

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

Tuesday, April 28, 2026

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. REMEMBRANCE OF CHIEF RHONDA LARRABEE
2. ADOPTION OF THE AGENDA 6:00 PM

Recommendation:

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

3. APPROVAL OF THE MINUTES 6:05 PM

a. Minutes from the Open Meetings held:

1. March 10, 2026 Regular Meeting

5

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the March 10, 2026 Regular School Board Meeting.

b. Business Arising from the Minutes

4. PRESENTATIONS 6:10 PM

Nil.

5. DELEGATIONS 6:10 PM

a. 2026 Day of Mourning Presentation (Jane Andrews)

13

6. CORRESPONDENCE 6:20 PM

- a. Funding and Support for Child Care on School Grounds 14
- b. Funding for Queensborough Transportation 16
- c. NWTU Correspondence to the Board of Education 18

7. BOARD COMMITTEE REPORTS

- a. Coordinating Committee, April 14, 2026 6:30 PM
 - 1. Comments from the Committee Chair, Trustee Connelly
 - 2. Approval of the April 14, 2026, Coordinating Committee Minutes 19

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the April 14, 2026 Coordinating Committee Meeting.

8. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update (M. Davidson) (Verbal) 6:40 PM
- b. Superintendent Budget Recommendations - Preliminary 2026-2027 Budget (M. Davidson) 6:50 PM 21

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of 2026-2027 budget bylaw.

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of the 2026-2027 budget bylaw.

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the THIRD and Final reading reconsideration and final adoption of the 2026-2027 budget bylaw.

- c. Capital Plan Response Bylaw 2026-2027 (B. Ketcham) 7:00 PM 90

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of Capital Bylaw No. 2026/27 – CPSD40-01

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of Capital Bylaw No. 2026/27 – CPSD40-01

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2026/27 – CPD40-01

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|----|---|---------|-----|
| d. | Long Range Facilities Plan 2026 Survey Results (B. Ketcham) | 7:10 AM | 93 |
| e. | Police Partnership Program | 7:20 PM | |
| 1. | Policy 28 - Police Partnership Program (PPP) (M. Davidson) | | 114 |

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve Policy 28 Police Partnership Program as presented.

- | | | | |
|----|---|---------|-----|
| 2. | Administrative Procedure 192 - Policy Partnership Program (PPP) | | 117 |
| 3. | Administrative Procedure 193 - Information Sharing with Law Enforcement | | 121 |
| 4. | Memorandum of Understanding - Police Partnership Program | | 127 |
| f. | Administrative Procedure 492 Conflict of Interest - Volunteer Coaches (M. Davidson) | 7:35 PM | 149 |

9. NEW BUSINESS

- | | | | |
|----|-------------------------------------|---------|-----|
| a. | Chair Report (Chair Sluis) (Verbal) | 7:45 PM | |
| b. | Queensborough Bussing (Chair Sluis) | 7:55 PM | 153 |

Recommendation:

THAT the Board use a portion of the one-time funding to continue the current model (families register for the service, pay monthly fee, and district contracts buses that go directly to NWSS) for the duration of the first term of the 2026–2027 school year;

AND THAT staff monitor current bus usage through contracted services through the remainder of the 2025-2026 school year and the beginning of the 2026-2027 school year;

AND THAT staff work collaboratively with the City of New Westminister, TransLink, and the Province of British Columbia to seek a long-term, sustainable transportation solution, with consideration given to implementing a one-seat ride option;

AND THAT staff provide regular monthly progress reports to the Board and that

recommendations and potential options be presented as soon as it is practical.

- c. Continuation of Federal Funding for the New Westminster Youth Hub (Chair Sluis) 8:05 PM 154

Recommendation:

THAT the Board direct the Chair to write a letter to the appropriate federal Minister and the local Member of Parliament advocating for the continuation of federal funding for the New Westminster Youth Hub;

AND THAT the letter highlight the Hub's critical role in providing early, low-barrier supports to youth, its strong collaboration with the school district, and the significant impact its potential closure would have on student well-being and community safety.

10. OLD BUSINESS 8:15 PM

Nil.

11. TRUSTEE REPORTS 8:15 PM

12. QUESTION PERIOD (15 Minutes) 8:25 PM

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

13. NOTICE OF MEETINGS 8:40 PM

Regular Board Meeting - Tuesday May 26, 2026 - 6:00 p.m. (SBO and via Zoom)

14. REPORTING OUT FROM IN-CAMERA BOARD MEETING 8:40 PM

- a. Record of the March 10, 2026 In-Camera Meeting 155

15. ADJOURNMENT 8:45 PM

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

**Tuesday, March 10, 2026, 6:00 PM
In-Person and Via Zoom Link**

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

Mark Davidson, Superintendent
Geraldine Lawlor, Associate Superintendent
Bettina Ketcham, Secretary-Treasurer
Robert Weston, Executive Director, HR
Kylie Walsh, Recording Secretary
Jenny Richter, Director of Instruction, Leadership and Learning
Jane Boutilier, Associate Director, Human Resources
Ken Millard, NWPVPA, President

REGRETS

Members of the Public
Laura Kwong, DPAC Chair
Karrie Andrews; President CUPE 409
Darryl Schelp, NWTU President

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.

1. **ADOPTION OF THE AGENDA**

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

Amendment the agenda to add a comment and question period immediately after Delegation on PPP.

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2026-015

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda, as amended, for the March 10, 2026, Regular School Board meeting.

CARRIED UNANIMOUSLY

2. **MINUTES FOR APPROVAL**

a. Minutes from the Open meeting held:

February 24, 2026, Regular School Board Meeting.

Trustee Carlsen noted there was an error in the remuneration motion in the minutes that was shared and corrected.

2026-016

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes, as amended for the February 24, 2026, Regular School Board Meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes.

Nil.

3. BUDGET PRESENTATIONS

a. 2026-2027 Preliminary Budget Partner Presentations.

1. District Parent Advisory Council Chair (L. Kwong)

- Protecting core supports by minimizing cuts to student services.
- Provided focus areas to enhance student experiences, including:
 - systems of care and support
 - district level anti-racism and inclusive activities
 - organizational capacity
 - safe student transportation options
- The need for continual advocacy is not sustainable; families hope to see a future of stable funding.

2. New Westminster Teachers' Union President (D. Schelp) (Verbal)

Members are committed to providing high quality education and see firsthand what is needed in the students:

- Class sizes
- Classroom resources - traditional materials and modern technology
- Structured and well-resourced Mentorship program to benefit students with more supported and prepared teachers and increased retention.
- Additional Education Assistants in kindergarten and primary. The EAs provide targeted support for students and allow teachers focus on the students

3. CUPE 409, President (K. Andrews)

Dedicated support workers who play a vital role in learning

- Increased hours for Child and Youth Care workers.
- Custodial workloads – increase staffing levels
- Additional minutes for Education Assistants
- Educational Assistant lead hand – continuation of the NWSS lead hand.
- Restoration of Inclusive Education Life Skills Program at NWSS.
- Restoration of critical student supports

4. NWPVPA, President (K. Millard) (Verbal)

K. Millard, spoke on behalf of the New Westminster Principals and Vice-Principals Association, acknowledged the district's budget constraints and thanked the board for managing the budget under challenging conditions. He identified one key request from the association: that existing supports for

students with complex needs be maintained in the upcoming budget. Mr. Millard emphasized the district's diverse student population and noted that inclusive education is both an equity issue and essential to student success. He highlighted the need for adequate resources to support inclusion, including specialized instruction, differentiated materials, targeted interventions, mental health supports and ongoing professional development. He concluded by urging the board to centre inclusivity and diverse learner needs in its budget priorities.

Please refer to the video recording for the Budget Presentation agenda segment.

4. **DELEGATIONS**

- a. Community concerns regarding the proposed Police Partnership Program (M. Gifford)
 - Raised concerns about PPP policy and administrative procedures.
 - The MoU must reflect the finalized policy and administrative procedures.
 - Considerations that could be included:
 - Stronger protocols for entering schools
 - Define timed for officers to be on site in non-emergency
 - Training on cultural safety and trauma informed
 - Definition of privacy sharing
 - Agreement on compliance with Safe Schools
 - Better feedback mechanisms and independent review
 - Request that the policy be presented for discussion and tabled until more engagement can be received around the MoU and administrative procedures.
 - More public feedback

To view the Delegations agenda segment, refer to video recording.

- b. The Chair clarified that what is up for discussion and we moved into question period per amended agenda.

QUESTION PERIOD (15 Minutes)

The public was given the opportunity to ask questions on matters that arose during the meeting with staff responding where appropriate. To view the full comment and question period, please refer to the meeting video.

Concerns raised included:

- Violation of Sanctuary School policy and migrant rights
- Police department relationships with CBSA puts families at risk
- Questions:
 - Is the plan to develop a police unit that builds an expertise and dedicated group who are familiar with the schools and builds relationships with the school administrators?
 - If and when this is passed how will the process of consultation work to address concerns from the public?
 - How are human right concerns being addressed
- Prioritization of communities who feel less safe around police.

- Evidence that the plan supports the rights of the child per UN CRC obligations.
- Human Rights Commissioner Report on policing forms in BC from 2021 could help inform considerations around this policy.
- Schools are made safer in a space that is welcoming and inclusive and where bullying is not tolerated by punitive focused presentations from police.

The Superintendent responded that the intent is to share the draft documents and have small focus group conversations to review the Administrative Procedure and MoU. If it does go against our ability to be a Sanctuary School district, then we want to see what we need to change. The MoU does not have police officers as resident in schools. It is a partnership in which they received training in VITRA. In our protocol we have police participate in VITRA and this would envision a unit with training. If we have concerns, we have one call to make to talk to someone about challenges e.g. traffic infractions in school zones. Presentations would be by invitation and there would be training for engaging with students. When we have to engage with 911, we would have our liaison to keep us informed. The next stage is to have consultation to hear the concerns. The goal is not to return to the previous structure but one that is a partnership around a system of supports with a narrow focus.

6. **CORRESPONDENCE**

Nil.

7. **BOARD COMMITTEE REPORTS**

No Committee Meeting to Report

8. **REPORTS FROM SENIOR MANAGEMENT**

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

- The Superintendent reported that regarding the budget, tomorrow we will receive the grants for the upcoming school year. The cost of collective agreements will be covered but inflationary costs like benefits will not be covered.
- He attended the Logan Futures event at NWSS partnership between MOSAIC and SFU that brings together collaborative art projects to create a visual representation of migration stories with a permanent installation on the third floor of NWSS.
- BCSSA conference Director Singh did a presentation on Literacy to support improved outcomes for our students.
- Recently we have started new work with New West Pride to promote inclusivity in our schools supporting GSAs and alliance clubs to function in schools.

b. Policy 28 Police Partnership Program

- The Superintendent shared that the Board directed that this development nine months ago.
- Focus groups will include people who will be most affected by the implementation of the MoU will allow for revision and refinement.
- The actions need to align with the values in the documents and the truth of it is in the execution.

- We are capable again, like we have done with the Sanctuary Schools policy, of doing great work on this.

The Chair thanked all who responded to the survey and provided thoughtful feedback.

Trustees asked if there would be proposed amendment to the motion that we table the discussion. Trustees asked that we separate the motions.

Trustee Russell asked that we strengthen the policy and had a number of suggested amendments which were supported and documented for their inclusion in the policy.

2026-018
Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) table the approval of Policy 28: Police Partnership Program until the suggested amendments have been added and reviewed at the April 28, 2026, board meeting.

CARRIED UNANIMOUSLY

2026-019
Moved and Seconded

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

- 1. Direct the Superintendent to engage with students, staff, and families of marginalized communities impacted by policing in schools, as referenced by the B.C. Human Rights Commissioner’s November 2022 letter, and present final drafts of the Administrative Procedures and MoU at the April 28 board meeting.**

CARRIED UNANIMOUSLY

c. 2026-2027 Budget Survey Results (B. Ketcham)

Ketcham shared that over 600 responses received. Themes from the feedback include:

- Call for additional staffing by way of non-enrolling staff and EAs
- Infrastructure: call for new middle school, Queensborough secondary school, climate control
- Technology: concern about equity for those with economical hardship, refreshed hardware, standardized equipment
- Queensborough busing
- Alternate programming for Indigenous Education and gifted students

Highlights of responses

- Most were parents or guardians connected to an elementary school

- Learning priorities: ensuring instruction assessment and reporting align with curriculum. Services to students with diverse abilities
- Counselling and mental health supports, art and related programming
- Growth – overwhelming expression of support for innovative facility spaces
- Operational – improvement of facilities like furniture, staffing recruitment and retainment strategies
- Community raises awareness for advocacy of per person funding, increased funding for support of diverse and ELL students

The Chair thanked all those who took part in providing responses.

To view the Presentation agenda segment, refer to video recording.

d. 2026-2027 District Calendar Approval (G. Lawlor)

The Superintendent presented on behalf of the Associate Superintendent

- Cluster non instructional days around holidays
- Avoid fragmented weeks and early dismissal
- Metro districts collaborated to align starts and professional development days
- Review of the value of incomplete days and consideration of the feedback for the next calendar year

Trustees discussed the need to improve how calendar information is communicated to families, and the Superintendent indicated staff would explore more prominent placement on the website.

2026-020

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2026-27 District Calendar as presented.

CARRIED UNANIMOUSLY

e. Human Resources Update - Absence Replacement (J. Boutilier)

Boutilier presented some documents:

- Comparison of Jan 2024 – 2025 – 2026 shows increase in absences but the ability to replace is continuing to tic up.
- This time of year, there is significant spikes in attendance, but we are striving to fill absences.

Trustees asked what the cause of the absences was. Boutilier responded that recruitment is always ongoing. They find that some on the casual list are being selective about taking assignments.

With absences rising what strategies are being considered to improve recruitment and retention. Boutilier replied that we have significant presence at education fairs. We look to see if there are opportunities on the support staff side, but the colleges don't have education fairs.

The Chair asked how these rates compare to other districts. Boutilier replied that the numbers are not shared but anecdotally they are seeing the same trends with replacement being an ongoing concern.

- f. Operations Report (B. Ketcham) (For Information)

Questions and comments ensued.

To view the Reports from Senior Management agenda segment, refer to video recording.

8. **OLD BUSINESS**

Nil.

9. **NEW BUSINESS**

- a. Chair Report (Chair Sluis) (Verbal)

The Chair provided.

- Swim to survive pilot program at Moody Park pool in June
- New West Pride partnership to support schools GSAs
- Continued advocacy for the Queensborough bus program with information provided about numbers and costs.

10. **TRUSTEE REPORTS**

Trustees provided highlights of the events they attended in March 2026

Trustee Slinn is excited to be working with Shannon Isaak
Workshops at FRMS and GMS with Shannon Isaak

Trustee Andres school trustee association of BC media engagement draft to help fellow trustees become more proficient online and ask that we follow them on LinkedIn.

Trustee Connelly attended student black history event that was celebrating student origins and was an exciting event. NWSS & QMS PAC meetings. Also attended 'You Wear It Well' event that collects gowns and tuxedos so students can obtain a complete grad outfit and get their makeup done and have pictures taken by Artona and it was wonderful to see Ms. Millan there supporting the students.

Trustee Carlsen will have a report about the ELL consortium at the next meeting.

To view the Trustee Reports agenda segment, refer to video recording.

QUESTION PERIOD (15 Minutes)

The public was given the opportunity to ask questions on matters that arose during the meeting with staff responding where appropriate. To view the full comment and question period, please refer to the meeting video.

Laura Kwong DPAC presented an update highlighting that DAPC connected with the BC Human Rights office on feedback on the Police Partnership Program:
She also highlighted it was Neurodiversity celebration week is over spring break.

13. **NOTICE OF MEETINGS**

Tuesday, April 28, 2026; Regular School Board Meeting

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

Noting record of February 24, 2026, in camera meeting.

15. **ADJOURNMENT**

The meeting adjourned at 8:25 p.m.

Chair

Secretary-Treasurer

ONE IS TOO MANY

APRIL 28

**DAY OF
MOURNING**

for workers killed or injured on the job

**DEDICATING OURSELVES TO
MAKING WORKPLACES SAFER**



co-hosted by the
City of New Westminster



NEW WESTMINSTER &
DISTRICT LABOUR COUNCIL

Please Join the New Westminster & District Labour Council, Mayor and Council of the City of New Westminster and Local Labour Leaders

11:00AM, Westminster Pier Park, New Westminster



March 13, 2026

Ref: 315831

Cheryl Sluis, Chair
Board of Education
School District No. 40 (New Westminster)
Email: boardofeducation@sd40.bc.ca

Dear Cheryl Sluis:

Thank you for your letter of February 23, 2026, regarding direction for child care on school grounds and stable funding to support the programs long term.

Our government remains committed to expanding access to care for families by using every strategy available to us, including working with education partners like you to deliver child care on school grounds. As outlined in my January 2025 [Mandate Letter](#), it is a priority for this government to work with school districts to expand school age care programs across the province using cost-effective models for parents and the public that leverage existing school facilities and education workers.

As you know, in fall 2025, the Province took steps to expand child care on school grounds through [amendments to the School Act](#), recognizing that schools are community hubs for families and can play a bigger role in offering child care. The Province's current priority is increasing access to before- and after-school care for ages 6–12, where coverage remains low. To respond to this need, Budget 2026 includes a \$25 million investment to expand school age care, with \$5 million in initial capital funding from the Ministry of Infrastructure and \$20 million in operating funding over three years from the Ministry of Education and Child Care.

Our government is also renewing funding for early learning and child care leads for another year through a \$10.5 million investment. As you are aware, these are dedicated positions to support expansion of child care on school grounds. We continue to strengthen partnerships with school districts like yours to explore opportunities for more child care on school grounds. These partnerships are key to expanding access to child care that is community rooted and financially sustainable.

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Last spring, we extended pilot funding for Seamless Day Kindergarten through to the end of this school year to support participating school districts transitioning to sustainable child care models that are responsive to community needs. We are working closely with and supporting districts to expand before- and after-school spaces, moving beyond pilots to long-term programs with sustainable cost recovery models. The Child Care Community Development team is providing hands-on support to districts integrating child care on school grounds, including district Early Learning and Child Care Leads.

As you note in your letter, recent amendments to the *School Act* allow districts to recover reasonable costs, like administrative and maintenance expenses, just as non-profit centres operate today. We have heard from boards, including in your letter, that these programs need to be sustainable so they can grow and be responsive to local needs. While the legislation is a first step, the Ministry of Education and Child Care is exploring additional opportunities for sustainable child care on school grounds through a technical working group, working hand in hand with districts to support implementation and identify solutions and funding opportunities. We are pleased to have representation from your district in the technical working group and believe your district's experience in delivering affordable, quality child care will contribute to identifying potential system improvements.

I recognize that StrongStart BC programs continue to play an important role in school communities by promoting children's early learning and well-being while supporting families and helping them feel welcomed into the school environment. The Province provides more than \$10 million annually to support districts that operate StrongStart BC centres, with a slight funding increase last year. I remain committed to ensuring districts have the resources they require to meet the needs of today's families and children.

With economic uncertainty and federal budget constraints, we are focused on making sure child care that families can afford is available and sustainable both now and into the future. That means working with our partners, assessing what is working and what is not, and finding solutions that work for people.

Thank you for taking the time to write and for your continued commitment to ensuring children and families in British Columbia have access to quality and affordable child care.

Sincerely,



Lisa Beare
Minister

cc: Mark Davidson, Superintendent, School District No. 40 (New Westminster)



April 1, 2026

Ref: 313816

Cheryl Sluis, Chair
Board of Education
School District No. 40 (New Westminster)
Email: boardofeducation@sd40.bc.ca

Dear Cheryl Sluis:

I am writing to follow up on the October 30, 2025, letter from the previous Board Chair, which was also addressed to my colleague the Honourable Mike Farnworth, Minister of Transportation and Transit, regarding the Queensborough school bus service to New Westminster Secondary School. I am also responding to your February 4, 2026, letter and to our most recent conversation on this matter.

During our conversation, I shared that Government, through Budget 2026, has made the decision to approve a final \$400,000 in funding for School District No. 40 (New Westminster) to extend the Queensborough Student Transportation Project. Provincial funding for this service will not be provided beyond 2026/27 school year.

Under British Columbia's co-governance model, each board of education develops its own policy and budget for transportation, according to local needs and within the context of their total operating funding. The Ministry of Education and Child Care's role is to provide operational funding, guidance, and support to empower school districts to meet their local needs. The Board has been able to monitor the pilot transportation service since the 2023/24 school year and will now need to consider continuation of the service through school district operating funding for the 2027/28 school year and beyond. Using district operating funding for student transportation puts the District in line with what other districts are currently doing.

The Ministry of Education and Child Care is committed to supporting student success and well-being. With Budget 2026, even though enrolment has stabilized, Government is providing a record \$10 billion, with the majority going to school districts.

Ministry staff will be in contact with district staff to discuss the transfer of funding.

.../2

Thank you for taking the time to write and for your advocacy on this important issue.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lisa Beare".

Lisa Beare
Minister

cc: Honourable Mike Farnworth, Minister of Transportation and Transit
Honourable Jennifer Whiteside, MLA, New Westminster-Coquitlam
Honourable Raj Chouhan, MLA, Burnaby-New Westminster
Steve Kooner, MLA, Richmond-Queensborough
Mark Davidson, Superintendent, School District No. 40 (New Westminster)



New Westminister Teachers' Union

April 21, 2026

Cheryl Sluis
New Westminister School Board Chair
811 Ontario Street
New Westminister, BC V3M 0J7

Re: Attendance Management Program

Dear Board Chair Sluis,

On behalf of members of the New Westminister Teachers' Union, I am writing to request that New Westminister School Board re-consider implementing a proposed new attendance management program, as you consider the budget for the upcoming school year. I believe that this is an unnecessary expense for the school district, and I am concerned about how implementation of the program will impact the district.

Both the BC Employment Standards Act and the Collective Agreement recognize the importance of sick days to the health of employees. In our communication with administration, we have not seen evidence for culpable misuse of sick days, or a need for wide-spread concern about the attendance of employees across the district. If needed, there already structures in place within the district to address concerns that there may be about employee attendance at work.

Following a world-wide pandemic, it is commonly understood that it is undesirable for employees to go to work sick, exposing their colleagues and students to infection and illness. When employees go to work sick, they are not necessarily able to perform at their best. It is in the best interest of the district to encourage staff to take the time they need to heal and recover, so that they can continue to provide the best possible education for the students of New Westminister.

The Employee and Family Assistance Program, and BCTF Health and Wellness Program are already in place to support teachers, where such assistance may help to successfully stay work rather than need to use sick days. The proposed attendance management program does not appear to offer any significant new supports for teachers beyond those that already exist.

Respectfully, I ask that you re-consider the proposed attendance management program and direct the much needed funds to other areas of the budget.

Yours truly,

A handwritten signature in black ink, appearing to read "Darryl Schelp".

Darryl Schelp, President
New Westminister Teachers' Union

cc: Mark Davidson, Superintendent, School District 40
Sarah Wethered, First Vice-President, New Westminister Teachers' Union
Jenny Garrels, Field Services Division, British Columbia Teachers' Federation

D8mcLEU-USW2609



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

**Tuesday, April 14, 2026 - 3:30 PM
School Board Office (MS Teams)
811 Ontario Street, New Westminister**

- PRESENT**
- | | |
|---------------------------|---|
| Danielle Connelly, Chair | Mark Davidson, Superintendent |
| Cheryl Sluis, Trustee | Geraldine Lawlor, Associate Superintendent |
| Elliott Slinn, Trustee | Anne-Marie Martin, Recording Secretary |
| Kathleen Carlsen, Trustee | Bettina Ketcham, Secretary Treasurer |
| Marc Andres, Trustee | Jane Boutilier, Associate Director of Human Resources |
| | Sarah Phelan, NWPVPA |
| | Susana Quan, Principal – New Westminister Secondary |
| | Chris Evans, Principal – Fraser River Middle School |
| | Karrie Andrews, CUPE 409, President |
| | Sarah Wethered, NWTU |
| | Laura Kwong, DPAC President |
- REGRETS**
- | |
|--------------------------|
| Maya Russell, Trustee |
| Sharel Wright, IEC Chair |

Committee Chair Connelly recognized and acknowledged the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play, and we do our work.

1. APPROVAL OF THE AGENDA

The Chair called the meeting to order at 3:30 p.m.

2. PRESENTATIONS

Nil.

3. DISCUSSION OF MATTERS REFERRED TO COORDINATING COMMITTEE

a. 2026-2027 Preliminary Budget Discussion

Superintendent Davidson provided the opening remarks, noting that the draft budget holds the line while making difficult decisions to maintain staffing in schools to support students. He highlighted the alignment of curricular goals with the district literacy plan and identified key priorities within the proposal.

Secretary-Treasurer Ketcham presented on budget alignment with student enrolment, noting a significant slowdown in enrolment (approximately 1.3%), which is not expected to persist next year. Enrolment pressures related to special education, English language learners, and international students

were discussed, with international recruitment becoming more challenging. Provincially, 51 out of 60 districts are projecting enrolment declines for September 2026. The district anticipates a \$219,000 reduction in revenue next year. It was noted that accumulated surplus levels remain consistent with policy 19, and previous surpluses have been reinvested into classrooms.

No questions were raised at this time.

The base budget for 2026–27 reflects a \$113,000 annual shortfall in base budget prior to any priorities or efficiencies to balance the budget. This shortfall was driven by enrolment changes, unfunded inflationary costs, and benefit cost increases (approximately \$700,000–\$795,000). Targeted funds of \$477,000 were and approved by the IEC and notionally supported by the Board Boar

Questions addressed included clarification on Indigenous Targeted Fund reductions, enrolment trends across schools, and the extent to which collective agreement increases are funded.

Staffing efficiencies were outlined, including a proposed 0.9 FTE reduction of facilitator time, supply reductions through department-based efficiencies rather than school-based budgets, and recalibration of noon-hour supervision. No direct reductions to student supports were identified.

