

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

Tuesday, May 26, 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.	<u>ADOPTION OF THE AGENDA</u>	6:00 PM	
<p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the Regular School Board meeting.</p>			
2.	<u>APPROVAL OF THE MINUTES</u>	6:05 PM	
a.	Minutes from the Open Meetings held:		
1.	April 28, 2026 Regular Meeting		4
<p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the April 28, 2026 Regular School Board Meeting.</p>			
b.	Business Arising from the Minutes		
3.	<u>DELEGATIONS</u>		
a.	Monkey Rebels (Angela Jurgensen)	6:05 PM	13
4.	<u>PRESENTATIONS</u>		
a.	Learning Story #6 - Intellectual - Numeracy (S. Singh)	6:20 PM	20
b.	Aboriginal How Are We Doing Report (J. Richter & S. Johal)		6:35 PM 58
1.	Letter from the Deputy Minister Kaye Krishna - Equity for Indigenous Learners attending BC Public Schools		71

c. International Program Report (T. Gee) 6:50 PM 75

5. CORRESPONDENCE

Nil.

6. BOARD COMMITTEE REPORTS

Committee Reports to be presented at June 16th, 2026 Board Meeting

7. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update (M. Davidson) (Verbal) 7:00 PM
- b. Long Range Facilities Plan Update (B. Ketcham) (Verbal) 7:10 PM
- c. 2026 Trustee Election Bylaw (B. Ketcham) 7:20 PM 83

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of trustee election bylaw 2026-TE-SD40-01.

THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of the trustee election bylaw 2026-TE-SD40-01.

THAT the Board of Education of School District No. 40 (New Westminster) approve the THIRD and Final reading reconsideration and final adoption of the trustee election bylaw 2026-TE-SD40-01.

- d. Annual Facilities Grant Plan (M. Brito) 7:30 PM 87
- e. School Fees for 2026-2027 (G. Lawlor) 7:40 PM 89
- f. Sanctuary Schools Report (G. Lawlor) 7:50 PM 93
- g. Operations Report (For Information) 8:00 PM 97

8. NEW BUSINESS

- a. Chair Report (Chair Sluis) (Verbal) 8:10 PM
- b. Policy and Administrative Procedures Process (M. Russell) (Verbal) 8:20 PM
- c. Climate Action Working Group - Advancing Climate Literacy in BC's K-12 Education System (Trustee Andres) 8:30 PM 99

Recommendation:

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

letter to the Ministry of Education and Child Care advocating for the further development and implementation of mandatory climate change curriculum.

9. **OLD BUSINESS**
Nil.
10. **TRUSTEE REPORTS** 8:40 PM
Verbal Updates from Trustees
11. **QUESTION PERIOD (15 Minutes)** 8:50 PM
Questions to the Chair on matters that arose during the meeting.
12. **NOTICE OF MEETINGS** 9:05 PM
Regular Board Meeting - Tuesday June 16, 2026 - 6:00 p.m. (SBO and via Zoom)
13. **REPORTING OUT FROM IN-CAMERA BOARD MEETING** 9:05 PM
Nil.
14. **ADJOURNMENT** 9:10 PM

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

**Tuesday, April 28, 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
Anne-Marie Martin, 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. **REMEMBRANCE OF CHIEF RHONDA LARRABEE**

Chair Sluis took a moment to honour the legacy of Chief Rhonda, whose leadership and advocacy continue to guide our work. We carry forward her example of centring students, strengthening community, and deepening our responsibility to reconciliation.

2. **ADOPTION OF THE AGENDA**

The Chair called the meeting to order at 6:08 p.m.

Trustee Carlsen requested an amendment to the agenda to add a question period under Item 4a. Clarification was sought as to whether this would replace Item 12, the scheduled question period, and it was confirmed that it would not. Chair Sluis reminded members in attendance of Policy 7.1-3 regarding question periods during regular open board meetings and the associated regulations.

**2026-023
Moved and Seconded**

THAT the Board of Education of School District No. 40 (New Westminster) amend the agenda to include a question period as 4a. for the April 28, 2026, Regular School Board Meeting.
CARRIED UNANIMOUSLY

2026-024

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda, as amended, for the April 28, 2026, Regular School Board meeting.

CARRIED UNANIMOUSLY

3. MINUTES FOR APPROVAL

- a. Minutes from the Open meeting held: March 10, 2026, Regular School Board Meeting.

2026-025

Moved and Seconded

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.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes.

Nil.

4. PRESENTATIONS

During the added question period, the Chair reviewed the Board's public participation policy and invited questions from attendees in person and online. After waiting to allow time for responses, no questions or comments were received, and the Board proceeded to the next agenda item.

5. DELEGATIONS

- a. 2026 Day of Mourning Presentation (Sarah Wethered)

For the 2026 Day of Mourning, Sarah Wethered from the local district labour council addressed the Board to request ongoing recognition of April 28 as a day to remember workers killed or harmed on the job and to reaffirm workplace health and safety as a shared responsibility. The delegate stressed the need to treat psychological health with the same seriousness as physical safety in law and practice, underlined the role of schools in educating young workers about health and safety, and called on all levels of government to strengthen prevention, enforcement, and supports, including measures aligned with international standards.

The Board observed one minute of silence.

6. CORRESPONDENCE

- a. Funding and Support for Child Care on School Grounds

Trustees expressed concern that the letter did not fully address requests for sustainable, predictable operating funding, timely communication of program changes, or increased StrongStart funding. It was also observed that the explanation appeared to attribute constraints to federal funding despite ongoing federal childcare commitments.

b. Funding for Queensborough Transportation

The Board received correspondence from the Ministry confirming one-time provincial funding of \$400,000 to support the transition of Queensborough student transportation from a previously funded service model. The letter outlined this as short-term, transitional support rather than ongoing operational funding, signalling that the district will need to work toward a longer-term, sustainable transportation solution for Queensborough students.

c. NWTU Correspondence to the Board of Education

The Board received correspondence from the NWTU outlining concerns about the district's proposed attendance management program. The letter raised questions about the program's impact on staff well-being, including how it would support, rather than discourage, appropriate use of sick leave and other wellness-related absences.

7. **BOARD COMMITTEE REPORTS**

For Board Committee Reports, the minutes of the April 4, 2026, Coordinating Committee meeting were presented for approval. The chair of the committee indicated there were no additional comments, and the Board approved the minutes as distributed.

2026-026

Moved and Seconded

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.

CARRIED UNANIMOUSLY

8. **REPORTS FROM SENIOR MANAGEMENT**

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

Superintendent Davidson reported on a successful district-wide professional development day focused on supporting Indigenous learners, truth and reconciliation, and decolonizing education, noting strong participation (about 900 registrants) and very positive feedback from staff. Updates were provided on ongoing work with the City on joint-use planning, budget and capital/long-range facility planning, and preparations for upcoming spring productions and sports days across schools, including the launch of a middle school flag football league. It was noted that much of the current work would also appear in later agenda items related to budget and planning.

b. Superintendent Budget Recommendations – Preliminary 2026-2027 Budget (M. Davidson)

Superintendent Davidson outlined that the 2026–27 budget is grounded in the district's strategic plan and aims to maintain and, where possible, enhance services to students

despite significant cost pressures. The update noted a projected 1.3% enrollment decline for 2026–27 (after years of growth), no increase to the provincial per-pupil grant, and substantial unfunded cost increases, particularly in salaries, benefits (about \$750,000 this year), and inflation on goods and services. Within this context, the Superintendent emphasized priorities of protecting classroom services, expanding supports for literacy and inclusive learning, maintaining counselling levels, and addressing student safety and well-being, while making targeted efficiencies away from classrooms where possible. The budget recommendations also reflect investment in risk mitigation (including privacy, technology security, and emergency preparedness) and continued work on long-range facility and capital planning, with a view to managing future structural pressures and advocating for improved provincial funding.

2026-027

Moved and Seconded

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

CARRIED UNANIMOUSLY

2026-028

Moved and Seconded

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

CARRIED UNANIMOUSLY

2026-029

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the THIRD and Final reading of the 2026-2027 budget bylaw as presented.

CARRIED UNANIMOUSLY

c. Capital Plan Response Bylaw 2026-2027 (B. Ketcham)

The Board considered the Capital Plan Response Bylaw, which reflects the Ministry's response to the district's 2026–27 capital plan submission which did not include the Lord Tweedsmuir redevelopment project. It was highlighted that a resolution was passed to modify the 2026-27 submission to include the Tweedsmuir redevelopment project now that government had issued direction to move to business case. The Board proceeded with the required readings of the bylaw to align the district's capital planning with provincial approvals.

2026-030

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of Capital Bylaw No. 2026-2027

CARRIED UNANIMOUSLY

2026-031

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of Capital Bylaw No. 2026-2027

CARRIED UNANIMOUSLY

2026-032

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of Capital Bylaw No. 2026-2027

CARRIED UNANIMOUSLY

d. Long Range Facilities Plan 2026 Survey Results (B. Ketcham)

The Board received a report on the Long-Range Facilities Plan 2026 survey, which drew approximately 1,000 responses from students, families, staff, and community members. Key themes included concerns about overcrowding and capacity, interest in climate-resilient and energy-efficient schools, and a strong preference for more outdoor and green spaces, flexible learning areas, and healthy, comfortable indoor environments (light, air quality, noise). Respondents emphasized the importance of accessible, inclusive design, outdoor learning opportunities, and school sites that support both education and broader community use; these priorities will inform the next phase of long-range facilities planning and future capital submissions.

e. Police Partnership Program

i. Policy 28 – Police Partnership Program (PPP) (M. Davidson)

The Board received an update on Policy 28 – Police Partnership Program (PPP), summarizing feedback gathered from students, staff, families, and community partners. Key themes included trust, equity, safety, and student voice, with recommendations to strengthen the policy's grounding in human rights and equity, deepen commitments to reconciliation, and enhance transparency and accountability in police-school interactions. The report also proposed making individual rights more visible to students and families, ensuring consistent training and expectations for all officers and staff involved in the program, and exploring options for independent oversight and clearer reporting mechanisms.

2026-033

Moved and Seconded

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

CARRIED UNANIMOUSLY

ii. Administrative Procedure 192 – Police Partnership Program (PPP)

The Board reviewed Administrative Procedure 192 – Police Partnership Program, which operationalizes Policy 28 by setting out procedures, expectations, and safeguards for police involvement in schools. The AP emphasizes that police presence must align with human rights, equity, reconciliation, and student well-being, clarifies the scope of police activities on school grounds, and reinforces that educational staff remain responsible for day-to-day discipline and relationship-building with students. It includes provisions for clear communication with students and families, respect for individual rights, appropriate training and orientation for officers working in schools, and mechanisms for raising and addressing concerns, with the aim of ensuring that any police involvement supports safe, caring, and inclusive school environments.

iii. Administrative Procedure 193 – Information Sharing with Law Enforcement

Administrative Procedure 193 – Information Sharing with Law Enforcement was presented as a companion to the Police Partnership Program, outlining how and when student and staff information may be shared with police in compliance with privacy legislation. The AP clarifies that educational and privacy obligations remain paramount, sets limits on disclosure (e.g., requiring a clear legal authority, consent where appropriate, or emergent safety concerns), and provides guidance on documentation, consultation with senior staff, and communication with families where possible. Its purpose is to ensure that any information sharing with law enforcement is necessary, lawful, minimal, and transparent, and that it supports safety while safeguarding individual rights and confidentiality.

iv. Memorandum of Understanding – Police Partnership Program

The Board received an updated Memorandum of Understanding (MOU) for the Police Partnership Program, outlining the shared roles, responsibilities, and expectations of the school district and police services. The MOU reinforces that police involvement in schools must align with district policies on human rights, equity, reconciliation, and student well-being, clarifies the scope of police activities and decision-making authority on school grounds, and establishes processes for communication, information sharing, training, and issue resolution between the partners. It is intended to provide a clear governance framework that supports safe, caring, and inclusive learning environments while maintaining appropriate oversight and accountability for police–school interactions.

