

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

Tuesday, June 16, 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.	May 26, 2026 Regular Open Board Meeting		5
<p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 26, 2026 Regular School Board meeting.</p>			
b.	Business Arising from the Minutes		
3.	<u>PRESENTATIONS</u>		
a.	Student Voice Survey Results	6:10 PM	13
b.	Literacy Facilitators Presentation (S. Singh)	6:20 PM	30
4.	<u>CORRESPONDENCE</u>		
a.	Letter to Minister Beare - Climate Change Curriculum (For Information)	6:30 PM	47
5.	<u>BOARD COMMITTEE REPORTS</u>		

- a. Coordinating Committee held May 21, 2026 6:30 PM
 - 1. Comments from the Committee Chair, Trustee Connelly
 - 2. Approval of the May 21, 2026 Coordinating Committee Meeting Minutes 49

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the May 21, 2026, Coordinating Committee meeting.

- b. Audit Committee Report 52

6. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update (M. Davidson) (Verbal) 6:40 PM
 - 1. Good Things Are Happening! (M. Davidson)
- b. Policy 29 Inclusive Education (M. Schellenberg) 6:50 PM 53

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve Policy 29 Inclusive Education as presented.

- c. 2026 Long Range Facilities Plan Recommendation Approval 7:00 PM 56

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) endorse Scenario A (inclusive of the junior-senior secondary at Lord Tweedsmuir) as presented as the preferred recommendation strategy for the 2026 Long Range Facilities Plan.

- d. 2027-28 - 5-Year Capital Plan - Major Capital Projects (B. Ketcham) 7:10 PM 60

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the 2027-28 five year major capital plan as presented for submission to the Ministry of Infrastructure.

- e. Eligible School Site Proposal (B. Ketcham) 7:20 PM 63

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approves the 2026-2027 Eligible School Site Proposals (ESSP) through adoption of the 2026-2027 Resolution.

f.	School Site Acquisition Charge (SSAC) Bylaw (B. Ketcham)	7:30 PM	68
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) complete all three readings of SSAC Bylaw No. 2026-1.

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve first and second reading of SSAC Bylaw No. 2026-1.

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve third reading, reconsideration and final adoption of SSAC Bylaw No. 2026-1.

g.	2026-27 Board and Committee Schedule and Board Annual Workplan (B. Ketcham)	7:40 PM	72
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Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the Board and Committee Schedule and Board Annual Workplan for the 2026-27 school year.

h.	School Naming Committee Update (G. Lawlor)	7:50 PM	77
i.	School Swimming Lessons Pilot (For Information)	8:00 PM	80

7.	<u>NEW BUSINESS</u>	8:10 PM	
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a.	Immigration, Refugees and Citizenship Canada (IRCC) Funding Cuts (Vice-Chair Connelly)		81
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Recommendation:
That the Board of Education of New Westminster Schools write a letter to our Member of Parliament, Jake Sawatzky urging him to advocate for:

- 1. The restoration and expansion of IRCC funding for settlement services in schools.**
- 2. Broader eligibility criteria to ensure vulnerable populations, including refugees and temporary residents, are not excluded.**
- 3. Stable, long-term funding that reflects the actual demand and complexity of settlement work in school communities.**

b.	Prioritizing Provincial Funding for Outdoor Covered Learning Spaces in British Columbia Schools (Vice-Chair Connelly)		87
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Recommendation:
That the Board of Education of School District No. 40 (New Westminster) write a

letter to both the Minister of Education and Child Care, and the Minister of Infrastructure advocating for the Government of British Columbia to prioritize the creation of dedicated funding to the planning, construction, and maintenance of covered outdoor learning spaces in K–12 public schools; and request that such funding be directed first to school districts experiencing significant overcrowding, rapid enrolment growth, or documented shortages of instructional space; and that the Province include covered outdoor learning spaces as an eligible and prioritized component of future school capital planning and infrastructure investments across British Columbia.

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| 8. | <u>OLD BUSINESS</u> | 8:30 PM |
| | Nil. | |
| 9. | <u>TRUSTEE REPORTS</u> | 8:30 PM |
| 10. | <u>QUESTION PERIOD (15 Minutes)</u> | 8:40 PM |
| | <i>Questions to the Chair on matters that arose during the meeting.</i> | |
| 11. | <u>NOTICE OF MEETINGS</u> | 8:55 PM |
| | Next Meeting September 2026 (date to be confirmed) | |
| 12. | <u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u> | 8:55 PM |
| | a. Record of the May 25, 2026 In-Camera Meeting | |
| 13. | <u>ADJOURNMENT</u> | 9:00 PM |

**MINUTES OF THE REGULAR OPEN BOARD 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 Westminister**

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|--|---|
| <p>PRESENT Cheryl Sluis, Chair
Danielle Connelly, Vice-Chair
Kathleen Carlsen, Trustee
Marc Andres, Trustee
Maya Russell Trustee</p> | <p>Mark Davidson, Superintendent
Geraldine Lawlor, Associate Superintendent
Bettina Ketcham, Secretary-Treasurer
Anne-Marie Martin, Recording Secretary
Sandra Singh, Director of Instruction-Learning & Innovation
Josh Angiola, Teacher Facilitator
Jenny Richter, Director of Instruction, Leadership and Learning
Sanj Johal, District Principal of Indigenous Education and Equity
Angela Jurgenson, NWSS Teacher
Trevor Gee, Manager, International Education</p> |
| <p>REGRETS Elliott Slinn, Trustee</p> | <p><i>Members of the Public</i>
Jenn Vander Zalm, DPAC Chair
Karrie Andrews; President CUPE 409</p> |

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1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 6:00 p.m.

2026-036
Moved and Seconded

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

CARRIED UNANIMOUSLY

2. MINUTES FOR APPROVAL

a. Minutes from the Open meeting held: April 28, 2026, Regular School Board Meeting.

2026-037
Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminister) approve the minutes as distributed for the April 28, 2026, Regular School Board Meeting.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes.

Nil.

3. **DELEGATIONS**

- a. Monkey Rebels (Angela Jurgensen)

A group of secondary students from a school climate club, Luisa, Cole, Odessa and Waven presented to the Board in advance of provincial support for climate action, including expanded climate education from Kindergarten to Grade 9 and a required climate-focused course in senior grades, a phased transition away from fossil fuels with greater investment in renewable and nuclear energy, and free public transit for all ages to promote equity and environmental goals. Trustees thanked the students for their leadership, recognized alignment with existing district priorities, and indicated likely formal support following the students' provincial presentation.

4. **PRESENTATIONS**

- a. **Learning Story #6 – Intellectual – Numeracy (S. Singh)**

Director of Instruction-Learning & Innovation Singh provided an overview of numeracy, highlighting its alignment with district goals to enhance student learning and experience. Teacher-Facilitator Angiola shared key areas of numeracy development, including number concepts and problem solving, and described assessment practices used in the fall and spring to track student progress. Instructional approaches such as Math Minds, Jump Math and the RaPID model were noted, alongside resources available to staff.

Trustees discussed instructional shifts toward deeper conceptual understanding, as well as supports for teachers and parent engagement through initiatives such as math nights. While participation in numeracy assessments is high, results indicate many students are not yet meeting expectations, consistent with provincial trends. Trustees also raised questions about assessment tools, student attitudes toward math, and the need to consider multiple data sources.

Discussion also addressed ongoing work and funding, noting that initiatives will continue despite limited provincial support. The Coast Metro consortium was identified as a collaborative approach to resource development, with trustees emphasizing the need for greater provincial investment moving forward.

- b. **Aboriginal How Are We Doing Report (J. Richter & S. Johal)**

Superintendent Davidson spoke to raising expectations for students, noting that higher standards and strong accountability among school leaders and staff support improved outcomes, with early data showing positive movement. He emphasized that student learning, relationships and intent remain central to the work, particularly as the district continues to adjust its middle school model.

An overview of the new Indigenous support model was provided, highlighting a more integrated approach to supporting students and families through academic, cultural and mental health services. Proposed supports include Indigenous success teachers, increased supports at middle schools, literacy and numeracy support at the elementary level, and the addition of cultural facilitators to strengthen connections across schools. It was noted that

changes to the model are not intended to replace relationships, but to strengthen and sustain them.

Trustees acknowledged the sense of loss expressed by families and emphasized the importance of maintaining relationships while implementing change. The role of the Indigenous Education Council and ongoing engagement with families and students was highlighted, including initiatives to elevate student voice. Updates were also provided on identifying and supporting students with higher needs, with a continued focus on mental health and connection.

The discussion concluded with recognition of ongoing collaboration, the importance of cultural supports, and appreciation expressed for the work being done to strengthen outcomes for Indigenous students.