Additional investments in the 2025-26 year that included \$575,000 for technology and aged equipment replacement, \$90,000 for literacy resources were highlighted which will benefit the 2026-27 year. Associate Superintendent Lawlor noted literacy initiatives include continued staffing of a literacy facilitator at a 1.0 FTE, professional learning, targeted grade 9 interventions, and universal k–3 literacy screening beginning next year.

Specialized programming at NWSS was discussed, including a new apartment-style learning space to support life skills instruction. This initiative is funded through the annual facilities grant and is not intended as a separate program.

Additional updates included infrastructure and capacity planning, technology investments (including cybersecurity and AI planning), transportation discussions related to Queensborough busing, and the introduction of a district risk register to identify and mitigate operational risks.

Looking ahead, a rolling three-year financial outlook was presented, noting declining accumulated surplus, anticipated future pressures including new school openings due to needing to support through administration teams, unfunded benefit costs, and limited flexibility due to staffing formulas. The importance of continued advocacy regarding inflationary funding pressures was emphasized.

No further questions were raised.

4. NOTICE OF MEETINGS

Thursday, May 21st, 2026: Coordinating Committee Meeting – 3:30 p.m. – 5:00 p.m. (SBO)

5. ADJOURNMENT

The meeting adjourned at 4:30 p.m.

Chair

Secretary-Treasurer

2026-27 Superintendent's Recommendations

April 28, 2026



New
Westminster
Schools

Opening Remarks

- ❑ The Strategic Plan – The Long View
 - Laying the Foundation
- ❑ Challenging Numbers: Enrolment and Grants
- ❑ Holding the Line
- ❑ Reinvesting in Curricular Resources and Technology





Student Enrollment

- Dramatically slowed for 2025-26 and in current decline for 2026-27
- 2025-26 had a 0.5% growth and for 2026-27 expect a decrease of 1.3%
- For 2027-28 and 2028-29 we anticipate enrollment to increase again though not at a rapid pace.
- We anticipate SPED and ELL needs to continue to increase.
- More challenging to recruit international education students due to economic and geo-political climate.

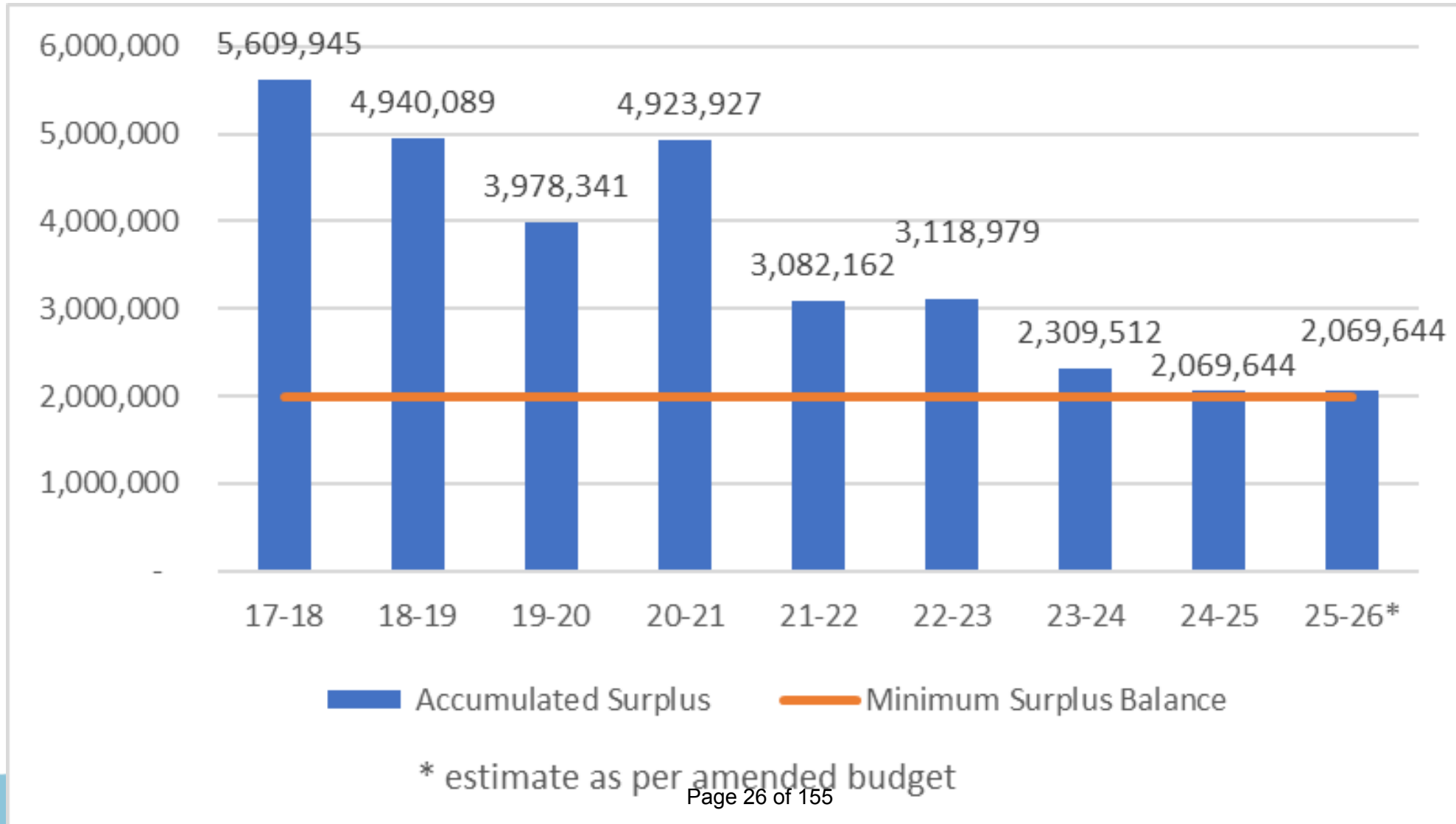
Provincial Landscape

- ❑ The operating grant is projected to decrease by \$25.9 million in 2026/27 as most districts are projecting enrolment declines
 - 51 districts estimating decreased enrolment in September 2026
- ❑ The Ministry is not increasing the basic per-student allocation for standard, alternate or continuing education
- ❑ Provincially expecting a decrease of 5,727 FTE (or 1.0%) over the September 2025 total
- ❑ Slower or declining growth across unique student needs categories
 - 2.7% increase in Level 2 students (9.5% in 2025/26)
 - Decreases in Level 1 and 3, ELL and Indigenous Education

SD40 Impacts – Rate vs. Enrolment Growth

| | 2026-27 | 2025-26 | Rate Change | Enrolment |
|---------------------------------|---------------------|---------------------|--------------------|--------------------|
| Basic Allocation | \$70,332,305 | \$71,040,744 | \$- | \$(708,439) |
| Unique Student Needs | 18,116,974 | 17,665,370 | - | 451,604 |
| Salary Differential | 1,183,433 | 1,199,085 | - | (15,652) |
| Enrolment decline | 109,172 | - | - | 109,172 |
| Unique Geographic Factors | 1,701,387 | 1,649,347 | - | 52,040 |
| Curriculum and Learning Support | 70,373 | 70,033 | - | 340 |
| Summer School Funding | 548,201 | 592,141 | - | (43,940) |
| Newcomer Refugee | 90,160 | 112,700 | - | (22,540) |
| Indigenous Education Councils | 24,891 | 66,350 | - | (41,459) |
| Total | \$92,176,896 | \$92,395,770 | \$- | \$(218,874) |
| Change Explained | \$(218,874) | | \$(218,874) | |

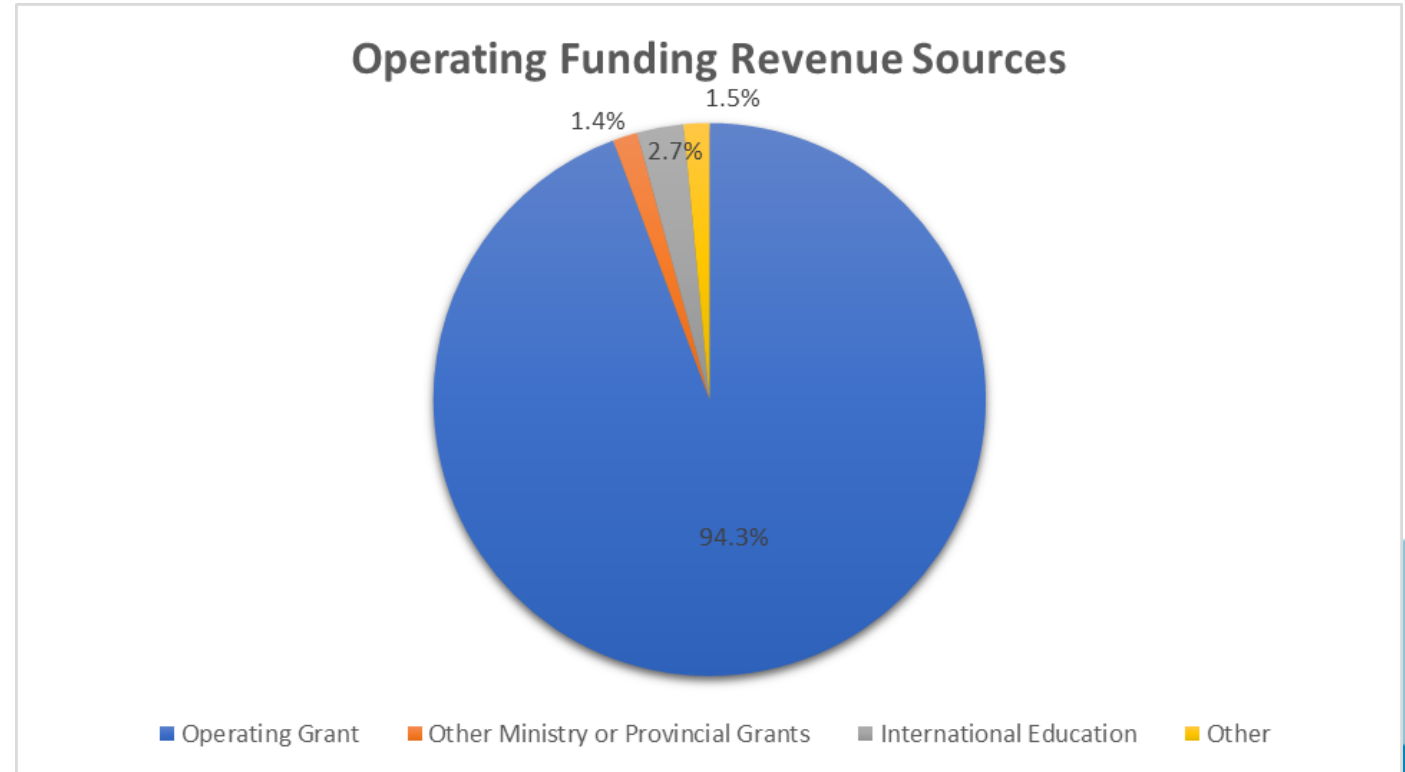
Accumulated Surplus by Year



Base Budget

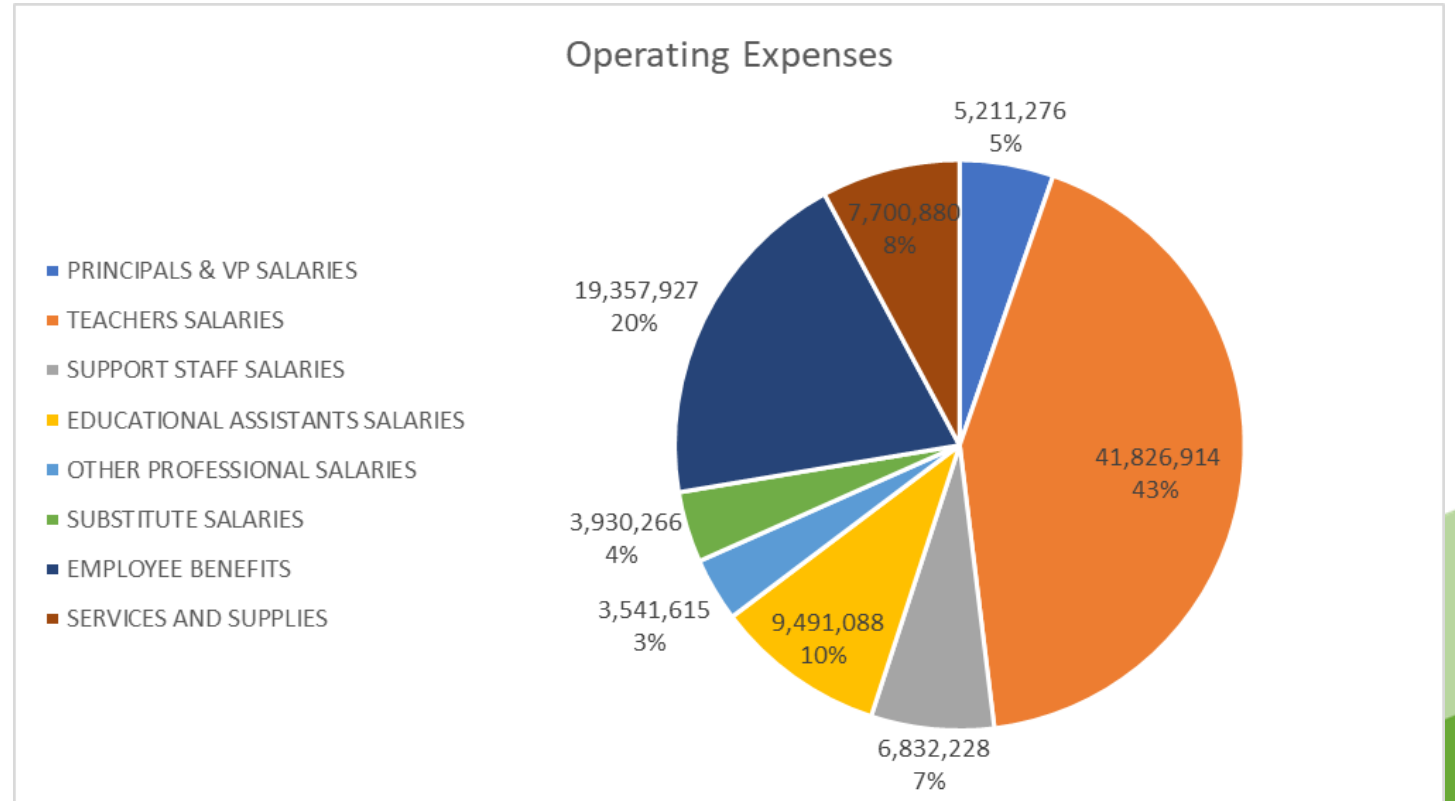
Funding Sources - Revenues

- Total operating grant revenues are: \$92M
- Most of the District's operating revenues are from the Ministry of Education and Child Care
- Grant rates did not increase for 2026-27



Funding Sources - Expenses

- ❑ 92% of operating expenses relate to salaries and benefits
- ❑ 43% of operating expenses are spent on teachers. Only 13.17 FTE are not required by the collective agreement terms through ratio.
- ❑ Collective agreements only required ratioed staff for teachers – not support staff.



2026-27 Base Budget

- ❑ Annual deficit prior to balancing measures: \$113,404
- ❑ Included in base budget was:
 - ❑ Addition of 1.0 grounds due to completion of memorial park
 - ❑ Addition of 1.0 (10 month) secretary once NLC at Queen Elizabeth Elementary is completed.
- ❑ Indigenous Education Council has met and approved its expenditure plan on targeted funds. The board has reviewed this plan and has expressed its notional support.



2026-27 Proposed Efficiencies

- ❑ Efficiencies proposed to offset the budget deficit after new priorities \$227,901:
 - ❑ Facilitator reduction (0.9 FTE)
 - ❑ Support staff adjustment (noon hour supervision recalibration)
 - ❑ Department supplies/services reduction



Priorities

Priorities

| Priority | Amount | Ongoing/One-time | Priority identification |
|---|-------------------------------|--|----------------------------------|
| 1.0 Literacy Facilitator | \$137,500 | Ongoing | Strategic Plan |
| Professional Development | \$50,000 | Ongoing | Strategic Plan |
| 1.0 Privacy Officer | \$95,000 (net of legal costs) | Ongoing | Risk Register |
| TOTAL in 2026-27 operating budget | \$282,500 | | |
| Technology and aged maintenance equipment | \$575,000 | One-Time (local capital approval in 25/26 amended) | Strategic Plan and Risk Register |
| Literacy resources | \$90,000 | One-Time (2025-26 amended budget approval) | Strategic Plan |
| TOTAL Investments | \$947,500 | | |



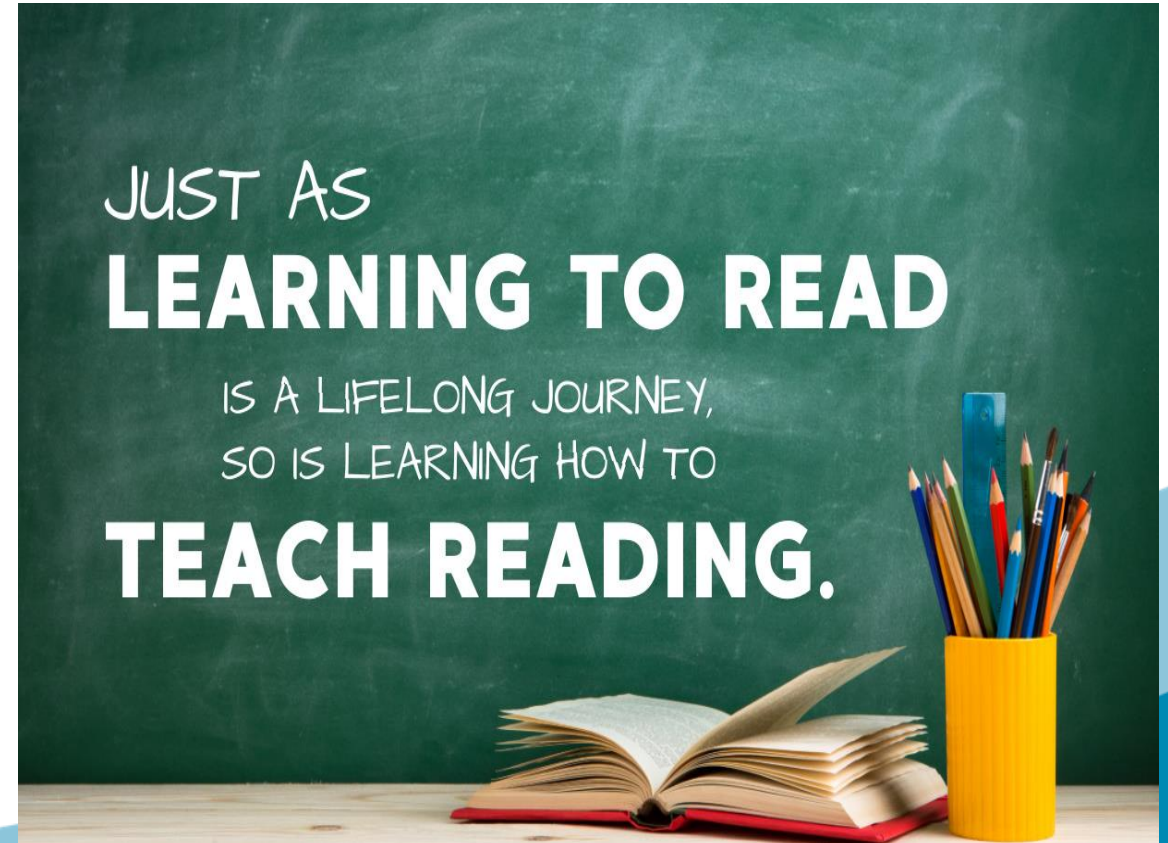
Staffing and Classroom Supports

Improve Literacy Outcomes

Literacy Facilitator (1.0 FTE) will continue to provide support on evidence-based assessment and instructional practices.

Implement targeted Grade 9 literacy interventions to address learning gaps in secondary school and support successful transitions.

All students in K-3 will be universally screened next year. The data will be stored within EdPlan Insight and used to inform instruction and plan interventions.



Specialized programming

Apartment-Style Learning Space at NWSS

- Purpose designed classroom replicating a real-world living environment
- Includes a kitchen, living space and personal care areas
- Targeted, small group instruction focused on functional life skills, communication, SEL, safety and independence
- Paid renovations out of Annual Facilities Grant.



Student Safety and Well-being

- High Quality Learning Environments
- Codes of conduct fully supported.
- System of Care Partnerships.
- Maintaining current counselling supports that are over ratio requirements.



Staffing: Performance Management Program

Provide clear expectations, regular feedback and meaningful learning opportunities to grow staff capacity to ultimately support student success

CUPE Evaluation resources have been created/updated to support Evaluation Reports and Action Plans for Correction

- Evaluations are currently underway.

Educator Evaluation initial roll-out has begun, and evaluations are in progress.

- Feedback will be gathered at the end of the year to refine the process before the full roll-out in the 2026–2027 school year.

Next steps: Update the evaluation process for school leaders.



Staffing: Attendance Support Program (ASP)

- HR is focused on fully implementing a resourced, structured and equitable approach to support regular attendance.

Why?

- Attendance impacts service delivery, student outcomes, and workforce stability
- A proactive support model aligns with duty to accommodate and healthy workplace principles

Next Steps

- We are working on clear processes for managing tardiness.
- Required HR data reporting capabilities are near completion to support oversight and trend analysis
- A targeted communication plan is in development to support consistent rollout and leader and employee awareness
- Completion June 2026 for implementation September 2026



Infrastructure and Capacity

- Completing a refreshed LRFP with consultation with partners and community.
- New Simcoe Elementary announced and construction slated to start in late 2026.
- Successful request of SEP project on Skwo:wech cooling.
- Innovative ways to create capacity including
 - Refining 5-block model for NWSS for 2026-27 school year
 - Relocating EFI program from Qayqayt to Spencer
 - Grade 6 voluntary placement at some sites





Technology

- Increased investment in technology
- One-time investment of \$500,000 in 2025-26 to catch up on the technology refresh cycle and save for ERP replacement.
- Investments in cyber security including:
 - Multi-factor authentication ~\$20,000
 - Deployed Security Information and Event Management Solution (allows TIS to identify anomalies or do forensic audits should we detect something unusual) - \$no cost
 - Offsite backup solution ~\$20,000
- Active tech committee consisting of PVP, teachers, district staff to discuss AI, BYOD, resource requirements etc.



Queensborough Bussing

- Provincial funding confirmed for one year 2026-27 \$400,000.
- Can be used all at once or over a few years.
- Transition year will need to look different to have families get used to change.
- Working with municipality, Coast Mountain and Translink on transitional plan.

Risk Register and Budget

Risk Clusters

1. Student Safety and Emergency Preparedness
2. Staffing and Succession Planning
3. Technology and Cybersecurity
4. Privacy and Data Protection
5. Capacity and Infrastructure



Decided action to manage risk

| Risk Cluster | Action | Cost |
|-------------------------------|---|--------------------------------------|
| Emergency Preparedness | Hire Hour Zero to assess District's emergency preparedness plans and make recommendations Re-establish emergency management committee (including with City partners) | \$20,000 in 2025-26 budget |
| Staffing and Succession | Hired IT director Attendance management program | \$60,000 net increase in base budget |
| Privacy and Data protection | Hire a privacy Officer | Net \$95,000 in 2026-27 priorities |
| Technology and Cyber Security | Implement Multi-Factor Authentication (MFA) and offsite back up | \$40,000 in 2025-26 budget |
| Capacity and Infrastructure | Complete long range facilities plan including consultation | \$75,000 in 2025-26 budget |

Planning for the future

Three-Year Plan Summary

| | 2026-27 | 2027-28* | 2028-29* |
|------------------------------|-------------|-------------|---------------|
| Accumulated Surplus, opening | \$2,069,644 | \$1,901,641 | \$464,641 |
| Surplus/(Deficit) | (168,003) | (1,437,000) | (2,634,000) |
| Accumulated Surplus, ending | \$1,901,641 | \$464,641 | \$(2,169,359) |

* Estimated operating impacts of capital projects considered in projected deficits

- Additionally, if the cost of benefit increases and wages for Exempt/PVP rise without any changes to funding support, we will continue to face budget pressures.

Thank you!