Trustees posed questions about how the updated Police Partnership Program, procedures, and MOU will center student safety, equity, human rights, and Indigenous perspectives, while ensuring that school staff remain responsible for day-to-day discipline and relationships with students. Clarification was sought on accountability and oversight mechanisms, including processes for raising and addressing concerns about police conduct, as well as on training expectations for officers and safeguards for privacy and information sharing with law enforcement under AP 193.

In response, staff emphasized that the revised Police Partnership Program, related administrative procedures, and MOU are explicitly grounded in human rights, equity, reconciliation, and student well-being, and reaffirm that educators remain responsible

for day-to-day discipline and relationships with students. They noted that ongoing student, Indigenous, and community input will continue to inform implementation and review, and that clear complaint and oversight processes will be used to address any concerns about police conduct. Staff also confirmed that information sharing with law enforcement will follow privacy legislation, rely on clear legal authority or emergent safety grounds, and be limited to what is necessary, with documentation and communication with families wherever appropriate.

f. Administrative Procedure 492 Conflict of Interest – Volunteer Coaches (M. Davidson)

Superintendent Davidson noted that Administrative Procedure 492 – Conflict of Interest (Volunteer Coaches) sets expectations and safeguards to address real or perceived conflicts of interest in volunteer coaching, particularly around team selection, playing time, and access to opportunities. The procedure is intended to protect students, support volunteer coaches in understanding their responsibilities, and maintain confidence in the fairness and integrity of school athletic programs.

Trustees asked how the conflict-of-interest procedure for volunteer coaches would operate in practice and sought assurance that it would not discourage or unduly burden current school-based volunteers. Staff emphasized that the AP is intended to clarify expectations, provide oversight, and support fairness—not to replace or disrupt existing volunteer models—and expressed appreciation for the time and commitment of volunteer coaches.

9. **NEW BUSINESS**

a. Chair Report (Chair Sluis) (Verbal)

Chair Sluis acknowledged that this was the first regular open meeting since the passing of Chief Rhonda Larrabee and paid tribute to her legacy. The Chair emphasized the Board's responsibility to carry its work forward through its decisions and governance, highlighted the importance of respectful public participation in board processes, and linked the evening's agenda items—including budget, facilities, childcare, and partnership policies—to the broader goals of student well-being, community engagement, and transparent, accountable decision-making.

b. Queensborough Bussing (Chair Sluis)

The Board discussed the future of Queensborough student transportation in light of the Ministry's one-time \$400,000 transition grant to replace the previously funded service. Trustees acknowledged this as a short-term measure and approved a motion to use the transition funding to maintain the current bussing model for the coming year while the district, local government partners, and the community continue to explore a sustainable long-term solution. The discussion recognized both the importance of reliable transportation for Queensborough students and the need for ongoing advocacy for stable funding.

2026-034

Moved and Seconded

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 contract 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 Westminster, 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.

CARRIED UNANIMOUSLY

c. Continuation of Federal Funding for the New Westminster Youth Hub (Chair Sluis)

Chair Sluis presented a motion to advocate for the continuation of federal funding for the New Westminster Youth Hub, noting that the Hub provides early, low-barrier supports and services for youth and plays a critical role in prevention and well-being. Trustees discussed the potential impact on vulnerable young people if current federal funding were not renewed and emphasized the importance of stable, long-term support for integrated youth services in the community. The motion directed that a letter be sent to the federal government outlining these concerns and urging continued funding for the Youth Hub.

2026-035

Moved and Seconded

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.

CARRIED UNANIMOUSLY

10. **TRUSTEE REPORTS**

Trustees provided highlights of the events they attended in March 2026

Trustees reported on ongoing student voice work, upcoming year-end arts performances and events, and continued climate action and sustainability efforts. They acknowledged pressures faced by families, including transportation and cost-of-living concerns, and emphasized the importance of advocacy for stable, equitable funding and supports. Trustees also relayed community feedback on major facilities projects—such as seismic

safety, transportation, and outdoor spaces—and highlighted the need for clear communication and careful transition planning for affected school communities.

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.

Comments were shared regarding the budget, the Life Skills program, and attendance management. It was noted that attendance management is intended to support staff wellness and maintain healthy learning environments for students.

Questions were raised regarding the planned Tweedsmuir redevelopment including concerns over relocation of students to a seismic unsafe building, school safety, transportation, catchment considerations, and support for families who may not feel comfortable with the transition. It was noted that the Province has advised that many schools continue to operate in similar conditions and that transportation and catchment requests would be reviewed on a case-by-case basis.

Additional concerns and questions were raised regarding policy language, facilities funding gaps, declining enrolment, capital projects, ventilation, land dispositions, mold and HVAC assessments, school capacity, transportation commitments, before and after school care, active transportation routes, and future school design considerations including neurodiverse design and adequate play space. The Board acknowledged the concerns and advised that discussions and advocacy efforts with relevant partners are ongoing. Requests were also made for greater transparency through website updates and public reporting. To view the full comment and question period, please refer to the meeting video.

13. **NOTICE OF MEETINGS**

Tuesday, May 26, 2026; Regular School Board Meeting

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

Nil

15. **ADJOURNMENT**

The meeting adjourned at 8:25 p.m.

Chair

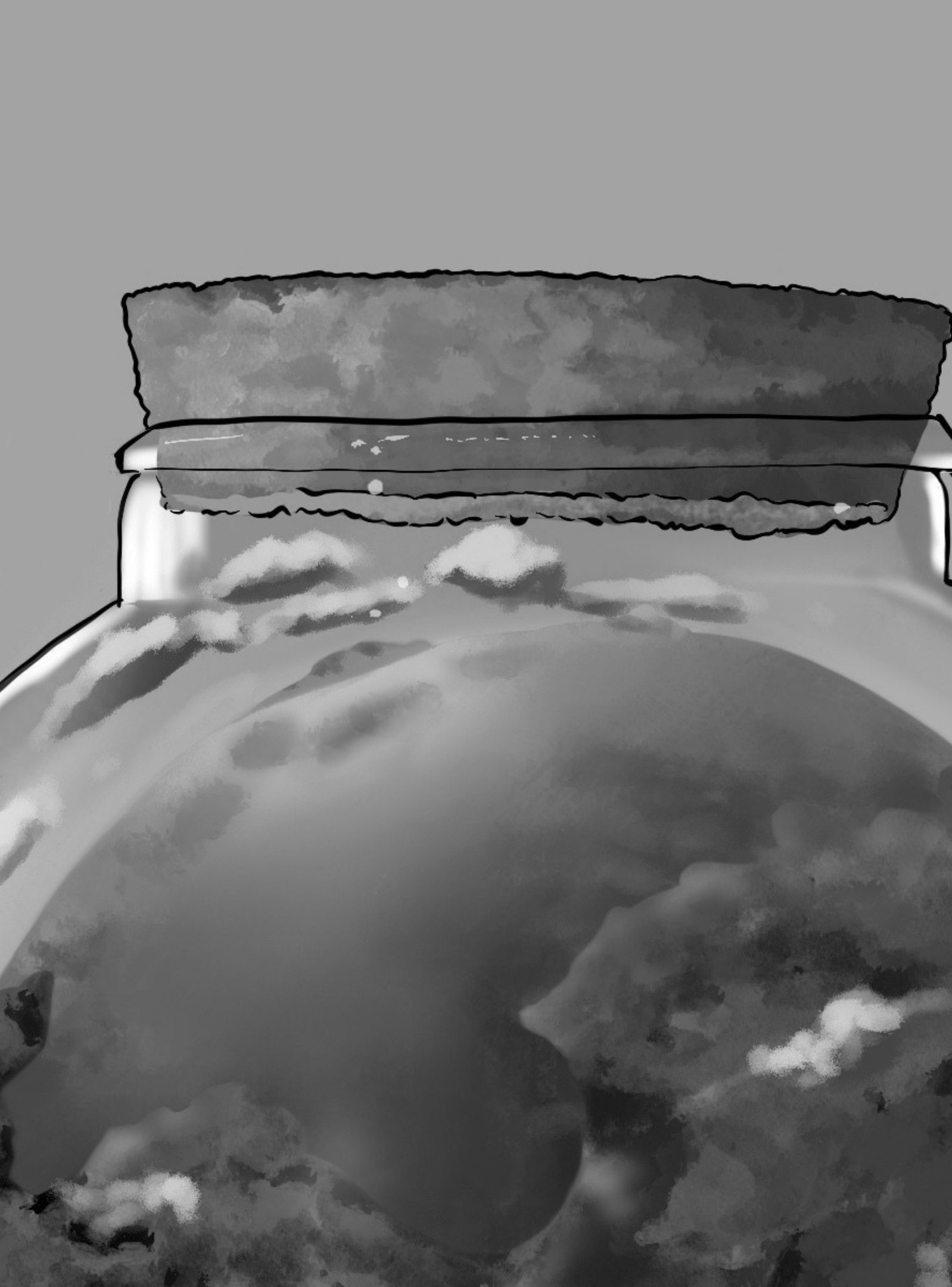
Secretary-Treasurer

PROPOSAL FOR SD40

PRESENTED BY:

monkey rebel

Website:
WWW.MONKEYREBEL.CA





BACK IN 2023, WE MET WITH THE MINISTER OF ENVIRONMENT OF BC AFTER THE 15 MINUTE CITY MOTION PASSED WE WERE INVITED TO MEET WITH THE BUDGET COMMITTEE, AND FINALLY GOT AN APPOINTMENT FOR JUNE 9TH THIS YEAR, TO ASK FOR THREE THINGS FOR THE COMMITTEE TO ADD TO THE BUDGET IN 2027.

INTRODUCTION

PRESENTED BY: MONKEY REBEL

OUR *Tiny* ASKS

1



DEDICATING FUNDS FOR AN AMENDMENT TO THE BC CURRICULUM, SO THAT CLIMATE EDUCATION IS CLEARLY AND SPECIFICALLY ADDED TO EACH GRADELEVEL. SUGGESTIONOF ADDING A MANDATORY CLASS TO THE CURRICULUMFORHIGH SCHOOL GRADUATION.

OUR IDEA IS TO MAKE TEACHING CLIMATE SCIENCEA MANDATORYPART OF THE CURRICULUMIN EVERYGRADE,K-7 ASWELL AS8-10 (WITH A MANDATORY HIGHER LEVEL CLASS FOR 11S AND 12S, WHICH COULD GIVE CREDIT TO SOCIAL STUDIES.) THE HOPE WITH THIS PLAN IS TO CONNECT KIDS TO THE ENVIRONMENT, AS WELL AS INFORM OUR STUDENTS ABOUT HOW THE CLIMATEWORKSAND ITSEFFECTS

PRESENTED BY: MONKEY REBEL

OUR *Tiny* ASKS

2



INVESTING LESS MONEY ON GAS AND OIL PROJECTS AND MORE MONEY ON SUSTAINABLE ENERGY FORMS (INVESTING SPECIFICALLY ON WIND, SOLAR AND NUCLEAR.)

FOSSIL FUEL BURNING CREATES GREENHOUSE GASES, WHICH AFFECT THE ENVIRONMENT NEGATIVELY. WE WANT TO SEE LESS MONEY INVESTED IN FOSSIL FUEL EVERY YEAR, NOT MORE

PRESENTED BY: MONKEY REBEL

OUR *Tiny* ASKS

3



DEDICATING FUNDS TO ALLOW FOR FREE TRANSIT FOR ALL STUDENTS, ADULTS AND YOUNGADULTS INCLUDED.

BY MAKING TRANSIT FREE FOR STUDENTS, THE CO2 RATES WILL NATURALLY DROP. WHILE WE SWITCH TO ELECTRIC CARS, IT WOULD BE GREAT TO HAVE SOME SORT OF PROGRAM THAT PROVIDES FREE TRANSIT FOR STUDENTS IN THE WHOLE PROVINCE. THEY ALREADY HAVE THIS IN SOME CITIES IN B.C., SO IT SEEMS A BIT UNFAIR NOT TO HAVE IT EVERYWHERE

03\10



PRESENTED BY: MONKEY REBEL

WHAT WE W

WE WOULD LOVE TO GO INTO THIS MEETING WITH THE SUPPORT OF THE SCHOOL DISTRICT, WHICH IS WHY WE ARE COMING TO YOU AND ASKING IF YOU AGREE WITH WHAT WE ARE REQUESTING

MAY WE ADD TO OUR PRESENTATION THAT WE HAVE YOUR SUPPORT?