1. For Information: Letter from the Deputy Minister Kaye Krishna – Equity for Indigenous Learners attending BC Public Schools

c. International Program Report (T. Gee)

International Program Manager Gee reported that the International Education program met its enrolment target of 170 FTE for the current year and is projecting growth to 180 FTE next year, supported by strong enrolment from Japan and increasing interest from European markets. A new reciprocal exchange partnership with a Japanese high school is underway and continuing to expand.

Challenges were noted, including federal caps on post-secondary permits, increased competition from Australia and New Zealand, and rising travel costs. Despite these pressures, the program remains self-funded and continues to generate net revenue for the district.

It was also noted that a small number of international students are enrolled at the elementary and middle levels, while at NWSS, graduation requirements take priority in course scheduling. Homestay capacity has increased, with a record number of placements reported. Host family compensation is currently \$1,200 per month and will increase to \$1,300 per month effective July.

Trustees reflected positively on the value of international students, noting the benefits of cultural exchange for all learners. Questions were raised regarding program capacity and potential impacts on course availability; it was confirmed that there is no evidence of students being unable to access courses due to international enrolment, and that overall balance remains strong. The program continues to contribute additional revenue beyond staffing costs, supporting district operations.

Discussion also addressed public perception, with acknowledgement that international students are generally understood to benefit the broader student community. It was noted that some external factors, including perceptions about limited post-secondary opportunities in Canada, may influence enrolment decisions, though targets have remained consistent.

An update was provided on homestay placements, with a record number achieved this year. Recruitment efforts are ongoing, and host families are currently compensated \$1,200 per month, increasing to \$1,300 in July.

5. **CORRESPONDENCE**

Nil.

6. **BOARD COMMITTEE REPORTS**

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

7. **REPORTS FROM SENIOR MANAGEMENT**

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

The Board received updates on recent school and district events and activities. Superintendent Davidson highlighted the success of the International Cultural Fair, noting strong student participation, cultural sharing and positive experiences, with students expressing appreciation for their time in the program as they transition to post-secondary or return home. Additional events were acknowledged, including musical performances, school productions such as The Wizard of Oz, and elementary track and field, which saw participation from all schools and strong student engagement.

An upcoming Indigenous Ceremony was noted, along with recent communications shared with the community. Updates were also provided on capital projects across the district, with a reminder that upcoming business cases are for planning purposes and do not confirm project approval. Trustees emphasized the importance of approaching this work thoughtfully and continuing to support students throughout the process.

b. Long Range Facilities Plan Update (B. Ketcham) (Verbal)

Secretary-Treasurer Ketcham provided information on the Long-Range Facilities Plan (LRFP), which is underway and progressing well. Coordination across leadership teams continues, supported by recent communications from the Superintendent, including a video shared with the community. A public engagement session is scheduled for June 1, 2026, with both virtual and in-person options. Scenarios will be presented to the Board on June 16, in advance of submitting the required five-year capital plan to the province at the end of June.

c. 2026 Trustee Election Bylaw (B. Ketcham)

The Board considered and unanimously adopted Trustee Election Bylaw 2026 TE SD 40 01, which updates administrative provisions for the 2026 trustee election, authorizes electronic access to nomination and disclosure documents (without requiring online publication of home addresses), and ensures compliance with the legislated August 4, 2026, bylaw deadline.

2026-038

Moved and Seconded

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

CARRIED UNANIMOUSLY

2026-039

Moved and Seconded

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.

CARRIED UNANIMOUSLY

2026-040

Moved and Seconded

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.

CARRIED UNANIMOUSLY

d. Annual Facilities Grant Plan (M. Brito)

Secretary-Treasurer Ketcham presented a background report outlining the annual facilities plan, with up to \$1.57 million allocated to support maintenance, capital repairs and upgrades to ensure buildings remain safe and functional. The maintenance team continues to consult with school principals to identify priorities, including work at Queen Elizabeth as the new building comes online, parking lot and roof repairs at Herbert Spencer, and other summer maintenance projects. Investments in energy efficiency were also noted.

Trustees acknowledged the work of the accessibility committee and staff responsiveness, and received updates on safety-related initiatives, including asbestos abatement, confined-space training and transformer testing amid ongoing electrical labour shortages. Site-specific discussions included accessibility improvements at Howay, with further information to be provided regarding ramp access, and the installation of portables at Spencer, with assurance that classroom spaces are being used appropriately.

Additional discussion focused on prioritizing ventilation and cooling improvements and exploring potential collaboration with the city. Trustees also raised a safety concern regarding floor lighting at the secondary level, which staff will review further.

e. School Fees for 2026-2027 (G. Lawlor)

Associate Superintendent Lawlor provided an update to the Board on the 2026–2027 school fees, noting that most fees remain stable, with some reductions at NWSS for student activity/leadership and photography (due to discounted rates and bulk purchasing), that optional school supplies and athletic fees continue under existing structures, and that a hardship provision remains in place to ensure fees do not create barriers for students.

Trustee Connelly raised a question regarding wrestling fees, specifically whether higher costs are related to students needing to practise outside the district, and it was noted that Associate Superintendent Lawlor will follow up.

f. Sanctuary Schools Report (G. Lawlor)

Associate Superintendent Lawlor provided an update on the Sanctuary Schools policy, which has been in place since 2017 and guarantees that students can attend district schools

regardless of immigration status. The report highlighted steady growth in the number of students and families supported under the policy and reaffirmed the district's commitment to equity, inclusion, and safe access to education, while also noting emerging concerns about the impact of recent federal settlement funding cuts on school-based supports.

The Board discussed potential impacts of federal funding cuts to the Settlement Workers in Schools (SWIS) program. It was noted that reductions are expected to result in a loss of two FTE positions, affecting support for families facing language and settlement barriers. Advocacy efforts are underway, including an upcoming meeting with the local Member of Parliament, and further information will be provided to support these discussions. Trustees acknowledged that similar impacts are being experienced across other districts. Trustees also inquired about sanctuary practices in schools and how staff are supported, with staff noting the importance of maintaining confidentiality, particularly during student registration processes.

g. Operations Report (For Information)

Chair Sluis inquired about the anticipated opening date for Queen Elizabeth Elementary, with January 2027 identified as the current target. She also asked about the timeline for removing fencing at Memorial Lands, and it was noted that this is tentatively scheduled for September.

8. **NEW BUSINESS**

a. Chair Report (Chair Sluis) (Verbal)

Chair Sluis noted the many upcoming year-end celebration opportunities, including the Indigenous graduation and transitioning ceremony, student showcases, dance performances, and the NWSS scholarship and graduation ceremonies. An update was provided following a meeting with the local Member of Parliament regarding Settlement Workers in Schools, where the importance of strong supports was reinforced. While related funding has been restored, it has been directed to the city, and follow-up will occur. Trustees were also reminded of the upcoming Long-Range Facilities Plan public meeting scheduled for June 1 at 5:30 pm at the School Board Office and were encouraged to attend.

b. Policy and Administrative Procedures Process (M. Russell)

The Board reviewed the district's approach to policy and administrative procedures, confirming the separation of roles where Board policies set direction and values, and administrative procedures are developed by staff to implement those policies operationally. The process emphasizes regular review, alignment with legislation and strategic priorities, consultation with affected stakeholders, and an equity/anti-racism lens, with staff bringing recommended policy changes to the Board for approval while updating procedures at the administrative level.

The Policy Committee, consisting of Trustee Russell, Trustee Connelly, Trustee Carlsen and Superintendent Davidson, is reviewing policies with guidance from BCSTA and considering promising practices. Updated recommendations will be brought forward to the June Board meeting.

- c. Climate Action Working Group – Advancing Climate Literacy in BC's K-12 Education System (Trustee Andres)

The committee report was introduced, with background information reviewed. Trustees discussed the importance of supporting student interest in climate action and recognized that, when equipped with accurate information and support, students are capable of meaningful contributions.

The proposed motion aligns with a 2025 AGM resolution calling for climate action and received support. An amendment was introduced to include requests for provincial funding to support implementation, including resources and professional development for educators, and was carried.

Trustees discussed the wording of the motion and the importance of demonstrating commitment regardless of funding outcomes, while also acknowledging the need for adequate support for successful implementation. Consideration was given to the impact of additional curriculum requirements on educators, with recognition that while there is enthusiasm for new curriculum, it presents challenges and requires appropriate training and resources. The Board agreed to proceed with the committee's recommendation.

2026-041

Moved and Seconded

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

Motion amendment proposed by Trustee Connelly

2026-042

Moved and Seconded

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 and dedicated provincial funding to support implementation, including teacher professional development and related resourcing.

CARRIED UNANIMOUSLY

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 and dedicated provincial funding to support implementation, including teacher professional development and related resourcing.

CARRIED UNANIMOUSLY

9. **OLD BUSINESS**

Nil.