Preliminary Budget Summary

2026-27 Preliminary Budget

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | PRIORITIES | | | EFFICIENCIES | | | 18 |
|--------------------------------------|------------------------|--|---|---|--------------------|--------------------|---------------------------|------------------------------|--------------------------|---------------------------------------|---------------------|---------------------------|--|---|-----------------------|--------------------------|------------------------------|----------------------------|
| | | | | | | | | | | | | 12 | 13 | 14 | 15 | 16 | 17 | |
| | 2025-26 Amended Budget | Reversal of One-Time Adjustments and Allocations | Reversal of Prior Year One-Time Priorities / Efficiencies | Annualize 25-26 Priorities Operationalized Mid-Year | Revenue Adjustment | Salary Adjustments | Wage Increases (unfunded) | Benefit Increases (unfunded) | Cost increases (ongoing) | Portables & Miscellaneous Adjustments | 2026-27 Base Budget | Privacy Officer (Ongoing) | Literacy Facilitator - 1.0 FTE (Ongoing) | Professional Learning / In Service Access (Ongoing) | Facilitator Reduction | Support Staff Adjustment | Department Budget Reductions | 2026-27 Preliminary Budget |
| OPERATING GRANT MINISTRY OF EDUCAT | 92,395,770 | | | | -218,874 | | | | | | 92,176,896 | | | | | | | 92,176,896 |
| OTHER MINISTRY OF EDUCATION GRANTS | 1,658,007 | | | | -325,000 | | | | | | 1,333,007 | | | | | | | 1,333,007 |
| PROVINCIAL GRANTS OTHER | 81,377 | | | | | | | | | | 81,377 | | | | | | | 81,377 |
| CONTINUING EDUCATION | 15,500 | | | | | | | | | | 15,500 | | | | | | | 15,500 |
| OFFSHORE TUITION FEES | 2,660,000 | | | | | | | | | | 2,660,000 | | | | | | | 2,660,000 |
| MISCELLANEOUS REVENUE | 391,175 | -19,000 | | | | | | | | | 372,175 | | | | | | | 372,175 |
| COMMUNITY USE OF FACILITIES | 795,237 | | | | | | | | | | 795,237 | | | | | | | 795,237 |
| INTEREST ON SHORT TERM INVESTMENT | 290,000 | | | | | | | | | | 290,000 | | | | | | | 290,000 |
| APPROPRIATED SURPLUS | 0 | | | | | | | | | | 0 | | | | | | | - |
| Total Revenue | 98,287,066 | -19,000 | 0 | 0 | -543,874 | 0 | 0 | 0 | 0 | 0 | 97,724,192 | 0 | 0 | 0 | 0 | 0 | 0 | 97,724,192 |
| PRINCIPALS & VP SALARIES | 5,276,557 | -277,000 | | 40,565 | | 15,000 | 156,154 | | | | 5,211,276 | | | | | | | 5,211,276 |
| TEACHERS SALARIES | 42,086,838 | | | 13,800 | | -284,000 | | | | | 41,816,638 | | 110,000 | | -99,724 | | | 41,826,914 |
| SUPPORT STAFF SALARIES | 6,939,516 | 77,000 | | | | -150,788 | | | | | 6,865,728 | | | | | -33,500 | | 6,832,228 |
| EDUCATIONAL ASSISTANTS SALARIES | 9,472,037 | | | 19,051 | | | | | | | 9,491,088 | | | | | | | 9,491,088 |
| OTHER PROFESSIONAL SALARIES | 3,105,719 | 88,150 | | 71,875 | | 81,764 | 94,107 | | | | 3,441,615 | 100,000 | | | | | | 3,541,615 |
| SUBSTITUTE SALARIES | 3,784,458 | -104,192 | | | | 250,000 | | | | | 3,930,266 | | | | | | | 3,930,266 |
| EMPLOYEE BENEFITS | 18,634,561 | -66,085 | | 36,348 | | -59,135 | 37,539 | 754,983 | | -1,384 | 19,336,827 | 25,000 | 27,500 | | -25,000 | -6,400 | | 19,357,927 |
| STAFF SALARIES (INCLUDING BENEFITS) | 89,299,686 | -282,127 | 0 | 181,639 | 0 | -147,159 | 287,800 | 754,983 | 0 | -1,384 | 90,093,439 | 125,000 | 137,500 | - | -124,724 | -39,900 | 0 | 90,191,315 |
| SERVICES | 2,674,485 | -147,000 | -62,000 | -80,000 | | 67,363 | | | 12,450 | | 2,465,298 | | | | | | -16,664 | 2,448,634 |
| LEGAL COSTS | 93,677 | | | | | | | | | | 93,677 | 30,000 | | | | | | 63,677 |
| STUDENT TRANSPORTATION | 179,150 | | | | | | | | | | 179,150 | | | | | | | 179,150 |
| PROFESSIONAL DEVELOPMENT & TRAVEL | 556,271 | | | | | | | | | | 556,271 | | | 50,000 | | | -3,080 | 603,191 |
| RENTALS & LEASES | 290,373 | | | | | | | | 3,500 | | 293,873 | | | | | | | 293,873 |
| DUES & FEES | 107,088 | | | | | | | | | | 107,088 | | | | | | | 107,088 |
| INSURANCE | 184,830 | | | | | | | | | | 184,830 | | | | | | | 184,830 |
| SUPPLIES | 1,972,779 | -150,610 | | | | | | | 20,000 | -63,926 | 1,778,243 | | | | | | -43,533 | 1,734,710 |
| UTILITIES | 584,439 | | | | | | | | | | 584,439 | | | | | | | 584,439 |
| GAS - HEAT | 278,790 | | | | | | | | | | 278,790 | | | | | | | 278,790 |
| CARBON TAX EXP | 31,000 | | | | | | | | | | 31,000 | | | | | | | 31,000 |
| WATER & SEWAGE | 240,432 | | | | | | | | | | 240,432 | | | | | | | 240,432 |
| GARBAGE & RECYCLE | 102,386 | | | | | | | | | | 102,386 | | | | | | | 102,386 |
| FURNITURE & EQUIPMENT REPLACEMENT | 440,960 | -77,500 | | | | | | | | | 291,960 | | | | | | | 291,960 |
| COMPUTER & EQUIPMENT REPLACEMENT | 675,720 | -119,000 | | | | | | | | | 556,720 | | | | | | | 556,720 |
| LOCAL CAPITAL | 575,000 | -575,000 | | | | | | | | | 0 | | | | | | | - |
| Total Expense | 98,287,066 | -1,351,237 | -62,000 | 101,639 | 0 | -79,796 | 287,800 | 754,983 | 35,950 | -136,810 | 97,837,596 | 95,000 | 137,500 | 50,000 | -124,724 | -39,900 | -63,277 | 97,892,195 |
| Opening Accumulated Surplus (per FS) | 2,069,644 | | | | | | | | | | 2,069,644 | | | | | | | 2,069,644 |
| Effects on Surplus Reserve | -0 | 1,332,237 | 62,000 | -101,639 | -543,874 | 79,796 | -287,800 | -754,983 | -35,950 | 136,810 | -113,404 | -95,000 | -137,500 | -50,000 | 124,724 | 39,900 | 63,277 | -168,003 |
| Anticipated ending surplus | 2,069,644 | | | | | | | | | | 1,956,240 | | | | | | | 1,901,641 |

Annual Budget

School District No. 40 (New Westminster)

June 30, 2027

School District No. 40 (New Westminster)

June 30, 2027

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 40 (New Westminister) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$123,332,027 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE 28th DAY OF APRIL, 2026;

READ A SECOND TIME THE 28th DAY OF APRIL, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 28th DAY OF APRIL, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 40 (New Westminister) Annual Budget Bylaw 2026/2027, adopted by the Board the 28th DAY OF APRIL, 2026.

Secretary Treasurer

School District No. 40 (New Westminster)

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|-----------------------|-------------------------------|
| Ministry Operating Grant Funded FTE's | | |
| School-Age | 7,974.215 | 8,077.750 |
| Adult | 99.625 | 94.625 |
| Total Ministry Operating Grant Funded FTE's | 8,073.840 | 8,172.375 |
| Revenues | | |
| | \$ | \$ |
| Provincial Grants | | |
| Ministry of Education and Child Care | 108,240,232 | 110,088,890 |
| Other | 219,623 | 226,997 |
| Tuition | 2,675,500 | 2,675,500 |
| Other Revenue | 2,349,075 | 2,613,928 |
| Rentals and Leases | 795,237 | 795,237 |
| Investment Income | 300,000 | 295,000 |
| Amortization of Deferred Capital Revenue | 7,237,302 | 6,684,662 |
| Total Revenue | 121,816,969 | 123,380,214 |
| Expenses | | |
| Instruction | 99,407,037 | 100,864,700 |
| District Administration | 4,948,000 | 4,827,590 |
| Operations and Maintenance | 16,743,112 | 15,842,558 |
| Transportation and Housing | 893,099 | 989,624 |
| Total Expense | 121,991,248 | 122,524,472 |
| Net Revenue (Expense) | (174,279) | 855,742 |
| Budgeted Allocation (Retirement) of Surplus (Deficit) | 168,002 | |
| Budgeted Surplus (Deficit), for the year | (6,277) | 855,742 |
| Budgeted Surplus (Deficit), for the year comprised of: | | |
| Operating Fund Surplus (Deficit) | | |
| Special Purpose Fund Surplus (Deficit) | | |
| Capital Fund Surplus (Deficit) | (6,277) | 855,742 |
| Budgeted Surplus (Deficit), for the year | (6,277) | 855,742 |

School District No. 40 (New Westminster)

Annual Budget - Revenue and Expense
Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|-----------------------|-------------------------------|
| Budget Bylaw Amount | | |
| Operating - Total Expense | 97,043,514 | 96,595,386 |
| Operating - Tangible Capital Assets Purchased | 848,680 | 1,116,680 |
| Special Purpose Funds - Total Expense | 16,628,376 | 18,187,648 |
| Special Purpose Funds - Tangible Capital Assets Purchased | 217,099 | 215,838 |
| Capital Fund - Total Expense | 8,319,358 | 7,741,438 |
| Capital Fund - Tangible Capital Assets Purchased from Local Capital | 275,000 | |
| Total Budget Bylaw Amount | 123,332,027 | 123,856,990 |

Approved by the Board

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

DRAFT

School District No. 40 (New Westminster)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|----------------------------|-------------------------------|
| | \$ | \$ |
| Surplus (Deficit) for the year | <u>(174,279)</u> | <u>855,742</u> |
| Effect of change in Tangible Capital Assets | | |
| Acquisition of Tangible Capital Assets | | |
| From Operating and Special Purpose Funds | (1,065,779) | (1,332,518) |
| From Local Capital | (275,000) | - |
| From Deferred Capital Revenue | (22,107,868) | (20,997,812) |
| Total Acquisition of Tangible Capital Assets | <u>(23,448,647)</u> | <u>(22,330,330)</u> |
| Amortization of Tangible Capital Assets | 8,319,358 | 7,741,438 |
| Total Effect of change in Tangible Capital Assets | <u>(15,129,289)</u> | <u>(14,588,892)</u> |
| Acquisitions of Prepaid Expenses | (500,000) | (500,000) |
| Use of Prepaid Expenses | 500,000 | 500,000 |
| | - | - |
| (Increase) Decrease in Net Financial Assets (Debt) | <u><u>(15,303,568)</u></u> | <u><u>(13,733,150)</u></u> |

School District No. 40 (New Westminster)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2027

| | 2027 Annual Budget \$ | 2026 Amended Annual Budget \$ |
|--|-----------------------------|-------------------------------------|
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 93,509,903 | 94,053,777 |
| Other | 81,377 | 81,377 |
| Tuition | 2,675,500 | 2,675,500 |
| Other Revenue | 372,175 | 391,175 |
| Rentals and Leases | 795,237 | 795,237 |
| Investment Income | 290,000 | 290,000 |
| Total Revenue | 97,724,192 | 98,287,066 |
| Expenses | | |
| Instruction | 83,360,225 | 83,362,916 |
| District Administration | 4,858,490 | 4,738,080 |
| Operations and Maintenance | 8,362,937 | 8,032,528 |
| Transportation and Housing | 461,862 | 461,862 |
| Total Expense | 97,043,514 | 96,595,386 |
| Net Revenue (Expense) | 680,678 | 1,691,680 |
| Budgeted Prior Year Surplus Appropriation | 168,002 | - |
| Net Transfers (to) from other funds | | |
| Tangible Capital Assets Purchased | (848,680) | (1,116,680) |
| Local Capital | - | (575,000) |
| Total Net Transfers | (848,680) | (1,691,680) |
| Budgeted Surplus (Deficit), for the year | - | - |

School District No. 40 (New Westminster)

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|-----------------------|-------------------------------|
| | \$ | \$ |
| Provincial Grants - Ministry of Education and Child Care | | |
| Operating Grant, Ministry of Education and Child Care | 92,176,896 | 92,395,770 |
| Other Ministry of Education and Child Care Grants | | |
| Pay Equity | 521,853 | 521,853 |
| Funding for Graduated Adults | 561,894 | 561,894 |
| Student Transportation Fund | 6,073 | 6,073 |
| Foundation Skills Assessment (FSA) Scorer Grant | 8,187 | 8,187 |
| Child Care Funding | 60,000 | 60,000 |
| Operating Grant, February Recalculation | - | 500,000 |
| Labour Settlement Funding - Exempt (estimated) | 175,000 | - |
| Total Provincial Grants - Ministry of Education and Child Care | 93,509,903 | 94,053,777 |
| Provincial Grants - Other | 81,377 | 81,377 |
| Tuition | | |
| Continuing Education | 15,500 | 15,500 |
| International and Out of Province Students | 2,660,000 | 2,660,000 |
| Total Tuition | 2,675,500 | 2,675,500 |
| Other Revenues | | |
| Miscellaneous | | |
| Cafeteria | 224,000 | 224,000 |
| Miscellaneous | 148,175 | 167,175 |
| Total Other Revenue | 372,175 | 391,175 |
| Rentals and Leases | 795,237 | 795,237 |
| Investment Income | 290,000 | 290,000 |
| Total Operating Revenue | 97,724,192 | 98,287,066 |

School District No. 40 (New Westminster)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|-------------------------------------|-----------------------|-------------------------------|
| | \$ | \$ |
| Salaries | | |
| Teachers | 41,826,914 | 42,086,840 |
| Principals and Vice Principals | 5,211,276 | 5,276,555 |
| Educational Assistants | 9,491,088 | 9,472,037 |
| Support Staff | 6,832,228 | 6,939,516 |
| Other Professionals | 3,541,615 | 3,105,719 |
| Substitutes | 3,930,266 | 3,784,458 |
| Total Salaries | 70,833,387 | 70,665,125 |
| Employee Benefits | 19,357,927 | 18,634,561 |
| Total Salaries and Benefits | 90,191,314 | 89,299,686 |
| Services and Supplies | | |
| Services | 2,512,311 | 2,768,162 |
| Student Transportation | 179,150 | 179,150 |
| Professional Development and Travel | 603,191 | 556,271 |
| Rentals and Leases | 293,873 | 290,373 |
| Dues and Fees | 107,088 | 107,088 |
| Insurance | 184,830 | 184,830 |
| Supplies | 1,734,710 | 1,972,779 |
| Utilities | 1,237,047 | 1,237,047 |
| Total Services and Supplies | 6,852,200 | 7,295,700 |
| Total Operating Expense | 97,043,514 | 96,595,386 |

School District No. 40 (New Westminster)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

| | Teachers Salaries | Principals and Vice Principals Salaries | Educational Assistants Salaries | Support Staff Salaries | Other Professionals Salaries | Substitutes Salaries | Total Salaries |
|---|-------------------|---|---------------------------------|------------------------|------------------------------|----------------------|-------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | | |
| 1.02 Regular Instruction | 32,630,646 | 821,236 | | 334,623 | | 2,484,744 | 36,271,249 |
| 1.03 Career Programs | 396,279 | | | 182,000 | | 2,000 | 580,279 |
| 1.07 Library Services | 262,151 | | | 58,593 | | 32,032 | 352,776 |
| 1.08 Counselling | 1,030,947 | | | 67,990 | | 11,000 | 1,109,937 |
| 1.10 Inclusive Education | 2,933,652 | 169,950 | 9,413,318 | 56,368 | 187,338 | 1,037,980 | 13,798,606 |
| 1.20 Early Learning and Child Care | | | 25,818 | 84,286 | | | 110,104 |
| 1.30 English Language Learning | 2,785,232 | | | | | 67,000 | 2,852,232 |
| 1.31 Indigenous Education | 300,441 | 140,829 | | | | | 441,270 |
| 1.41 School Administration | | 3,956,219 | | 1,530,598 | | 63,090 | 5,549,907 |
| 1.60 Summer School | 287,746 | 31,075 | 51,952 | | | 1,000 | 371,773 |
| 1.61 Continuing Education | 620,839 | 85,993 | | 76,582 | | 4,708 | 788,122 |
| 1.62 International and Out of Province Students | 577,970 | | | 61,770 | 317,479 | 2,000 | 959,219 |
| Total Function 1 | 41,825,903 | 5,205,302 | 9,491,088 | 2,452,810 | 504,817 | 3,705,554 | 63,185,474 |
| 4 District Administration | | | | | | | |
| 4.11 Educational Administration | | | | 231,475 | 777,671 | 3,000 | 1,012,146 |
| 4.40 School District Governance | | 5,974 | | | 215,096 | | 221,070 |
| 4.41 Business Administration | 1,011 | | | 580,671 | 1,462,229 | 15,320 | 2,059,231 |
| Total Function 4 | 1,011 | 5,974 | - | 812,146 | 2,454,996 | 18,320 | 3,292,447 |
| 5 Operations and Maintenance | | | | | | | |
| 5.41 Operations and Maintenance Administration | | | | 124,871 | 581,802 | 3,500 | 710,173 |
| 5.50 Maintenance Operations | | | | 2,856,194 | | 181,700 | 3,037,894 |
| 5.52 Maintenance of Grounds | | | | 350,071 | | 10,000 | 360,071 |
| 5.56 Utilities | | | | | | | - |
| Total Function 5 | - | - | - | 3,331,136 | 581,802 | 195,200 | 4,108,138 |
| 7 Transportation and Housing | | | | | | | |
| 7.70 Student Transportation | | | | 236,136 | | 11,192 | 247,328 |
| Total Function 7 | - | - | - | 236,136 | - | 11,192 | 247,328 |
| 9 Debt Services | | | | | | | |
| Total Function 9 | - | - | - | - | - | - | - |
| Total Functions 1 - 9 | 41,826,914 | 5,211,276 | 9,491,088 | 6,832,228 | 3,541,615 | 3,930,266 | 70,833,387 |

School District No. 40 (New Westminster)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

| | Total Salaries | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|-------------------|-------------------|-----------------------------|-----------------------|--------------------|----------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | |
| 1.02 Regular Instruction | 36,271,249 | 9,776,224 | 46,047,473 | 1,866,082 | 47,913,555 | 47,714,888 |
| 1.03 Career Programs | 580,279 | 158,922 | 739,201 | 143,000 | 882,201 | 862,676 |
| 1.07 Library Services | 352,776 | 93,143 | 445,919 | 52,828 | 498,747 | 496,347 |
| 1.08 Counselling | 1,109,937 | 245,021 | 1,354,958 | 11,831 | 1,366,789 | 1,327,039 |
| 1.10 Inclusive Education | 13,798,606 | 4,263,838 | 18,062,444 | 194,597 | 18,257,041 | 17,924,644 |
| 1.20 Early Learning and Child Care | 110,104 | 28,236 | 138,340 | 4,000 | 142,340 | 133,340 |
| 1.30 English Language Learning | 2,852,232 | 786,441 | 3,638,673 | 6,020 | 3,644,693 | 3,917,193 |
| 1.31 Indigenous Education | 441,270 | 129,879 | 571,149 | 77,363 | 648,512 | 700,192 |
| 1.41 School Administration | 5,549,907 | 1,406,843 | 6,956,750 | 37,607 | 6,994,357 | 6,986,043 |
| 1.60 Summer School | 371,773 | 86,999 | 458,772 | 5,492 | 464,264 | 463,223 |
| 1.61 Continuing Education | 788,122 | 141,316 | 929,438 | 10,631 | 940,069 | 937,188 |
| 1.62 International and Out of Province Students | 959,219 | 277,263 | 1,236,482 | 371,175 | 1,607,657 | 1,900,143 |
| Total Function 1 | 63,185,474 | 17,394,125 | 80,579,599 | 2,780,626 | 83,360,225 | 83,362,916 |
| 4 District Administration | | | | | | |
| 4.11 Educational Administration | 1,012,146 | 256,954 | 1,269,100 | 261,077 | 1,530,177 | 1,345,088 |
| 4.40 School District Governance | 221,070 | 16,378 | 237,448 | 104,398 | 341,846 | 416,896 |
| 4.41 Business Administration | 2,059,231 | 461,198 | 2,520,429 | 466,038 | 2,986,467 | 2,976,096 |
| Total Function 4 | 3,292,447 | 734,530 | 4,026,977 | 831,513 | 4,858,490 | 4,738,080 |
| 5 Operations and Maintenance | | | | | | |
| 5.41 Operations and Maintenance Administration | 710,173 | 125,135 | 835,308 | 173,015 | 1,008,323 | 889,723 |
| 5.50 Maintenance Operations | 3,037,894 | 966,663 | 4,004,557 | 1,636,370 | 5,640,927 | 5,521,869 |
| 5.52 Maintenance of Grounds | 360,071 | 109,907 | 469,978 | 59,082 | 529,060 | 436,309 |
| 5.56 Utilities | - | - | - | 1,184,627 | 1,184,627 | 1,184,627 |
| Total Function 5 | 4,108,138 | 1,201,705 | 5,309,843 | 3,053,094 | 8,362,937 | 8,032,528 |
| 7 Transportation and Housing | | | | | | |
| 7.70 Student Transportation | 247,328 | 27,567 | 274,895 | 186,967 | 461,862 | 461,862 |
| Total Function 7 | 247,328 | 27,567 | 274,895 | 186,967 | 461,862 | 461,862 |
| 9 Debt Services | | | | | | |
| Total Function 9 | - | - | - | - | - | - |
| Total Functions 1 - 9 | 70,833,387 | 19,357,927 | 90,191,314 | 6,852,200 | 97,043,514 | 96,595,386 |

School District No. 40 (New Westminster)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2027

| | 2027 | 2026 Amended |
|---|----------------------|-------------------|
| | Annual Budget | Annual Budget |
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 14,730,329 | 16,035,113 |
| Other | 138,246 | 145,620 |
| Other Revenue | 1,976,900 | 2,222,753 |
| Total Revenue | 16,845,475 | 18,403,486 |
| Expenses | | |
| Instruction | 16,046,812 | 17,501,784 |
| District Administration | 89,510 | 89,510 |
| Operations and Maintenance | 92,054 | 92,054 |
| Transportation and Housing | 400,000 | 504,300 |
| Total Expense | 16,628,376 | 18,187,648 |
| Net Revenue (Expense) | 217,099 | 215,838 |
| Net Transfers (to) from other funds | | |
| Tangible Capital Assets Purchased | (217,099) | (215,838) |
| Total Net Transfers | (217,099) | (215,838) |
| Budgeted Surplus (Deficit), for the year | - | - |

School District No. 40 (New Westminster)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2027

| | Annual Facility Grant | Learning Improvement Fund | Scholarships and Bursaries | School Generated Funds | Strong Start | Ready, Set, Learn | OLEP | CommunityLINK | Classroom Enhancement Fund - Overhead |
|---|-----------------------|---------------------------|----------------------------|------------------------|--------------|-------------------|---------|---------------|---------------------------------------|
| | \$ | \$ | \$ | \$ | \$ | | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | - | - | 447,455 | 574,288 | - | - | - | - | - |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 237,294 | 319,072 | | | 102,000 | 22,050 | 184,744 | 1,738,062 | 425,529 |
| Provincial Grants - Other | | | 120,000 | 1,750,000 | | | | 13,000 | |
| Other | | | | | | | | | |
| | 237,294 | 319,072 | 120,000 | 1,750,000 | 102,000 | 22,050 | 184,744 | 1,751,062 | 425,529 |
| Less: Allocated to Revenue | 237,294 | 319,072 | 140,000 | 1,800,000 | 102,000 | 22,050 | 184,744 | 1,751,062 | 425,529 |
| Deferred Revenue, end of year | - | - | 427,455 | 524,288 | - | - | - | - | - |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 237,294 | 319,072 | | | 102,000 | 22,050 | 184,744 | 1,738,062 | 425,529 |
| Provincial Grants - Other | | | 140,000 | 1,800,000 | | | | 13,000 | |
| Other Revenue | | | | | | | | | |
| | 237,294 | 319,072 | 140,000 | 1,800,000 | 102,000 | 22,050 | 184,744 | 1,751,062 | 425,529 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | | | | | | | 73,000 | 570,766 | |
| Principals and Vice Principals | | | | | | | | | 24,000 |
| Educational Assistants | | 255,348 | | | | | | 746,338 | |
| Support Staff | | | | | 77,310 | | | | 178,431 |
| Other Professionals | | | | | | | | 50,934 | |
| Substitutes | | | | | 2,060 | 10,560 | 15,088 | | 107,670 |
| | - | 255,348 | - | - | 79,370 | 10,560 | 88,088 | 1,368,038 | 310,101 |
| Employee Benefits | | 63,724 | | | 20,130 | 1,490 | 22,022 | 341,024 | 76,928 |
| Services and Supplies | 20,195 | | 140,000 | 1,800,000 | 2,500 | 10,000 | 74,634 | 42,000 | 38,500 |
| | 20,195 | 319,072 | 140,000 | 1,800,000 | 102,000 | 22,050 | 184,744 | 1,751,062 | 425,529 |
| Net Revenue (Expense) before Interfund Transfers | 217,099 | - | - | - | - | - | - | - | - |
| Interfund Transfers | | | | | | | | | |
| Tangible Capital Assets Purchased | (217,099) | | | | | | | | |
| | (217,099) | - | - | - | - | - | - | - | - |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |
| Additional Expenses funded by, and reported in, the Operating Fund | | 37,000 | | | | | | | |

School District No. 40 (New Westminster)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2027

| | Classroom Enhancement Fund - Staffing | Mental Health in Schools | ECL Early Care & Learning | Feeding Futures Fund | Professional Learning Grant | National School Food Program | Work Experience Enhancement | Transitional Bus Funding | Apprentice Program |
|---|---|--------------------------------|---------------------------------|----------------------------|-----------------------------------|---------------------------------|-----------------------------------|-----------------------------|-----------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | - | - | 564,796 | - | - | - | - | - | - |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 10,025,343 | 52,000 | | 867,412 | | 136,350 | | 400,000 | |
| Provincial Grants - Other | | | | | | | | | 120,200 |
| Other | | | | | | | | | |
| | 10,025,343 | 52,000 | - | 867,412 | - | 136,350 | - | 400,000 | 120,200 |
| Less: Allocated to Revenue | 10,025,343 | 52,000 | 220,473 | 867,412 | - | 136,350 | - | 400,000 | 120,200 |
| Deferred Revenue, end of year | - | - | 344,323 | - | - | - | - | - | - |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 10,025,343 | 52,000 | 220,473 | 867,412 | | 136,350 | | 400,000 | |
| Provincial Grants - Other | | | | | | | | | 120,200 |
| Other Revenue | | | | | | | | | |
| | 10,025,343 | 52,000 | 220,473 | 867,412 | - | 136,350 | - | 400,000 | 120,200 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | 8,020,274 | 41,600 | | | | | | | |
| Principals and Vice Principals | | | | | | | | | |
| Educational Assistants | | | | | | | | | |
| Support Staff | | | 71,378 | 50,985 | | | | | |
| Other Professionals | | | 100,000 | 54,474 | | | | | |
| Substitutes | | | | | | | | | 12,000 |
| | 8,020,274 | 41,600 | 171,378 | 105,459 | - | - | - | - | 12,000 |
| Employee Benefits | 2,005,069 | 10,400 | 44,095 | 28,865 | | | | | 4,584 |
| Services and Supplies | | | 5,000 | 733,088 | | 136,350 | | 400,000 | 103,616 |
| | 10,025,343 | 52,000 | 220,473 | 867,412 | - | 136,350 | - | 400,000 | 120,200 |
| Net Revenue (Expense) before Interfund Transfers | - | - | - | - | - | - | - | - | - |
| Interfund Transfers | | | | | | | | | |
| Tangible Capital Assets Purchased | - | - | - | - | - | - | - | - | - |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |
| Additional Expenses funded by, and reported in, the Operating Fund | | | | | | | | | |