WE HOPE SO!

THANK YOU



Learning Together, Leading Together

2026.05.26



New
Westminster
Schools

Enhancing Student Learning Reporting Order

Intellectual Development:

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

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade.

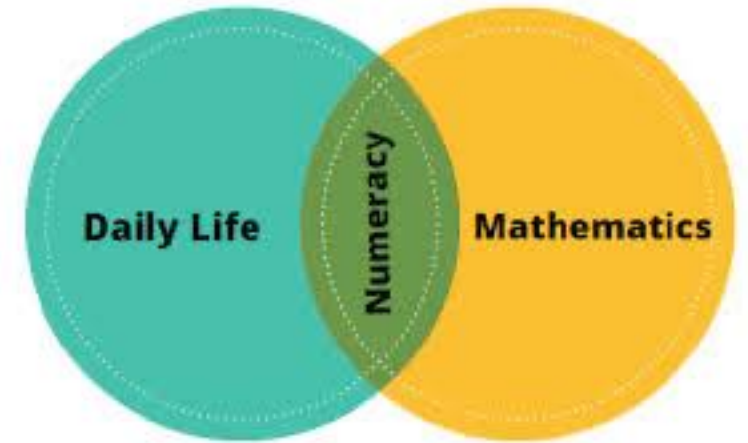
Human and Social Development:

Outcome 3: Students will feel welcome and safe at their school.

Career Development:

Outcome 4: Students will graduate. Students will have the core competencies to achieve their career and life goals.





Numeracy is the ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.

BC Ministry of Education and Child Care

Numeracy: Educational Outcome 1



Enhancing Student Learning Report

In Review of Year 1 of the New Westminster School District Strategic Plan 2025 – 2030



New
Westminster
Schools

STUDENT EXPERIENCE		
Goal	Objectives	What does success look like
<p>1. Foster an inclusive learning community where every student has the opportunity and supports to reach their full potential.</p>	<ol style="list-style-type: none"> 1. Provide innovative and relevant learning experiences that develop critical thinking, communication, and problem-solving skills. 2. Promote educational and school experiences that reflect and respect the diversity within our community. 3. Equip educators and teaching staff with the tools, training, and resources to enhance their teaching practices and contribute to an effective learning environment. 4. Strengthen transitions into school, between grades, and into post-secondary to ensure well-supported progression for all learners. 	<ul style="list-style-type: none"> ▪ Students across all grade levels show improved outcomes in core competencies and demonstrate deeper learning. ▪ Graduation rates increase for all student groups. ▪ All students have access to the opportunities and resources they need to grow and learn. ▪ Educators access relevant professional learning, leading to more engaging and effective teaching.

ESLR Plan Alignment to Strategic Plan and School Growth Plans



STRATEGY	AREA FOR GROWTH	STRATEGY EFFECTIVENESS	ADJUSTMENTS AND ADAPTATIONS
<p>Numeracy</p> <p>The network will continue to focus on identifying specific gaps in numeracy skill attainment amongst students and how best to address these areas of need through evidence-based instructional practice and assessments.</p> <p>Provide targeted and intensive intervention in mathematics at the middle and high school level for priority populations.</p> <p>Continue a district wide commitment to support hands-on learning through school-based and district-wide numeracy family opportunities. Continue to provide opportunities for students to participate in national and international math contests. Continue to provide opportunities for interested students in mathematics to join math clubs.</p> <p>Provide continuation of peer tutoring with a focus on remediation in numeracy for students who require extra supports.</p>	<p>POP: Identify students from our priority students' groups who are at risk or not on target for meeting numeracy benchmarks.</p> <p>Why: Improving numeracy assessment results for Indigenous Students and CYIC populations is an evident area of growth. A focus on teaching fundamental skills will support students to be confident with functional numeracy tasks.</p>	<p>Effectiveness: Hands-on learning activities and math clubs have successfully engaged students to improve interest in mathematics. Regular assessments have helped identify gaps and provide timely interventions.</p> <p>At the high school level peer tutoring and technology integration have enhanced numeracy learning. Focused remediation sessions have provided additional support to students needing extra help.</p> <p>Feedback: Students, parents and teachers have shown greater interest and confidence in math leading to better understanding of numeracy concepts.</p> <p>Incorporate targeted numeracy interventions into the grade 9-12 support classes at the high school level which align with IEP goals for Students with Designation.</p>	<p>Continue: District Numeracy network and Numeracy Facilitator.</p> <p>CTBS assessment for grade 5 students.</p> <p>Discontinue: Moving from traditional delivery model to explicit evidence-based instruction based on the Science of Learning.</p> <p>Adapt: Technology applications and expansion to support student learning and teacher practice.</p> <p>Continue expansion of MathMinds program in both middle and elementary schools.</p> <p>Introduce and implement: Grade based numeracy assessment starting at grade 1.</p> <p>EdPlan Insight platform will be implemented to track data and monitor student progress.</p> <p>Each School Growth Plan will include a numeracy goal.</p>

Networked Learning Communities

Networks can exist for many reasons; in Networked Learning Communities (NLCs) the emphasis is on *learning*.

NLCs are fundamentally about learning: learning for students, as well as learning for teachers, and learning for leaders.

What are the skills and concepts that students struggle with?



Key Areas of Numeracy Development

- Number concepts and Computational Fluency
- Patterns and Algebra
- Measurement and Geometry
- Data and Probability



5

"I ate a little less than half of the cake." Which fraction best matches how much cake was eaten? (1 Point)



1/4

3/5

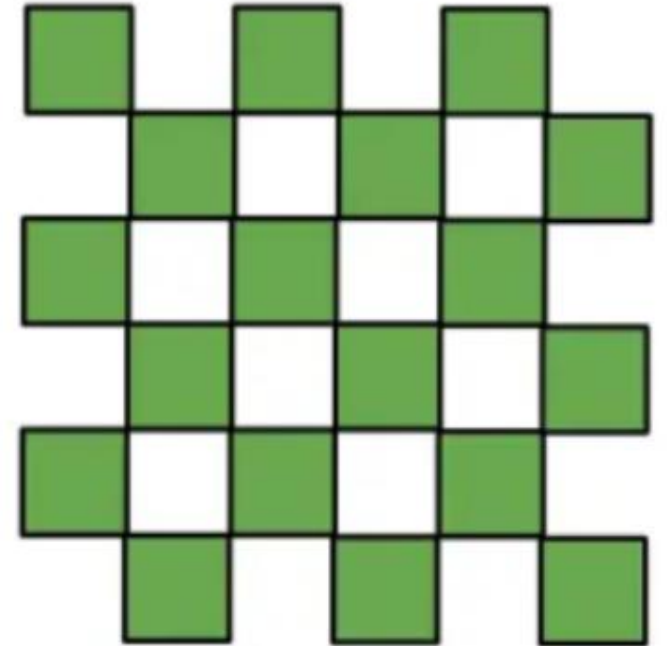
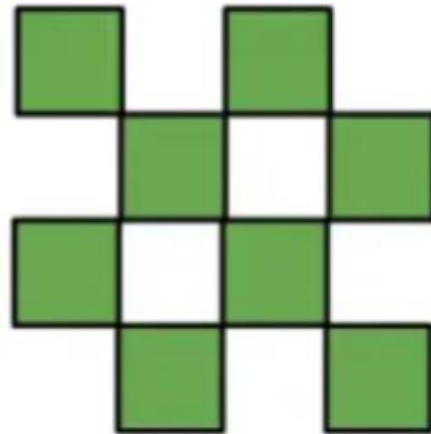
4/10

7/8

3/6

17

The first three images of a pattern are shown. How many green squares would be in the fourth image of the pattern?
(1 Point)





22

Below are common shapes used in many forms of Pacific Northwest coast art. Which one best demonstrates line symmetry? (1 Point)



Trigon



Quadron



Quinton



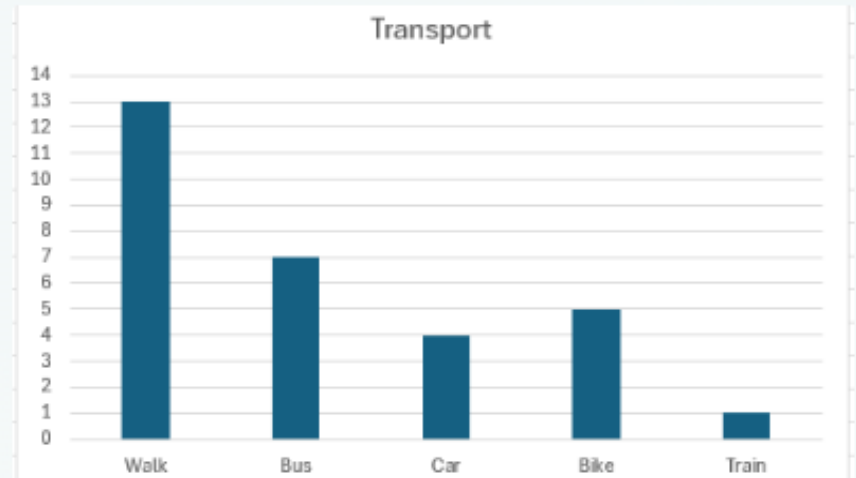
Crescent

Which representation below is using different data from the others? (1 Point)



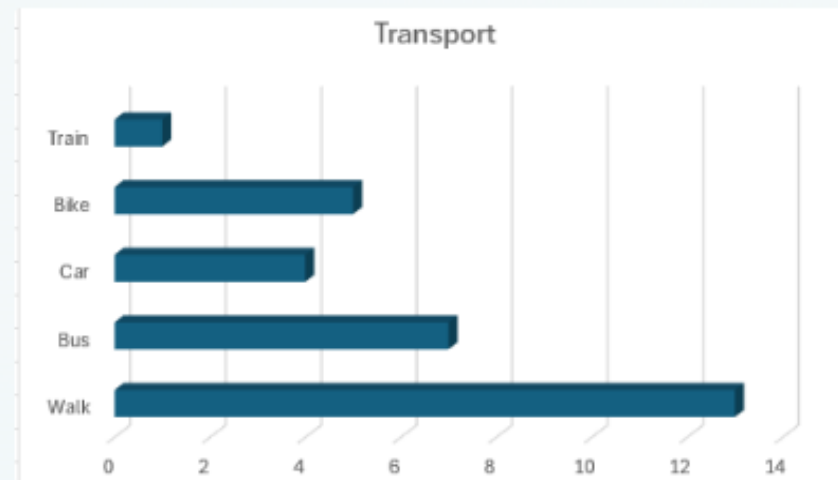
New
Westminster
Schools

Transport	Tally	Frequency
Walk		13
Bus		7
Car		4
Bike		5
Train		1



Representation 1

Representation 2



Representation 3



Representation 4

All representations use the same data.

A large, stylized white letter 'P' is centered on a red background. The 'P' is composed of solid shapes, with a semi-circle at the top and a vertical stem. To the right of the 'P', there are several horizontal bars of varying lengths, suggesting a staircase or a series of steps.

Number Screeners

Assessment Recording Sheet (Fall Gr. 2)

Name: _____ Baseline date: _____ Follow-up date: _____

Use [these slides](#) and follow the instructions provided on the slides and in the slide notes.