10. **TRUSTEE REPORTS**

Trustee Carlsen highlighted her recent community and committee work, including updates from several district and community groups, and noted upcoming events and observances. She also acknowledged the start of Pride Month, underscoring the district’s commitment to inclusion and support for 2SLGBTQIA+ students and families.

Trustee Andres provided an update on committee work, including activities of the Climate Action Working Group and the Racism Committee, highlighting ongoing efforts to advance climate learning and strengthen anti-racism, equity and inclusion initiatives across the district. Questions were raised regarding the future role of the Racism Committee with the new Board, with further discussion anticipated. An upcoming DPAC meeting was noted, including impacts of new school builds on communities. Trustee Andres also shared a recent classroom visit experience.

Trustee Connelly reported on the work of the Accessibility Committee, noting that an audit was conducted at Lord Kelvin. She highlighted the value of student liaisons in contributing to the committee’s work and recognized the importance of acknowledging their contributions, including through certificates of recognition.

11. **QUESTION PERIOD (15 Minutes)**

The Board received questions from members of the public. One speaker expressed concern regarding the elimination of Indigenous support worker positions, emphasizing the impact on relationships and supports for Indigenous students and urging the Board to reconsider these changes. A question was raised regarding walking school bus routes, with a request for greater clarity on decision-making. Clarification was also sought on changes to recorder programs and differences in costs between boys’ and girls’ sports, with responses noting budget constraints, program adjustments and ongoing efforts to ensure fairness and manage fees.

12. **NOTICE OF MEETINGS**

Regular Board Meeting – Tuesday June 16, 2026 – 6:00 p.m. (SBO and via Zoom)

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


Nil

14. **ADJOURNMENT**

The meeting adjourned at 8:55 p.m.

Chair

Secretary-Treasurer



Student Voice 2025-2026



Table of Contents

- Fall Survey
- Grade 8 Presentations
- Symposium



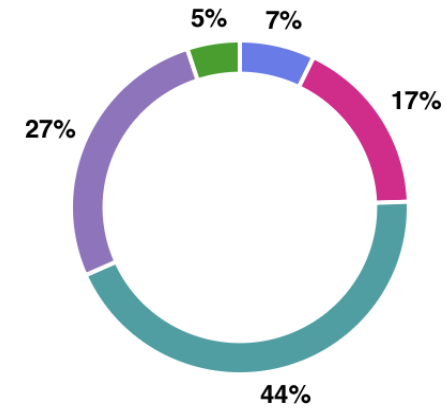


Fall Survey

- December 19th - the last day of school before winter break.
- 419 responses
- Expanded on questions surrounding demographics
- Started new and more focused advertising
- Presented information to PAC and Staff at NWSS

6. So far, how is school affecting your mental health?

● Extremely positively	30
● Somewhat positively	72
● Neutral	183
● Somewhat negatively	111
● Extremely negatively	21

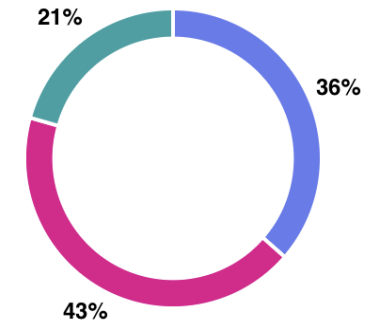


7. For the previous question please elaborate on what makes you feel this way?

- Academics
- Homework
- Stress
- Friends

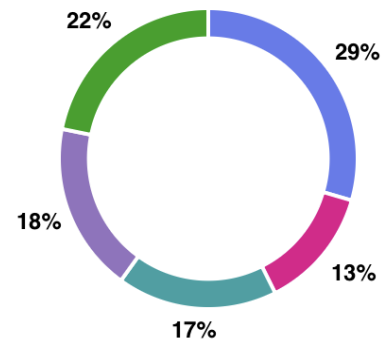
9. Are you aware of the services and supports offered at the Wellness Centre?

● Yes	152
● A little bit, but not enough	179
● No	86



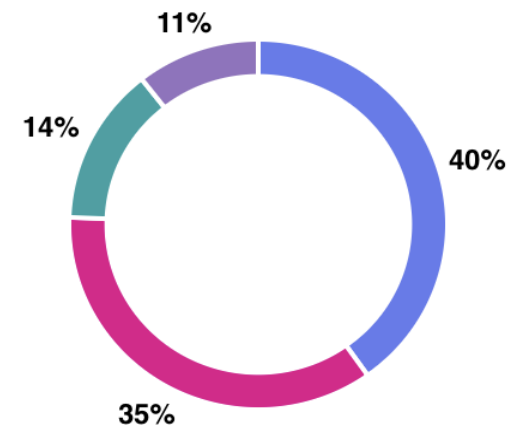
13. What school news sources do you get information from? (Select all that apply)

● The Morning Buzz	335
● Instagram @newwestsecondary	149
● The announcements	197
● Posters around the school	207
● Word of mouth	248



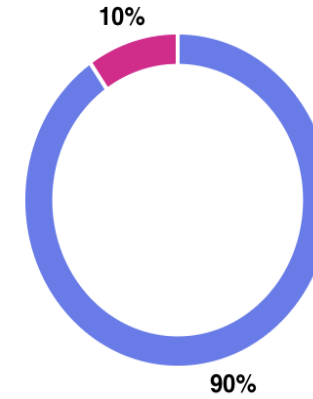
14. Which of these counsellor related tasks do you feel that the counsellors are able to effectively help you with? (Select all that apply)

● Course selection	262
● Scheduling of classes	231
● Post-graduation guidance	90
● Mental health support	69



15. Do you feel safe at school?

• Yes	375
• No	40



Students who answered YES (90%):

- Friends
- Specific classes they enjoy
- Elective programs like Performing and Visual Arts
- With specific teachers

Programs students enjoy are:

- Clubs
- Performing arts
- Athletics
- IB
- Languages

Students who answered NO (10%):

- The people at school/large amounts of people in washrooms or the hallway
- Violence
- Washrooms

Student's possible solutions:

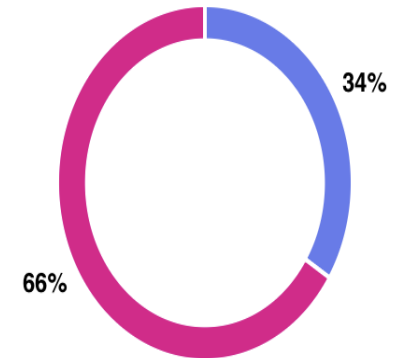
-More enforcement and punishment when a student is found vaping or using substances

-The vape detectors being utilized more

-Support and education for students

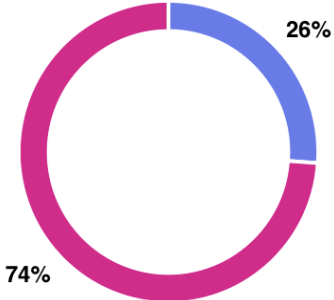
19. Do you think that there is a more effective form of reducing vaping at our school?

● Yes	140
● No	272



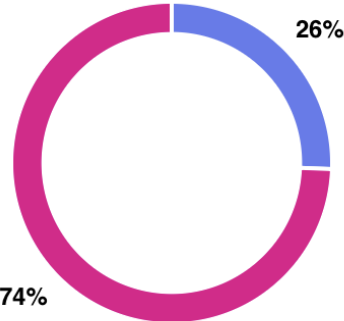
21. Do you believe we need additional resources to support the LGBTQIA2S+ community at our school?

- Yes 106
- No 299



22. Have you ever experienced racism or discrimination at our school?

- Yes 106
- No 308



Other comments or concerns

- Lockdown and safety drills
- More support for clubs
- School overpopulation
- The number of counsellors and their responsibilities
- More support around graduation
- Discrimination like racism and homophobia being taken more seriously
- Better advertising especially with the 5-block schedule
- More spaces and seating for students
- Mental health support
- Access to more affordable lunch
- Further support for ELL students
- More time between classes

Gr. 8 Presentations

- Early February
- Visited QMS, FRMS, EGMS

Allowed us to:

- Give students the perspective of a high schooler
- Offer guidance
- Answer questions
- Connect with future students

Student Symposium

- Mid-April
- Around 80 participants across middle schools/NWSS! 45 students from middle school
- Opportunity to connect with students and hear directly from them
- Umbrella topics:
 - Mental Health and Wellness
 - Safety
 - Student Success
 - DEIA



Mental Health & Wellness – What we heard from students

- Counselling and Support:
 - Concerns regarding availability/capacity of counsellors
 - Looking for more mental health support
 - Suggested specific roles for counsellors
- Hygiene:
 - Education on personal care
 - Low quality period products
 - Bringing back the nurse practitioner
- Sex/Drug/Safety Education:
 - More coverage on STD prevention/consent
 - Lacking Sex Ed. After grade 6 (QMS)
 - Coverage on youth addiction/drug use
 - Transit safety education
- Workload:
 - Overwhelmed + affecting sleep
 - Trouble balancing with extracurriculars