School District No. 40 (New Westminster)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

| | <u>Other</u> | <u>TOTAL</u> |
|---|---------------|--------------------------|
| | \$ | \$ |
| Deferred Revenue, beginning of year | - | 1,586,539 |
| Add: Restricted Grants | | |
| Provincial Grants - Ministry of Education and Child Care | | 14,509,856 |
| Provincial Grants - Other | 18,046 | 138,246 |
| Other | 23,900 | 1,906,900 |
| | <u>41,946</u> | <u>16,555,002</u> |
| Less: Allocated to Revenue | 41,946 | 16,845,475 |
| Deferred Revenue, end of year | <u>-</u> | <u>1,296,066</u> |
| Revenues | | |
| Provincial Grants - Ministry of Education and Child Care | | 14,730,329 |
| Provincial Grants - Other | 18,046 | 138,246 |
| Other Revenue | 23,900 | 1,976,900 |
| | <u>41,946</u> | <u>16,845,475</u> |
| Expenses | | |
| Salaries | | |
| Teachers | | 8,705,640 |
| Principals and Vice Principals | | 24,000 |
| Educational Assistants | | 1,001,686 |
| Support Staff | 32,456 | 410,560 |
| Other Professionals | | 205,408 |
| Substitutes | 2,298 | 149,676 |
| | <u>34,754</u> | <u>10,496,970</u> |
| Employee Benefits | 4,092 | 2,622,423 |
| Services and Supplies | 3,100 | 3,508,983 |
| | <u>41,946</u> | <u>16,628,376</u> |
| Net Revenue (Expense) before Interfund Transfers | <u>-</u> | <u>217,099</u> |
| Interfund Transfers | | |
| Tangible Capital Assets Purchased | | (217,099) |
| | <u>-</u> | <u>(217,099)</u> |
| Net Revenue (Expense) | <u>-</u> | <u>-</u> |
| Additional Expenses funded by, and reported in, the Operating Fund | | 37,000 |

School District No. 40 (New Westminster)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2027

| | 2027 Annual Budget | | | 2026 Amended Annual Budget |
|--|--|------------------|--------------------|-------------------------------|
| | Invested in Tangible Capital Assets | Local Capital | Fund Balance | |
| | \$ | \$ | \$ | \$ |
| Revenues | | | | |
| Investment Income | | 10,000 | 10,000 | 5,000 |
| Amortization of Deferred Capital Revenue | 7,237,302 | | 7,237,302 | 6,684,662 |
| Total Revenue | 7,237,302 | 10,000 | 7,247,302 | 6,689,662 |
| Expenses | | | | |
| Amortization of Tangible Capital Assets | | | | |
| Operations and Maintenance | 8,288,121 | | 8,288,121 | 7,717,976 |
| Transportation and Housing | 31,237 | | 31,237 | 23,462 |
| Total Expense | 8,319,358 | - | 8,319,358 | 7,741,438 |
| Net Revenue (Expense) | (1,082,056) | 10,000 | (1,072,056) | (1,051,776) |
| Net Transfers (to) from other funds | | | | |
| Tangible Capital Assets Purchased | 1,065,779 | | 1,065,779 | 1,332,518 |
| Local Capital | | | - | 575,000 |
| Total Net Transfers | 1,065,779 | - | 1,065,779 | 1,907,518 |
| Other Adjustments to Fund Balances | | | | |
| Tangible Capital Assets Purchased from Local Capital | 275,000 | (275,000) | - | |
| Total Other Adjustments to Fund Balances | 275,000 | (275,000) | - | |
| Budgeted Surplus (Deficit), for the year | 258,723 | (265,000) | (6,277) | 855,742 |

Preliminary Budget 2026/27

With Three-Year Financial Plan

April 28, 2026



New
Westminster
Schools

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1.0 INTRODUCTION

The following preliminary budget companion guide should be read in conjunction with the 2026/27 Annual Budget of School District No. 40 (New Westminster) (the “District”).

The purpose of the budget companion guide is to provide context and explanations that enhance the reader’s understanding of the District’s annual budget.

The District operates under the authority of the School Act of British Columbia (the “School Act”). In accordance with the School Act, school districts in the province must approve a balanced budget for the upcoming fiscal year and submit it to the Ministry of Education and Child Care (the “Ministry”) by June 30th.

This budget has been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

As required by the Ministry and Public Sector Accounting Standards (“PSAS”), the District tracks and reports revenue and expenditures under three separate funds (operating, special purpose, and capital). Budgets for each of the funds are presented in the schedules of the annual budget.

Operating Fund: The operating fund includes operating grants and other revenues used to fund day-to-day operations including instructional programs, school and district administration, facility operations, maintenance, and transportation.

Special Purpose Fund: Special purpose funds consist of targeted funding provided to the District by the Ministry and other sources for a specific purpose. Each special purpose fund must be accounted for in accordance with the terms of the funding.

Capital Fund: The capital fund includes capital expenditures related to equipment and facility purchases and enhancements. Capital expenditures are primarily funded by the Province of British Columbia, with additional funding provided through locally generated District capital funds, third-party contributors and operating and special purpose funds.

The preparation of the budget companion guide is the responsibility of management.

2.0 DISTRICT OVERVIEW

The 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.

The District services the learning needs of approximately 7,900 students in the City of New Westminster and employs more than 1,000 teaching and support staff who are dedicated to supporting student success. The District provides K-12 educational services in 8 elementary schools, 3 middle schools and one secondary school and also provides a number of alternate education programs and programs of choice, including French Immersion, Montessori and an International Baccalaureate program.

Strategic Plan

All decisions made by the Board of Education of School District No. 40 (New Westminster) (the “Board”) are guided by our vision, mission and core values as determined through deep consultation with our partner groups and community. The District’s initiatives and resources are all aligned to our strategic plan which is built on our foundation of creating an inspired learning community by championing lifelong learning through enriching educational experiences.

In 2025, the Board approved its 5-year strategic plan which serves as a roadmap grounded in the collective wisdom of our students, staff, families and community. Across the District, our shared priorities, along with our school-based and department-specific goals and actions, amplify and enhance each other. We are proud to have a consultative model that coordinates budget planning and resource allocation activities with inclusive partner group feedback based on the District’s vision, goals and objectives.

Vision

An inspired learning community.

Mission

Champion lifelong learning through enriching educational experiences.

Values

- **Connection:** We foster meaningful relationships to achieve shared goals and a sense of belonging.
- **Empathy:** We care for and respect one another, and celebrate the unique experiences each of us brings.
- **Resiliency:** We equip people with the skills to navigate challenges, adapt to change, and turn obstacles into opportunities for growth.
- **Curiosity:** We inspire exploration and make space for play in learning.

Collectively, we, as a learning community are committed to following our strategic focus areas of *Student Experience, Systems of Care and Support and Organizational Capacity.*



3.0 BUDGET PROCESS AND CONSULTATION

We strive to ensure that budget input and resource allocations are connected to and aligned with our strategic plan. This model is an integral part of the District's operating culture. All budget decisions made by the District are guided by our vision, mission and core values and specifically guided by the following principles:

- **Alignment to our strategic plan** – priorities implemented must be aligned with the District's strategic directions;
- **Fiscally responsible** – proposed changes reflect prudent spending and balance new priorities with identified efficiencies;
- **Maximize returns** – priorities implemented must balance results and investments to maximize returns on student learning outcomes; and
- **Future oriented** – proposed changes are thoughtful and stand the test of time rather than being reactionary in nature.

In order to achieve these principles, we remain committed to the following as part of our budget process:

- providing timely and accurate budget information;
- receiving budget input and feedback;
- prioritizing budget requests for the upcoming budget year;
- allocating available resources to best meet requests that align with the strategic plan; and
- communicating the outcomes effectively for transparency and accountability.

The consultation process has been a two-way dialogue between the Board and its partner groups to define priorities for the future. It has allowed for valuable input into the District's direction and decision making.

The following represents the various means the District employs to connect with our partner groups who include the New Westminister Teachers' Union ("NWTU"), CUPE 409, New Westminister Principals' and Vice Principals' Association, District Parent Advisory Council ("DPAC"), Student Voice and the Indigenous Education Council:

- Two-week budget survey
- Partner group submission and presentation at the March Board meeting
- Consultation with partner groups through the Coordinating Committee
- Student symposium
- Email address for dedicated budget feedback
- President's council meeting
- DPAC meeting attendance
- School newsletter and social media notification to encourage participation in the budget process



The consultations and feedback we seek are based on the priorities that are identified by our leadership team, which are driven off the strategic plan but informed and prioritized through ongoing work throughout the year with partner groups. These lead to more focused consultations during our engagement process to further gather relevant input on how the suggested priorities resonate with partner groups. The feedback gathered is compiled and, as necessary, the proposed budget and strategies for the upcoming year are accepted or modified accordingly, prior to the Superintendent Recommendations presented to the Board regarding the upcoming year's budget.

The table below outlines the budget process timeline for the 2026/27 year and the various opportunities for partner group engagement. There are multiple avenues to interact and share feedback in advance of the Board's approval of the preliminary budget.

| | |
|------------------------|--|
| December 16, 2025 | Approval of the 2026/27 budget process |
| February 13, 2026 | Submission of three-year enrolments to Ministry |
| February 16 – 27, 2026 | Budget survey |
| February 24, 2026 | Approval of the 2025/26 amended budget |
| March 10, 2026 | Presentation of budget survey results and partner group presentations |
| March 12, 2026 | Ministry funding announcement for 2026/27 |
| April 14, 2026 | Coordinating Committee meeting on budget (Trustees, NWTU President, CUPE 409 President, DPAC Chair, principal representatives, Indigenous Education Council Chair) |
| April 28, 2026 | Superintendent budget recommendations for 2026/27 and complete all three readings of the budget bylaw |

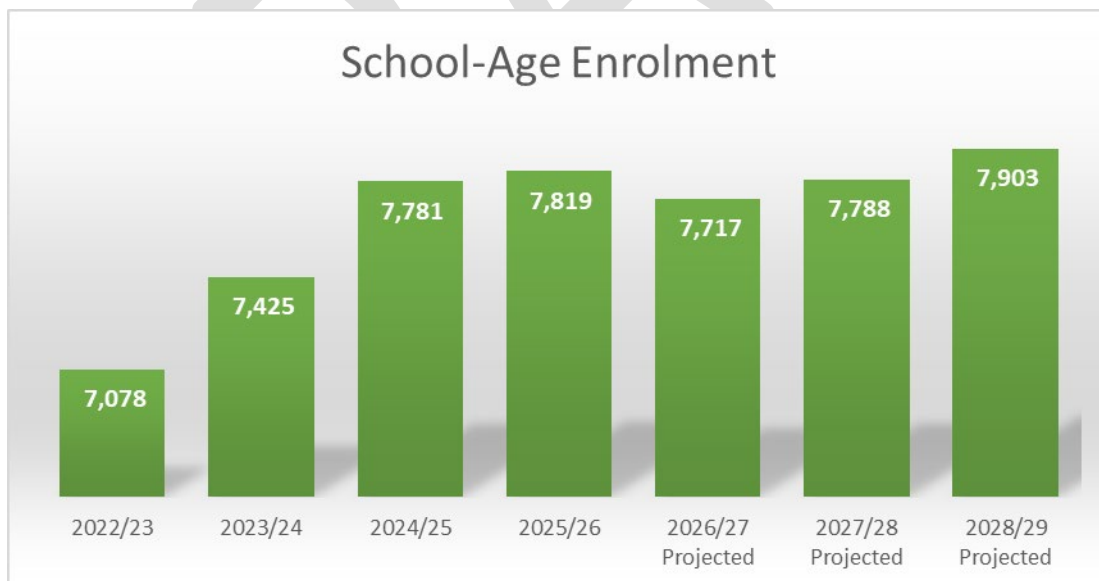
4.0 STUDENT ENROLMENT

The District is funded primarily through an operating grant received from the Ministry. The operating grant is based on student enrolment which is compiled through a data collection process called 1701 in September, February, May and July. The District receives a fixed amount per full-time equivalent (“FTE”) student. The District also receives supplementary grants for students who are identified as having unique needs and for other demographic and geographic factors.

District staffing levels are driven directly by student enrolment. Since salaries and benefits make up approximately 92 percent of the District’s operating expenses, reliable enrolment data is essential for financial planning. Each year the District completes an analysis of historical enrolment and student retention trends and reviews current population data and new municipal development approvals to develop an estimate of elementary, middle and secondary student FTE for the ensuing three budget years.

After many years of rapidly increasing enrolment, the District realized only a small increase for 2025/26 (0.5%) and is projecting a temporary decrease in enrolment for 2026/27. A decrease of 102 FTE (1.3%) is projected for 2026/27 with enrolment expected to increase, although at a slower rate, in 2027/28 and 2028/29.

The enrolment information presented below is school-age enrolment as of September each year and includes standard K-12 enrolment, continuing education, alternate schools and online learning.



Capacity

Tied to enrolment is the capacity constraints on our facilities to accommodate enrolment growth. Our District is currently experiencing significant capacity pressures brought on by a growing student population and a severe lack of space at our existing schools. Short-term challenges and bridging solutions needed to address the pressures have an impact on the District's operating budget.

The 2026/27 school year will see the following strategies implemented to address short-term capacity.

- Additional school portables;
- Relocating Early French Immersion program;
- Voluntary placement of grade 6 students at some elementary schools to take pressure off District middle schools;
- Refining of the five-block model at New Westminster Secondary School ("NWSS"); and

The District is currently completing a refresh of its Long Range Facilities Plan which is aimed at addressing the current school capacity pressures. One of the plan's major goals is to create recommendations to expand school infrastructure so the District can accommodate more students long-term. These recommendations are used in the District's requests to the Ministry for support.

The District's long-term strategies to address the capacity crisis includes the following capital projects.

- The Ministry announced the approval of an expansion to Queen Elizabeth Elementary in Queensborough, which will provide space for 21 classrooms.
- The Ministry announced the approval of a new elementary school in the Fraser River Zone, which will have capacity for 605 students.

Refer to section 7.0 for more details on current capital projects supported by the Provincial government.

5.0 OPERATING FUND BUDGET

The three-year financial plan for the operating fund budget is included in section 5.7.

For the 2026/27 school year, the operating fund base budget is estimated to be in a deficit of \$113,404. This structural deficit is in large part caused by unfunded costs such as inflation, increasing staff benefit premiums, salaries not covered by collective agreements, as well as the District's capacity pressures and the need to use operating funds for short-term strategies. These unfunded costs and cost pressures are discussed further in section 5.3.

The base budget makes the following assumptions/adjustments:

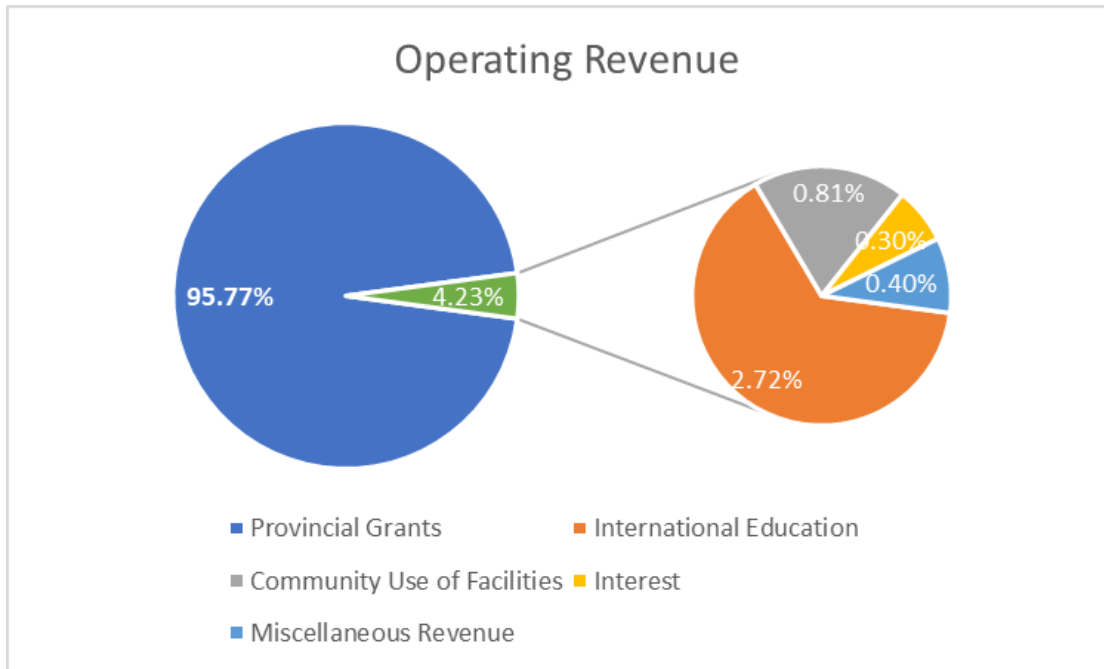
- Grant revenue is adjusted to align with enrolment projections in each year;
- Per-student funding rates and supplemental funding for diverse student needs and unique factors, if any, is adjusted each year and assumed to stay consistent in future years. Note that there was no change in rates for 2026/27;
- International enrolment changes and resulting impact on revenue;
- Staffing (support and teaching) adjustments needed to support classrooms;
- Known collective agreement wage increases and related funding for teachers and support staff are incorporated each year, however, at the time of budget approval, labour settlement funding for recently ratified collective agreements had not been announced and therefore no wage increases or related funding has been included in the 2026/27 base budget or three-year financial plan. It is assumed that labour settlement funding will fully fund the associated expenses;
- Replacement costs for teachers and support staff is adjusted based on historical trends and current staffing information in each year;
- Wage increases for principals, vice principals and exempt staff are included, consistent with prior year increases, and are at this point unfunded by government;
- Expected increases to the District's share of benefit plan premiums are factored in each year;
- Classroom enhancement funding has been adjusted based on expectations for 2026/27 school organizations;
- Portables funded from operating funds to accommodate enrolment are estimated based on the projected student enrolment in each year;
- One-time savings and surplus asks from the previous year are reversed; and
- Mid-year priorities approved by the Board in the previous school year have been annualized.



5.1 Operating Fund Revenue

The District receives the majority of its revenue from the B.C. provincial government, through the Ministry. Any changes to provincial grants will consequently have a significant impact on the District's budget.

The District's budgeted operating revenue for 2026/27 is presented as below.



Provincial Grants

Operating grant revenue is based on the preliminary operating grants announced by the Ministry on March 12, 2026. The District anticipates a decrease in operating grant revenue of \$218,874 for 2026/27. This decrease relates fully to enrolment decline, shown in section 4.0, as there was no change in the per student funding rates as determined by the Ministry.

International Education

Planned FTE levels for the 2026/27 school year are expected to remain at 160 FTE as the economic and geo-political climate is making it challenging to recruit international students. International enrolment levels for 2027/28 and 2028/29 are expected to remain constant, at approximately 160 FTE.

5.2 Operating Fund Expenses

The most significant portion of the District's expenses is salaries and benefits, which comprise 92% of the District's operating budget. The remaining 8% goes to services and supplies, tangible capital asset purchases and local capital transfers.

Salaries and Benefits

| | 2025/26 Amended Budget | 2026/27 Preliminary Budget | Increase (Decrease) |
|------------------------------------|------------------------------|----------------------------------|------------------------|
| Teachers | 42,086,838 | 41,826,914 | (259,924) |
| Principals and Vice Principals | 5,276,557 | 5,211,276 | (65,281) |
| Educational Assistants | 9,472,037 | 9,491,088 | 19,051 |
| Support Staff | 6,939,516 | 6,832,228 | (107,288) |
| Other Professionals | 3,105,719 | 3,541,615 | 435,896 |
| Substitutes | 3,784,458 | 3,930,266 | 145,808 |
| Total Salaries | 70,665,125 | 70,833,387 | 168,262 |
| Employee Benefits | 18,634,561 | 19,357,927 | 723,366 |
| Total Salaries and Benefits | 89,299,686 | 90,191,314 | 891,628 |

In the 2026/27 school year, salaries and benefits are estimated to increase by \$891,628. Increases relating to staffing adjustments, benefit costs, wage increases for non-unionized employees and priorities annualized or supported in the 2026/27 school year (see section 5.4) are offset by adjustments for declining enrolment and identified staffing reductions (see section 5.5).

The increase in salaries and benefits is summarized by function below.

| | 2025/26 Amended Budget | 2026/27 Preliminary Budget | Increase (Decrease) |
|------------------------------------|------------------------------|----------------------------------|------------------------|
| Instruction | 80,305,864 | 80,579,599 | 273,735 |
| Administration | 3,672,000 | 4,026,977 | 354,977 |
| Operations and Maintenance | 5,046,927 | 5,309,843 | 262,916 |
| Transportation | 274,895 | 274,895 | - |
| Total Salaries and Benefits | 89,299,686 | 90,191,314 | 891,628 |

The change in FTE is summarized by function below.

| | 2025/26 FTE | 2026/27 FTE | Increase (Decrease) |
|-----------------------------------|----------------|----------------|------------------------|
| <i>Instruction</i> | | | |
| Teachers | 490.5 | 481.7 | (8.8) |
| Educational Assistants | 213.0 | 215.0 | 2.0 |
| Support Staff | 67.5 | 57.1 | (10.4) |
| Principals and Vice-Principals | 31.0 | 29.6 | (1.4) |
| Other Professionals | 8.0 | 8.0 | - |
| | 810.0 | 791.5 | (18.5) |
| <i>Administration</i> | | | |
| Support Staff | 12.0 | 13.0 | 1.0 |
| Other Professionals | 13.0 | 15.0 | 2.0 |
| | 25.0 | 28.0 | 3.0 |
| <i>Operations and Maintenance</i> | | | |
| Support Staff | 51.0 | 52.0 | 1.0 |
| Other Professionals | 4.0 | 4.0 | - |
| | 55.0 | 56.0 | 1.0 |
| <i>Transportation</i> | | | |
| Support Staff | 18.0 | 18.0 | - |
| | | | |
| Total FTE | 908.0 | 893.5 | (14.5) |

Salaries and benefits expense in 2027/28 and 2028/29 are estimated based on the following assumptions:

- FTE changes for teachers, EAs and TTOCs for enrolment is based off of the three-year enrolment submission to the Ministry on February 13, 2026 and collective agreement ratio allocations;
- Wage increases and collective agreement enhancements for teachers and support staff will be fully funded by the Province. No increase has been considered for 2027/28 and 2028/29 as new collective agreements and/or labour settlement funding has not yet been approved;
- Wage increases for non-unionized staff are assumed to be consistent with prior year increases and it is assumed that they will not be funded by the Province, therefore no corresponding revenue has been included for 2027/28 and 2028/29; and
- Cost increases for employee benefit plan rates will not be provincially funded.

Services and Supplies

In 2026/27, services and supplies budgets have been increased to reflect non-discretionary cost increases for contracted services and supplies and for new priorities supported in the 2026/27 school year (see section 5.4). Offsetting this is a decrease to some services and supplies budgets due to declining enrolment. Where departmental efficiencies have been identified, services and supplies budgets have been reduced (see section 5.5).

Projections for 2027/28 and 2028/29 assume there will be CPI inflation for services and supplies of 2%. No changes to service levels and existing budget allocations are contemplated in these projections.

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5.3 Base Budget Unfunded Costs and Cost Pressures

The Ministry does not fund all costs relating to our education system. These costs, which are downloaded to Districts, must be absorbed within operating budgets. The following describes some unfunded pressures the District faces for the upcoming year, which are reflected in the base budget.

Benefits

The past three years has seen significant increases to the cost of extended health and dental benefit premiums for employees. The District funds between 85% and 100% of these benefit premiums for eligible employees, depending on the employee group. Claims utilization, inflation and plan enhancements have all contributed to the rate increases. In addition, enhancements to the Canada Pension Plan and Work Safe BC premiums have increased benefit costs for employers. Acknowledgement of these increased costs has not been reflected in operating grants. The District's estimated unfunded cost increase for 2026/27 is \$754,983.

Portables

We continue to experience capacity issues within the District. Nearly all schools are at or over their capacity limits. Until a new school is built to create capacity, the District must fund the purchase of portables through its operational dollars. This represents costs of approx. \$220,000 for the 2026/27 school year. The estimated cost for portables to accommodate the District's anticipated requirements for additional capacity in each of 2027/28 and 2028/29 has been included in the multi-year financial plan.

Inflation

Canada's annual inflation rate for March 2026 was 2.4% which remains above the historic rate seen for inflation of about 2%. This increased inflation is reducing the purchasing power of Districts, specifically schools and departments, in carrying out their work when purchasing services and supplies. In the past few years, management has adjusted services and supplies budgets by 2-3%, when possible, to help offset the decrease to purchasing power. These adjustments are not sustainable without additional funding from the Ministry to address this pressure.

Exempt Staff Wages

BC Public School Employers' Association ("BCPSEA") has provided salary grids to school districts across the province that are utilized to establish rates of pay across the education sector. Exempt staff (managers, principals and vice-principals) wage increases were funded by the Province for the past four years. There is no confirmation of funding for the 2026/27 school year and therefore no amounts have been included in revenue.

5.4 Priorities Supported in the 2026/27 School Year

The 2026/27 budget is built with a keen focus on the Board's strategic plan and with the long view of what needs to be accomplished for the school community. The overarching theme is a fiscally sustainable budget that holds the line on services to students and invests in curricular resources and technology, aligned with strategic priorities. This budget also addresses how to manage short-term capacity challenges at our schools. Feedback received from multiple methods of budget consultation confirms the priorities of staffing and classroom supports, specialized programming, safety and well-being, technology and infrastructure and capacity.