- 1) **Subitizing.** Refer to slides 6 to 8. Student can see how many at a glance without counting.
 - Can perceptually subitize small quantities (up to 5) [2]
 - Can conceptually subitize larger quantities (more than 5) [3]
 - Go-to strategy: counts all [1] counts on [2] part-whole thinking: “ $4 + 4 + 1 = 9$ ” [3]
 - Can see complex collections in flexible ways (e.g., “I saw 4, 4, and 1 first; then I saw 5, 2, 2”) [4]
- 2) **Rote Counting.** Refer to slides 11 and 13. Checkpoints below...
 - Counts confidently to at least 10 [1]
 - Counts confidently to at least 20 [2]
 - Counts confidently to at least 100 (e.g., can say what number comes next to 100) [3]
 - Counts confidently beyond 100 (e.g., can say what number comes after 109) [4]
 - Can confidently skip count by: 2s 5s 10s



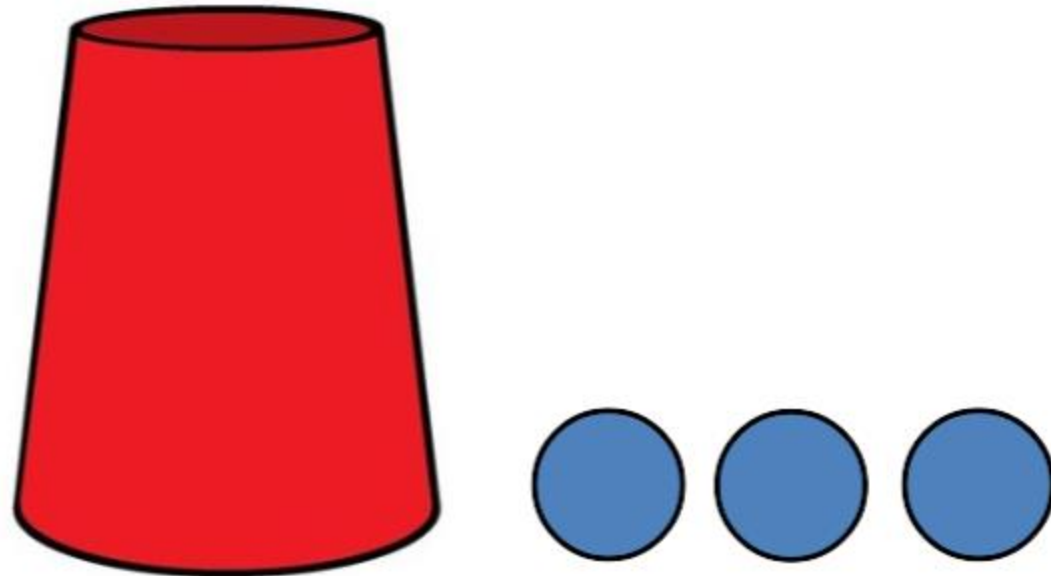
7

There are seven counters in total. Some are hiding under the cup. Some you can see. How many dots are hiding under the cup?

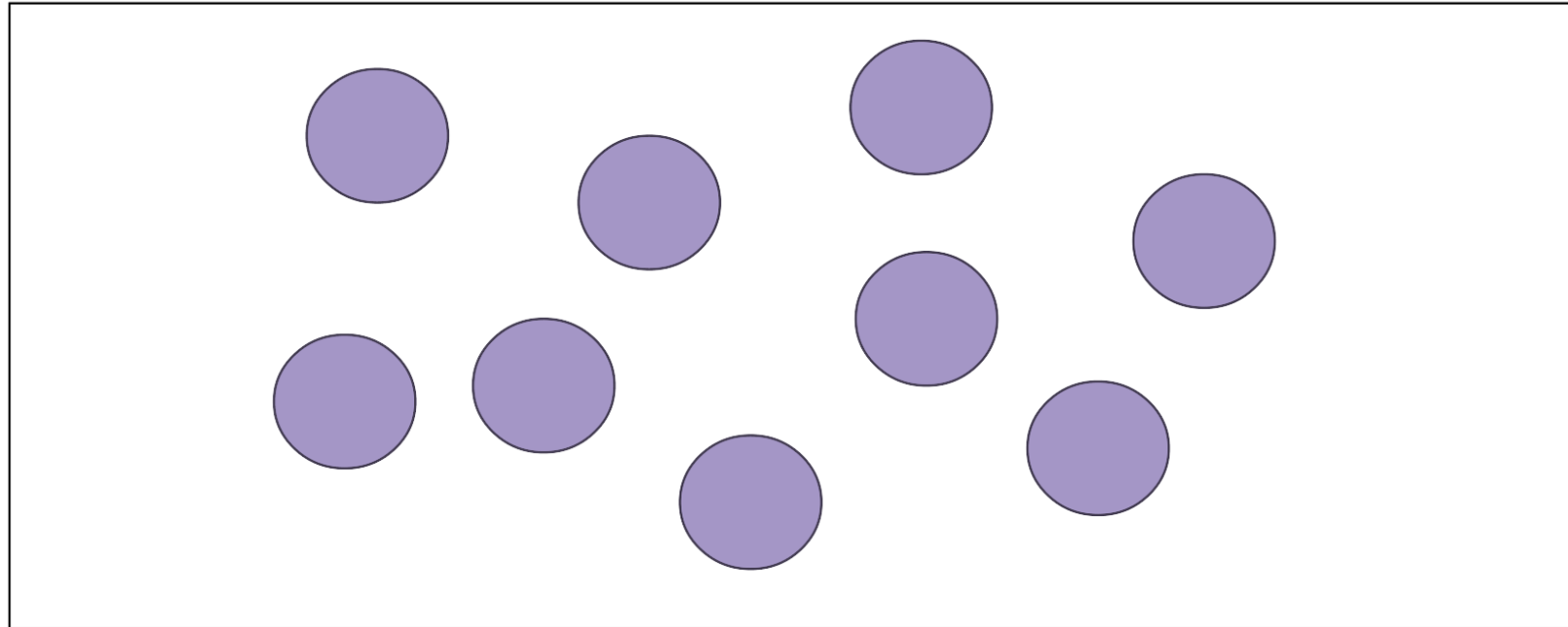
How do you know?

How else do you know?

Let's look under the cup to see how many dots there are.



“How many dots? How did you see them? Do you see them another way?”



Focus on Problem Solving 'Which Operation?'

- Program created by district Curriculum Numeracy Facilitator
- Supports students to develop understanding of number operations
- Practice with number routines
- Program currently field tested in various classrooms in the district
- Intended audience students in grades 4–8



Which
Operation?

+ − × ÷

Table of Contents

*these sections are coming soon!

Teaching Tools...

- [Minds On](#)
- [Self Assessment](#)
- [Helpful Terminology](#)
- [Meaning of Addition](#)
- [Meanings of Subtraction](#)
- [Which Operation? \(+ -\)](#)
- [Meanings of Multiplication](#)
- [Which Meaning of Multiplication?](#)
- [Meanings of Division](#)
- [Which Meaning of Division?](#)
- [Relationship Between Operations](#)
- [Summary of Operation Meanings](#)

The Instructional Routine...

- [Which Operation? \(+ - × ÷\)](#)
- [Which Operation? \(multistep\) *](#)
- [Which Operation? \(numberless\) *](#)
- [Which Operation? \(numberless, multistep\) *](#)

Assessment Ideas...

- Single-Step*
- Multi-Step*
- Numberless*

[Which Operation Posters](#)

Multiplication means...

repeated addition

$$3 \times 4 = 4 + 4 + 4$$

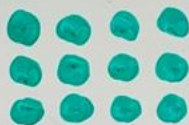
Equal groups



$$3 \times 4 = 12$$

Multiplication is the
opposite of division!

array



$$3 \times 4 = 12$$

area of a rectangle



$$3\text{cm} \times 4\text{cm} = 12\text{cm}^2$$

rate

"Maia has 4 times as many as I do"



Me: 3



Maia: $3 \times 4 = 12$

Combination

"I have 3 pants and 4 shirts.
How many outfits can I make?"



$$4 + 4 + 4 = 12$$

$$3 \times 4 = 12$$

Multiplication is also the OPPOSITE OF DIVISION
(e.g., solving **missing dividend** problems like $__ \div 3 = 4$)

Multiplication as **part of a number** (fraction, decimal, or percent):

- $\frac{1}{4}$ of 20 = $\frac{1}{4} \times 20$
- 0.25 of 20 = 0.25×20
- 25% of 20 = $\frac{25}{100} \times 20$

Which Operation?

- 1.** A box contains 42 crayons, and each organizing tray holds 7 crayons. How many trays can be filled?
- 2.** You need to solve $\underline{\quad} \times 28 = 224$. What number belongs in the blank?
- 3.** A cyclist rides 63 kilometres in 3 hours. What is the cyclist's speed in kilometres per hour?
- 4.** A ribbon measuring $\frac{5}{6}$ of a meter is cut evenly into 5 pieces. How long is each piece?



Math Minds

JUMP Math K.1
Assessment & Practice Part 1 of 2

jump
MULTIPLYING





Five Principles

Math tells us something about how it should be taught.

Brains are plastic.

Working memory is limited.

Minds are attuned to change.

Minds link overlapping events.



RaPID

Overview: The RaPID model is a key component of the **Math Minds** framework, focusing on structuring mathematical understanding through a coherent, evidence-based approach.

Components:

Raveling: Lessons are interconnected and build on each other over time.

Prompting: Uses contrast and juxtaposition to highlight key principles and relationships.

Interpreting: Involves asking questions to gauge understanding and attending to all learners' responses.

Deciding: Identifies and extends key ideas to support continuous learning.

NB. Each lesson has multiple PID cycles.

Staff Reflections on Math Minds

- Learning feels more thorough and conceptual, with teachers frequently noticing “Aha!” moments from students as understanding develops.
- Increased use of whiteboards has allowed teachers to see student thinking and understanding in the moment, creating opportunities for immediate feedback and making engagement more visible.
- Staff feel the approach supports learners at all levels and provides multiple entry points for success.
- Teachers and students are both enjoying the routines that have developed within math instruction.
- The combination of Jump Math and MindUp has been viewed as particularly powerful and aligns well with other math practices and routines already taking place in classrooms.
- Increased confidence — for students as mathematicians and for teachers in their instructional practice.

Before Your Bedtime Series



A 3-part series for parents and guardians of children born in 2020 on key topics that will enable their child's smooth transition into Kindergarten.

Facilitated by Ileana Neilson,
Manager, Early Learning and Child Care

Mathematical Habits of Mind

- Curiosity... asking questions, playing and exploring new things
- Looks for and describes patterns and relationships
- Enjoys playing games and puzzles that use logic and reasoning
- Persistent... do not easily give up; asks questions when confused
- Likes a challenge and solving problems
- Growth mindset

Compare & Contrast

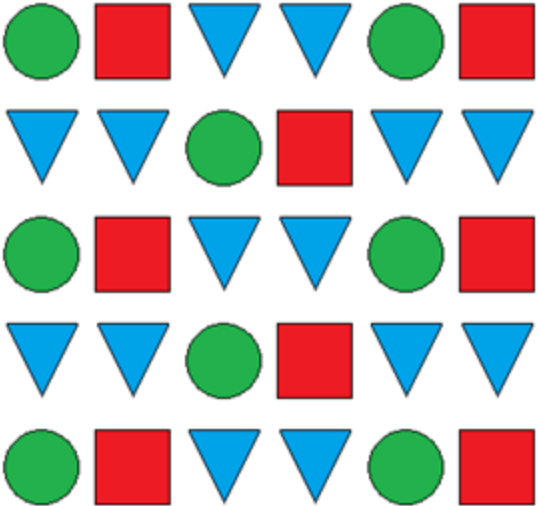
Which is bigger?

Which holds more water?



How are they the same?
How are they different?

