offered in the District.
 - 3.2.3 A clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served.
 - 3.2.4 A clear description of the qualifications and nature of teaching support staff required to offer the program.
 - 3.2.5 A clear description of the facilities required to offer the program both in the immediate and long-term.
 - 3.2.6 Evidence of parental and community support for the program.
 - 3.2.7 Student registration guidelines, including how students will be selected.
 - 3.2.8 Sources and sustainability of additional funds (where necessary).
 - 3.3 Upon receipt of a proposal, the Board may direct the Superintendent to conduct a feasibility study, which will set out costs and other issues thatand

4. French Immersion and Montessori Programs

- 4.1 Information about Programs of Choice will be disseminated through the District website and such other means as may be determined from time to time.
- 4.2 Application procedures and registration information and deadlines, if any, will be stated on the District website and provided to parents upon request.
- 4.3 Information meetings will be held annually for parents and interested students (as appropriate) and advertised for/to all eligible students.

5. Application Process

- 5.1 Parents register at the child's regular catchment school for Kindergarten for three

13. Application Process for Challenge Programs

13.1 In challenge programs, selection criteria and deadlines will be determined and clearly indicated to students in the application process. In the interests of ensuring student success in the program, multiple sources of information are considered and candidates are rank ordered. If the number of candidates exceeds the number of available seats, candidates are selected according to their ranking until the program is full.

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

14.1 Given the rigour of the IB Programme, a strong academic background and a high degree of intrinsic motivation are essential. To this end, an admission process involving the review of report cards, counsellor and teacher recommendations, and entry test results is employed. The cumulative scores of candidates are rank ordered, and the available seats are awarded accordingly.

*Reference: Sections 2, 3, 4, 7, 8, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 85 School Act
Collective Agreements*

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: May 29, 2018

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

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

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5 H J L V W U D W L R Q 2 S H Q V	November (first Monday)	February (first Monday)	February (first Monday)
5 H J L V W U D W L R Q ' H D G O L Q H	January (last Friday)	February (last Friday)	February (second Friday)
3 O D F H P H Q W 2 I I H U V	February (second Friday)	June (second Friday)	June (second Friday)
/ D W H 5 H J L V W U D W L R Q	First come, first served	June (second Friday)	June (second Friday)





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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-

Out-of-District Child

A document guide

A document guide

Questions?

Contact our Welcome Centre at:
or

Learn more at



ADMIN PROC MANUAL

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* X D U G L D Q T H K L S "guardian" is defined in the School Act to mean a guardian within the meaning of the Family Law Act or a personal guardian within the meaning of the Infants Act. For the purposes of applying Section 82 of the School Act, the following is an overview of how "guardian" is identified in the Family Law Act and "personal guardian" is identified in the Infants Act.

Family Law Act:

- x When the parents of a child are living together with the child, each parent is the guardian of the child.

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Outlined below are the regulations to support the Policy No. District Foundational Statements and Policy No. 21 New Westminster Sanctuary Schools.

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Subject to section 74.1 of the School Act, a person is entitled to enroll in an educational program provided by the board of a school district if the person is of school age and is resident in that school district. To be eligible for provincial funding, students must be ordinarily resident in BC with their parent/legal guardian.

Schools should directly register students whose parent/guardians are First Nations, Canadian Citizens and Permanent Residents, including those with convention refugee status.

Temporary Residents including refugee claimants, unassisted residents, authorized students, and dependents of study permit or work permit holders will be referred to the Newcomer Office to verify their eligibility for admission as fee-paying or non-fee-paying students, and for receipt of an Acceptance Letter, where applicable.

Students who are living in the community without immigration status, are entitled to admission to school as per New Westminster Sanctuary Schools Policy No. 21

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- d. A student who has been lawfully admitted to Canada and is participating in an educator exchange program with a public school in British Columbia.
 - e. A student who is carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, preclearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.
- 2.6.3 Deemed Resident -Students are also entitled to free public education and are eligible for provincial operating grant funding if they are a full-time student in a post-secondary institution in British Columbia.