The following table details the priorities supported in the 2026/27 preliminary budget.

| Priority | One Time (\$) | On-going (\$) | Total (\$) |
|-----------------------|---------------|------------------|------------------|
| Literacy Facilitator | \$ - | \$137,500 | \$137,500 |
| Professional Learning | - | 50,000 | 50,000 |
| Privacy Officer | - | 95,000 | 95,000 |
| Total | \$- | \$282,500 | \$282,500 |

Staffing and Classroom Supports and Specialized Programming

A 1.0 FTE literacy facilitator position will continue the momentum from the 2025/26 school year around improving literacy outcomes. This position will continue to provide support on evidence-based assessment and instructional practices and expand universal screening to all students in kindergarten through grade 3. Additionally, literacy interventions for grade 9 students will be implemented to address learning gaps in secondary school and support successful transitions.

A \$50,000 on-going investment in professional development has been approved to ensure educators have access to relevant professional learning, leading to more engaging and effective teaching.

A purpose designed classroom replicating a real-world living environment will be created at NWSS. This will allow specialized programming for small groups to focus on functional life skills, communication, social and emotional learning, safety and independence.

Safety and Well-being

Tools that continue to be leveraged in the 2026/27 school year to address student safety and well-being include ensuring high quality learning environments, supporting codes of conduct and maintaining and building systems of care partnerships.

Part of ensuring a high-quality learning environment is the staff performance management program which provides clear expectations and regular, meaningful feedback and learning opportunities to grow staff capacity and support student success. Additionally, the attendance support program is a proactive support model that will be implemented in 2026/27 and aligns with the duty to accommodate and healthy workplace principles. Successful implementation of this program will have a direct impact on service delivery, student outcomes and workforce stability.

Privacy Officer

The District commenced an enterprise risk management project in the 2025/26 school year. Given the sensitivity and volume of data that the District handles, as well as heightened cyber threats, expanded use of digital learning platforms and growing public and regulatory scrutiny, having a designated privacy officer was identified as a priority. The Board has supported a 1.0 FTE privacy officer position in the 2026/27 budget. The cost of this position is partially offset by a reduction in legal fees as some of this work was previously contracted.

Technology

Technology continues to be identified by nearly all partner groups as a priority area. The District has an active technology working group which helps inform decisions around hardware refresh cycles, resource requirements and bring your own device programs. A one-time investment of \$500,000 was made in the 2025/26 school year to catch up on the technology refresh cycle and save for an enterprise resource planning system replacement. In addition, investments in cyber security measures including multi-factor authentication and offsite backups will continue to be supported.

Infrastructure and Capacity

The District is in the process of updating its long range facility plan in consultation with partner groups and the community. The plan will provide recommendations addressing the current school capacity pressures. Refer to section 7.0 for details of current capital projects that the District has been approved for. The District is also using innovative ways to create short-term capacity as discussed in section 4.0.

Priorities Maintained in Base Budget

The District is proud to maintain within its base budget, funding for extra and co-curricular programs including arts, music and athletics. There have been no program cuts and non-classroom spaces will be preserved as no conversions are planned for 2026/27. The following investments made in past years will also continue in 2026/27.

Teaching, Learning, Safety and Well-being

Physical safety and emotional well-being for students and staff is always a top priority for the District and its partner groups. The District has done a lot of work to grow our team of counsellors and child youth care workers and will maintain above-ratio counsellor staffing for the 2026/27 school year.

Additionally, the District's past investments in Sexual Orientation and Gender Identity ("SOGI") and sexual health facilitators will continue for 2026/27 as access to sexual health and consent education continues to be a priority for the District.

Contingency EA Staffing

The District continues to invest in contingency EA staffing in the 2026/27 base budget to support students with complex needs that come to the District throughout the school year, many who come without a designation, and as a result, no funding. To ensure consistency and support for these students in the classroom, additional EAs are budgeted to deploy as needed throughout the school year.

Priority TTOC Staffing Model

In past years, the District has invested considerable amounts into priority TTOCs to have the ability to deploy staff to ensure more consistent coverage when higher rates of absences are experienced. The strategy will be maintained for the 2026/27 school year with staffing of 10 priority TTOCs to help address the consistently high level of absences observed.

Indigenous Education

For the 2026/27 school year, the District anticipates enrolment of 267 FTE Indigenous students. The targeted funding provided to the District by the Ministry is \$477,930. The preliminary budget allocates \$648,512 which is over and above the targeted funding by \$170,582.

Child Care

The District is committed to providing quality, affordable child care in our schools that is grounded in the BC Early Learning Framework. The 2026/27 budget maintains the District's support towards 24 district operated after school care spaces on school grounds.

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5.5 Budget Reductions in the 2026/27 School Year

The Board can no longer rely on balancing budgets solely through the use of reserves. The District's accumulated surplus balance at June 30, 2026, is expected to be at the minimum level that was established by Board Policy 19 around contingency reserves (see section 5.6), and therefore the Board must take action and identify areas for ongoing reductions. To that end, the following reductions have been identified for 2026/27.

Staffing Related Reductions

| Budget Reduction | Total (\$) |
|---|------------------|
| Facilitators (0.9 FTE) | \$124,724 |
| Support Staff | 39,900 |
| Total Staffing Budget Reductions | \$164,624 |

Non-Staffing Related Reductions

| Budget Reduction | Total (\$) |
|---|-----------------|
| Reduction to Department Budgets | \$63,277 |
| Total Non-Staffing Budget Reductions | \$63,277 |

5.6 Contingency Reserve

The Board is responsible for protecting the District from extraordinary financial items which would negatively disrupt District operations and the continuity of learning for students. To mitigate these risk areas, the Board maintains a contingency reserve from its available accumulated operating surplus.

Per Board Policy 19, the contingency reserve shall be at least 2% of operating expenses. The District's level of contingency reserve for planning purposes is \$2 million. It is anticipated by the end of the 2025/26 school year that the accumulated operating surplus will be \$2,069,644. Should the balance fall below \$2 million, the Board will incorporate strategies into its future budget planning processes to re-establish the contingency reserve to the appropriate level.

5.7 Operating Budget - Three-Year Financial Plan

Below is a three-year financial plan for the operating fund revenue and expenses by object. This projection is based on current factors known to the District and contains assumptions that the District will maintain current service levels and programs. Assumptions made in building the three-year financial plan are included in the respective areas of section 5.0 and also include the following:

- Projected changes to revenue and staffing due to changes in enrolment;
- Estimated changes to employee salaries and benefits based on information known at the time;
- Estimated changes to services and supplies due to inflation;
- Adjustments for ongoing and/or one-time revenue or expense items included in the prior year budget; and
- Estimated changes to operating revenues and expenses resulting from approved capital projects (ie. building of a new school) are included as other items.

After factoring efficiencies and priorities into the base budget, the Board has approved a \$168,002 operating deficit, which will be balanced through accumulated surplus dollars. Projections show that this will be followed by a budget deficit of approximately \$1,435,000 for 2027/28, and a budget deficit of approximately \$2,630,000 for 2028/29.

| (in thousands) | 2024/25 Actual | 2025/26 Amended Budget | 2026/27 Preliminary Budget | 2027/28 Projection | 2028/28 Projection |
|---|----------------|------------------------|----------------------------|--------------------|--------------------|
| Provincial Grants - Ministry of Education and Child Care | | | | | |
| Operating Grant, Ministry of Education and Child Care | 90,135 | 92,396 | 92,177 | 92,970 | 94,643 |
| Other Ministry of Education and Child Care Grants | 2,242 | 1,658 | 1,333 | 1,333 | 1,333 |
| Provincial Grants - Other | 82 | 81 | 81 | 81 | 81 |
| Other Revenue | | | | | |
| Continuing Education and Summer School Fees | 18 | 16 | 16 | 16 | 16 |
| International and Out of Province Students | 2,703 | 2,660 | 2,660 | 2,660 | 2,660 |
| Instructional Cafeteria Revenue | 286 | 224 | 224 | 224 | 224 |
| Miscellaneous | 169 | 167 | 148 | 148 | 148 |
| Rentals and Leases | 821 | 795 | 795 | 795 | 795 |
| Investment Income | 393 | 290 | 290 | 290 | 290 |
| TOTAL OPERATING REVENUE | 96,849 | 98,287 | 97,724 | 98,517 | 100,190 |
| Salaries and Benefits | | | | | |
| Salaries and Benefits | 88,196 | 89,299 | 90,093 | 91,580 | 93,780 |
| Services and Supplies | 7,662 | 7,296 | 6,895 | 7,033 | 7,170 |
| TOTAL OPERATING EXPENSES | 95,858 | 96,595 | 96,988 | 98,613 | 100,950 |
| Capital Purchases and Other | | | | | |
| Capital Purchases and Other | -1,231 | -1,692 | -849 | -1,029 | -1,029 |
| Surplus (Deficit), for the year | -240 | 0 | -113 | -1,125 | -1,789 |
| Efficiencies | | | | | |
| One-time Efficiencies | | | | | |
| Ongoing Efficiencies | | | 228 | 228 | 228 |
| | -240 | 0 | 115 | -897 | -1,561 |
| Requests | | | | | |
| Ongoing Priorities | | | -283 | -283 | -283 |
| One-Time Priorities | | | | | |
| Other items | | | | | |
| | | | | -255 | -786 |
| Use of Prior Year Appropriated Surplus to balance budget | 240 | 0 | 168 | 1,435 | 2,630 |
| Total Operating Surplus (Deficit), for the year | 0 | 0 | 0 | 0 | 0 |
| Operating Surplus (Deficit), beginning of year | 2,309 | 2,069 | 2,069 | 1,901 | 466 |
| Use of Prior Year Appropriated Surplus to balance budget | -240 | 0 | -168 | -1,435 | -2,630 |
| Operating Surplus (Deficit), end of year | 2,069 | 2,069 | 1,901 | 466 | -2,164 |



6.0 SPECIAL PURPOSE FUND

The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry and other sources that have restrictions on how they may be spent and are therefore not available for use in the operating fund. Amounts are deferred when received and recognized as revenue when the related expenditures are incurred. The District has budgeted special purpose funding for 2026/27 relating to the following funds:

- Annual Facility Grant
- Apprentice Program
- Classroom Enhancement Fund (“CEF”)
- Community LINK
- Early Care and Learning (“ECL”)
- Feeding Futures Fund / National School Food Program
- Learning Improvement Fund (“LIF”)
- Official Languages in Education Programs
- Mental Health in Schools
- Ready, Set, Learn
- Scholarships and Bursaries
- School Generated Funds
- Strong Start
- Transitional Bus Funding

The following represents some highlights of the work that is funded from these special purpose programs.

Classroom Enhancement Fund

This funding relates to the ratification of the Memorandum of Agreement pursuant to the Letter of Understanding No.17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement that resolves all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016. This fund was established to address the additional teacher and corresponding overhead costs, throughout the Province, associated with the memorandum.

For 2026/27, the District has been provided a preliminary CEF allocation of \$10,025,343 to fund 82.0 FTE teachers and \$425,529 in overhead funding. Adjustments to the District’s allocations may be made once the final fall 2026 staffing is known.

Community LINK

This funding is intended to support the academic achievement and social functioning of vulnerable students. Total Ministry funding for the 2026/27 year is \$1,738,062. The District will continue to invest in social-emotional supports for vulnerable learners with 15 FTE Youth Care Workers and 5.2 FTE of learning resource staff. Approximately \$100,000 is also budgeted for community schools programming.

Early Care and Learning

Responsibility for child care transitioned to the Ministry in April 2022 and as part of creating an integrated early learning and child care (“ELCC”) system and expanding child care spaces on school grounds, the Province has provided \$350,000 of funding to support ELCC work in 2026/27 and 2027/28. A 1.0 FTE Manager of Early Learning and Child Care position was previously created to engage in this work.

Feeding Futures Fund / National School Food Program

The Feeding Futures Fund, in combination with the National School Food Program, has expanded local school food programs so that more children and youth have access to healthy meals and snacks at school.

The District will receive \$867,412 of Feeding Futures funding in 2026/27 to continue its programs, allocating a significant portion of this funding to meal subsidies to ensure students that require it, have access to stigma-free lunches.

Learning Improvement Fund

This fund was established by the Province for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions. The 2026/27 funding of \$319,072 is used for increased hours of work for EAs and Youth Care Workers, as has consistently been done over the past number of years.

As the LIF has not increased in line with the increases to collective agreement wage increase or enrolment growth in past years, this special purpose fund continues to face pressure, whereby in order to continue to support the additional time for our staff, the District supplements amounts of approximately \$37,000 in its operating fund.

Seamless Day and Strong Start

Provincial funding for the seamless day program has ended and the program will not continue in 2026/27. This results in a reduction of support staff of 4.0 FTE. Due to the continuous lack of funding for strong start programs, the District has had to consolidate the program from three to two locations.

Transitional Bus Funding

The Province has confirmed a one-time payment of \$400,000 to transition to a new and sustainable program for NWSS students living in Queensborough.



7.0 CAPITAL FUND

The capital fund includes capital expenditures related to facilities and equipment that are funded by Ministry capital grants, land capital, local capital, operating funds and special purpose funds.

On an annual basis, the District prepares a Five-Year Capital Plan and submits it for funding consideration to the Ministry. The plan identifies capital funding needs for existing and new facilities.

The following are current capital projects supported by the provincial government.

Queen Elizabeth Elementary School Expansion

In October 2023, the Ministry announced approval of an additional floor to the Queen Elizabeth Elementary expansion project in the fast-growing community of Queensborough. The additional floor will transform the building from the originally approved two-storey structure to a three-storey school that provides an additional 525 seats and a Neighbourhood Learning Centre. This project will allow grade 5 students, who were previously moved to Queensborough Middle School in order to alleviate capacity pressures, to return.

Work commenced in the fall of 2024 and is scheduled to be completed in early 2027. The estimated project value is \$34.3 million.

New Fraser River Elementary School

In November 2025, the Ministry announced approval of a new elementary school to be built adjacent to Fraser River Middle School. The new school will feature four storeys with underground parking and 25 classrooms for a total student capacity of 605 seats.

Work is expected to commence in fall 2026 with a target completion date of summer 2028. The estimated project value is \$65 million.

Other Capital Funded Projects

Annual facility grant funds are used throughout the District to address ongoing maintenance and improvement needs at our schools. Planned spending for the capital component of this grant in 2026/27 is \$1,503,323.

Additional funding for capital projects in 2026/27 is detailed below.

| Facility Name | Project Description | Bylaw Funding |
|----------------------------|--|---------------|
| Herbert Spencer Elementary | Carbon Neutral Capital Program – HVAC Upgrades | \$650,000 |
| Skwo:wech Elementary | School Enhancement Program – HVAC Upgrades | \$1,250,000 |



Local Capital

The local capital fund includes funds generated by the District to be utilized for capital expenditures as determined by the Board.

The Board approved the transfer of \$575,000 to local capital as part of the 2025/26 amended budget.

Expected changes in the local capital balance are summarized below. The estimated balance at June 30, 2026 includes \$33,494 of interest earned on the fund.

| | |
|---|------------------|
| Local Capital Balance, June 30, 2025 | \$183,494 |
| Board approved transfers to local capital: | |
| Technology and aged maintenance equipment | 575,000 |
| Board approved uses of local capital: | |
| Technology and aged maintenance equipment | (50,000) |
| Local Capital Balance, June 30, 2026 | \$708,494 |
| Board approved transfers to local capital: | |
| None budgeted for 2026/27 | - |
| Board approved uses of local capital: | |
| Technology and aged maintenance equipment | (275,000) |
| Local Capital Balance, June 30, 2027 | \$433,494 |



Supplement to: **REGULAR OPEN BOARD MEETING**

Date: April 28, 2026

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Capital Plan Response Update 2026-27

Background:

Attached, please find the draft Capital Bylaw No. 2026/27 – CPSD40-01. The Ministry of Education announced the following minor capital projects awarded to the District. They are as follows:

| Facility Name | Program Project Description | Amount funded by MoE |
|----------------------------------|--|----------------------|
| Skwo:wech Elementary | School Enhancement Program – HVAC upgrades | \$1,250,000 |
| Herbert Spencer Elementary | Carbon Neutral – HVAC upgrades (phase 2) | \$650,000 |
| Total Funding for 2026/27 | | \$1,900,000 |

The District has will tender and awarded the contracts for the Skwo:wech HVAC upgrade and will commence work in Summer 2026. The Herbert Spencer HVAC upgrade is now complete as the District completed both phases once approval was received for phase 1 last year.

In respects of major capital projects, the Ministry has cancelled the Fraser River Zone site acquisition for a new middle school, directing the District to utilize its own lands for the creation of additional school capacity. Concurrently, the Ministry has supported the District in developing a business case for site intensification at one of our current school sites.



Recommendations:

The School Act - Section 68 (4) states:

"The Board may not give a By-Law more than 2 readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the By-Law all 3 readings at that meeting"

THAT the Board of Education of School District No. 40 (New Westminister) complete all three readings of Capital Bylaw No. 2026/27 – CPSD40-01.

THAT the Board of Education of School District No. 40 (New Westminister) approve first and second reading of Capital Bylaw No. 2026/27 – CPSD40-01.

THAT the Board of Education of School District No. 40 (New Westminister) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2026/27 – CPSD40-01.

**CAPITAL BYLAW NO. 2026/27 – CPSD40-01
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 40 (New Westminster) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 31, 2026, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 40 (New Westminster) Capital Bylaw No. 2026-27 CPSD 40-01.

READ A FIRST TIME THE 28th DAY OF *April* 2026;
READ A SECOND TIME THE 28th DAY OF *April* 2026;
READ A THIRD TIME, PASSED THE 28th DAY OF *April* 2026.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 40 (New Westminster) Capital Bylaw No. 2026-27 CPSD 40-01 adopted by the Board the 28th day of April 2026.

Secretary-Treasurer



Supplement to: OPEN SCHOOL BOARD MEETING

Date: April 28, 2026

Submitted by: Bettina Ketcham

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

Subject: 2026 Long Range Facilities Plan Survey

Backgrounder:

The District is undergoing a long-range facilities plan refresh and wished to engage our community on facilities planning for the future to address our needs. There was a good deal of interest in this work with over 1000 respondents to the survey. Many respondents took their time and provided very thoughtful input with the average response time to the survey was 32 minutes.

Attached to this backgrounder are the survey results. And, because the questions are not completely visible in full, a full copy of the survey questions have also been attached for reference.

In addition to the survey questions, respondents were able to provide responses to open ended questions to gather input on thoughts that could not be captured in survey questions and below is a summary of themes that emerged.

1. Secondary School Capacity

- Respondents highlighted the overcrowding at New Westminster Secondary School (NWSS) and called for a second high school.

2. Queensborough Transportation

- Families emphasised the Queensborough bus program to NWSS is a necessity for many reasons, including commute and bridge traffic.

3. Climate Control (HVAC)

- A number of comments focused on the lack of air conditioning and the need for climate resiliency. There as particular concern for portables during hot months.

4. Proactive Growth Planning

- Respondents desired more proactive growth planning and urged the district to plan for 50-year population projections.



5. Outdoor and Green Space Preservation

- Respondents commented on the reduction of playground and field space to accommodate portable classrooms calling for no loss of play or outside space and any loss of areas to be replaced.

6. Childcare Integration

- Many participants stressed the shortage of before-and-after school care on school sites.

7. Accessibility and Neurodiversity

- Several comments called for sensory-friendly designs, including quiet rooms and better acoustics for students with hearing loss.

8. Vertical Construction

- Respondents were supportive of building taller schools to accommodate more students on smaller urban footprints.

9. Safety and Security

- There were several calls for better entrance monitoring and safer, more private washroom facilities.

10. Developer and City Collaboration

- Respondents asked that the City and developers should contribute more to school infrastructure as density increases.

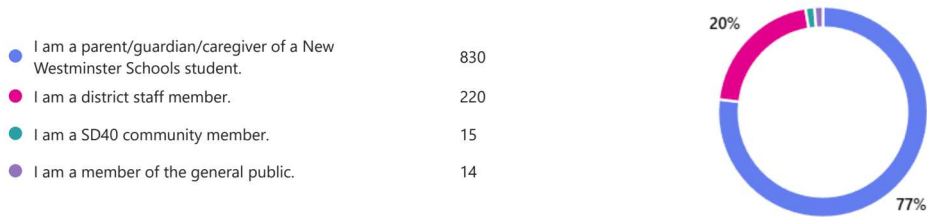
Next Steps:

The next steps in this process is that our consultants will be meeting with the Board in early May to go over some of the recommendations stemming from the LRFP analysis and work. Following this, there will be an opportunity to connect via the District's coordinating committee which is comprised of all partner groups to the District. Finally, there will be an opportunity for a public information session to share what recommendations are coming forward. The LRFP recommendations supported by the Board will be utilized for the District's submission of our capital plan to the Ministry of Education which is due by June 30th.

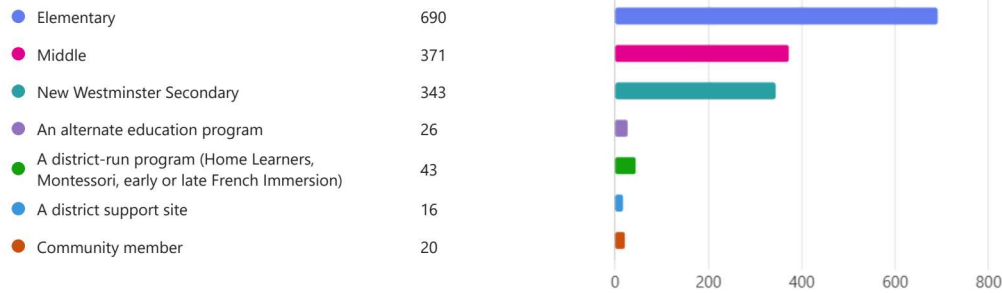
Responses Overview Closed

| | | |
|--------------------------|------------------------------|----------------------------|
| Responses 1079 | Average Time 32:33 | Duration 37 Days |
|--------------------------|------------------------------|----------------------------|

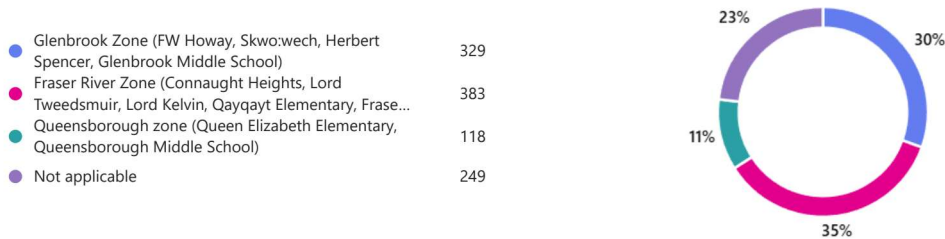
1. Please select the option that best identifies your relationship with New Westminster Schools:



2. Please identify which school(s) you feel best connected with:

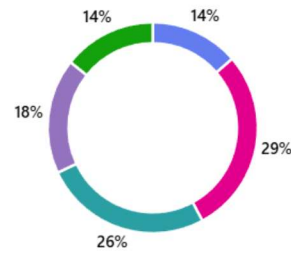


3. If you answered Elementary or Middle in question 2, which zone does your child(ren) attend and/or reside in?



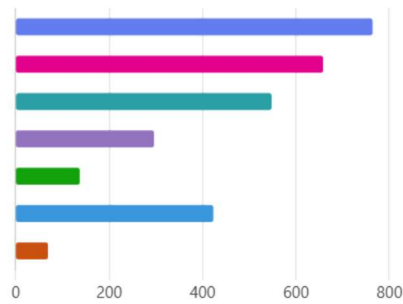
4. Looking ahead 10–20 years, which vision best reflects the kind of facilities and educational programming you would like our district to provide for students from kindergarten through 12th grade? (Please select up to 2)

- Future-ready schools with flexible, technology-rich learning spaces that adapt to evolving teaching and... 271
- A strong K–12 continuum of innovative programs — including STEM, arts, world languages, advanced... 566
- Whole-child campuses that integrate academics, arts, athletics, and student wellness in thoughtfully... 513
- Safe, sustainable schools with modern infrastructure, energy efficiency, and adaptable spaces for long-... 351
- Urban school environments that maximize green space, outdoor learning, playgrounds, and... 284



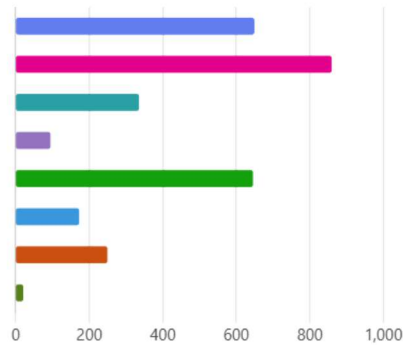
5. If the province allows us to acquire a new site, what elements do you most value in a school site? (Select up to 3)

- Availability or access of outdoor space 763
- Safe walking and cycling access 657
- Vehicle traffic flow and safe drop-off / pick-up 547
- Access to childcare or early learning 295
- Spaces for cultural gathering and sharing 136
- Proximity to community amenities (parks, recreation, libraries) 422
- Other 68