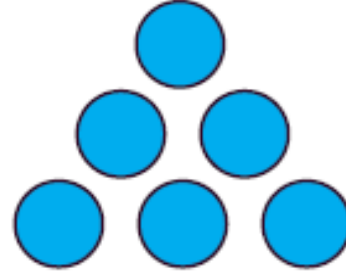
Pattern Search



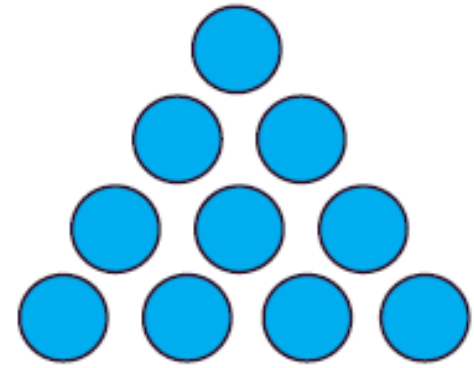
1st



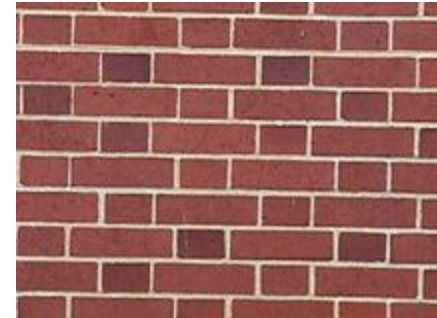
2nd



3rd



4th



Shape Hunt



Sorting

- Buttons
- Laundry
- Cutlery
- Groceries
- Coins
- Cards

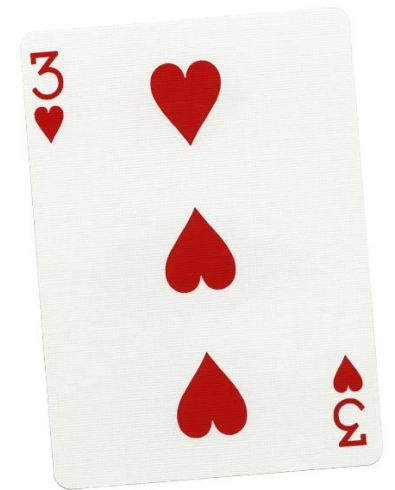
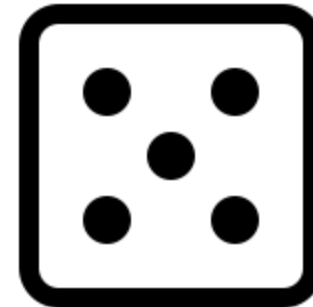
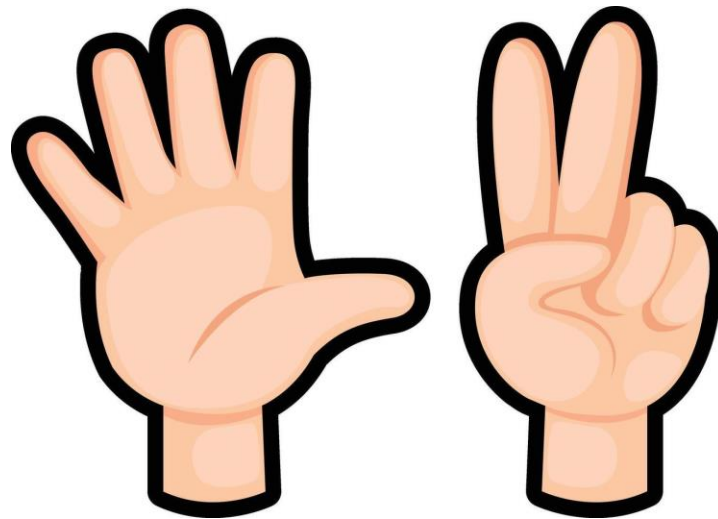


Counting Stuff



Subitizing

Being able to know "how many" at a glance (as opposed to counting).



Julia Robinson Math Festival

- District wide invitation for students K-8 in December
- School based Math Festivals



Highschool Context

- GNA Scheduling
- GNA Adjudicating
- ELL 1/2



ELEMENTARY











COAST METRO MATH PROJECT

<https://coastmetro.ca/elementary-math-project/>











A WALK THROUGH THE PORTAL



Internal district departments and resources

 District Learning Team	 District Photo Archive	 Human Resources	 Report an Absence
 Occupational Health &...	 Employment Opportunities	 Finance & Payroll	 Remedy Procurement
 District Communicati...	 NWS SharePoint...	 Atrieve Dashboard /...	 Mobility Devices &...
 TIS Team	 Admin Procedures		

Learning tools and resources

 District Pro-D Learning...	 Redesigned Curriculum	 Antiracism Diversity...	 Inclusive Education
 Safe and Caring Schools	 Indigenous Education...	 Numeracy in SD40	 Literacy in SD40
 Technology Training Hub	 Climate Action	 Applied Design, Skill...	 Media Services -...
 French Programs	 MyEducation BC Information	 BC Ministry of Education	 Holidays and Observances...
 Clerical Procedures			

NS Numeracy in SD-40

Numeracy in SD40 Ho...

Numeracy Documents

Staff Portal

Recycle bin



Browse the Math & Numeracy resources below according to your grade level (elementary, middle, high school) and don't forget to check out the General Resources at the bottom, as well!

Please contact Facilitator [Josh Angiola](#) if you need support with these items, have any numeracy related questions, or have your own resources to contribute to this page.

Questions

Key Messages from the Ministry: *“Aboriginal How We Are Doing Report”*

2025 - 2026



New
Westminster
Schools



Purpose of the Ministry of Education Letter

- Ministry commitment to Truth and Reconciliation and improving Indigenous student graduation rates
- Annual review using the “Aboriginal: How Are We Doing?” (AB:HAWD) data
- Data must inform:
 - District strategic planning
 - Framework for Enhancing Student Learning
 - Use of Indigenous Education Targeted Funds
 - Planning in partnership with the Indigenous Education Council (IEC)

Provincial Context

Graduation gap persists province-wide

- Indigenous 6-year completion: 67.3%
- Non-Indigenous 6-year completion: 92.2%

Adult Dogwood under age 19

- Indigenous: 58%
- Non-Indigenous: 39%

Ministry identifies this as evidence of the “racism of low expectations” and a priority concern

NWSD Graduation and Completion Rates (Critical Concern)

Five-Year Completion (Dogwood only)

- Indigenous students dropped 42.1 percentage points
- 84.2% (2020/21) → 42.1% (2024/25)

Six-Year Completion (Dogwood only)

- Indigenous: 54.0%
- Non-Indigenous: 92.1%

Completion rates for non-Indigenous students increased, widening the gap

Foundation Skills Assessment – Participation Improving, Gaps Persist

Participation (Improved since 2020/21):

- Grade 4 participation for Indigenous learners: 78%

Achievement Gaps (2024/25):

- Grade 4 Literacy:
 - Indigenous 68% | Non-Indigenous 69% (near parity)
- Grade 4 Numeracy:
 - Indigenous 76% | Non-Indigenous 75%

Foundation Skills Assessment – Participation Improving, Gaps Persist

Participation (Improved since 2020/21):

- Grade 7 participation for Indigenous learners: 67%

Achievement Gaps (2024/25):

- Grade 7 Literacy:
 - Indigenous 56% | Non-Indigenous 71%
- Grade 7 Numeracy:
 - Indigenous 44% | Non-Indigenous 66%

Largest gaps emerge in Grade 7

Attendance and Engagement

K–7 Indigenous chronic absenteeism improved

- 54.0% → 45.0%
- from 2022/23 to 2024/25

K–7 Non-Indigenous chronic absenteeism improved

- 33.8% → 30.9
- from 2022/23 to 2024/25

Attendance and Engagement

Gr. 8–12 Indigenous chronic absenteeism increased:

- 81.0% → 84.9%
- from 2022/23 to 2024/25

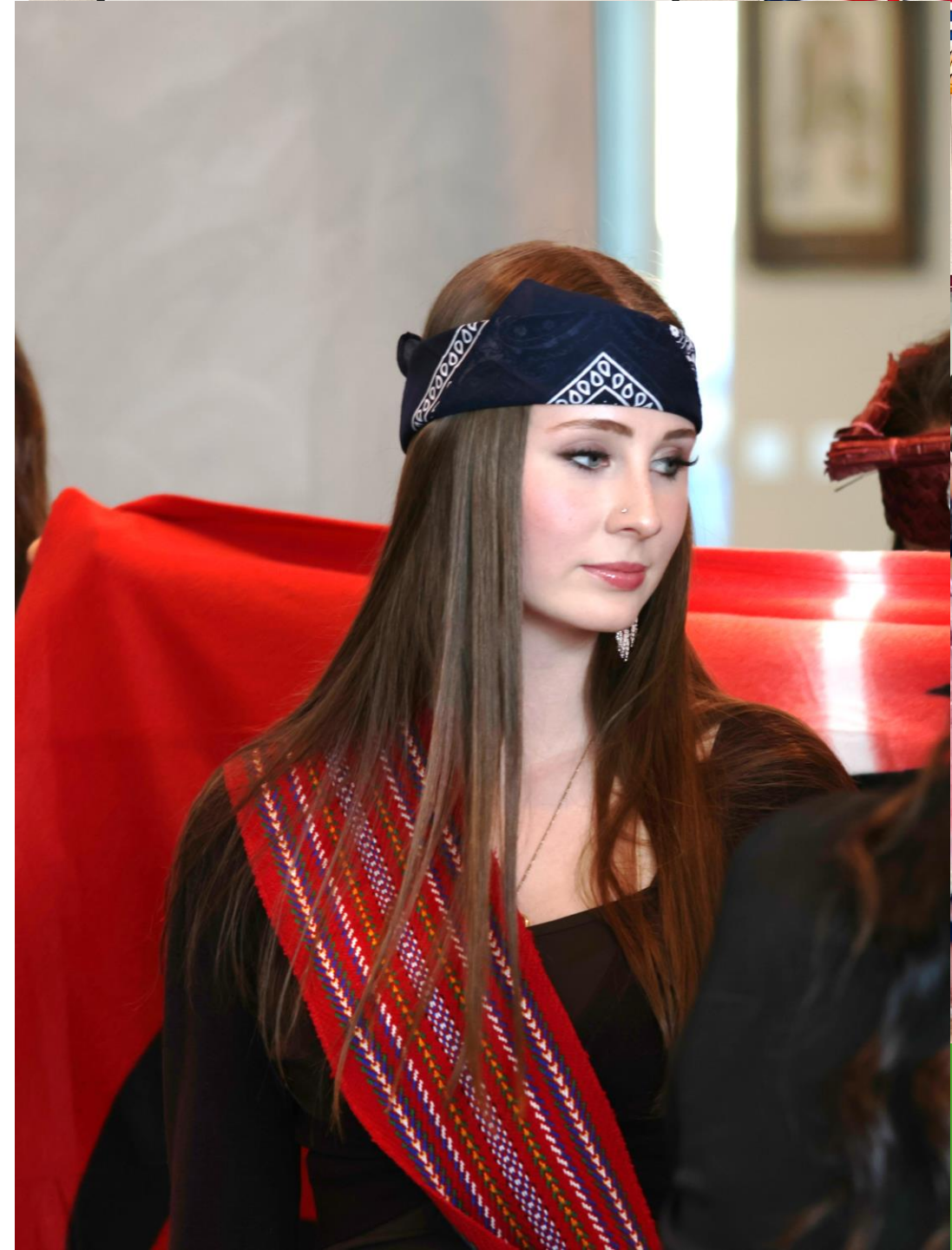
Gr. 8 – 12 Non-Indigenous chronic absenteeism increased:

- 67.5% → 71.0%
- from 2022/23 to 2024/25

High absenteeism identified as a key predictor of dropout

Ministry Direction

- Indigenous student success is a priority accountability area
- Data informed decision-making drives continuous improvement, not compliance



Ministry Expectations for the District

Address	Review	Use	Strengthen
Graduation, attendance, and pathway planning	All Graduation pathways and completion rates	AB:HAWD data with IEC for targeted action	Collaboration with local First Nations and IEC

Key Takeaways

Graduation outcomes for Indigenous students in SD 40 are at the lowest level reached in years

Middle and secondary years (Grades 7–12) are the highest risk

Attendance and pathways are critical levers for improvement

Trust-based collaboration with the IEC is essential

Ministry signals high urgency and oversight

Planned Action Items



New Indigenous Service Model to support student success



Collaborative staffing teams established for full wrap around support



EdPlan Insight Indigenous Module implementation to closely monitor data and services



Intentional inclusion of Indigenous student voice



Exploration of individualized pathway planning beginning no later than Grade 8



Focus on strengthening attendance and engagement through relationships and cultural connection

Comments and Questions?