Modification to this document is

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4.1 Timeline and Registration

Before the 1st of January in each school year, the Board will establish and publish dates for the submission of applications to enrol schools for the following school year.

Applications from new students to enrol for the next school year will be received at their catchment school during regular office hours. Parents/guardians must register their child at their catchment school before completing a Programs of Choice or Out-Catchment or Out-of-District Application.

4.2 Dates for the receipt of applications from students, as space, facilities, and resources permits, are as follows:

4.2.1 In-catchment area children:

- a. Registration will be accepted beginning the second Monday in January for September school start to the second Friday in March. Registrations received by this date will be accommodated at their catchment school unless the school has been deemed at full capacity by the Superintendent. Schools deemed at full capacity may have limited space in certain grades and placement cannot be guaranteed.**
- b. Applications received after second Friday in March are placed on a waiting list.**
- c. Application received after the second Friday in March will be accommodated as space allows on a first come first serve basis.**
- d. All placements will be confirmed by the first Friday in June.**

4.2.2 Out-of-Catchment (but in District) and Out-of-District children:

- a. Applications will be accepted beginning the second Monday in January for September school start to the end of the day of instruction on the second Friday in February.**
- b. Admission decisions at the desired school or program may not be made before 3:00 p.m. on the second Friday in June.**

4.3 Availability of Space in a School

From time to time, due to space limitations, and class size and composition limits, it may be necessary to temporarily limit particular classes, grades or schools to new enrolments. The Superintendent or designate authorized to

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be required to enroll the child in the school designated by the Superintendent or

Guardianship -is defired by the fami l y 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 a0.002 Tcohip

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

Acceptable documents establishing proof of age are:

- Canadian Birth Certificate

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* X D U G L D Q T H K L S "guardian" is defined in the **School Act** to mean a guardian within the meaning of the **Family Law Act** or a personal guardian within the meaning of the **Infants Act**. For the purposes of applying Section 82 of the **School Act**, the following is an overview of how "guardian" is identified in the **Family Law Act** and "personal guardian" is identified in the **Infants Act**.

Family Law Act:

- x When the parents of a child are living together with the child, each parent is the child's guardian. [Section 39(1) of the **Family Law Act**]
- x After a child's parents separate, each parent of the child is the child's guardian, unless the parents make an agreement, or the court orders that a parent is not the child's guardian. [Section 39(1) and (2) of the **Family Law Act**]
- x A parent who has never resided with his/her child is not that child's guardian unless one of the following applies:
 - x The person is a parent pursuant to an agreement made before the child was conceived through assisted reproduction.
 - x The parent and all of the child's guardians make an agreement providing that the parent is also a guardian.
 - x The parent regularly cares for the child. [Sections 30 and 39(3) of the **Family Law Act**]
 - x If a child's guardian and a person who is not the child's guardian marry or enter into a marriage-like relationship, the person does not become a guardian of that child by reason only of the marriage or marriage-like relationship. [Section 39(4) of the **Family Law Act**]

Infants Act:

If a child has no guardian, or if the appointed guardian is dead or refuses to or is incompetent to act, then a director under the

ADMIN PROCEDURES MANUAL

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In accordance with the School Act, applicants for a funded education must show, on the basis of objective evidence, that they meet requirements for ordinarily resident in the community. The following current documents, one from each category, may be deemed acceptable. Financial details can be redacted.

1. Residency Status in Canada:

- Canadian Passport
- Canadian Citizenship Card
- Canadian Citizenship Certificate
- Confirmation of Permanent Residence and Passport
- Permanent Resident Card (front & back)
- First Nations Documentation or Band Card
- IRCC confirmation of Permanent Residence being processed within Canada

2. Residence in the city, one of:

- long-term tenancy agreement
- property purchase documents with subjects removed
- property tax notice with home owner grant eligibility
- verification from a government agency (such as housing shelter),
- letter from landlord/registered owner attesting to shared accommodation with landlord's proof of ownership attached.