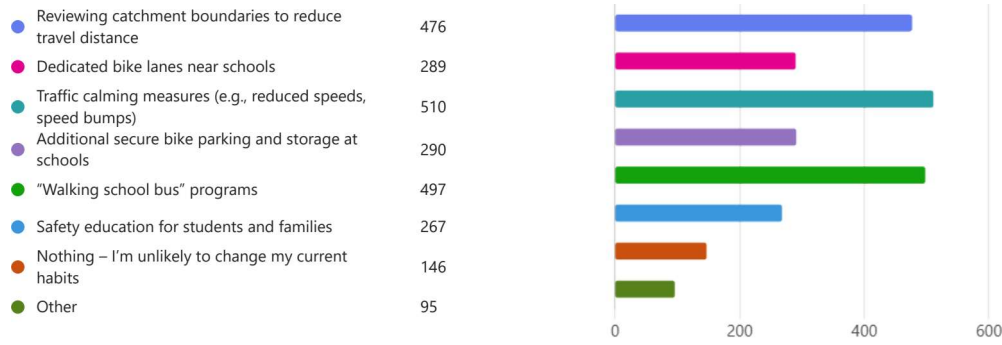


6. Which outdoor features are MOST important to you in school environments? (Select up to 3)

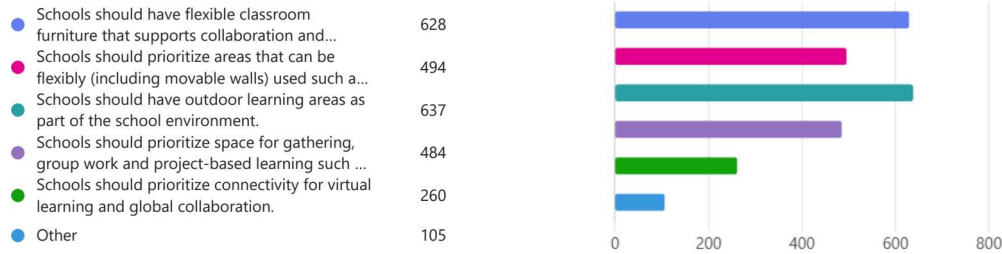
- Naturalized areas (trees, gardens, nature play) 648
- Playgrounds and sports fields 858
- Outdoor learning spaces 334
- Quiet outdoor areas for reflection 93
- Weather-protected outdoor spaces 644
- Seating areas for socializing 171
- Community-accessible outdoor spaces after school hours 248
- Other 19



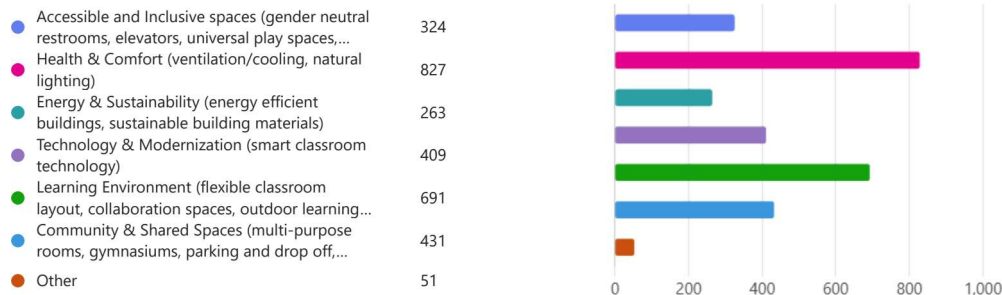
7. What measures would most help your family use active transportation (walking or biking) to and from school more often? (Select up to 3)



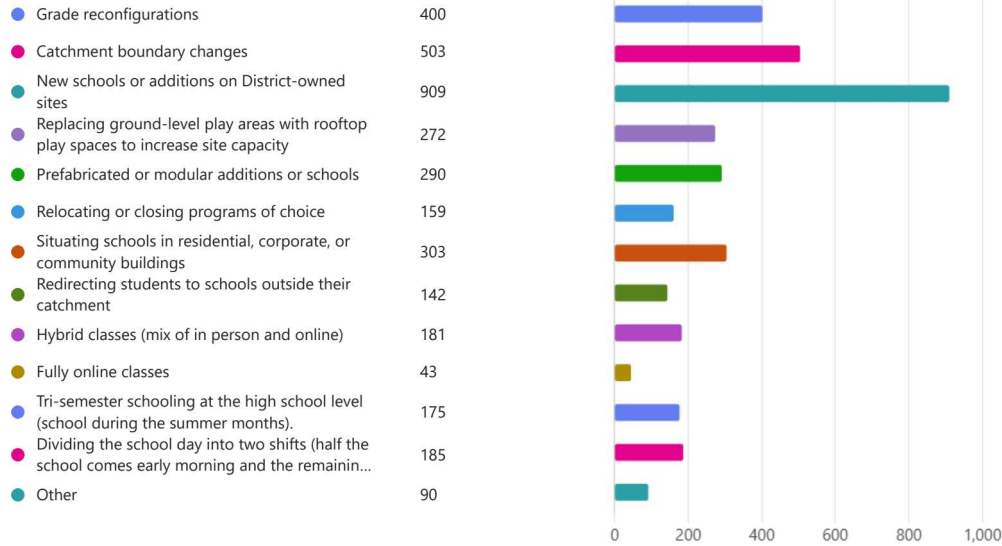
8. Which learning space approaches are most important for future schools? (Select up to 3)



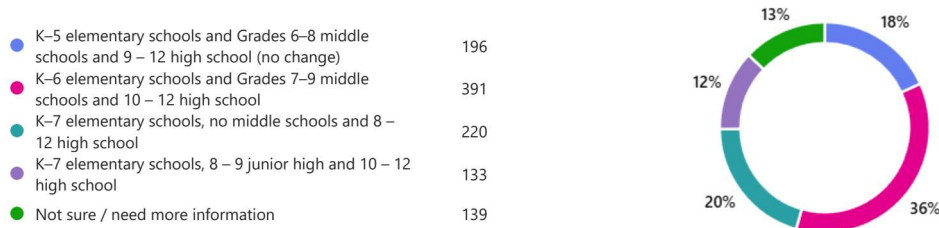
9. Which specialized spaces are most important to consider in future school designs? (Select up to 3)



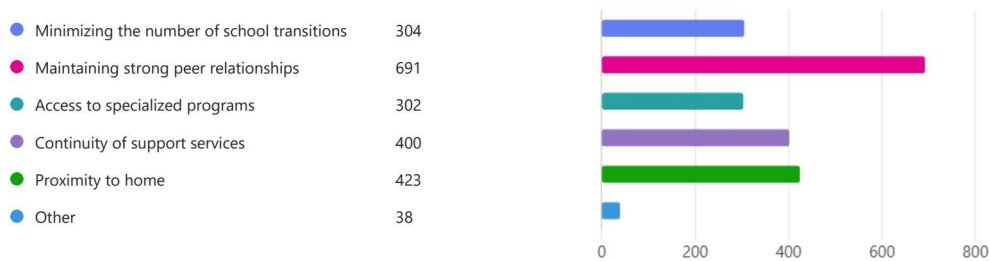
10. Which options do you support to help address school capacity challenges? (Select all that apply)



11. The Board of Education has supported in principle, the exploration of a grade reconfiguration of K – 6, 7 – 9 and 10 – 12 (from K – 5, 6 – 8 and 9 – 12) though other options could exist. Which reconfiguration do you support the most?



12. What factors are MOST important to you when students transition between schools? (Select up to 2)



13. How important is it to you that school facilities support community use outside school hours?



14. When you imagine our school sites, buildings, and transportation in the years ahead, is there anything we haven't asked about that you feel we should be considering?

517 Responses

Latest Responses

"The most glaring issues and preferred solutions are: The kids are at school in the ..."
"Bullying prevention initiatives and impact of some of these changes on this"

...

331 respondents (64%) answered school for this question.

Update



2026 Long Range Facilities Plan Survey

New Westminster Schools is refreshing its Long Range Facilities Plan (LRFP) to guide decisions about schools and learning spaces over the next 10–15 years. This plan helps ensure our facilities are safe, inclusive, sustainable, and aligned with how students learn today and into the future.

We are seeking input from families, students, staff, and community members on school facilities, learning environments, enrolment pressures, transportation, and potential future changes such as grade configurations. Your feedback is essential to understanding community priorities and values as we plan for growth, renewal, and change across the district.

Your responses are confidential and will be combined with others for analysis.

TELL US ABOUT YOURSELF

1. Please select the option that best identifies your relationship with New Westminster Schools: *

- I am a parent/guardian/caregiver of a New Westminster Schools student.
- I am a district staff member.
- I am a SD40 community member.
- I am a member of the general public.

2. Please identify which school(s) you feel best connected with: *

- Elementary
- Middle
- New Westminster Secondary
- An alternate education program
- A district-run program (Home Learners, Montessori, early or late French Immersion)
- A district support site
- Community member

3. If you answered Elementary or Middle in question 2, which zone does your child(ren) attend and/or reside in? *

- Glenbrook Zone (FW Howay, Skwo:wech, Herbert Spencer, Glenbrook Middle School)
- Fraser River Zone (Connaught Heights, Lord Tweedsmuir, Lord Kelvin, Qayqayt Elementary, Fraser River Middle School)
- Queensborough zone (Queen Elizabeth Elementary, Queensborough Middle School)
- Not applicable

DISTRICT VISION ON CAPITAL INFRASTRUCTURE

As we plan for the next 10–20 years, the decisions we make about our facilities will shape the programs, learning environments, and opportunities available to students from kindergarten through 12th grade. Your input will help ensure our long-range plan reflects our community's priorities and aspirations.

4. Looking ahead 10–20 years, which vision best reflects the kind of facilities and educational programming you would like our district to provide for students from kindergarten through 12th grade? (Please select up to 2)

Please select at most 2 options.

- Future-ready schools with flexible, technology-rich learning spaces that adapt to evolving teaching and learning practices.
- A strong K–12 continuum of innovative programs — including STEM, arts, world languages, advanced coursework, and career pathways — supported by specialized facilities.
- Whole-child campuses that integrate academics, arts, athletics, and student wellness in thoughtfully designed indoor and outdoor spaces.
- Safe, sustainable schools with modern infrastructure, energy efficiency, and adaptable spaces for long-term growth.
- Urban school environments that maximize green space, outdoor learning, playgrounds, and community gathering areas, even within a dense city setting.

SCHOOL SITES

When planning for school facilities, the District must evaluate sites based on many technical and financial factors. Understanding community priorities helps inform how trade-offs are considered.

Your input will help guide site evaluation criteria and inform future facility planning discussions.

5. **If the province allows us to acquire a new site, what elements do you most value in a school site? (Select up to 3) ***

Please select at most 3 options.

- Availability or access of outdoor space
- Safe walking and cycling access
- Vehicle traffic flow and safe drop-off / pick-up
- Access to childcare or early learning
- Spaces for cultural gathering and sharing
- Proximity to community amenities (parks, recreation, libraries)
- Other

OUTDOOR SPACES AND ACTIVITIES

Outdoor spaces play an important role in supporting student well-being, physical activity, and learning. Active transportation to and from school can also promote student health and help reduce traffic congestion, but its feasibility often depends on safety, available infrastructure, and individual family circumstances.

Responses will help inform how outdoor areas are prioritized, protected, or enhanced as sites evolve.

6. Which outdoor features are MOST important to you in school environments? (Select up to 3) *

Please select at most 3 options.

- Naturalized areas (trees, gardens, nature play)
- Playgrounds and sports fields
- Outdoor learning spaces
- Quiet outdoor areas for reflection
- Weather-protected outdoor spaces
- Seating areas for socializing
- Community-accessible outdoor spaces after school hours
- Other

7. What measures would most help your family use active transportation (walking or biking) to and from school more often? (Select up to 3) *

Please select at most 3 options.

- Reviewing catchment boundaries to reduce travel distance
- Dedicated bike lanes near schools
- Traffic calming measures (e.g., reduced speeds, speed bumps)
- Additional secure bike parking and storage at schools
- "Walking school bus" programs
- Safety education for students and families
- Nothing – I'm unlikely to change my current habits
- Other

EDUCATIONAL PROGRAMMING AND FUTURE LEARNING SPACES

Education is evolving, and school buildings must respond to new teaching methods, technology, student wellness needs, and community expectations. By understanding which learning spaces, facilities, and building features people value most, planners and designers can prioritize investments that create flexible, inclusive, and future-ready schools.

Your responses will help guide decisions about how schools can best support collaboration, innovation, mental and physical health, accessibility, sustainability, and community use.

8. Which learning space approaches are most important for future schools? (Select up to 3) *

Please select at most 3 options.

- Schools should have flexible classroom furniture that supports collaboration and movement.
- Schools should prioritize areas that can be flexibly (including movable walls) used such as design labs or robotics spaces in favour of more traditional single-use spaces such as wood working, metal and home economics.
- Schools should have outdoor learning areas as part of the school environment.
- Schools should prioritize space for gathering, group work and project-based learning such as break-out rooms.
- Schools should prioritize connectivity for virtual learning and global collaboration.
- Other

9. Which specialized spaces are most important to consider in future school designs? (Select up to 3) *

Please select at most 3 options.

- Accessible and Inclusive spaces (gender neutral restrooms, elevators, universal play spaces, sensory rooms)
- Health & Comfort (ventilation/cooling, natural lighting)
- Energy & Sustainability (energy efficient buildings, sustainable building materials)
- Technology & Modernization (smart classroom technology)
- Learning Environment (flexible classroom layout, collaboration spaces, outdoor learning spaces, library and resource centres)
- Community & Shared Spaces (multi-purpose rooms, gymnasiums, parking and drop off, offering of community programming such as childcare)
- Other

ADDRESSING CAPACITY CHALLENGES

School districts must plan carefully to manage student population growth and changing enrollment patterns. Building new schools or additions typically take many years, therefore both short-term and long-term solutions need to be considered to ensure students have access to appropriate learning spaces without overcrowding.

Your input helps the District understand which approaches the community finds acceptable or preferable when addressing capacity pressures.

10. **Which options do you support to help address school capacity challenges? (Select all that apply) ***

- Grade reconfigurations
- Catchment boundary changes
- New schools or additions on District-owned sites
- Replacing ground-level play areas with rooftop play spaces to increase site capacity
- Prefabricated or modular additions or schools
- Relocating or closing programs of choice
- Situating schools in residential, corporate, or community buildings
- Redirecting students to schools outside their catchment
- Hybrid classes (mix of in person and online)
- Fully online classes
- Tri-semester schooling at the high school level (school during the summer months).
- Dividing the school day into two shifts (half the school comes early morning and the remaining students come late afternoon).
- Other

GRADE RECONFIGURATION

Grade configuration is one tool that can be used to alleviate pressures on school sites. Grade configuration (how grades are grouped across schools) can affect student transitions, school culture, and how space is used. The District has committed to engaging the public on this topic.

Your input will help inform future planning discussions related to grade configuration and educational delivery.

11. **The Board of Education has supported in principle, the exploration of a grade reconfiguration of K – 6, 7 – 9 and 10 – 12 (from K – 5, 6 – 8 and 9 – 12) though other options could exist. Which reconfiguration do you support the most? ***

- K-5 elementary schools and Grades 6-8 middle schools and 9 – 12 high school (no change)
- K-6 elementary schools and Grades 7-9 middle schools and 10 – 12 high school
- K-7 elementary schools, no middle schools and 8 – 12 high school
- K-7 elementary schools, 8 – 9 junior high and 10 – 12 high school
- Not sure / need more information

12. **What factors are MOST important to you when students transition between schools? (Select up to 2) ***

Please select 2 options.

- Minimizing the number of school transitions
- Maintaining strong peer relationships
- Access to specialized programs
- Continuity of support services
- Proximity to home
- Other

SCHOOL AS A COMMUNITY SPACE

Schools often serve as important gathering places for communities beyond regular school hours, hosting cultural events, recreational programs, childcare, and community services.

Your responses will help the District determine how strongly to prioritize community use when planning new schools or upgrading existing facilities.

13. **How important is it to you that school facilities support community use outside school hours? ***

- Very important
- Somewhat important
- Not very important
- Not important
- Not sure

ADDITIONAL INPUT

14. **When you imagine our school sites, buildings, and transportation in the years ahead, is there anything we haven't asked about that you feel we should be considering?**

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 Microsoft Forms

POLICE PARTNERSHIP PROGRAM (PPP)

RATIONALE

The Board of Education of School District No. 40 (New Westminster) recognizes the importance of safe, caring, welcoming, and inclusive schools where all students feel a sense of belonging, dignity, and support. Police involvement in public education has historically been associated with both a sense of safety and concerns about disproportionate impacts on youth from groups, particularly for Indigenous, Black and other racialized students, students with disabilities, and 2SLGBTQI+ youth protected under the BC Human Rights Code (ie, race, ancestry, colour, place of origin, Indigenous identity, disability, sex, gender identity or expression, sexual orientation, etc).

The Board further recognizes that the B.C. Human Rights Commissioner has identified human rights concerns related to traditional School Liaison Officer (SLO) programs, including potential negative effects on student well-being, belonging, and equitable treatment. The Commissioner has advised that any school-police partnership should center human rights, anti-racism, culturally responsive practice, reconciliation, trauma-informed approaches, and meaningful community engagement.

The Board believes that a structured, clearly defined, preventative, and relationship-focused police partnership can contribute to school safety and student well-being when aligned with human rights principles and when embedded within a broader system of civilian supports, restorative practices, and inclusive education. Any police-school partnership should address a clearly identified need that cannot be met through civilian supports alone.

POLICY

1. General Commitment

- 1.1. The Board supports a Police Partnership Program (PPP) between the New Westminster School District (NWSD) and the New Westminster Police Department (NWPD) that is grounded in human rights, equity, anti-racism, reconciliation, trauma-informed practice, and continuous improvement.
- 1.2. The PPP shall function in accordance with a formal Memorandum of Understanding (MOU) that clearly defines roles, responsibilities, boundaries, protocols, and evaluation expectations.
- 1.3. The PPP shall operate in a manner that supports safe, caring, and inclusive schools for all students, staff, and community consistent with this policy and related administrative procedures.

1.3.1.4. The purpose, intended outcomes, and limits of the Police Partnership Program shall be clearly defined and reviewed regularly to ensure alignment with student safety, wellbeing, and belonging.

2. Human Rights and Equity

- 2.1. The PPP shall be implemented in accordance alignment with the B.C. Human Rights Code and the guidance of the B.C. Human Rights Commissioner, with specific consideration attention given to potential impacts on youth from groups protected under the BC Human Rights Code (ie, race,

ancestry, colour, place of origin, Indigenous identity, disability, sex, gender identity or expression, sexual orientation, etc).

~~2.1. Indigenous, Black and other racialized students, students with disabilities, and 2SLGBTQI+ youth.~~

~~2.2. The district shall ensure ongoing attention to equity, disproportionate impacts, and belonging through data-informed evaluation and community engagement.~~

~~2.3. In cases where disproportionate impacts are identified, the District shall implement appropriate corrective actions. The District will ensure ongoing commitment to equity, the identification and mitigation of disproportionate impacts, and the promotion of belonging through data-informed evaluation and active community engagement.~~

~~3.0.2.2.1 For the purposes of this policy, “disproportionate impact” is defined as outcomes or experiences arising from the PPP that result in negative effects occurring at a greater rate than for youth who belong to unprotected groups.~~

4.3. Defined and Limited Police Role

~~4.1.3.1.~~ Partner Officers (POs) shall focus on prevention, education, relationship- building, and support for victims of crime and shall not serve as extensions of school discipline practices.

~~4.2.3.2.~~ 3.2 School administrators and staff retain responsibility for student conduct, discipline, and learning, as set out in the School Act and District Codes of Conduct.

5.4. Reconciliation and Indigenous Engagement

~~5.1.4.1.~~ The Partner Officer and District Administrator for Safe and Caring Schools shall meet annually with the Indigenous Education Council, Qayqayt First Nation, and other, local Indigenous partners to discuss the PPP and related initiatives. **Engagement with Indigenous partners shall be ongoing and reciprocal.**

6.5. Transparency, Accountability, and Evaluation

~~6.1.5.1.~~ The Board requires regular reporting, including disaggregated data where lawful and appropriate, public reporting on program impacts, and structured evaluation processes.

~~5.2.~~ The PPP shall include mechanisms for community voice, including student, family, and agency partner contributions through a Partnership Advisory Committee.

~~5.3.~~ **The Police Partnership Program shall be evaluated using clearly defined qualitative and quantitative indicators, including student perceptions of safety, belonging, and trust.**

~~7.0.~~ **Information sharing with police will occur in accordance with District administrative procedures governing privacy and lawful disclosure.**

8.6. Complementarity of Supports

8.1.6.1. Police involvement under the PPP shall complement, not replace, the work of educators, counsellors, youth workers, mental health professionals, and community agencies.

Reference: School Act (BC), BC Human Rights Code, Freedom of Information and Protection of Privacy Act (FIPPA), Youth Criminal Justice Act (YCJA), Criminal Code of Canada, BC Police Act

Related AP's: AP 82, AP 104, AP 117, [AP 192](#), [AP 193](#), AP 345, AP 352, AP 353

SD No. 40 (New Westminster)

Adopted:

Revised:

DRAFT

POLICE PARTNERSHIP PROGRAM

BACKGROUND

The New Westminster School District recognizes the importance of safe, inclusive, and supportive school environments for all students. This procedure provides operational direction for the Police Partnership Program (PPP), implemented through a Memorandum of Understanding (MOU) between the New Westminster School District (NWSD) and the New Westminster Police Department (NYPD). The PPP focuses on prevention, education, relationship-building, and support for victims of crime while ensuring that school staff retain responsibility for student conduct and discipline. This approach aligns with the Board's Strategic Plan and the guidance of the B.C. Human Rights Commissioner regarding human rights, equity, and the impacts of police presence in schools.

1. Definitions

- 1.1 "Partner Officer (PO)" — A sworn member of the NYPD assigned to the PPP who retains full police authority and works collaboratively with school and district staff.
- 1.2 "School Administrator" — Refers to principals and vice-principals responsible for school operations and discipline.
- 1.3 "District Leadership Liaison" — A district staff member designated by the Superintendent to coordinate PPP implementation.
- 1.4 "District Vice-Principal, Safe and Caring Schools" — The district staff member responsible for coordinating safety, prevention education, and intervention strategies.

2. Designation of Roles

- 2.1 The Superintendent will designate a District Leadership Liaison to coordinate PPP activities, support site administrators, and liaise with NYPD counterparts.
- 2.2 The District Vice-Principal, Safe and Caring Schools will collaborate with POs on preventative education, intervention strategies, and referrals to community supports.
- 2.3 Site administrators will maintain primary responsibility for school safety, student discipline, and Codes of Conduct, and will work with POs in ways that are consistent with this procedure and the MOU.

ADMINISTRATIVE PROCEDURES MANUAL

3 Orientation and Introduction

3.1 Prior to each school year, the District Leadership Liaison will ensure:

- 3.1.1 NWPD shares the names and assignments of POs;
- 3.1.2 Site administrators receive this information and a schedule of orientation meetings.
- 3.1.3 Orientations include roles and limits of POs, discipline boundaries, information-sharing protocols, and linkage to threat and risk assessment processes.

3.1.3.2 The district will provide accessible information about the Police Partnership Program to students, staff, and families.

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4 Service Delivery and Engagement

4.1 POs will focus on:

- 4.1.1 prevention and education programs co-developed with district staff;
- 4.1.2 relationship-building with students, families, and educators;
- 4.1.3 supporting victims of crime;
- 4.1.4 referral pathways to community partners, where appropriate.

4.2 POs must not enforce school discipline or replace civilian support roles (e.g., counsellors, youth workers).

Police engagement that may lead to criminal justice system referral will be rare and only when unavoidable due to immediate safety threats, consistent with the MOU.

All parties accountable under the PPP clearly distinguish between informal, voluntary engagement and interactions that may engage police investigative authority.

65 Communication Protocols

5.1 In emergencies, staff will call 9-1-1.

5.2 For non-emergency police support, staff will contact the NWPD non-emergency line.

5.3 Site staff may consult a PO for advice on safety-related matters but will not direct the PO to take disciplinary action.

76 Information Sharing

7.46.1 Student information shared with Partner Officers (POs) must comply with the Freedom of Information and Protection of Privacy Act (FOIPPA), the Youth Criminal Justice Act (YCJA), and the MOU's Information Sharing Protocol, including the heightened privacy protections afforded to young persons.

ADMINISTRATIVE PROCEDURES MANUAL

~~7.26.2~~ Information will be shared by designated district staff only where necessary for student or community safety, limited to the minimum amount of information required, and not for general criminal intelligence, prosecution, or routine school discipline purposes.

~~7.36.3~~ Where police are conducting an active investigation, or where a staff member or student has made a complaint to police, the District will respond to requests for information only where disclosure is authorized or required by law, including pursuant to FOIPPA, the YCJA, or a lawful demand such as a warrant, court order, or subpoena.

~~7.46.4~~ In all cases, disclosures will be limited to specific information legally required information, shared through designated district authorities, and documented in accordance with District procedures and the MOU's Information Sharing Protocol.

87 Human Rights, Equity, and Inclusion

~~8.17.1~~ Implementation will align with human rights, anti-racism, and reconciliation commitments.

~~8.27.2~~ District staff will attend to impacts on identity-protected groups, Indigenous, Black, racialized, disabled, neurodivergent, and 2SLGBTQI+ students.

~~8.37.3~~ Training for staff and POs will include equity, cultural safety, trauma-informed approaches, and respectful practice.

98 Advisory Committee

~~9.18.1~~ A Partnership Advisory Committee will be maintained to review data, metrics, evaluation tools, and program effectiveness, and to make recommendations for improvement.

~~9.28.2~~ Membership should include will include representatives from the New Westminister SD 40 :-Board of Trustees, New Westminister Police Department Board, Indigenous Education Council, SD 40 Parent Advisory Council, DPAC, students (including representation from protected classes ~~representation~~), parents (including representation from protected classes), District Vice-Principal of Safe and Caring Schools, District Principal of Indigenous Education and Equity, Partner Officer(s), New Westminister Principals and Vice-Principals Association (NWPVPA), New Westminister Teachers' Union (NWTU), CUPE 409, the Chief Constable (or designate), and Superintendent (or designate).

409 Evaluation and Reporting

~~40.19.1~~ The Superintendent will ensure:

~~40.1.19.1.1~~ twice-yearly contextual reports to the Board;

~~40.1.29.1.2~~ annual public reporting on PPP activities, trends, and outcomes;

~~40.1.39.1.3~~ evaluation that attends to equity, human rights impacts, and continuous improvement.

ADMINISTRATIVE PROCEDURES MANUAL

40.29.2 Data will be disaggregated where lawful and ethically appropriate to assess disproportional impacts.

4410 Complaints and Concerns

44.410.1 Complaints regarding PO conduct will be managed under the BC Police Act and reported to site administrators.

44.210.2 Complaints regarding staff conduct will follow processes under the School Act and relevant District APs.

44.310.3 Concerns related to PPP design or operation will be directed to the Partnership Advisory Committee.

44.410.4 Communications regarding complaint outcomes will be coordinated to balance transparency, privacy, and community confidence.