Safety – What we heard from students

Bathroom safety:

- Crowding & Cleanliness
- Vape detectors
- Middle school urinals

Hallways:

- Crowding
- Intimidation
- Graffiti/Littering

Safety Drills:

- Concerned about effectiveness
- Confusion surrounding meeting spots (NWSS)
- Feel that every classroom should have blinds

Bullying:

- Seeking more resources/awareness
- Concerns around anonymous reporting tool (Middle schools)

Student Success – What we heard from students

- Counsellors:
- More post-secondary support

- Classes:
 - Large class sizes
 - Looking for more one-on-one support from teachers
 - Concerns surrounding limitation of online classes

- Transportation:
 - Concerns about QMS bus
 - Lots of kids rely on it
 - Difficult to get to school

- Technology:
 - Trouble with slow Chrome Books/not enough Chrome Books
 - Suggesting less assignments that rely on technology

DEIA – What we heard from students

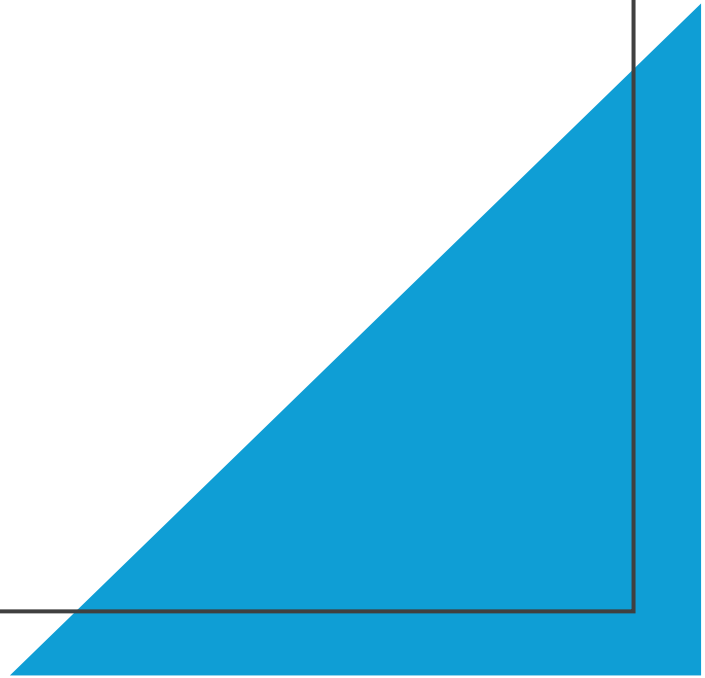
Discrimination:

- Students feeling that racism continues to be normalized in school by students/some teachers
- Wanting more emphasis on Black History Month
- More support for ROOTS at NWSS
- Representation in social studies classes
- Students feel 2SLGBTQIA+ topics are still seen as taboo***

Girls Sports

- Students feel there is a lack of support for girls' sports teams
- Missing coaches/merch (FRMS)
- Discomfort surrounding sexist jokes

**Thank You For
Listening!**





Supplement to: **REGULAR SCHOOL BOARD MEETING**

Date: June 16, 2026

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

Item: Requiring Action Yes No For Information

Subject: Literacy Summary Report 25-26

Background:

In the fall of 2025, the Board of Education directed staff to track costs associated with literacy interventions from the grant awarded in the spring of 2025 to the school district by the Ministry of Education and Childcare.

The Literacy Summary Report presentation prepared for the the Board of Education highlights key initiatives implemented in the district for 2025-2026 school year based on the ministry’s guidelines.

The costs associated for the implementation of literacy initiatives are as follows:

Total grant funding received 2025: \$225,839

Total expended to date: \$199, 363.14

-1.2 FTE Literacy Facilitators salary and benefits \$178,311.44

-Release Time for teacher training of screeners. Salary and benefits \$21,051.70

Remaining balance 2026-2027: \$26,475.86

Projected expenditures:

-TTOC release time for Acadience Français screening training for Grade 2 and 3 French Immersion teachers

-TTOC release time for K-1 teachers who have not received screening training with Acadience Screening tool

-Cost of printing screening booklets for all students K-3

-Professional development 4-part series for K-3 educators with Kim Lockhart

Literacy Initiatives SD 40

June 16, 2026 Presentation to the Board of Education



New
Westminster
Schools

Literacy Screening Initiatives in SD 40



District Approach 2025–2026

- **Two 0.60 FTE Literacy Facilitators appointed in spring 2025**
- **8 elementary schools and Home Learners Program (POLs)**
- **71 divisions in K, K–1 and grade 1**
- **140 teachers, Support Staff (ELL and LSTs) and school administrators trained to use the Acadience screening tool**

District Approach 2025–2026

- All kindergarten and grade 1 students screened by classroom teacher
- Students screened three times a year: October, February, May
- K FI students were screened in English at BOY
- K FI student screened in French for MOY and EOY

District Approach 2025–2026

- Teachers in grade 2 and 3 continue to screen using DIBELS 8
- Growing interest in grades 4 and 5 to screen using DIBELS 8
- Middle school grades 6–8 screening using DIBELS 8

Systems Based Decision Making

“Using data to inform instruction isn’t about labeling students; it’s about identifying needs and unlocking potential.” Michael Fullan 2016



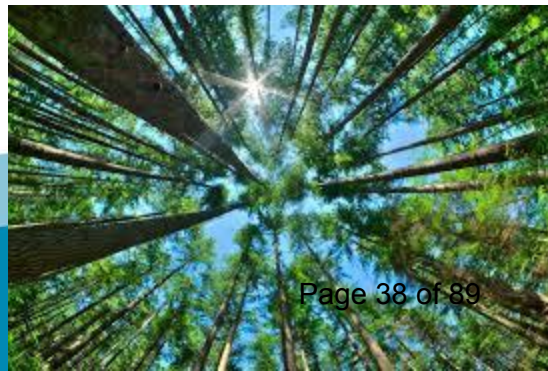
The Effectiveness of Screening and Progress Monitoring

Grade	Beginning of Year (BOY)					Middle of Year (MOY)					End of Year (EOY)				
	BEG-RCS	BEG-PSF	BEG-NWFC	BEG-NFWF	BEG-LNF	MID-RCS	MID-NWFC	MID-NFWF	MID-ORFC	MID-ORFA	END-RCS	END-NWFC	END-NFWF	END-ORFC	END-ORFA
01	14	7	2	0	5	20	20	0	0	0		22	0	5	71
01	194	55	100	30	39	374	113	37	126	98	303	104	30	138	99
01	60	22	9	1	29	149	39	13	23	88	194	79	27	47	96
01		3			3										
01	204	38	113	34	53	405	140	46	122	98	348	143	50	149	98
01	42	13	8	0	21	62	22	0	8	67	8	21	0	8	57
01	63	30	15	0	18	97	41	4	14	70	106	73	19	29	78
01	64	19	25	0	20	237	41	11	93	97	225	61	19	82	99
01	54	15	7	1	32	32	20	3	9	30	36	27	7	13	68
01	119	17	55	8	47	142	30	1	55	78	190	55	15	79	92
01	75	29	19	0	27	39	30	3	6	46	171	63	16	46	96

Looking Ahead to 2026–2027

K–3 English Stream Students:

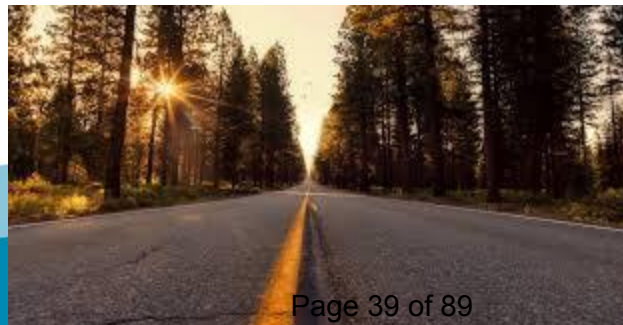
- K and grade one students will be screened using the Acadience Screening Tool
- English stream Grades 2 & 3 will be screened using Dibels 8
- Students will be screened 3x/year



Looking Ahead to 2026–2027

K–3 French Stream Students:

- K FI students will be screened using the Acadience Screening Tool in English at the BOY
- KFI will be screened using the Acadience French Screening Tool at the MOY, EOY
- Grade 1 and 2 FI students will be screened using the Acadience Français Screening Tool
- Grade 3 FI students will be screened using EOY Acadience Français grade 2 and progress monitored in Term 2 and Term 3 using French diagnostic tool.