March 31, 2026

Ref: 316224

Mark Davidson, Superintendent
School District No. 40 (New Westminster)
Email: mdavidson@sd40.bc.ca

Dear Mark Davidson:

The Ministry of Education and Child Care is committed to meaningful truth and reconciliation with Indigenous Peoples and improving Indigenous graduation rates. This annual letter is intended to highlight progress and identify challenges as we collectively pursue equity for Indigenous learners attending British Columbia public schools.

The “Aboriginal How Are We Doing?” Report (AB:HAWD) provides administrators, teachers, schools, school districts, First Nations, Indigenous Education Councils (IECs), and the Ministry with important information on Indigenous student outcomes. This information should inform areas of action identified within your district strategic plan and your annual Framework for Enhancing Student Learning report to the Ministry.

In alignment with the purpose and mandate of IECs, this data should also inform the planning and delivery of comprehensive and equitable education and support services for Indigenous students, including those delivered through Indigenous Education Targeted Funds and other targeted grants. The Ministry will also be continuing the Indigenous Focused Non-Instructional Day for 2026/27, and this data should be used to inform planning for that day, with your IEC.

Across the province, the 2024/25 six-year completion rate (Dogwood only) for Indigenous students in public schools was 67.3 percent compared to 92.2 percent for non-Indigenous students. The five-year completion rate (Dogwood only) was 62.7 percent for Indigenous students compared to 89.6 percent for non-Indigenous students. This information must inform our collective work.

I also want to highlight the number of Indigenous students receiving Adult Dogwood credentials who are under 19 years of age. In 2024/25, at the provincial level, 58 percent of Indigenous students who received the Adult Dogwood were under 19 years of age, compared to 39 percent of non-Indigenous students. This is an area of priority focus at the provincial level and must be a priority for you at the district level to ensure the “racism of low expectations”, referenced in the Auditor General’s 2015 report on Indigenous Education, is being addressed. It is our collective responsibility to be active partners in driving better educational outcomes for Indigenous students.

.../2

In your school district, the Indigenous five-year completion rate (Dogwood only) has decreased by 42.1 percentage points from 84.2 percent in 2020/21 to 42.1 percent in 2024/25.

First Nations rights holders and Indigenous partners have also expressed the importance of the Foundation Skills Assessment (FSA) which provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

In your school district, FSA participation and results are as follows:

Grade 4 Literacy: With 78 percent participation, 68 percent on-track or extending for Indigenous students compared to 69 percent on-track or extending for non-Indigenous students.

Grade 7 Literacy: With 67 percent participation, 56 percent on-track or extending for Indigenous students compared to 71 percent on-track or extending for non-Indigenous students.

Grade 4 Numeracy: With 78 percent participation, 76 percent on-track or extending for Indigenous students compared to 75 percent on-track or extending for non-Indigenous students.

Grade 7 Numeracy: With 67 percent participation, 44 percent on-track or extending for Indigenous students compared to 66 percent on-track or extending for non-Indigenous students.

School attendance has a significant positive effect on a student's learning outcomes and social-emotional development. Absenteeism has been shown to be a major predictor of dropping out, which can lead to lifelong socio-economic challenges.

In your school district, the Chronically Absent Student Rate for Grades K-7 Indigenous Learners has decreased by 9.0 percentage points from 54.0 percent in 2022/23 to 45.0 percent in 2024/25.

The Chronically Absent Student Rate for Grades 8-12 Indigenous Learners has increased by 3.9 percentage points from 81.0 percent in 2022/23 to 84.9 percent in 2024/25.

The Chronically Absent Student Rate for Grades K-7 non-Indigenous Learners has decreased by 2.9 percentage points from 33.8 percent in 2022/23 to 30.9 percent in 2024/25.

The Chronically Absent Student Rate for Grades 8-12 non-Indigenous Learners has increased by 3.5 percentage points from 67.5 percent in 2022/23 to 71.0 percent in 2024/25.

You have a link to the secure SharePoint site that contains your district's AB:HAWD. If you need this link again, please email Jeremy Higgs, Executive Director of Systems Modeling and Analytics, by email at Jeremy.Higgs@gov.bc.ca. This version contains unmasked results, even where cohort numbers are below 10. Key highlights of your school district's AB:HAWD are attached. Public masked versions of the provincial and local 2024/25 AB:HAWD (including your FSA results) are available on the [Student Success](#) website.

Indigenous students are a priority under the Framework for Enhancing Student Learning, and you will soon be hearing from the Ministry with a summary of feedback on your Enhancing Student Learning Report. The data and insights from the AB:HAWD Report should go hand in hand with district continuous improvement processes and adapting strategies to improve the outcomes and attendance of all Indigenous students.

Continue strengthening relationships with the local First Nation(s) and your IEC using these results as a foundation for the conversation. Please share this letter with your IEC Chair and Secretariat. If you are in the process of setting up the IEC, please share this letter with the IEC Chair and Secretariat once named. Honest discussions about the present state of achievement are one way for districts, First Nations, and Indigenous partners to work collaboratively to benefit and improve learning and attendance for Indigenous students and all students.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kaye Krishna', with a long horizontal line extending to the right.

Kaye Krishna
Deputy Minister

Appendix 1 - Highlights SD 40 (New Westminster)

cc: Jeremy Higgs, Executive Director, Systems Modeling and Analytics, Strategic
Integration, People, and Partnerships
Maya Russell, Chair, Board of Education, School District No. 40 (New Westminster)
Chair, Indigenous Education Council
Sanj Johal, Indigenous Education Lead

Highlights – SD 40 (New Westminster)

Foundation Skills Assessment

Grade 4 Literacy assessment: 43% of Aboriginal learners participated in 2020/21 compared to 78% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (68% vs. 69%).

Grade 7 Literacy assessment: 47% of Aboriginal learners participated in 2020/21 compared to 67% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (56% vs. 71%).

Grade 4 Numeracy assessment: 43% of Aboriginal learners participated in 2020/21 compared to 78% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (76% vs. 75%).

Grade 7 Numeracy assessment: 47% of Aboriginal learners participated in 2020/21 compared to 67% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (44% vs. 66%).

Completion Rates

Five-year Completion Rate (Dogwood only) for Aboriginal learners has decreased by 42.1 percentage points from 84.2% in 2020/21 to 42.1% in 2024/25. The rate for non-Aboriginal learners has increased by 2.1 percentage points from 85.0% in 2020/21 to 87.1% in 2024/25.

Six-year Completion Rate (Dogwood only) for Aboriginal learners has decreased by 34.2 percentage points from 88.2% in 2020/21 to 54.0% in 2024/25. The rate for non-Aboriginal learners has increased by 4.2 percentage points from 87.9% in 2020/21 to 92.1% in 2024/25.

Chronically Absent Student Rate

Chronically Absent Student Rate for Grades K-7 Aboriginal Learners has decreased by 9.0 percentage points from 54.0 percent in 2022/23 to 45.0 percent in 2024/25.

Chronically Absent Student Rate for Grades 8-12 Aboriginal Learners has increased by 3.9 percentage points from 81.0 percent in 2022/23 to 84.9 percent in 2024/25.

Chronically Absent Student Rate for Grades K-7 non-Aboriginal Learners has decreased by 2.9 percentage points from 33.8 percent in 2022/23 to 30.9 percent in 2024/25.

Chronically Absent Student Rate for Grades 8-12 non-Aboriginal Learners has increased by 3.5 percentage points from 67.5 percent in 2022/23 to 71.0 percent in 2024/25.

Marketing our International Education Program

2025 -2026





2025-2026 Annual Exchange

Sendai Ikuei Gakuen & New Westminster Secondary School

2025 – 2026: Goal & Objectives

- 170 FTE for 2025-2026 (Target Achieved)
- 180 FTE for 2026-2027
- Increase students: French language speakers, graduating students
- Maintain numbers: Japan, Italy, Spain, Germany
- Build agent connections: China, Taiwan, Thailand, Vietnam
- Onboard new agencies
- Support smaller markets: Australia, Bolivia, Czech, Mexico, Poland
- Increase student enrollment for students not requiring homestay

Challenges & Solutions

Challenge

- Immigration Refugees and Citizenship Canada (IRCC) policy on post-secondary student caps.

Challenge

- Immigration policy changes in Australia and New Zealand.

Challenge

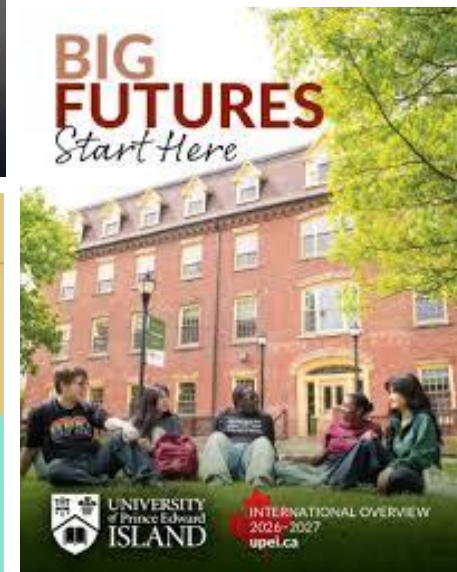
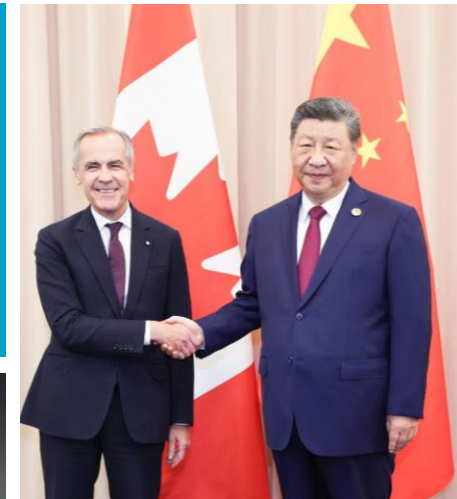
- Chinese economy and political relationship with Canada.
 - Growth in alternative markets: Singapore, Thailand

Challenge

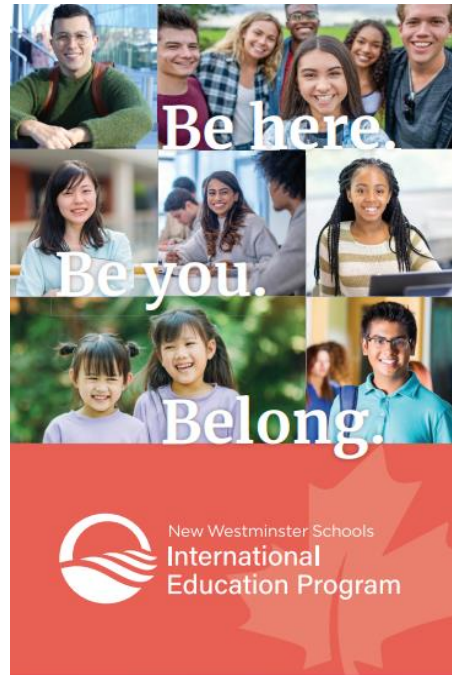
- Limited space for elementary school and middle school.
- School confirmations take longer than the market standard.

Challenge

- Increase in travel costs due to middle eastern conflicts.