Nothing in this procedure interferes with the rights of students, staff, and families to communicate directly with the police.

References: School Act (BC) BC Human Rights Code, Freedom of Information and Protection of Privacy Act (FIPPA), Youth Criminal Justice Act (YCJA), Criminal Code of Canada, BC Police Act

Relevant related AP's: 82, 104, 117, 345, 352, 353

Adopted:

Revised:

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INFORMATION SHARING WITH LAW ENFORCEMENT

PURPOSE

This Administrative Procedure ~~operationalizes the Board Policy on Information Sharing with Law Enforcement shall be read in conjunction with Administrative Procedure 192 – Police Partnership Program. It clarifies when, how, and by whom personal information may be shared with police, including in PPP contexts, in compliance with provincial legislation and District policies. It provides clear direction to staff regarding when, how, and by whom personal information may be shared with police, in compliance with FOIPPA and District values.~~

SCOPE

This AP applies to all NWS D employees, contractors, and volunteers.

DECISION-MAKING THRESHOLD

Information may only be shared where:

1. There is an immediate risk to health or safety;
2. Disclosure is required by law;
3. Disclosure supports a Violence Threat and Risk Assessment or emergency planning;
4. Disclosure is required for child protection.

AUTHORIZED ROLES

Only Principals, Vice-Principals, the District Vice-Principal Safe and Caring Schools, or the Superintendent or designate may authorize disclosure.

PROCESS

1. Assess risk and legal authority.
2. Consult District Leadership Liaison where time permits.
3. Share only the minimum necessary information.
4. Document the disclosure and legal authority.
5. ~~Review post-incident where applicable. Where legally permitted and where safety, investigations, and child protection are not compromised, students and/or parents or guardians will be informed of disclosures to law enforcement and given a general rationale.~~
6. ~~Review by the Superintendent or designate post-incident.~~

~~5. Mental health, well-being, or behavioral concerns alone do not constitute grounds for disclosure unless the decision-making threshold in this procedure is met.~~

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Reporting and Oversight: Information Sharing Log

PURPOSE

To support transparency, accountability, and continuous improvement, the district will maintain a confidential Information Sharing Log when personal information is disclosed to law enforcement outside of emergency 9-1-1 response.

This reporting mechanism is designed to comply with FOIPPA by tracking patterns and categories of disclosure without creating secondary personal information records beyond what is necessary.

WHEN REPORTING IS REQUIRED

A report must be completed when:

- Personal information about a student, parent/guardian, or staff member is disclosed to police outside of an immediate emergency; or
- Disclosure occurs as part of VTRA, child protection collaboration, or non-emergency police involvement.

Reporting is not required for:

- Routine 9-1-1 emergency calls where no personal information beyond immediate safety details is shared;
- Situations where police act independently without receiving personal information from NWSD.

WHAT IS RECORDED

The log shall record:

- Date of disclosure
- School or site
- Role authorizing disclosure (not individual name)
- General category of incident (e.g., safety threat, VTRA threat assessment, child protection, emergency)
- Type of information shared (e.g., safety concern, attendance context, well-being concern)
- Legal authority relied upon (FOIPPA provision or statutory duty)
- Whether disclosure was emergency or non-emergency

The log shall not include:

ADMINISTRATIVE PROCEDURES MANUAL

- Student or staff names
- Detailed incident narratives
- Diagnoses, discipline records, or subjective commentary

ACCESS AND USE

The Information Sharing Log shall be accessible only to:

- Superintendent or designate
- District Vice-Principal, Safe and Caring Schools
- Privacy Officer or Designate

The log will be used solely to:

- Monitor frequency and nature of information sharing
- Identify training or policy gaps
- Support annual reporting and review
- Respond to privacy audits or complaints

RETENTION AND PRIVACY

Records shall be retained in accordance with District records retention schedules and FOIPPA requirements. Aggregated data may be reported to the Board or Advisory Committee; no personally identifiable information shall be disclosed.

REVIEW

The Superintendent or designate will review the log at least annually and may recommend procedural or training adjustments.

Implementation Note: The District will maintain age- appropriate, student- and family- facing information explaining when and how personal information may be shared with law enforcement, students' rights, and available supports.

Nothing in this procedure interferes with the rights of students, staff, and families to communicate directly with the police.

ADMINISTRATIVE PROCEDURES MANUAL

References: School Act (BC) BC Human Rights Code, Freedom of Information and Protection of Privacy Act (FIPPA), Youth Criminal Justice Act (YCJA), Criminal Code of Canada, BC Police Act

Relevant related AP's: 82, 104, 117, [192](#), 345, 352, 353 [and Policy 28](#).

Appendix A – Information Sharing with Law Enforcement – Reporting Log (Confidential)
Appendix B – Administrator Decision Tree: Information Sharing with Police

Adopted:
Revised:

Appendix A: Information Sharing with Law Enforcement – Reporting Log (Confidential)

This form is to be completed by site or district administration following non-emergency disclosure of personal information to police. Submit this form to the District Vice-principal Safe and Caring Schools.

Date of Disclosure: _____

School / Site: _____

Role Authorizing Disclosure:

Principal Vice-Principal District VP Superintendent / Designate

Nature of Incident (check all that apply):

Immediate safety concern

~~Violence~~-Threat ~~and Risk~~ Assessment (VTRA)

Child protection

Non-emergency police assistance

Other (briefly describe): _____

Type of Information Shared (check all that apply):

Demographic information

Safety-related concern

Contextual wellbeing information

Attendance or supervision context

Other (briefly describe): _____

Legal Authority Relied Upon:

FOIPPA s.33

FOIPPA s.33.1

FOIPPA s.33.2

Child, Family and Community Service Act

Other statutory authority: _____

Disclosure Type:

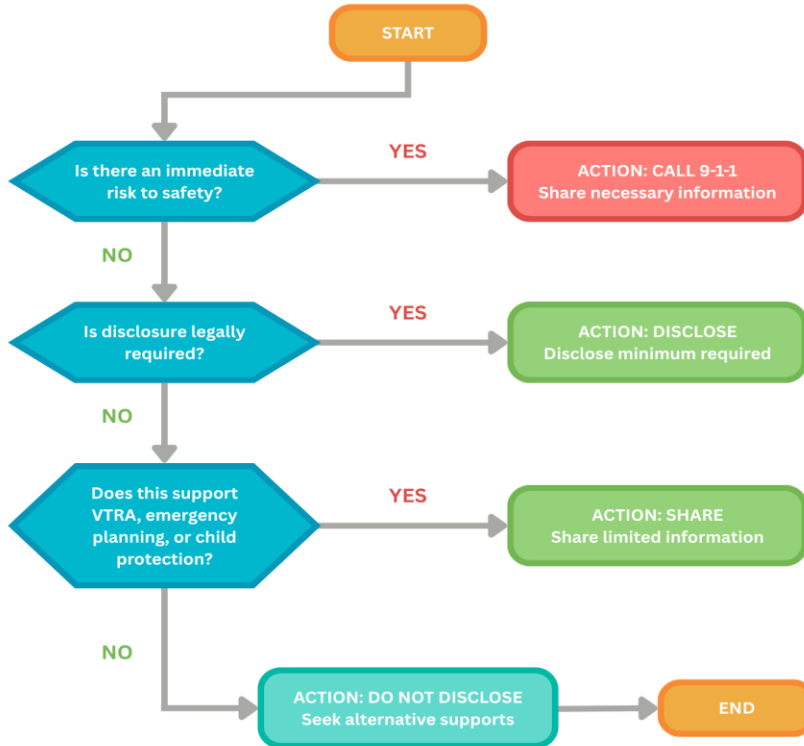
Emergency Non-Emergency

Completed by (role only): _____

Date: _____

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Appendix B: Administrator Decision Tree: Information Sharing with Police



1. Is there an immediate risk to safety?
→ YES: Call 9-1-1 and share necessary information.
→ NO: Proceed to Step 2.
2. Is disclosure legally required?
→ YES: Disclose minimum necessary.
→ NO: Proceed to Step 3.
3. Does this support VTRA, emergency planning, or child protection?
→ YES: Share limited information.
→ NO: Do not disclose; seek alternative supports.

Always document decisions and authority relied upon.

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MEMORANDUM OF UNDERSTANDING

Between the New Westminster School District (NWSA)
And the New Westminster Police Department (NWPD)

POLICE PARTNERSHIP PROGRAM



New
Westminster
Schools



Introduction

The New Westminster School District (NWSD) and the New Westminster Police Department (NWPD) share a strong commitment to ensuring that all New Westminster students can learn in safe, inclusive, and supportive schools where they experience belonging and connection. This Memorandum of Understanding (MOU) establishes the Police Partnership Program (PPP) and the framework for collaborative work between the parties.

Vision

The NWSD, as outlined in its Strategic Plan 2025, is committed to creating equitable learning environments where every child experiences belonging and can pursue authentic pathways. The NWPD's strategic priorities emphasize that building positive relationships and mutual trust contributes to safer communities. This partnership focuses on proactive, collaborative, preventative approaches that support safety, positive decision-making and, wherever possible, engages in restorative practices as one of many mechanisms to divert students from formal involvement with the criminal justice system.

Both parties acknowledge the concerns of some school community members who may feel less safe or less comfortable with police presence in schools. The PPP is informed by the perspectives of Indigenous, racialized, and equity-deserving students and commits to trauma-informed practices that respect students' cultural, ethnic, and gender identities.

The PPP will be guided by principles of human rights, equity, anti-racism, reconciliation, and culturally safe practice, and will be implemented in a manner that affirms the dignity and identities of all students, including 2SLGBTQI+ students and students with disabilities and neurodiverse learners.

For the purposes of this MOU, safety is understood to include physical safety, psychological safety, and a sense of belonging for all members of the school community.

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MEMORANDUM OF UNDERSTANDING

Preamble

This MOU between the NWSD and the NWPD outlines the Police Partnership Program and establishes the vision, mission, governing principles, roles, responsibilities, and protocols for supporting safe, caring, and inclusive schools. Partner Officers (POs) are sworn police officers who retain all duties and authority under law while working in collaboration with educators, students, and families. This MOU is a framework for cooperation; it is not intended to create binding legal or financial obligations.

1.0 Definitions

“Adult” – Any person 19 years of age or older who is working, volunteering, or otherwise interacting with students on school grounds or at school activities.

“At-risk Student” - A child or youth who is considered more likely than their peers to experience academic failure, disengage from school, or not graduate on time due to a combination of personal, social, or environmental factors.

“Child” – A person who is, or appears to be, 5 years of age or older but less than less than 19 years of age.

“Critical Incident” - Sudden and unexpected event that causes, or has the potential to cause, strong emotional reactions which may interfere with individuals’ ability to function. Such incidents have a high likelihood of overwhelming the district’s usual response and support systems. Examples include serious injury, death, assault, threats, or natural disasters.

“Emergency Incident” - An incident that requires **immediate police action**: someone’s health, safety or property is in immediate jeopardy, or a crime is in progress.

“Leadership Liaison” – An instructional leader appointed by the Superintendent to serve as the direct supervisor of the administrators of the school. They serve to ensure that District initiatives are implemented with fidelity and gain insight into the challenges faced at schools with an eye to the development of solutions.

“Non-Emergency Incident” - An incident that requires police assistance but that is not of an emergency nature (for example, a situation is a valid police matter but does not require immediate police attention).

“Partner Officer (PO)” – A sworn member of the NWPD assigned to the PPP who retains full police authority while fulfilling a collaborative, relationship-focused role in the school community, working in conjunction with site administrators and district staff.

“Student” – A child or youth to whom NWSD provides educational services in accordance with its mandate.

“Violence Threat and Risk Assessment: VTRA” - An evidence-based, multidisciplinary team approach to identifying, evaluating and addressing threats from students towards other students, staff, and parents within the school and community environment.



2.0 Mission

The NWPD and the NWSD will work collaboratively to:

- a) Improve school environments to ensure they are safe, caring, welcoming, and inclusive for all students, staff, and families.
- b) Be informed by the perspectives of identity protected groups~~Indigenous, racialized, and equity~~deserving students in an inclusive and accessible program.
- c) Implement proactive education and intervention strategies that support safety, positive decisions and, wherever possible, divert students from direct engagement with the criminal justice system; redirect to other supports or agencies; apply restorative justice principles consistent with the Youth Criminal Justice Act (YCJA).
- d) Establish and maintain effective, timely communication between the NWSD and NWPD.
- e) Ensure POs work in conjunction with site administrators and district staff, including the District Vice-Principal for Safe and Caring Schools, to connect students and families to outside supports and partner groups.

3.0 Governing Principles

3.1 Nothing in this MOU will be interpreted or applied to contravene obligations and procedures required by provincial or federal legislation, or the policies, procedures, and regulations of the NWPD and/or NWSD, including but not limited to: the BC School Act; Freedom of Information and Protection of Privacy Act (FIPPA); YCJA; Criminal Code of Canada; BC Police Act; Child, Family and Community Service Act; and applicable collective agreements.

3.2 The parties will engage in supportive, collaborative, and consultative processes to develop, refine, and adjust this partnership as the PPP is implemented.

3.3 POs will focus primarily on proactive and preventative education and intervention activities; Wherever possible, POs will not be the member directly engaged in referring students to the criminal justice system.

3.4 POs and/or another appropriate NWPD member will participate as part of the district's emergency management planning team, contributing to school and district emergency protocols.

3.5 The parties will ensure mutual understanding of each other's relevant organizational policies. Where policies conflict, the matter will be referred to the Chief Constable and Superintendent for resolution.

3.6 Search Authority Limitation: POs may only conduct searches where lawful authority exists (e.g., detention or arrest, judicial authorization, voluntary consent, or exigent circumstances) and in a manner consistent with applicable law. Such searches will only occur when unavoidable due to an immediate threat or concern for the safety of students, staff, or members of the broader community.

3.7 The PPP will be implemented in a manner consistent with principles of human rights, equity, anti-racism, reconciliation, and culturally safe practice, and will align with the District's commitments under AP 117 – Sexual Orientation & Gender Identity (SOGI).

3.8 The parties acknowledge that students may experience police involvement differently on the basis of factors such as Indigeneity, race, disability, neurodiversity, gender identity or expression, and sexual orientation, and will give particular attention to ensuring that PPP activities support inclusion, respect, and belonging for all students.



3.9 The PPP is intended to complement, and not replace, the work of educators, counsellors, youth workers, mental health professionals, and community agencies who provide primary supports to students.

4.0 Strategies

4.1 Prevention and Education – Education and awareness programs, role modeling, and relationship- building that support safe and inclusive learning. Presentations and resources will be created with the NWSD Vice- Principal for Safe and Caring Schools and relevant professionals to ensure age appropriateness and curricular connection.

4.2 Establishing Positive Connections – POs will make efforts to build trust with students and families, including those who have had negative experiences with police. Working with site administrators and district staff, POs will connect students and families to outside supports and partner groups.

4.3 Early Intervention – Identify at- risk students early and pursue referrals to agency partners and remedial processes at the earliest opportunity to mitigate risks and reduce potential harm. Wherever possible, POs will not be the member directly engaged in referring students to the criminal justice system. POs operate within a mental-health-first and safety-oriented response to support de-escalation, connection to services, and prevention, rather than enforcement, except where legal thresholds or immediate safety concerns require law enforcement involvement.

4.4 Supporting Victims of Crime – POs will support members of the school community who have been victims of crime, working collaboratively with administrators, district staff, and families.

4.5 Crime Prevention – POs will engage in intervention and crime prevention activities and, where appropriate, refer students to programs/supports to divert them from the criminal justice system.

4.6 Justice System Processes – Where other diversion options are not appropriate or have failed, the NWPD will take the lead in criminal investigations in accordance with all common law and statutory requirements (ie. Criminal Code, YCJA).

4.7 Information Management – Information collection/sharing will comply with all common law and statutory requirements, and organizational policies and procedures. The goal of any information sharing will be to maintain safety in the schools. The NWPD and NWSD will work collaboratively to share pertinent information about individuals who may pose a risk of harm to themselves or others. The sharing of such information is not intended to provide intelligence support to the investigation of crime or the identification of members of gangs or criminal organizations for the purposes of prosecution. (See Appendix C: Information Sharing Protocol)



Roles

5.0 Role of School Administrators

5.1 School principals and vice principals are responsible for school administration and ensuring staff and student safety per the BC School Act and NWSD Board Policy. This MOU does not alter those responsibilities.

5.2 School principals, vice principals, and school staff are responsible for student conduct and discipline, aligned with the District Code of Conduct and school Codes of Conduct. POs are not to be engaged as extensions of school discipline practices.

5.3 Site administrators will work collaboratively with assigned POs and ensure officers have the information and support required to fulfill their role, in compliance with privacy laws. Engagement by a PO in any process that may result in a referral to the criminal justice system will be rare and only when unavoidable due to an immediate safety threat or concern. (See Appendix C: Information Sharing Protocol)

5.4 Site administrators will contact the District Leadership Liaison for advice and guidance regarding the PPP as required.

5.5 POs and/or another appropriate NRPD member will be included as part of school and district emergency management planning teams, participating in planning and preparedness activities with site administrators, district staff, and emergency management professionals.

6.0 Role of the New Westminster Police Department

6.1 The NRPD is constituted under the BC Police Act and mandated to conduct law enforcement investigations and related duties.

6.2 Within the PPP, the NRPD assists with crime prevention activities, community and student engagement, support for victims of crime, and proactive referrals for at-risk students, in collaboration with site administrators and district staff. Wherever possible, PO's will not be the member directly engaged in referring students to the justice system.

6.3 POs will perform their duties in accordance with all common law and statutory requirements, and NRPD and NWSD policies, including the following relevant NWSD policies: AP 353 – Searches of Students; AP 345 – Safe & Appropriate Access to Students, Staff, and District Property; AP 352 – Interviews of Students; AP 104 – District Code of Conduct; AP 82 – Emergency Management Protocols; and AP 117 – Sexual Orientation & Gender Identity (SOGI).

7.0 Role of Partner Officers

7.1 POs build relationships between school communities and the NRPD while retaining all of the common law and statutory duties of a police officer. POs work in conjunction with site administrators, the District Vice-Principal for Safe and Caring Schools, and district staff to align activities with educational, safety, and well-being objectives.



7.2 It is not the role of POs to enforce school discipline, rules, or Codes of Conduct. These are the responsibility of school staff and administrators. Engagement by a PO in discipline- related processes will be rare and only when unavoidable due to immediate safety concerns.

7.3 PO duties include:

- a) Participating in delivering safety, crime prevention, and emergency preparedness programs (presentations/resources created with the District VP for Safe and Caring Schools and relevant professionals to ensure age appropriateness and curricular connection).
- b) Providing advice and guidance and connecting students/families to outside supports and partner groups.
- c) Acting as a resource to students, administrators, and staff in relation to proactive and preventative education and intervention strategies.
- d) Supporting school safety and security.
- e) Investigating criminal offences related to schools only when necessary and in accordance with applicable laws and policies—wherever possible, the PO will not directly engage in referring students to the justice system.
- f) Liaising between the school and community resources, ensuring information sharing complies with all common law and statutory requirements, NWPD/NWSD policies and is not intended to support criminal intelligence activities or prosecution.

Responsibilities

8.0 Responsibility of the New Westminster School District

8.1 As formal policing relationships re-engage, the initial focus will be New Westminster Secondary School and middle schools. There will not be full-time Partner Officers dedicated to any school. Partner Officers will only attend the schools when requested by School District staff for a specific purpose, consistent with the MOU, when available.

8.2 The District Vice-principal for Safe and Caring Schools will coordinate with POs on relevant initiatives, safety planning, and community connections, in alignment with NWSD policies and procedures.

8.3 The NWSD will ensure staff and administrators understand that POs are not to be engaged as extensions of school discipline practices. Responsibility for student conduct and discipline rests with school staff and administrators.

8.4 The NWSD will include POs and/or another suitable NWPD member as part of district and site- level emergency management planning teams, with roles clearly defined in advance of any incident response.

8.5 Ensure that PO's and the NWPD are not requested to provide legal advice for NWSD legal matters and are not relied on as a substitute for qualified legal advice. Providing legal advice is outside the scope of the PO's and NWPD's qualifications. For any legal matters, the NWSD will consult with a qualified and licensed lawyer, if needed.



8.6 Provide twice-yearly presentations to the Board of Trustees regarding the broader context of interactions between NWSD and NWPd, in addition to the data gathered by the Advisory Committee to support the improvement of the program. This data will include, but not be limited to, the number and nature of calls for police support to District schools, demographic information regarding those calling for service and those, if any, who are the subject of police intervention, and the longer-term outcomes (if known) for all involved.

In reviewing this information, the parties will give particular attention to students' sense of belonging and psychological safety, and to identifying and addressing any disproportionate impacts of the PPP on groups protected under human rights legislation.

9.0 Responsibility of the New Westminster Police Department

9.1 Provide police constables to serve as POs to support NWSD schools, initially focused on New Westminster Secondary School and middle schools, during the regular school year and summer sessions as needed and when available.

9.2 Members from the NWPd Community Engagement Unit (CEU) will serve as the primary POs and may engage other members of the NWPd to participate in events as needed. The Sergeant of the CEU will be the primary contact for the POs. There will not be full-time Partner Officers dedicated to any school. Partner Officers will only attend the schools when requested by School District staff for a specific purpose, consistent with this MOU, when available.

9.3 Provide POs with requisite duty equipment and vehicles in accordance with NWPd policy; ensure secure firearm storage per operational policy and community safety commitments.

9.4 Ensure PO's focus primarily on proactive and preventative education and intervention strategies, and do not engage in non-emergency police response unless necessary.

9.5 Ensure that PO's and the NWPd are not relied on for providing legal advice for NWSD legal matters. Providing legal advice is outside the scope of the PO's and NWPd's qualifications.

9.6 Ensure POs are oriented to and operate consistent with NWSD policies and procedures relevant to school operations (e.g., safe and caring schools, student conduct and discipline, privacy and protection of personal information, respectful working and learning environments).

9.7 Ensure POs are not engaged as extensions of school discipline practices. Any involvement in discipline-related matters will be rare and only when unavoidable due to immediate safety threats.

9.8 Include POs and/or another appropriate NWPd member as active members of district and site-level emergency management planning teams, in coordination with NWSD.

9.9 Wherever possible, ensure that the PO is not the member directly engaged in referring students to the justice system.

9.10 Provide twice-yearly reports to the Police Board regarding the broader context of interactions between NWSD and NWPd, in addition to the data gathered by the Advisory Committee to support the improvement of the program. This data will include, but not be limited to, the number and nature of calls for police support to District schools, demographic information regarding those calling for service and those, if any, who are the subject of police intervention, and the longer term outcomes (if known) for all involved.

10.0 Collaborative Responsibility of the NWSD and NWPD

10.1 Conduct an annual review of the PPP to determine areas for improvement, including feedback from students, staff, families, and community partners.

10.2 Conduct joint training between POs and NWSD staff on topics of shared interest and need, including equity, diversity, inclusion, cultural humility, restorative practices, privacy (FIPPA), and trauma-informed approaches.

10.3 Require POs to complete the NWSD anti-racism and non-discrimination training module, and other professional learning as determined with the District Leadership Liaison.

10.3 Include POs or another appropriate NWPD member as members of district and site-level emergency management planning teams, establishing clear roles in prevention, preparedness, and response before incidents occur.

10.4 Reaffirm that POs are not to be engaged as extensions of school discipline practices. Responsibility for student conduct and discipline rests with school staff and administrators; PO engagement will be rare and only when unavoidable due to immediate safety threats.

10.5 Collaborate with the NWSD Vice-Principal for Safe and Caring Schools, site administrators, and relevant district staff to connect students and families with outside supports and partner groups.

10.6 As the PPP re-engages, focus initially on New Westminster Secondary School and middle schools. POs will be introduced to and available to schools as needed.

10.7 After any emergency involving police action beyond the normal scope of the PO's role: A report will be submitted by the PO to the Chief Constable or designate; and a briefing will be provided to the Superintendent, designate, or most appropriate staff member.

10.8 Communications related to a critical or emergency incident will, where possible, be coordinated to ensure consistency, truthfulness, and balance in tone and intent, avoiding unnecessary fear or uncertainty. It is understood that there are times when operational need will require independent communication.

10.9 Communications related to the program will, where possible, be coordinated between NWSD Communications staff and NWPD counterparts. It is understood that there will be circumstances where advance coordination is not possible or appropriate, and either party may communicate independently.

10.10 Participate in, and recruit members to, the Partnership Advisory Committee.

Committee membership shall consist of:

- A Representative of the New Westminster Board of Trustees
- A Representative of the Indigenous Education Council
- A Representative of the New Westminster Police Board
- A Representative of the District Parent Advisory Council
- 2 Students representing a protected class under federal and provincial human rights legislation.
- The Partner Officer
- The District Vice-principal, Safe and Caring Schools
- District Principal Indigenous Education and Equity



- The Chief Constable or Designate
- The Superintendent or Designate

The role of the committee is to:

- Identify key metrics for success and support the identification of data to be gathered, including, but not limited to...
 - demographic data
 - program perceptions disaggregated according to protected class under Canadian and British Columbia human rights legislation.
- Provide input into the design of survey and interview instruments regarding the program's effectiveness.
- Receive and provide comment on staff interpretation of the results of the above.
- Provide advice to staff regarding how the program might be improved.
- Review and make recommendations regarding the annual report.

Meeting Frequency and Timing

- Public meetings will occur three times-annually, in October, February and May

In carrying out its role, the Partnership Advisory Committee will consider both quantitative and qualitative information about students' experiences of safety, belonging, and inclusion, and will identify any emerging concerns about disproportionate impacts on students or families from groups protected under human rights legislation.

Protocols

11.0 Orientation Protocols

11.1 The NWSD will assign a District Leadership Liaison for the PPP; the NWPD PO supervisor(s) will inform the Liaison of PO assignments prior to each school year.

11.2 The NWSD will inform site administrators of their key contacts within the PPP prior to the start of the school year. As formal policing relationships re-engage, the initial focus will be New Westminster Secondary School and middle schools; there may not be a PO for each building.