District Literacy Team

- Continue to support teachers with Early Literacy Screening
- Support evidence-based strategies for Tier 1, 2 and 3 instruction
- Support educators with data analysis and interpretation to drive instruction
- Create resources for enrolling and non-enrolling teachers that are easy to use and implement

Learning Together

- Principals and vice principals participated in a four-part book study with Angie Hanlin
- District Literacy Planning Table completed the district's new literacy framework
- CUPE Professional Development in November 2025
- District wide Professional Learning Day in April 2026 with literacy focus



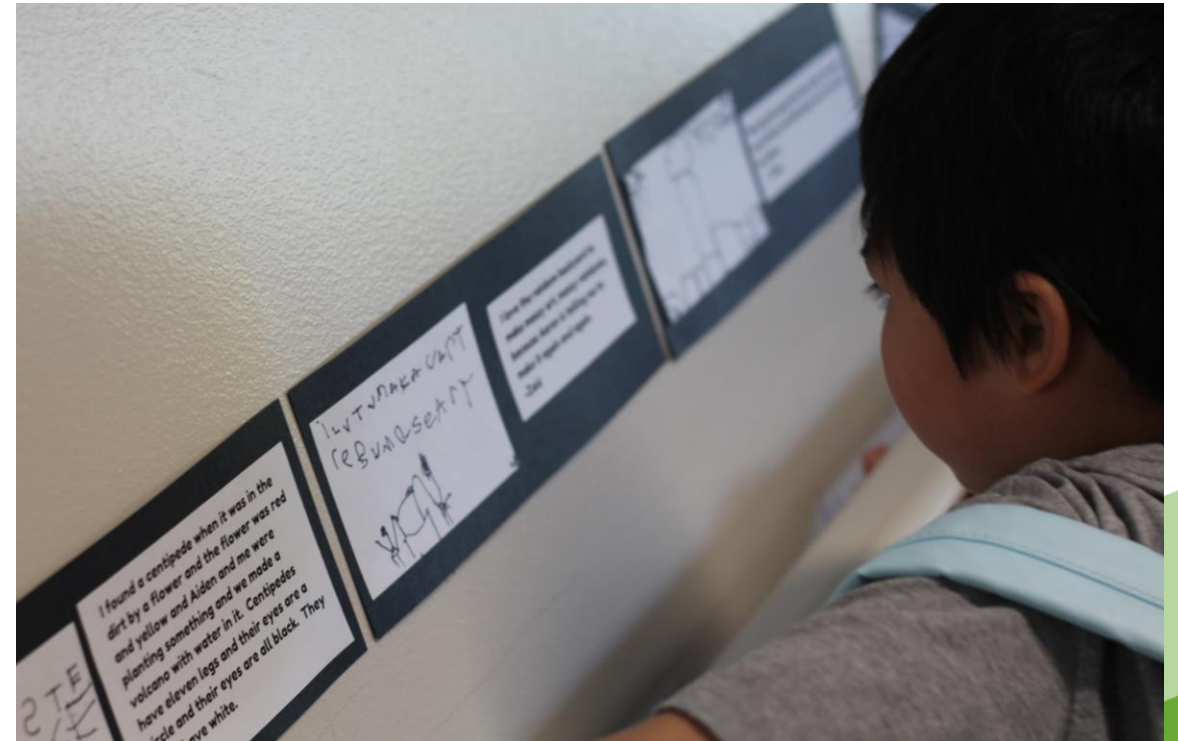


Key Insights and Reflections

- Continue to build capacity with teachers district wide
- Increase in teachers requesting support with screening data and literacy instruction
- Teachers continue to benefit from support with interpreting results and determining next steps
- Teachers are working with school-based teams when interpreting data

Key Insights and Reflections

- Creating a culture of teamwork
- Inspire the learning community to be lead learners in their respective context
- System-wide support: district staff, school admin, school-based team
- Collaboration is key
- Literacy Team is knowledgeable, supportive and are classroom teachers too. They live it every day!



Spending Summary 2025-2026

Literacy grant awarded to the school district supported:

- Hiring of 1.2 FTE Literacy Facilitators
- TTOC costs to train kindergarten, and grade 1 teachers on how to use the Acadience Screening tool.
- Half day coverage in the morning for 140 educators.

Spending Forecast 26–27

Remaining funds will be used to:

- Cover TTOC costs to train K–2 teachers new to their assignment
- Cover TTOC costs for Grade 2 & 3 French Immersion Teachers with Acadience Français screener
- Cover printing costs of booklets for all students K–3
- Professional Development offerings for teachers



Our Commitment to Students

“There is no power for change greater than a community discovering what it cares about.”

Margaret Wheatley
'Turning to One Another'

June 8, 2026

Sent by Email

Re: Advancing Climate Literacy in BC's K-12 Education System

Dear Hon. Minister Beare,

On behalf of the New Westminister Board of Education (School District 40), I am writing to advocate for a comprehensive, province-wide climate change curriculum that reaches students across all grade levels.

Although the Province has introduced climate change topics at certain grade levels, we are still missing consistent implementation across all grades. Climate change is one of the defining issues of our time, and our students need the tools to understand it. A structured, B.C.-wide curriculum would ensure every student develops the scientific literacy, critical thinking, and civic awareness needed to navigate this complex reality. Equipping young people with reliable scientific knowledge is more essential than ever in an age of misinformation and disinformation.

To ensure the successful implementation of a comprehensive climate change curriculum, dedicated provincial funding will be essential. School districts will require resources to support curriculum integration, access high-quality instructional materials, and develop place-based learning opportunities that connect climate education to local contexts. Sustainable funding will help ensure equitable access to these learning experiences for students across British Columbia, regardless of district size or capacity.

In addition, meaningful professional development opportunities for educators will be critical to the curriculum's success. Teachers must be supported with current scientific knowledge, pedagogical strategies, and practical classroom resources to confidently teach climate-related topics. Province-wide professional learning opportunities would help build educator capacity and ensure consistent, high-quality delivery of climate education throughout the K-12 system.

As a district, we believe that adopting this curriculum directly supports the goals of our five-year strategic plan. Specifically, it aligns with our commitment to provide innovative and relevant learning experiences that develop critical thinking, communication, and problem-solving skills. By making these concepts a regular part of learning, we can better prepare our students to be informed, active global citizens.

Thank you for your time, leadership, and dedication to B.C.'s education system. We encourage the Province to couple any expanded climate change curriculum with the funding and professional learning supports necessary for successful implementation, ensuring that all students and educators can fully benefit from this important educational initiative.

Sincerely,



Cheryl Sluis, Chair
Board of Education

Cc: Mark Davidson, Superintendent
New Westminster Board of Education





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

**Tuesday, May 21, 2026 - 3:30 PM
School Board Office (MS Teams)
811 Ontario Street, New Westminister**

PRESENT Danielle Connelly, Chair
Cheryl Sluis, Trustee
Kathleen Carlsen, Trustee
Marc Andres, Trustee
Maya Russell, Trustee Online

Mark Davidson, Superintendent
Geraldine Lawlor, Associate Superintendent
Bettina Ketcham, Secretary Treasurer
Anne-Marie Martin, Recording Secretary
Miriam Schellenberg, District Principal Inclusive Education
Susana Quan, Principal, New Westminister Secondary
Chris Evans, Principal, Fraser River Middle School
Karrie Andrews, CUPE 409, President
Laura Kwong, DPAC President
Ken Millard, President NWPVPA
Darryl Schelp, President NWTU

REGRETS Elliott Slinn, Trustee
Sharel Wright, IEC Chair

Presenter: Annerieke (Studio Hub)

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

Studio Hub - Long Range Facilities Plan

Secretary Treasurer Ketcham and Annerieke van Hoek presented an updated Long-Range Facilities Plan (to 2040) and business case on Lord Tweedsmuir (to 2036), noting continued enrolment growth, limited land, and high construction costs.

The Ministry has directed the district to go to business case on a “super campus” concept at Tweedsmuir. Two scenarios were reviewed:

Scenario A (K–7 / 8–12): Convert middle schools to elementary, redevelop Tweedsmuir as a large junior and secondary school, and replace Lord Kelvin with increased capacity. Meets projected needs to ~2036 and near 2040, with future elementary expansions required thereafter.

Scenario B (K–6 / 7–9 / 10–12): Create elementary (1000 capacity) and middle schools (1000 capacity) at Tweedsmuir and replace Lord Kelvin with increased capacity. Addresses needs to ~2036, but additional secondary capacity will be required after 2036.

Discussion addressed catchment boundaries and transportation, noting that changes are difficult to assess until there is greater clarity on which scenario will be supported by Government. It was noted that Queensborough has sufficient capacity in both scenarios for elementary and middle levels, and that boundary decisions will become increasingly important once details are confirmed regarding improvements and the proposed new school at Simcoe.