Our Approach to Program Visibility:



- FAM Tours
- Printed materials
- Online meetings
- Online conferences
- In-person conferences
- In-person parent meetings
- In-person agent visits
- Daily & prompt communication



2025-2026: International Program Marketing

Asia: China

- **\$11,200.00**

Europe: Poland, Denmark, Belgium, France

- **\$7 800.00**

Asia: Japan

- **\$6 400.00**

Asia: China, Taiwan, Vietnam

- **\$5,800.00**

Asia: South Korea, Taiwan, Thailand

- **\$13 000.00**

Bangkok, Thailand

- **\$5 000.00**

Europe: France, Spain, Czech Republic

- **\$9 000.00**

Total Marketing Costs: \$58 200.00



Market Revenue 2025 - 2026

Market	Sum of FTE	Tuition
China	30.1	\$466,550.00
Czech Republic	5	\$77,500.00
Hong Kong	5	\$77,500.00
Japan	37.6	\$582,800.00
Korea	4	\$62,000.00
Spain	13.5	\$209,250.00
Taiwan	5	\$77,500.00
Thailand	2	\$31,000.00
Vietnam	11.5	\$178,250.00
Grand Total	113.7	\$1,762,350.00





Mr. Trevor Gee (He/His/Him)
Program Manager-Student Support
日本語どうぞ



Ms. Eva Shen (She/Her)
Homestay Manager-Student Support
中文 粤语 欢迎 歡迎



Ms. Sara Dick (She/Her)
Marketing Manager-Student Support
日本語どうぞ



Ms. Naomi Park (She/Her)
Secretary-Interpreter
한국어 환영



Supplement to: OPEN SCHOOL BOARD MEETING

Date: May 26, 2026

Submitted by: Bettina Ketcham

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

Subject: 2026 Trustee Election Bylaw

Backgrounder:

The 2026 trustee elections will take place on October 17, 2026, in conjunction with the municipal elections process. The City of New Westminister will conduct the trustee elections on the District's behalf.

The Board has until August 4, 2026, to pass its election bylaw. Attached is the proposed elections bylaw for trustee approval. It has undergone a legal review. The only changes pertain to updated language for access to candidate nomination documents.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) complete all three readings of trustee election bylaw 2026-TE-SD40-01.

THAT the Board of Education of School District No. 40 (New Westminister) approve first and second reading of the trustee election bylaw 2026-TE-SD40-01.

THAT the Board of Education of School District No. 40 (New Westminister) approve the THIRD and Final reading reconsideration and final adoption of the trustee election bylaw 2026-TE-SD40-01.

TRUSTEE ELECTIONS BYLAW

BYLAW NO. 2026-TE-SD40-01

The Board of Education of School District No. 40 (New Westminster) wishes to establish procedures for the conduct of trustee elections.

Accordingly, the Board of Education of School District No. 40 (New Westminster), in an open meeting, enacts as follows:

1. Scope of Bylaw

- a. This bylaw applies to both general school elections and by-elections, except as otherwise indicated.

2. Trustee Electoral Areas

- a. In School District No. 40 (New Westminster), trustees are elected at large. School District No. 40 (New Westminster) comprises one (1) electoral area, namely, the Municipality of New Westminster.

3. Definitions

- a. The terms used shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act* except as the context indicates otherwise.
- b. In this bylaw:
 - “Board” means the Board of Education of School District #40 (New Westminster).
 - “By-election” means a trustee election to fill a vacancy on the school board in any of the circumstances described in section 36 of the *School Act*.
 - “City” means the Corporation of the City of New Westminster.
 - “Election” means a trustee election.
 - “General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
 - “Minister” means the Minister of Education

4. Application of Local Government Bylaws

- c. In School District No. 40 (New Westminster) trustee elections are conducted by the City pursuant to section 37(1) of the *School Act*.
- d. The election bylaws of the City, as they may be amended from time to time, apply to trustee elections conducted by the City, except for those sections determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

5. Order of Names on the Ballot

- a. The order of names of candidates on the ballot will be alphabetical.

6. Resolution of Tie Vote after Judicial Recount

- a. In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

7. Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements

- a. The Board will make available to the public by website access, without charge, the disclosure statements of supplementary reports required to be made available by the BC chief electoral officer on an Elections BC authorized website, other than:
 - i. a mailing address or residential address of a significant contributor, or
 - ii. a telephone number, mailing address, or residential address of a candidate,until 5 years after general voting day for the election to which the trustee's disclosure statements and supplementary reports relate.
- b. The Board will, on request, provide a copy or other record of trustee candidates' disclosure statements and supplementary reports for as long as they are required to be available to the public under sections 7a., for a fee of fifty (50) cents per page.
- c. Before providing the services under this section, other than to a Board officer or employee acting in the course of their duties, the Board may require the person requesting the service to:
 - i. Satisfy to a Board official that any purpose for which personal information is to be used is permitted by the *Local Government Act* and section 63 of the *Local Elections Campaign Financing Act*, and
 - ii. provide a signed statement that the individual and, if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record will not use the information included in the copy or other record except for a purpose permitted under the *Local Government Act* or the *Local Elections Campaign Financing Act*.

8. Title

- a. This bylaw may be cited as 'School District No. 40 (New Westminster) Trustee Elections Bylaw No. 2026-TE-SD40-01'

9. Repeal

- a. Any previous trustee elections bylaw of School District No. 40 (New Westminster) is repealed.

Date of first reading: _____

Date of second reading: _____

Date of third reading and adoption: _____

Board Chair

(Corporate seal)

Secretary-Treasurer



Supplement to: OPEN SCHOOL BOARD MEETING

Date: May 26, 2026

Submitted by: Bettina Ketcham

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

Subject: Annual Facilities Grant Plan

Backgrounder:

The following plan was submitted to the Ministry of Education by their May 15th deadline and represents the district's plan for the annual facilities grant (AFG). The AFG is provided to school boards to support the maintenance, renewal, and repair of capital infrastructure. It ensures educational facilities remain safe, functional, and extend their usable life.

There was an increase to our district's allocation by about \$80,000 for the 2026-27 school year. The amounts allocated must be utilized by March 31, 2027. Work surrounding these projects generally take place over the summer when facilities are not in use for instruction.

PROPOSED 2026/2027 AFG EXPENDITURE PLAN		SUB TOTALS
ACCESSIBILITY UPGRADES		
Convert interior locks QMS and GMS to lever style handles	\$ 55,000.00	
Add an autodialer to GMS and QMS elevators	\$ 15,000.00	
		\$ 70,000.00
ASBESTOS ABATEMENT		
Confined Space Program	\$ 25,000.00	
		\$ 25,000.00
ELECTRICAL UPGRADES		
Transformer testing at various sites	\$ 50,000.00	
Convert lights to LED strip lighting throughout QMS	\$ 120,000.00	
Replace electrical disconnects QMS	\$ 100,000.00	
Add access control to Kelvin and Hume	\$ 25,000.00	
		\$ 295,000.00
EXTERIOR WALL SYSTEM UPGRADES		
QE modular cedar siding replaced with metal	\$ 85,000.00	
New exterior double pane windows at Kelvin	\$ 350,000.00	
Paint GMS exterior	\$ 85,000.00	
Paint Spencer exterior	\$ 75,000.00	
Add flashing to exterior of building Qayqayt	\$ 10,000.00	
New exterior double pane windows at Howay	\$ 100,000.00	
		\$ 705,000.00
HVAC UPGRADES		
Duct cleaning Connaught, Glenbrook	\$ 60,000.00	
		\$ 60,000.00
INTERIOR CONSTRUCTION UPGRADES		
Carpet runners in portables	\$ 25,000.00	
QE replace hallway ceiling tiles and grid	\$ 30,000.00	
QE replace hallway flooring	\$ 85,000.00	
Life Skills room at NWSS	\$ 70,000.00	
Install linolium flooring to Drama rooms (GMS and FRMS)	\$ 45,000.00	
		\$ 255,000.00
PLUMBING UPGRADES		
ROOFING UPGRADES		
Underground parking roof repair	\$ 130,000.00	
		\$ 130,000.00
SITE UPGRADES		
Erosion prevention around QEE	\$ 40,000.00	
Spencer portable installation	\$ 125,421.00	
Create exterior stairs from Cumberland (Howay)	\$ 15,000.00	
		\$ 180,421.00
TOTAL	\$ 1,720,421.00	\$ 1,720,421.00

ELEMENTARY

ITEM	2025-26 COST	2026-27 - COST
Agenda/Planner	\$6 - \$8	\$7 - \$8
School supplies (optional)	\$45 - \$50	\$35 - \$50
Recorder fee (may purchase or use school recorder)	\$5.50	N/A

MIDDLE

ITEM	2025-26 COST	2026-27 COST
Agenda/Planner	\$8 - \$10	\$6 - \$10
School Supplies (optional)	\$40 - \$50	\$40 - \$50
Yearbook (optional)	\$25 - \$35	\$25 - \$35
Band practice book (optional)	\$10 - \$15	\$10 - \$15
Band rental (rental cost depends on instrument)	\$10 - \$40	\$10 - \$150
Gr. 7 Athletic Fee	N/A	\$35
Gr. 8 Athletic fee	\$35 - \$50	\$55
Locks (optional)	\$8 - \$9	\$8 - \$9

SECONDARY

SCHOOL FEE SCHEDULE

General Fee (applicable to all students)	2025-26 Cost	2026-27 Cost
Student Activities and Leadership (all students) <small>Includes: clubs, student events, social responsibility activities, leadership</small>	\$30	\$25
Locks (all students wanting a locker)	\$8	\$10 - \$12
Yearbook (optional)	\$60	\$60

Graduation	2025-26 Cost	2026-27 Cost
Grad Ceremony Fee (for graduating Grade 12 students) <small>Includes: gown, cap, v-stole, 2 ceremony tickets, facility rental, decorations, security and photography and misc. ceremony costs</small>	\$140	\$150
Prom (for graduating Grade 12 students and approved guests) <small>Includes: meal, security, facility rental, decorations, security and entertainment. Price subject to change</small>	\$150	\$160

SUPPLEMENTAL FEE SCHEDULE

Optional supplemental school fees can be charged for materials or goods that are surplus to what is necessary for the student to meet the expected outcomes in a course. If a student is going beyond the basic requirements of a course and

creating projects for personal use, then the student may bring their own materials from home or the cost for the materials for these enhanced projects may be recovered through a fee.

Art	2025-26 Cost	2026-27 Cost
Visual Arts 9	\$30	\$25
Visual Arts 10: Drawing and Painting	\$30	\$30
Visual Arts 10: Ceramics and Sculpture	\$30	\$30
Studio Arts 2D, 3D 11	\$30	\$30
Studio Arts 2D, 3D 12	\$30	\$30

Photography	2025-26 Cost	2026-27 Cost
Photography 10 - 12	\$25	\$20

Music	2025-26 Cost	2026-27 Cost
Concert and Jazz Band 9 – 12 <small>Instrument rental</small>	\$25	\$25
Strings Orchestra 9 – 12 and Guitar 9 – 12 <small>Instrument rental</small>	\$100	\$100
Home Economics		Cost
Culinary Arts 10 – 12 <small>Includes: Uniform, Hat and Food Safe Certification</small>	\$25	\$25
Food Studies 9 - 12 <small>Better ingredients and more labs</small>	\$0	\$35
Textiles 10 – 12 <small>No Fee - supplemental cost based on individual projects</small>	\$0	\$0

Technical Education <small>Supplemental cost based on individual projects</small>	2025-26 Cost	2026-27 Cost
Technical Education 9	\$20	\$20
Art Jewelry 10 -12	\$0	\$20
Engineering and robotics 10 – 12	\$0	\$20
Metalwork	\$0	\$20
Woodwork 10 – 12	\$0	\$20
Youth Explorations Trades	\$0	\$20

Apprenticeship Program	2025-26 Cost	2026-27 Cost
Carpentry <small>Program fee Curriculum materials fee</small>	\$500 \$200	\$500 \$200
Plumbing <small>Program fee Curriculum materials fee</small>	\$500 \$200	\$500 \$200
Chef <small>Program fee Tool deposit</small>	\$300 \$250	\$300 \$250

International Baccalaureate	2025-26 Cost	2026-27 Cost
Grade 10 Registration Fee Due on acceptance into the IB program	\$50	\$50
Grade 11 Registration Fee Fees support annual IB World School membership fee, and specific IB resources and online tools	\$175	\$175
Grade 12 Registration Fee Fees support annual IB World School membership fee, and specific IB resources and online tools	\$200	\$225
Exam fees (for both diploma and courses)	\$123 USD/exam	\$123 USD/exam