3. Supporting residency documents:

- from lawyer confirming application of long-term stay in BC
- vehicle registration
- pay stub showing employment in the community
- BC Services Card
- BC Identification Card
- BC Driver's License (must be a photo ID Driver's License and not have an address change sticker)
- income tax return as a BC resident
- correspondence from a government agency (such as BC Employment Assistance)
- letter from IRCC confirming application of long-term stay in BC

If none of the above is available, please refer to the Newcomer Office for assistance.

SD No. 40 (New Westminster)

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1.1.2

2. Access to District Facilities

2.1

Principal, Vice Principal, Director of Instruction, or a person authorized by the District to make that decision.

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

3.2.1 must immediately leave the land and premises, and

3.2.2 must not enter on the land and premises again except with prior approval from

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

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Revised: June 22, 2021

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

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

SD No. 40 (New Westminster)

Adopted: June 22, 2021

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[USE SCHOOL LETTERHEAD]

[DATE]

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

Dear Parent(s)/Caregiver(s):

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

Section 177 of the B.C. School Act

- (1) A person must not disturb or interrupt the proceedings of a school or an official school function.
- (2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction
 - (a) must immediately leave the land and premises, and
 - (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
- (3) A person who contravenes subsection (1) or (2) commits an offence.
- (4) A Principal, Vice Principal or Director of Instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

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

Sincerely,

[NAME of SCHOOL PRINCIPAL]

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

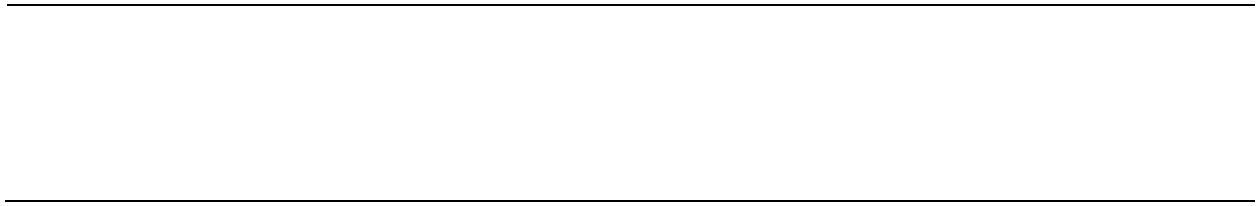
SD No. 40 (New Westminster)

Adopted: June 22, 2021

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ADMIN PROCEDURES MANUAL

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6. Protection against Retaliation:

The District will take all reasonable steps to prevent retaliation by a person against a member of the District Learning Community who

8. Bullying Behaviour:

8.1 According to the Ministry of



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14.3 Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well-established so student(t)-6Tw -28011.04 -or -

ADMIN PROCEDURES MANUAL
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The District recognizes the multicultural diversity of our society and the contributions made by the various cultures within the community. The District is committed to providing an educational environment that promotes respect for the dignity and rights of all ethnic and racial groups and an appreciation of the cultural heritages of all people.

The goal of the District is the promotion of positive human interactions, including interactions which are free from ~~diverse~~ prejudicial, stereotypical and discriminatory attitudes based upon race, ethnic ~~roots~~ origin, ~~national origin~~, or ~~religious affiliation~~ religion.

To this end, the resources of the District shall be reasonably applied toward the realization of effective multicultural education and the elimination of social forces which promote divisive attitudes. The objectives of the District are as follows:

- x The development of positive attitudes towards self and others through the fostering of mutual understanding, respect and acceptance among students and staff.
- x The development in staff of the applied skills necessary to evaluate instructional materials and to identify, select and utilize content which avoids divisiveness and

School District No. 4 (New Westminster)

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