11.3 Prior to school start-up, the site administrator, District Leadership Liaison, and assigned PO will meet for orientation, including:

- a) A tour of the school and introductions to key staff.
- b) A meeting with staff.
- c) Provision of timetable/bell schedule and relevant plans.
- d) Introduction to the VTRA model, toolkit, protocol, and site-specific VTRA team.
- e) Overview of NWSD policies/procedures, school codes, and goals.
- f) Establishing a regular meeting schedule.
- g) Confirmation that POs are not extensions of school discipline practices.



- h) Two parents representing a protected class under federal and provincial human rights legislation
- i) A member of the NWPB Board and a member of the NWSD Board of Trustees

12.0 Communication Protocols

12.1 NWSD staff will call 9-1-1 when an emergency is unfolding. Part of the PO's role is to intervene in emergency police-related incidents when present on school property.

12.2 NWSD staff will call the NWPB non-emergency line 604-525-5411 for all other matters that are not an emergency. The PO may be consulted prior to making a non-emergency report; however, the PO will not take the report or be the lead investigator of the incident.

12.3 The Sergeant of the CEU will be the primary contact for the POs.

12.4 When staffing changes occur in the PPP or among POs during the year, the NWPB PO supervisor(s) and the NWSD District Leadership Liaison will notify each other and update contact information as appropriate.

12.5 The parties will notify one another as soon as possible of any procedural, policy, or program changes and/or modifications to the PPP. Wherever possible, communications will be coordinated to strike a balance in tone and intent. The goal is to be truthful and avoid adding fear or uncertainty to the community.

13.0 Information Sharing Protocol

13.1 The parties will manage student information in accordance with all common law and statutory requirements (i.e. FIPPA, YCJA), and NWPB/NWSD policies. The provisions contained in the Information Sharing Protocol (See Appendix C) will, at all times, be followed.

13.2 NWSD site administration shall only disclose to POs the personal information of employees, parents, and students in accordance with FIPPA (e.g., s.33(3)).

13.3 Personal information disclosed to and collected by POs from the NWSD may only be used or further disclosed by POs for an investigative purpose if specifically obtained for such a purpose, or for any resultant court process, or as otherwise required by law. The sharing of such information is not intended to provide intelligence support to the investigation of crime or the identification of members of gangs or criminal organizations for the purposes of prosecution.

13.4 Wherever possible, the PO will not be engaged in the process of referring students directly to the justice system.

13.5 The parties have developed a formal information-sharing agreement under FIPPA s.33.2(k) to support delivery of a common or integrated program or activity. (Appendix C)

14.0 Emergency Protocols

14.1 Staff are advised to call 9-1-1. The PO is not the immediate point of contact in emergencies.



14.2 To ensure awareness of police situations in or around schools, the on-duty Patrol Supervisor will ensure, if operationally feasible, that the NWSD and affected schools are notified of the police situation.

14.3 The PO will not arrest a student or school employee on school premises except when unavoidable due to an immediate safety threat. Any search by a PO on school property will occur only when unavoidable due to an immediate threat or concern for the safety of students, staff, or members of the broader community.

14.4 Police and school officials will, when appropriate, attempt to develop a coordinated communication plan, in the event of an incident, with NWPD and NWSD public affairs liaising accordingly. Wherever possible, such communications will balance tone and intent; the goal is to be truthful and to avoid adding fear or uncertainty to the community.

15.0 Complaints and Concerns Protocol

15.1 Complaints and concerns regarding a PO ~~or school staff member~~ will be brought to the attention of the NWPD PO supervisor(s) and the site administrator and investigated accordingly.

15.2 Depending on the nature of the complaint, processes may involve investigations under the BC Police Act and/or the BC School Act and NWSD procedures.

15.3 Concerns regarding the PPP will be directed to the joint Advisory Committee for review and resolution. Any communications regarding the resolution of such matters will be coordinated to ensure balanced, constructive tone and intent.

16.0 Termination

16.1 This MOU may be terminated by either NWSD or NWPD at any time and for any reason upon thirty (30) calendar days' written notice. Each party is responsible for its own costs, expenses, and liabilities arising from such termination.

We, the undersigned, agree to the commitments described herein.

Date: _____

Superintendent of Schools, New Westminster School District

Date: _____

Chief Constable, New Westminster Police Department



APPENDIX A

Purpose

This appendix outlines the operational components of the Police Partnership Program (PPP). It is a living document, updated collaboratively by the NWSD and NWPD to enhance service, address areas of concern, and maintain transparency. Amendments will be made collaboratively and communicated appropriately.

Staffing

The NWPD funds and assigns Partner Officers (POs) to the program. Staffing levels are reviewed annually by the NWPD in consultation with the NWSD. The initial focus is New Westminster Secondary School and middle schools; there may not be a PO for every school. POs will be introduced to, and available to, multiple school communities.

Uniforms and Equipment

POs will be clearly identifiable as members of the NWPD while promoting approachability in school settings. Standard operational attire may be worn when required. Equipment will comply with NWPD policy and be as discreet as possible in school settings, prioritizing a sense of safety for students and staff.

Training

POs, along with District and site leaders will complete mandatory training in EDI, cultural humility, restorative practices, trauma-informed approaches, youth development, and effective communication. Additionally, POs will complete the same training as District and site leaders with respect to Behavioural and Digital Threat Assessment/Violence Threat Risk Assessment (BDTA/VTRA). POs, along with appropriate District and site leaders will complete shared training in privacy law and best practices regarding the appropriate and timely sharing of information. (See Appendix B)

NWSD-led sessions will ensure familiarity with district policies, diverse learning profiles, and curricular connections. Shared learning opportunities between POs and school and District staff will be the priority, encouraging shared values and vocabulary.

Program Review

Annual reviews will include surveys, facilitated discussions, and other methods to gather feedback from students, staff, families, and the community, ensuring the program remains responsive and aligned with the NWSD's and NWPD's Strategic Plan and policies.



The Chief Constable and Superintendent, or their designates, will provide yearly presentations to the Advisory Committee and then to the New Westminster Police Board and to The New Westminster Board of Education regarding the data gathered. These presentations will include the collective and independent actions to be taken to address prevalent concerns emerging from program review.

Communication

NWSD will share information with school communities at the start of each school year regarding the PPP, assigned POs, and how to connect with them. Communications will be coordinated, transparent, and aimed at avoiding fear or uncertainty.

Indigenous Engagement

NWSD and NWPD commit to ongoing engagement with Indigenous Rightsholders and Nations through established NWSD structures and scheduled engagement with New Westminster's Indigenous Education Council. In alignment with the priorities of both organizations.

Safe and Caring Schools Team

NWPD and NWSD will define how POs and the NWSD Safe and Caring Schools team collaborate to support students and families, and updates will be reflected in Appendix B: School Safety Partnership Framework.

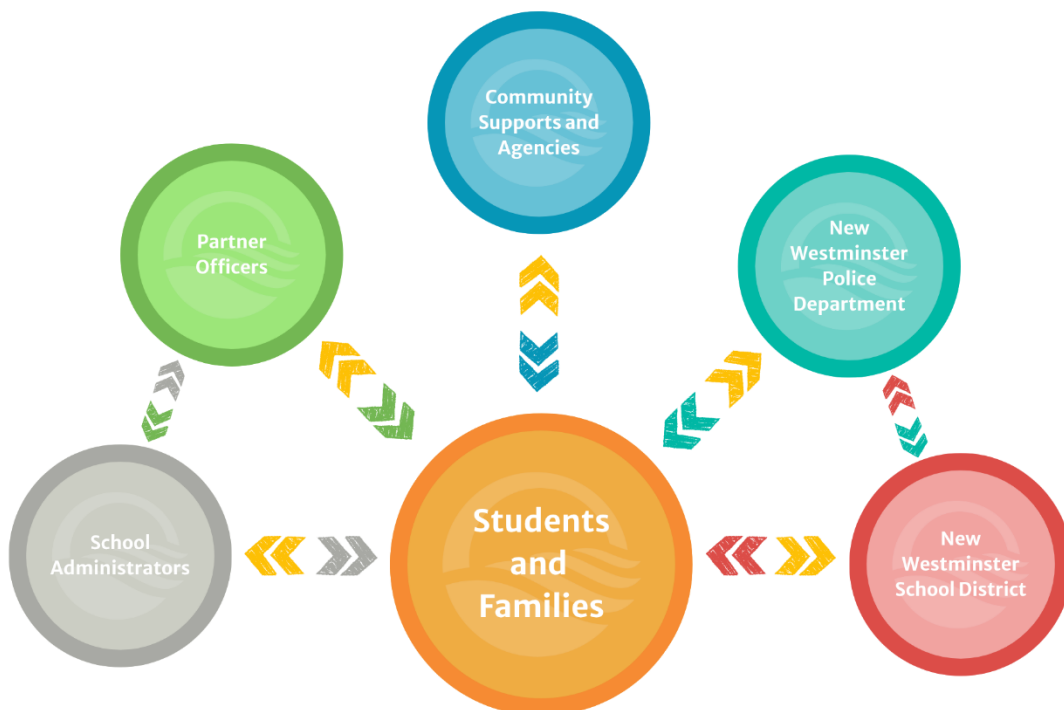
APPENDIX B

Purpose

To describe the working relationships and processes, part of which are the Police Partner Officers, that guide our work in support of the well-being of the children and youth in our care and the adults who serve them. Described, here, is the interaction between education, mental health, and policing professionals and skilled support staff to create a compassionate, trauma informed, system of care that touches on the varied needs of all who are part of the New Westminster Schools family.

Figure 1 illustrates the focus of the work of all parties to the framework engaged in collaborative support of students and families. Note that the those we serve are at the centre of all processes and are included in discussions and processes intended to design and provide care.

Figure 1 - Police Partnership Program (PPP) Collaborative Framework



Shared Objectives

- Promote safe, caring and inclusive schools
- Prevent bullying/harassment, violence, criminal activity in schools
- Support students facing challenges with behaviour, social and mental wellbeing
- Facilitate access to community resources and supports
- Support students engaged with the youth justice system

Collaborative Practice

Education

- Education and professional development
- Family and community engagement

Prevention

- Early identification of concerns
- Collaborative programming based on assessed need(s)

Intervention

- Support planning
- Referrals
- Liaise with community policing
- Restorative processes

Crisis Response

- Mental Health Crisis response
- Critical incident response, Emergency incident response
- Violence/Threat Risk Assessment (VTRA)/Behavioural and Digital Threat Assessment (BDTA)

APPENDIX C

Information Sharing Protocol (ISP)

Between New Westminster School District (NWSD) and New Westminster Police Department (NWPD).

Purpose

This protocol establishes a clear, transparent, and accountable framework for information sharing between NWSD and NWPD as part of the Police Partnership Program (PPP). Its intention is to ensure compliance with applicable legislation and organizational policies while safeguarding the rights, dignity, and well-being of students and families.

Guiding Principles

- Student-Centered: Prioritize the best interests of students, with a focus on safety, belonging, and educational success.
- Lawful: All sharing must comply with all relevant laws, which may include FIPPA, YCJA, BC School Act, BC Police Act, Child, Family and Community Service Act, the Criminal Code and Common Law.
- Minimum Necessary: Share only what is necessary for the stated purpose.
- Ensure Organizational Compliance: All sharing should comply with NWSD/NWPD policies/procedures.
- Equity and Trauma-Informed Practice: Respect cultural, gender, and identity considerations; center Indigenous, racialized, and equity-deserving students.
- Transparency and Accountability: Record and review all disclosures and inform students/families wherever lawful.



Scope of Information Sharing

What information can/cannot be shared

Permitted:

- Safety-related information (e.g., individuals who pose a risk of harm to themselves or others, threats, violence, self-harm, immediate safety concerns, and when performing violence/threat risk assessments).
- Information supporting victim safety and/or an accused's compliance with court conditions, probation, or restorative agreements.
- Personal information directly relevant to safety, intervention, and student support.

Prohibited:

- Sharing for unrelated purposes such as intelligence-gathering, gang profiling, or unrelated investigations.

Circumstances for Sharing

- Immediate safety threats or emergencies or when information sharing likely to prevent harm to a member of the community.
- Individuals who pose a risk of harm to themselves or others.
- To support victims of crime.
- Where disclosure is legally authorized under statute or common law.
- For early intervention or support when consent has been obtained.

Consent and Notification

Consent

- When: Consent will be sought whenever possible, prior to disclosing personal information.
- Who: Students (when of age/maturity), parents/guardians, or both, depending on context and law.
- How: Written consent is preferred; verbal consent must be documented.

Without Consent

- **Information may be shared without consent when:**
 - Required by law (ie. YCJA, CFCSA, Criminal Code, common law).
 - Immediate safety threats or emergencies or when information sharing likely to prevent harm to a member of the community.



- An individual poses a risk of harm to themselves or others.
- Court orders or probation conditions require disclosure.

Notification

- Students and/or families will be notified when their information has been shared without consent unless law prohibits disclosure (e.g., active Criminal Code investigation in which the Youth Criminal Justice Act applies).
- Notification should not be made if the disclosure will jeopardize a police investigation. If there is an active police investigation, School principals and appointed district staff must confirm with the NWPDP that the disclosure will not jeopardize a police investigation before making the disclosure.

Roles and Responsibilities

Who can share information?

- School principals and appointed district staff, in accordance with Administrative Procedure 193: Information Sharing with Law Enforcement.
- NWPDP Partner Officers (POs) and other members of the NWPDP in compliance with common law and statutory duties.
- Other authorized personnel as explicitly designated by policy and/or and statutory and common law duties.

How NWSD information will be requested

- Formal request to the principal or District Leadership Liaison.
- Emergency requests may occur verbally but must be documented afterward.

How NWPDP information will be requested/shared

- Non-urgent requests for information should primarily be directed to the Sergeant of the CEU and/or assigned NWPDP Partner Officer.
- NWPDP Partner Officers and/or other members of the NWPDP retain all necessary discretion and ability to share information as required to discharge their common law and statutory duties.

Documentation

- Every request and disclosure will be recorded, including:
 - Date and time
 - Purpose and legal authority
 - Nature of the information shared
 - Person(s) requesting and approving disclosure

Emergency Procedures

- Immediate Threats: NWSD Staff call 9-1-1; information is shared verbally as needed.



- Documentation: All verbal disclosures must be recorded as soon as possible after the incident.
- Follow-Up: Post-incident review will determine whether disclosure complied with law and this protocol.

Privacy and Confidentiality Safeguards

- Access to information is strictly need-to-know.
- No secondary use of information beyond the purpose for which it was shared.
- Information will not be retained or used outside the scope of the MOU.
- Secure storage and transfer: Electronic information must be encrypted; paper records must be stored in locked, access-controlled files.
- Record management:
 - Clear timelines for retention and destruction.
 - Justice-related records must be segregated from educational records (e.g., G4 files).

Youth Criminal Justice Act

- Pursuant to s. 125(1) YCJA, the NWPD may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence.
- Pursuant to s. 125(7) YCJA, if the NWPD shares information pursuant to s. 125 (1) YCJA, NWSD Staff must:
 - (1) Keep any information shared by NWPD separate from any other record relating to the young person;
 - (2) Ensure no other person has access to the information, except as authorized by s. 125; and,
 - (3) Destroy their copy of the record when the information is no longer required for the purpose for which it was disclosed by NWPD.

Advisory and Accountability

- Monitoring: The PPP Advisory Committee will annually review all information sharing practices.
- Breaches: Any breach will trigger immediate investigation and corrective action under NWSD or NWPD procedures and may require a report to the Office of the Information and Privacy Commissioner.
- Complaints: Students, families, or staff may raise complaints through established NWSD or NWPD processes, or the Office of the Information and Privacy Commissioner.
- Dispute Resolution: Disagreements about scope or application of this protocol will be referred to the Chief Constable and Superintendent for resolution.
- The Chief Constable and Superintendent make seek feedback from the Advisory Committee in the search for a resolution.
- The cost of legal counsel, should it be required, shall be share, equally, by NWPD and NWSD.

Review and Amendments

This protocol will be reviewed annually as part of the PPP review. Amendments may be proposed by either party and must be approved by the Advisory Committee, with consultation from students, families, and community representatives.



CONFLICT OF INTEREST – VOLUNTEER COACHES

Background

The purpose of this Administrative Procedure (AP) is to ensure that volunteer coaches in New Westminster Schools act in the best interests of students and uphold the integrity of school athletic programs.

This AP establishes expectations, disclosure requirements, and processes to identify and manage real or perceived conflicts of interest, particularly where volunteer coaching overlaps with club or private sport programs.

1. Purpose

- 1.1. The purpose of this Administrative Procedure (AP) is to ensure that volunteer coaches in New Westminster Schools act in the best interests of students and uphold the integrity of school athletic programs.
- 1.2. This AP establishes expectations, disclosure requirements, and processes to identify and manage real or perceived conflicts of interest, particularly where volunteer coaching overlaps with club or private sport programs.

2. Definitions

- 2.1. Volunteer Coach – An individual who provides coaching or instructional support in a school-sponsored athletic program without remuneration from the District.
- 2.2. External Sports Program – Any club, private, or non-school-sponsored athletic program, team, camp, or instruction in which the volunteer has an active role, financial interest, or affiliation.
- 2.3. Conflict of Interest – A situation in which a volunteer coach's external affiliation could influence, or appear to influence, their decisions or actions in the school athletic program.
- 2.4. Perceived Conflict – A circumstance in which reasonable members of the school community could believe that decisions (e.g., player selection, playing time) may be affected by a coach's external interest.
- 2.5. Mitigation – Steps taken to reduce or remove the actual or perceived influence of an external interest on a volunteer coach's school duties.

3. Scope and Application

- 3.1. This AP applies to all volunteer coaches supporting athletic or extracurricular sport programs within New Westminster Schools.

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

- 3.2. It complements, but does not replace, the provisions of AP 490 (Volunteer Guidelines), AP 491 (Volunteer Registration), or any conflict-of-interest clauses applicable to employees.

4. Disclosure Requirements

4.1. Initial Disclosure

- 4.1.1. Before approval, every volunteer coach must complete a Volunteer Coach Conflict of Interest Disclosure Form identifying:

- 4.1.1.1. Any external sports roles, affiliations, or employment (e.g., club teams, private instruction, summer camps);
- 4.1.1.2. If any students in the school participate in those external programs; and
- 4.1.1.3. Any other relationship that might create a real or perceived conflict.

4.2. Ongoing Disclosure

- 4.2.1. Volunteer coaches must update their disclosure whenever their external affiliations change.
- 4.2.2. Renewal of disclosure is required annually before the start of each athletic season.

4.3. Review of Disclosure

- 4.3.1. The school's Athletic Director or Principal shall review the disclosure to determine whether a conflict exists and, if so, whether mitigation is possible.
- 4.3.2. Findings must be recorded and stored confidentially in accordance with District record-keeping standards.

5. Conflict Assessment and Mitigation

5.1. Assessment Criteria

- 5.1.1. Overlap between school and external programs (e.g., same season or competing schedules);
- 5.1.2. Potential influence on student selection, playing time, or evaluation;
- 5.1.3. Risk that school resources might be used to benefit an external program;
- 5.1.4. Ability of the volunteer to remain impartial toward all students; and
- 5.1.5. Feasibility of mitigation measures.

- 5.2. Mitigation Strategies – Where a partial conflict can be managedmanagements, mitigation may include:

- 5.2.1. Recusal from decisions affecting students affiliated with the external program;
- 5.2.2. Shared or delegated authority for player selection or evaluation;
- 5.2.3. Written disclosure to parents and athletes regarding the coach's external affiliation;
- 5.2.4. Scheduling separation between school and external coaching roles; and/or
- 5.2.5. Periodic administrative oversight or review of decisions.



5.2.5-5.2.6. A School-appointed staff member (e.g., teacher, administrator or Athletic Director) must be present at all player evaluations and selection processes to ensure transparency, adherence to selection criteria, and to prevent bias or favoritism arising from external affiliations (e.g., club relationships)

5.3. Non-Mitigable Conflicts

5.3.1. If a conflict cannot be reasonably mitigated, the volunteer shall not be approved for the role or may be reassigned.

5.3.2. b) If a conflict emerges after appointment, the Principal may suspend or terminate the volunteer's assignment following consultation with the Director of Instruction or designate.

5.4. Appeal

5.4.1. A volunteer coach may appeal a decision regarding conflict of interest in writing to the Superintendent (or designate) within ten (10) business days of notification.

5.4.2. b) The Superintendent's decision shall be final.

6. Expectations of Conduct

6.1. Volunteer coaches must act impartially and in the best interests of all student-athletes.

6.2. Volunteer coaches must not:

6.2.1. Recruit or encourage students to join an external program with which they are affiliated in a way that undermines the school team;

6.2.2. Offer preferential treatment to athletes connected to their external programs; or

6.2.3. Use school facilities, equipment, or communication channels for the benefit of an external program without written authorization.

6.2.4. Volunteer coaches must participate in evaluation processes only when a

6.2.3-6.2.5. designated school staff member is present, in accordance with Section 5.2.6

6.3. Volunteer coaches must immediately report any emerging conflict to their Principal or Athletic Director.

7. Monitoring and Enforcement

7.1. Monitoring

7.1.1. a) School administration will periodically review volunteer coaching assignments and disclosures to ensure compliance.

7.1.2. b) The District may conduct audits or reviews as required.

7.2. Sanctions

7.2.1. a) Non-compliance with this AP may result in suspension or removal from the volunteer coaching role and/or prohibition from future volunteer positions.

7.2.2. b) Serious breaches may result in further action as determined by the Superintendent.

7.3. Record Retention



- 7.3.1. a) All disclosures, determinations, mitigation plans, and appeals will be retained for a minimum of five (5) years, or in accordance with the District's records management schedule.

8. Training and Communication

- 8.1. All volunteer coaches shall complete an orientation or training session that includes:
- 8.1.1. Expectations of impartiality and ethical conduct;
 - 8.1.2. Disclosure requirements; and
 - 8.1.3. Procedures for reporting and addressing conflicts of interest.
- 8.2. Schools shall inform parents and students each season that volunteer coaches are required to complete conflict-of-interest disclosures and that the District maintains policies to ensure fairness and transparency.

9. Review

- 9.1. This Administrative Procedure shall be reviewed every three (3) years, or earlier as required, by the Superintendent's Office in consultation with school administrators, athletic directors, and relevant stakeholders.

*Reference: Policy 204 – Conflict of Interest
Policy 404 – Code of Conduct
Policy 406 – Ethics and Confidentiality
AP 490 – Volunteer Guidelines
AP 491 – Volunteer Registration*

SD No. 40 (New Westminster)

Adopted: ~~October 09, 2025~~

Revised:

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



Supplement to: OPEN SCHOOL BOARD MEETING

Date: April 28, 2026

Submitted by: Cheryl Sluis, Chair

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

Subject: Queensborough Bussing

Background:

Students residing in the Queensborough neighbourhood face geographic and transit-related challenges in accessing New Westminister Secondary School. Provincial Funding for the three-year pilot (a dedicated bus service to and from New Westminister Secondary school for students whose home addresses are in the Queensborough area will end on June 30, 2026. To support a transition to a long-term, sustainable solution, the Ministry of Education has provided one-time transitional funding of \$400,000.

The “one-seat ride” transportation solution—where students are able to travel directly to school without transferring between services—may be preferred as a long-term approach. Long-term, sustainable transportation solutions will require coordination between the school district and external partners, including City of New Westminister, TransLink, and the Government of British Columbia.

Recommendation:

THAT the Board use a portion of the one-time funding to continue the current model (families register for the service, pay monthly fee, and district contracts buses that go directly to NWSS) for the duration of the first term of the 2026–2027 school year;

AND THAT staff monitor current bus usage through contracted services through the remainder of the 2025-2026 school year and the beginning of the 2026-2027 school year;

AND THAT staff work collaboratively with the City of New Westminister, TransLink, and the Province of British Columbia to seek a long-term, sustainable transportation solution, with consideration given to implementing a one-seat ride option;

AND THAT staff provide regular monthly progress reports to the Board and that recommendations and potential options be presented as soon as it is practical.



Supplement to: OPEN SCHOOL BOARD MEETING

Date: April 28, 2026

Submitted by: Cheryl Sluis, Chair

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

Subject: Continuation of Federal funding for the New Westminister Youth Hub

Background:

The New Westminister Youth Hub, operated by Purpose Society, provides low-barrier, early intervention supports for youth aged 12–24 accessed by many students in the district. The Hub offers mental health and substance use support, basic needs (food, clothing), life skills, employment assistance, and transportation at no cost.

As a key partner in the New Westminister Situation Table, the Hub receives frequent referrals from middle and secondary schools, enabling timely, coordinated support for students before challenges escalate. Its strong relationships with schools have supported student well-being, engagement, and attendance, while reducing pressure on school resources.

With federal funding set to expire, the Hub is at risk of closing. While short-term funding will sustain operations through April and May, its long-term future remains uncertain. Closure would leave a significant gap in accessible, community-based support for vulnerable youth.

Recommendation:

THAT the Board direct the Chair to write a letter to the appropriate federal Minister and the local Member of Parliament advocating for the continuation of federal funding for the New Westminister Youth Hub;

AND THAT the letter highlight the Hub’s critical role in providing early, low-barrier supports to youth, its strong collaboration with the school district, and the significant impact its potential closure would have on student well-being and community safety.

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF MARCH 10, 2026, IN-CAMERA MEETING**

ADOPTION OF AGENDA

- 5:01 p.m.

MINUTES FOR APPROVAL

- In-Camera Board Meeting held on February 24, 2026

BUSINESS ARISING FROM THE MINUTES

- Nil

REPORTS FROM SENIOR MANAGEMENT

- Legal
- Contract
- Administration

OTHER BUSINESS

- Administration

ITEMS TO BE REPORTED OUT AT OPEN MEETING

- Nil

NOTICE OF MEETINGS

- In-Camera Board Meeting – Tuesday April 28, 2026, 5:00 p.m. (SBO)

ADJOURNMENT

- In-Camera Board meeting adjourned at 5:55 pm.

Chair

Secretary-Treasurer