Seismic upgrades at Hume, were discussed as planned interim investments while awaiting new school developments. A question regarding Columbia Square development received the response that there are currently no active discussions between the developer and district; however, future consideration may be required once district-owned land is fully utilized. Consideration was also given to area standards, building height and green space, with final decisions to depend on the business case and design process, including the potential to recover green space at other sites as portables are removed.

Survey feedback, including value statements, will inform priorities such as green space and community use through the design and architectural process, while the LRFP document will focus on requests to government for capacity creation. Discussion also touched on alternative learning environments, noting they can benefit some students, along with questions regarding specialized programming and potential limitations related to amenities such as football fields.

3. DISCUSSION OF MATTERS REFERRED TO COORDINATING COMMITTEE

a. Policy and Administrative Procedure Process (M. Russell)

Trustee Russell provided an overview of the policies the Policy committee was reviewing, noting that some will no longer remain as policies and can be moved to administrative procedures. Several were flagged for updates, with consideration given to Board expectations. Draft policies are expected to be presented to the board in June, with coordination continuing into September.

b. Policy 29 Inclusive Education (M. Schellenberg)

District Principal of Inclusive Education Schellenberg noted that the work reflects contributions from staff, administrators and Inclusive Education teams, and represents a strong statement of values and guidelines. Questions were raised about the development of accompanying administrative procedures, with confirmation that handbooks are being developed and will support how the work is laid out and implemented. Discussion also included how inclusive practices will be assessed across schools and the addition of a feedback loop to support evaluation of the policy.

Further questions highlighted that equalism is not explicitly referenced and sought clarification on how MTSS will function in practice, particularly regarding early identification, family expectations and the initial demands on classroom teachers prior to accessing additional supports. Concerns were raised about the absence of explicit reference to staff safety and the need to ensure all support staff are included in Inclusive Education plans. Transitions were also discussed, with confirmation that these will be addressed within the administrative procedures.

c. Administrative Procedure 262 Multi-Day and Out of Province Field Trips – Update (G. Lawlor)

Associate Superintendent Lawlor confirmed with the Committee that Administrative Procedure 262 (Multi-Day and Out-of-Province Field Trips) was updated, with confirmation that board approval has been removed from the process based on guidance received at the BCSTA AGM in April.

- d. Administrative Procedure 251-5 Deselection of Resources Criteria From the Library Learning Commons (LLC) (S. Singh)

Associate Superintendent Lawlor noted that the administrative procedure aligns with AP 251-1. Discussion highlighted the importance of this work for library staff, particularly the challenges at the elementary level where limited time is available to carry it out thoughtfully. Concerns were raised about the lack of guidance on supporting this work and the handling of withdrawn or outdated resources, including potential waste, recycling and donation processes. Clarification was sought on whether the procedure refers specifically to libraries or learning commons. Questions also addressed how older or excluded materials are managed, including potential health considerations, and whether a formal review cycle for library collections should be established. Additional discussion focused on how to address materials that may be outdated, inaccurate or no longer aligned with current curriculum, and the need to differentiate resources appropriately.

- e. Administrative Procedure 350 Electric Kick Scooters (E-Scooters) and Electric Bikes (E-Bikes) – For Information

Associate Superintendent Lawlor presented Administrative Procedure 350 regarding electric kick scooters (e-scooters) and electric bikes (e-bikes) for information. Discussion clarified that the district's role is not to enforce provincial legislation, but to ensure awareness of applicable laws and safe practices. It was noted that the AP does not permit storage of these devices inside schools. Questions were raised about potential storage options, including interest in more secure outdoor storage; however, it was emphasized that the district does not intend to provide storage. Concerns were also expressed regarding how confiscated or unattended devices would be managed, as well as the legality of use, including by staff. Overall, the discussion emphasized safety, awareness and clear expectations rather than enforcement.

4. NOTICE OF MEETINGS

The 2026-2027 schedule will be available in June 2026. (SBO)

5. ADJOURNMENT

The meeting adjourned at 4:59 p.m.

Chair

Secretary-Treasurer

AUDIT COMMITTEE

June 2, 2026, Meeting

Committee Report to the Board, June 16, 2026

The Committee Chair called the meeting to order 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.

In addition to the committee members and staff, the following representatives from KPMG were present.

- Daniel Healey, Audit Partner
- Kinga Urbanovich, Audit Senior Manager

1. Audit Plan 2025-26

KPMG presented a report entitled School District No. 40 (New Westminister) Audit Planning Report for the year ending June 30, 2026. KPMG reviewed the audit plan highlights which included identified risk areas and planned audit strategies. They noted that there were no significant changes from the prior year audit plan and no new significant risks.

Audit work will begin at the end of July 2026 with the audit findings report and audit opinion presented in September.

Committee members asked questions and KPMG, and staff provided clarification on the various points.

Audit committee members voted to approve the audit plan for 2025-26 as presented.

Policy 29

INCLUSIVE EDUCATION

1. RATIONALE

Inclusive Education means that every student has equitable access to learning, opportunities for achievement, and the chance to reach their full potential in all parts of their school program.

The Board of Education is committed to providing inclusive and equitable learning environments where all students are respected, valued, and able to participate fully. The Board is committed to providing education that is responsive to student strengths, needs, and cultures, and works to reduce barriers so every learner can succeed, as aligned with the BC curriculum.

Students of all neurotypes, cultures, abilities, and lived experiences do well when they are recognized, respected, and supported. Schools that honour diversity, uphold anti-ableism and anti-racism, and support each student's identity help build dignity, confidence, and a strong sense of belonging.

In British Columbia, Boards of Education must provide students with disabilities and diverse abilities access to an educational program in classrooms with peers who do not have disabilities or diverse abilities. Meaningful inclusion means more than physical placement, it includes active participation, access to learning, social belonging, and emotional safety.

Meaningful inclusion requires layered supports in classrooms and schools. These supports may include differentiated instruction, flexible curriculum and assessment approaches, assistive technology, Individual Education Plans (IEPs), collaboration with staff and peers, and strong partnerships with families. While learning with same-age peers is the goal, some students may use alternative or specialized settings for periods of time when needed.

This policy is based on:

- [BC Ministry of Education Inclusive Education Policy](#)
- [Accessibility Act of British Columbia](#)
- [BC School Act](#)
- [BC Human Rights Code](#)
- [New Westminster Schools Accessibility Plan](#)

The Board assigns the Superintendent of Schools, and designates, to put this policy into action. The Inclusive Education Staff Handbook is the district's operational guide and is updated as needed to reflect best practice and provincial requirements.

2. POLICY STATEMENT

2.1 New Westminster Schools ensures that all students have equitable access to meaningful learning experiences and opportunities to achieve their full potential.

2.2 Inclusive education in the district follows a multi-tiered system of support (MTSS). The classroom teacher leads planning, instruction, and daily monitoring for all students, and works with families, school teams, and district specialists as needed. MTSS includes three levels of support:

- Universal supports: strategies and practices used by the classroom teacher with all students in the classroom.

- Targeted supports: short-term or small-group help, usually led or coordinated by the classroom teacher and supported by the school-based team, for students who need more than universal supports.
- Intensive supports: individualized services for students with more complex needs, developed through teamwork between the classroom teacher, families, school teams, and/or district specialists.

Monitoring in MTSS is ongoing, data-informed, and collaborative. The goal is to give students the right support at the right time and to adjust support when needed.

2.3 School staff work together to plan, put in place, and review supports through the School-Based Team (SBT), with help from the district's Inclusive Education Team as needed.

2.4 The district follows a rights-based and culturally responsive approach to inclusive education. This includes applying anti-racism, accessibility, and human-rights principles in daily practice.

2.5 The district supports this policy through Administrative Procedures that set clear guidelines for inclusive practices in all schools. It provides guidelines that explain what staff need to do, including work on MTSS, IEPs, and School-Based Teams, and will support this through monitoring, training, and leadership.

2.6 The district is committed to safe and supportive environments for students and staff. When supporting students with complex needs, schools plan for safety, provide training, and use clear procedures. Teams work together to identify possible challenges and take steps early, making sure staff have the support and resources they need to do their jobs safely.

2.7 The district uses different types of information to see how well inclusive education is working, and to guide ongoing improvements including:

- Student learning and achievement
- Participation and engagement
- Progress on IEP goals
- Student and family feedback
- School climate and sense of belonging

3. GUIDING PRINCIPLES

At New Westminster Schools, we will:

3.1 Ensure every student has equitable access to meaningful public education, with high expectations for all, regardless of ability, background, or identity.

3.2 Prioritize early identification and timely help to support long-term student success.

3.3 Include diverse cultural perspectives and elevate Indigenous voices in alignment with the BC curriculum.

3.4 Create inclusive and flexible learning environments by giving students meaningful access to grade level learning in ways that reflect their needs, cultures, learning style and level.

3.5 Use culturally responsive and varied assessment and support practices that recognize students' strengths, needs, and ways of communicating, while keeping high expectations for learning.