Others	Description
Certification Programs	Fees may be charged for optional certification programs (i.e.: CPR, First Responders, FoodSafe, SuperHost,

Athletics Subject to change based on amount of games, home and away, tournaments, trips and increased cost of officiating, equipment	2025-26 Cost	2026-27 Cost
Fall Sport		
Cross country	\$60	\$60
Junior boys' soccer	\$90	\$90
Senior boys' soccer	\$100	\$100
Junior boys' volleyball	\$325	\$325
Senior boys' volleyball	\$425	\$425
Junior girls' volleyball	\$125	\$125
Senior girls' volleyball	\$125	\$125
Juvenile girls' volleyball	\$125	\$75
Junior football	\$475	\$475
Senior football	\$475	\$475
Swimming	\$60	\$60
Winter Sport		
Juvenile boys' basketball	\$215	\$215
Junior boys' basketball	\$190	\$200
Senior boys' basketball	\$175	\$200
Juvenile girls' basketball	\$125	\$125
Junior girls' basketball	\$230	\$230
Senior girls' basketball	\$200	\$200
Wrestling	\$250	\$250
Junior lacrosse	\$150	\$150
Senior lacrosse	\$175	\$175
Ladies' lacrosse	\$150	\$150
Spring Sport		
T&F	\$75	\$75



Junior girls' soccer	\$80	\$80
Senior girls' soccer	\$90	\$90
Junior ultimate	\$60	\$60
Senior ultimate	\$75	\$75
Golf	\$200	\$200
Junior badminton	\$100	\$100
Senior badminton	\$100	\$100
Tennis	\$75	\$75
Juvenile boys' volleyball	\$70	\$70

SANCTUARY SCHOOLS REPORT 2025/26

New Westminster Schools is committed to providing safe and welcoming educational environments for all children living in our community, including those whose families possess precarious immigration status or none at all.

The District has strived to practically apply the provisions outlined in the Sanctuary Schools Policy (the “Policy”) since its adoption in May 2017. The Welcome Centre at New Westminster Secondary School is the most visible representation of our accomplishments so far.

Our goal remains unchanged: Treat every family in our educational community equitably and with respect to ensure we deliver safe spaces for children to learn and grow. We remain steadfast in our belief that we must support every student, regardless of their life circumstances.

ENROLLMENT NUMBERS

When the District centralized registration in January 2021, we introduced a new process to consistently evaluate how many students and families fall under the Policy. Information gathered by the District for this and related purposes is strictly confidential and only shared, when necessary, with a limited number of district administrators and management.

Registration under the Policy from the 2020/21 school year until now is as follows:

- During the 2020/21 school year there were six (6) students (in five (5) families) registered under the Policy.
- During the 2021/22 school year there were thirteen (13) students (in nine (9) families) registered under the Policy.
- During the 2022/23 school year there were twenty-three (23) students registered (in twenty (20) families) registered under the Policy.
- During the 2023/24 school year there were fifty-nine (59) students (in forty-seven (47) families) registered under the Policy.
- During the 2024/25 school year there were seventy-five (75) students (in fifty-eight (58) families) registered under the Policy.
- At present, during the 2025/26 school year there are sixty-nine (69) students (in fifty-three (53) families) registered under the Policy.

Of note:

- Of the sixty-nine (69) students currently registered for the 2025/26 school year:
 - Fifty-four (54) started in September.
 - Seven (7) started between October 1 and December 31, 2025.
 - Eight (8) started since the beginning of January 2026.

- Even as we welcome new families through the Policy, existing students and their families are transitioning out of “Sanctuary Schools” status:
 - Sixteen (16) students (in twelve (12) families) who were registered under the Policy voluntarily updated their documentation and immigration status. All sixteen (16) of these students are still enrolled in the District but are no longer considered to be enrolled under the Policy.
 - Twenty-two (22) students (in seventeen (17) families) registered between the 2020/21 school year and now have withdrawn from New Westminster Schools so far during the 2025/26 school year. Twelve (12) of these students (in ten (10) families) withdrew to attend school elsewhere in B.C. and ten (10) students (in seven (7) families) moved out-of-province.

MINISTRY FUNDING

At the time of the September 29, 2025 District 1701 Submission, there were seventy-five (75) students (in sixty (60) families) registered under the Policy. We claimed all seventy-five (75) students as part of the District’s 1701 Submission for Ministry funding. This is consistent with our goal to claim all students registered under the Policy after September 29, 2025, for funding in September 2026.

We will work confidentially with families who need time to provide necessary documents for Ministry funding or to satisfy requirements to prove they are ordinarily resident. There have been no school placement delays nor delays in education provided to students whose families require this support.

REGISTRATION PROCESS

The Welcome Centre at NWSS and the District’s Central Registration Department remain effective ways for us to train staff to meet our educational community’s needs.

1.0 Communication

- 1.1 We are continuing to use the documents we updated in 2021 and 2022. This includes the [“Document Guide for Parents and Caregivers,”](#) the “Access for All” postcard (available in both [English](#) and [Spanish](#)) on the District website.
- 1.2 The “Access for All” postcard remains available in hard copy at the Welcome Centre and is posted in the office of every school in our District. It is one of the ways the District promotes the Policy.

2.0 Training/Education of Staff

Continuing efforts include:

- 2.1 Thorough training of registration clerks and other staff located in the Welcome Centre.
- 2.2 Education of clerical staff and continued reinforcement of the Policy at clerical in-services throughout the year.
- 2.3 Ongoing FOIPPA training provided to each clerical staff member in the District.
- 2.4 Education of new on-call clerical staff at the time of on-boarding with the District.
- 2.5 Every year in August we speak to the District Leadership Team and the clerical staff about the upcoming school year and include a segment on the Sanctuary Schools Policy.



SUPPORT IN SCHOOLS

We take continuous steps to ensure students have the support needed to succeed when placed in District schools.

- MOSAIC’s Settlement Workers in Schools (SWIS) program support newcomer students and their families, regardless of immigration status.
- District staff work alongside the SWIS team to help promote the services they offer, including displaying MOSAIC brochures at the registration desk. The District Communications Manager works with SWIS to develop and update information on the District website, including:
 - Expanding information available on the website about services offered when needed.
 - Maintaining existing online SWIS application forms and providing technical assistance with the digital forms platform when needed.
- We provide students confidential access to mental health supports without additional paperwork that other agencies or health providers may require.

LEARNING OPPORTUNITIES

If a problem or challenging case arises, our staff follow this process:

1. The issue is first handled by the Registration Manager.
2. If the Registration Manager cannot find a resolution, the issue is passed to the Associate Superintendent.

To date, all cases have been supported by either the registration team or the Registration Manager.

Our staff have received training on how to respond to enforcement agency requests for information. We will:

- Continue to follow all directives outlined within the New Westminster Sanctuary Schools Policy (Policy 21), including – and critically – **“The personal information of enrolled students or their families shall not be shared with federal immigration authorities unless required by law”**.
- Notify affected families that an agency contacted the District.

CELEBRATING SUCCESSES

- Our staff continue to grow in knowledge and experience.
- More families feel safe and comfortable enough to voluntarily contact us to discuss sensitive topics and/or to share their updated documentation.
- Students have been successfully placed in a District school and have started classes within two (2) to five (5) days of registration.



REVIEW AND RECOMMENDATIONS

We continue to evaluate interactions between staff and community members to ensure we can support them and meet their needs.

We will:

- Continue to connect students and families with services and supports they may need once they are enrolled.
- Look for opportunities to showcase the Policy's positive impact on the community, while respecting individual and family confidentiality and privacy.
- Ensure the work emerging from the District's Diversity, Equity, Inclusion and Anti-racism (DEIA) efforts consider how we can best serve students and families enrolled under the Policy.





Capital Projects

1. Queen Elizabeth addition is progressing well. Interior partition walls are complete with the majority of the drywall boarding in place and moving towards final wall finishing. Mechanical and electrical services are approximately 75 % complete.
2. NWSS Memorial Park: the landscape contractor is making good progress with most of the softscape material in place. Work continues in the central memorial entrance area with the foundation for the plaque as well as the various pathways that transverse the site in the final stages. Tree and vegetation planting has begun.
3. New Simcoe Elementary School: The final application for the design review permit as well as the building permit have been submitted for city review. Procurement documents are being finalized with a target of mid-July for issuance. Planning has begun for some early works on the site that will be done during the summer.

Facilities

1. Herbert Spencer Heat Pump Addition (CNCP Funding)
All major piping, equipment, structural roof work, and rooftop heat pump installation completed
Final connections and commissioning underway, **projected completion: July 2026**
2. Carbon Neutral Government Reporting
2025 Climate Change Accountability Report **due May 31st**
SD40's carbon usage has remained consistent even with growing enrollment
Carbon offsets invoice **due June 30th**
3. Skwo:wech Cooling Project (SEP Funding)
Tender drawings being finalized and will be opening tender by **mid-May**, and we will then award a contractor by the **beginning of June**. Most of the intrusive work in the classrooms will happen over the summer.
4. Annual Facility Grant Funding (AFG Funding)- planning various summer projects including working with the District Principal of Inclusive Education and the Accessibility Committee with the design of a Life Skills Room at NWSS.

Finance

1. In early May, the Secretary Treasurer and Assistant Secretary Treasurer completed meetings with school administration to discuss budgets to date and other relevant matters.
2. The finance team took part in a series of virtual webinars that focused on AI foundations for school district operations.
3. At the end of May, the Assistant Secretary Treasurer and Manager of Clerical and Registration will complete the annual rotation of internal school generated funds audits at four schools.

Technology

1. Phone system project is complete, the new phone system provides modern capabilities:
 - Voicemail to Email as an audio file attachment and as a transcript
 - Ability to remotely access voice mail
 - Ability to centrally manage all of the district phones from a single pane of glass
 - Classroom phones have been upgraded to modern IP standard (all except FW Howay, Herbert Spencer and EGMS)
2. Cell phone service for district devices has been moved from TELUS to Rogers
 - This has improved cell phone connectivity at Lord Tweedsmuir, Connaught Heights and Skwo:wech
3. Multi Factor Authentication (MFA) is being rolled out for staff in general
 - Staff have the option to use Microsoft Authenticator app on their phone or SMS based authentication
 - Staff that do not have a district issued phone, and are uncomfortable in using their personal device are being offered Security Keys (FIDO Tokens) for MFA
4. Over the course of summer TIS will work on implementing Single Sign On (SSO) for MyEd BC
 - This will allow staff to use the same login credentials as their district network credentials

Ministry & Other Submissions: April/May 2026

Submitted to:	Description	Date
Ministry of Education and Child Care	School District Quarterly GRE Financial Report – March 31st	April 10, 2026
BC Public School Employers' Association	Employment Data and Analysis (EDAS) Reporting	April 30, 2026
Ministry of Education and Child Care	Annual Facility Grant (AFG) Expenditure Plan	May 15, 2026
Ministry of Education and Child Care	Student Data Collection (1701) – May	May 15, 2026



Supplement to: OPEN SCHOOL BOARD MEETING

Date: May 26, 2026

Submitted by: Marc Andres

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

Subject: Climate Change Curriculum

Backgrounder:

While the province has developed some climate change curriculum at some levels of schooling, consistent implementation across all grade-levels has not yet been achieved. A structured, province-wide climate change curriculum would support students in developing the scientific literacy, critical thinking, and civic awareness necessary to navigate one of the defining issues of their time.

In an era of complex and often conflicting information, equipping students with reliable scientific knowledge is essential.

The New Westminister School District believes that the adoption of this curriculum supports its five-year Strategic Plan goals, specifically: Provide innovative and relevant learning experiences that develop critical thinking, communication, and problem- solving skills.

THAT the Board of Education of School District No.40 (New Westminister) write a letter to the Ministry of Education and Child Care advocating for the further development and implementation of mandatory climate change curriculum.