3.6 Ensure educators have the tools, training, and collaboration needed to affirm student identity, including disability, neurodiversity, mental health and well-being, and academic growth.

3.7 Offer ongoing professional learning that builds inclusive and culturally responsive classrooms, including targeted training to support staff working with students with complex learning, behavioural or medical needs

3.8 Work closely with caregivers and educational partners through clear, responsive communication that reduces language and access barriers.

3.9 Build strong partnerships with community organizations to increase access to services that support the well-being of students and families

3.10 Ensure schools have what they need to support inclusive education. This includes consideration of class composition, staffing levels, access to specialist services, collaborative planning time, and safe and regulated learning environments.

3.11 Support inclusive education practices with structures and resources that promote both student success and staff well-being. Effective inclusion requires ongoing training, collaboration, and access to appropriate supports, particularly when working with students who have complex needs.

3.12 Ensure inclusive education is a shared responsibility. When roles are clearly defined and respectful among teachers, administrators, support staff and specialists, it helps teams work well together, stay accountable, and support student success.

Glossary:

Anti-ableism describes that identify and remove barriers, biases and unfair treatment that affect people with disabilities. Cultural Responsiveness in education means planning teaching and learning so students' cultures and experiences are seen as strengths. Educators and schools adapt their practices to meet the needs of their students.

Inclusive Education team is made up of various professionals who consult with schools when requested to provide specialized support for students.

Neurotypes describe the different ways people's brains work, affecting how they learn, communicate, and experience school and life.

School-Based Team (SBT) is a multidisciplinary team of school staff who meet regularly to problem-solve, make recommendations, plan interventions and monitor progress for students with identified support needs.

SD No. 40 (New Westminster)

Adopted: Mon/Day/Year

Revised:



Supplement to: **REGULAR BOARD OF EDUCATION MEETING**

Date: June 16, 2026

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2026 Long Range Facilities Plan Recommendations

Background:

In June 2025 the Board of Education approved direction to staff to refresh the District’s Long Range Facilities Plan (LRFP). The District engaged Studio Hub Architects to work alongside us to refresh our plan. The work entailed various site visits to gain an understanding of the District sites and to propose scenarios for consideration to help solve the capacity challenges we face. Through the course of this work, the District received news that the support the Ministry of Infrastructure provided to acquire a new middle school site was no longer supportable and an alternative means of capacity creation would be needed. The direction was to use a District owned site and specifically, the use of Lord Tweedsmuir Elementary given its large size, location and favorable site conditions. The District was asked to move to business case on the redevelopment of this site which the board approved in April 2026 via a capital plan amendment. Through the convergence of both the work on the LRFP and business case at Tweedsmuir, this elementary school site became a cornerstone within the scenarios developed within the 2026 refreshed plan.

The LRFP document is a strategic plan that encompasses more than just the management or creation of school capacity. It is a robust document which also includes discussion and consideration for programs, catchments, transportation and other important elements which are delivered, housed or are complementary to educational programming. Due to the robust nature of this document and the timelines to complete the work, it was understood that the LRFP recommendations would be presented and approved in June 2026 to coincide with the timing of the capital plan submission to the Ministry of Education due June 30th each year.

The following represent the LRFP scenarios prepared for the board’s consideration which will inform the District’s 2027-28 capital plan submission. The scenarios are contrasted against the prior year capital plan to detail what changes were necessitated by this new direction:



Prior Year Capital Plan Submission	2026 - Scenario A	2026 - Scenario B
Additions		
Lord Tweedsmuir Elementary (400 cap.)	N/A	N/A
Queensborough Middle School	N/A (grade reconfiguration creates capacity surplus)	Yes, still applicable (162 shortfall between elementary and middle by 2040)
New Schools		
New Middle School in Fraser River Community (600 cap.)	N/A	Yes, but at 1000 capacity at Tweeds.
Queensborough High School	N/A	Maybe. A new High School will be required after 2036. Location TBD.
	New Junior/Secondary school at Tweeds (cap. 2300)	New 1000 capacity Elementary School at Tweeds
Replacement/Renovations		
Hume Park Elementary	Yes	Yes
	Replacement of Lord Kelvin (at increased cap. of 650-800)	Replacement of Lord Kelvin (at increased cap. of 800-1000)
	Renovations to convert 3 middle schools into elementary schools	
Seismic		
Hume Park Elementary	Yes	Yes
Site Acquisition		
New Queensborough Site (for middle/secondary school)	NA	Maybe. New secondary school site will be required, in Queensborough or elsewhere
RCAP/POWER	Yes	Yes
Hume Park Elementary site acquisition	Yes	Yes



Fraser River Zone -Elementary	Yes	N/A
		A new secondary school site.

Note – Because the 2026-27 capital plan was amended to include the Lord Tweedsmuir redevelopment which was approved by the Board in April 2026 and this is an already-supported project with government, there will be no request within the 2027-28 capital plan.

Business Case for redevelopment of Lord Tweedsmuir

The LRFP is separate but also related to the business case being developed for Lord Tweedsmuir. Having been supported by government to business case for Tweeds and the board supporting through its inclusion in the amended 2025 capital plan in April 2026 necessitate that Tweedsmuir be reflected in the LRFP as being used for capacity creation. However, the business case submitted to the Ministry with its recommendation must still be accepted and approved for funding before it can be announced project. There will be two scenarios included in the business case for the government, both supporting 2000-2300 students on the campus. These scenarios in the business case are aligned with the LRFP scenarios prepared and summarized within this document. The preferred option supported by the Board for the LRFP will also serve as the preferred option in the District’s submitted business case for the Tweeds redevelopment project.

It is important to note that government may not always choose to fund the recommendation put forward by the District. In the event that this is the case, the LRFP will have to be revisited next year with recommendations and an aligned capital plan that complements what government had ultimately supported through the Tweedsmuir redevelopment.

Community Engagement

There were several opportunities for engagement throughout the LRFP refresh process. These included a community wide survey sent in February 2026, Coordinating Committee presentation with our partner groups on May 21 and a June 1 information session held virtually and in-person at the school board office.

Next Steps:

1. Based on the approved LRFP recommendations, the 2027-28 capital plan will be submitted on June 30th utilizing this direction to request projects from government.
2. District staff will work with our team to create the business case for the Lord Tweedsmuir redevelopment with the approved LRFP scenario direction.



3. At the September 2026 board meeting, staff will come to present the final draft for approval of the 2026 Long Range Facilities Plan.

Recommendation:

That the Board of Education of School District No. 40 (New Westminister) endorse Scenario A (inclusive of the junior-senior secondary at Lord Tweedsmuir) as presented as the approved preferred recommendation strategy for the 2026 Long Range Facilities Plan.



Supplement to: **REGULAR BOARD OF EDUCATION MEETING**

Date: June 16, 2026

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2027-2028 Five Year Capital Plan

Background:

The following draft capital plan (see attached draft submission summary) presumes acceptance of the recommendation of Scenario A (inclusive of the junior-secondary School at Lord Tweedsmuir). The projects listed on this summary complement this direction and are consistent with the background report titled “2026 Long Range Facilities Plan Recommendations”.

Because the 2026-27 capital plan was amended to include the Lord Tweedsmuir redevelopment which was approved by the Board in April 2026 and this is an already-supported project with government, there will be no request within the 2027-28 capital plan as attached.

The total value of the requests is \$196,807,860 and is comprised of the following categories:

Submission Category	Sum Total Project Cost
Site Acquisition	\$61,425,000
Seismic	\$723,416
Replacement/Renovation	\$134,659,444
Total	\$196,807,860

Recommendation:

That the Board of Education of School District No. 40 (New Westminster) approve the 2027-28 five year major capital plan as presented for submission to the Ministry of Infrastructure.

Submission Summary

Submission Summary:	Major 2027/2028 2026-06-30 MAIN - K12
Submission Type:	Capital Plan
School District:	New Westminster (SD40)
Open Date:	2026-04-24
Close Date:	2026-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Site Acquisition	\$61,425,000
Seismic	\$723,416
Replacement/Renovation	\$134,659,444
Total	\$196,807,860

Submission Summary

REPLACEMENT/RENOVATION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	174665	Lord Kelvin Elementary	Full Replacement (Replace/Reno)	Replacement of Lord Kelvin including additional capacity to accommodate district growth.	\$68,011,257
2	174706	École Glenbrook Middle School	Renovation (Replace/Reno)	Conversion of Glenbrook Middle School upon district-wide grade reconfiguration to K - 7 and 8 - 12.	\$5,000,000
3	174707	Queensborough Middle School	Renovation (Replace/Reno)	Conversion of Queensborough Middle School into an elementary school due to district-wide grade reconfiguration to K - 7 and 8 - 12.	\$5,000,000
4	153800	Hume Park Elementary	Full Replacement (Replace/Reno)	Replacement of existing site to cater to enrolment pressures as a result of the Sapperton Green development.	\$56,648,187
Submission Category Total:					\$134,659,444
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150379	Hume Park Elementary	Upgrade	2 level classroom with basement needs retaining walls and some shear walls	\$723,416
Submission Category Total:					\$723,416
SITE ACQUISITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	160974	Fraser River Zone Elementary	Site Acquisition	Air Space Parcel or land acquisition for growth in Fraser River Zone for new Elementary School.	\$30,375,000
2	152304	RCAP/POWER	Site Acquisition	Acquisition of land and building for grade 8 - 12 alternate education program	\$18,000,000
3	152347	Hume Park Elementary site acquisition	Site Acquisition	New area site for new elementary 80K/450E in the Hume Park neighbourhood	\$13,050,000
Submission Category Total:					\$61,425,000



Supplement to: **OPEN BOARD OF EDUCATION MEETING**

Date: June 16, 2026

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: 2026-27 Eligible School Site Proposal (ESSP)

Background

Provincial Legislation requires that an ESSP resolution be passed annually if the school district plans to acquire future school sites. The purpose of the ESSP is to identify the eligible school site requirements for the district that will be incorporated into its Five-Year Capital Plan.

Pursuant to the School Site Acquisition provisions of the Local Government Act, a 2026-27 Eligible School Site Proposal (ESSP) has been drafted in consultation with local government. The district's 10-year residential unit projections are based on information provided by City of New Westminister.

The ESSP is required to be passed by the Board of Education annually to identify proposed new school site requirements in the district, including long-term future acquisitions. Once adopted by the Board, a certified copy of its ESSP resolution and report will be provided to the City of New Westminister for acceptance pursuant to the School Site Acquisition Provisions of the Local Government Act. The eligible school site requirements must also be included in the District's Five-Year Capital Plan.

Pursuant to the Local Government Act, this ESSP report estimates the student growth from new housing units at New Westminister schools within ten years, based on estimated student yield from different forms of housing in Schedule 'A'. The general location, size and cost of proposed school sites is identified in Schedule 'B'.

The projected growth of new housing and impact on enrolment growth at schools has been included in the District's Long-Range Facilities Plan (LRFP), which recognizes the need for future school sites in the Fraser River Zone and Glenbrook Zone to serve short term and long-term growth beyond 2036.



SUMMARY

This report recommends the 2026-27 Eligible School Site Proposal (ESSP) be approved by the Board of Education through adoption of the attached resolution, pursuant to the requirements of the Local Government Act.

Following the approval of the 2026-27 ESSP, a certified copy of the Board's resolution will be submitted to the City of New Westminister for acceptance pursuant to the Act, and the eligible school site values will be included in the 2027-2028 Five-Year Capital Plan.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminister) approves the 2026-27 Eligible School Site Proposal (ESSP) through adoption of the 2026-27 ESSP Resolution.

Board Resolution – 2026-27 Eligible School Site Proposal (ESSP)

WHEREAS Section 142 of the School Act requires that a Board of Education submit a capital plan to the Minister of Education; and

WHEREAS Local Government Act Section 574.2 requires that before a board of education submits the capital plan required under School Act Section 142 it consult with each local government in the school district and, that the board of education and local government make all reasonable efforts to reach agreement on the following:

- a projection of the number of eligible development units to be authorized over the 10-year period that has been specified by the Minister of Education;
- the projection of the number of school age children (as defined in the School Act) that will be added to the school district as the result of the eligible development units;
- the approximate size and number of school sites required to accommodate the number of school age children projected as a result of the addition of eligible development units;
- the approximate location and value of the school sites; and,

WHEREAS the Board of Education of School District No. 40 (New Westminster) has consulted with representatives of the development industry and the City of New Westminster on these matters;

IT IS RESOLVED THAT:

- 1) Based on information received from local government, the Board of Education of School District No. 40 (New Westminster) estimates that there will be 12,422 new development units constructed in the school district over the next 10 years (Schedule 'A');
- 2) These 12,422 new development units will be home to an estimated 2,029 school age children (Schedule 'A');
- 3) The Board of Education expects one (1) new elementary school site and one (1) new alternate school site in the Fraser River zone and one (1) future elementary school site expansion in the Glenbrook zone. These new sites and site expansions are considered "eligible school sites" pursuant to the Local Government Act and are needed to accommodate the projected student growth resulting from new residential development over the next ten years;
- 4) According to Ministry of Education site standards presented in Schedule 'B', the eligible school site will require approximately six point seventy two (6.72) hectares combined total new site area in the district; the eligible sites are expected to be purchased within 10 years and at current serviced land cost, the land would cost approximately \$61,425,000; and
- 5) The Eligible School Site Proposal be incorporated into the 2026-27 Five-Year Capital Plan and submitted to the Ministry of Education.

(Based on City of New Westminster Housing Projections - high growth scenario, and estimated Census yield rates of school age population by form of housing)

SCHEDULE 'A' 2026-2035 Projections - Eligible Development and Student Yield (School Age Children)

Form of Housing \ Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	10 Year Total
Single Detached	14	14	14	14	11	11	11	11	11	11	122
Row Houses	141	141	141	141	114	114	114	114	114	109	1,243
Low Rise Apartments	251	251	251	251	203	203	203	203	203	194	2,211
High Rise Apartments	1,004	1,004	1,004	1,004	810	810	810	810	810	778	8,846
Total apartments (sub total)	1,255	1,255	1,255	1,255	1,013	1,013	1,013	1,013	1,013	972	11,057
Total Units	1,410	1,410	1,410	1,410	1,138	1,138	1,138	1,138	1,138	1,092	12,422

Form of Housing \ Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	10 Year Total
Single Detached	8	8	8	8	6	6	6	6	6	6	67
Row Houses	62	62	62	62	50	50	50	50	50	48	547
Low Rise Apartments	40	40	40	40	32	32	32	32	32	31	354
High Rise Apartments	120	120	120	120	97	97	97	97	97	93	1,061
Total EDU Students	230	230	230	230	186	186	186	186	186	178	2,029

Form of Housing \ Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Average Yield
Single Detached	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55
Row Houses	0.44	0.44	0.44	0.44	0.44	0.44	0.44	0.44	0.44	0.44	0.44
Low Rise Apartments	0.16	0.16	0.16	0.16	0.16	0.16	0.16	0.16	0.16	0.16	0.16
High Rise Apartments	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12

<p>Notes:</p> <p>*assumes 80% of apartment units are in high rises</p> <p>*based on 2021 Census data for 0-17 year olds, assumed that 61.2% of kids in houses lived in houses without suites and 38.8% lived in houses with suites.</p>	<p>The annual estimate of new development units for each category is based on averaging student yield from projected new housing over 10 years.</p> <p>1)The 10 year housing build out projections by City of New Westminster is provided through City of New Westminster after review of current applications in process or near completion and future estimates within OCP and land use bylaw limits- by form of development;</p> <p>2) does not include potential future development that may require major changes to City of New Westminster Official Community Plan; and</p> <p>3) assumes that the housing market in the District will be strong over the next decade.</p>
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SCHEDULE 'B' - 2026-27 ELIGIBLE SCHOOL SITE PROPOSAL (ESSP) -

Proposed new school sites and site expansions

(for inclusion in the 2027 Five Year Capital Plan submission in June 2026)

SITE - General Location	Fraser River zone		Glenbrook zone	TOTALS
Basis of Cost	New Site Acquisition	New Site Acquisition	Site Expansion	
Type of Expansion	Future Alternate Program School (RCAP, Power, Sigma, Home Learners)	Future Elementary School	Future Hume Park Elementary School	
Proposed Grade Configuration	K-12 Alternate School and District Program Support	Grades K to 5 (Elementary)	Grades K to 5 (Elementary)	
Existing Capacity	0	0	0	0
Long Term Capacity	250	575	575	1400
Standard Site Area (Ha)	1.6	2.7	2.7	7.0
Existing Site Area (Ha)	0.00	0	0.28	0.28
Proposed Size Expansion Area (Ha)	1.60	2.70	2.42	6.72
Total Site Area After Expansion (Ha)	1.60	2.70	2.70	7.00
Estimated Cost of Land*	\$ 18,000,000	\$ 30,375,000	\$ 13,050,000	\$ 61,425,000



Supplement to: OPEN BOARD OF EDUCATION MEETING

Date: June 16, 2026

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: School Site Acquisition Charge (SSAC) Bylaw

Background:

The School Site Acquisition Charge (SSAC) is established through the authority of Sections 571 to 581 of the Local Government Act (LGA). The SSAC is a charge per dwelling unit to be paid by residential developers. The charge collected by local government is transferred to school districts to help them to fund new school site acquisition because of new residential development.

The LGA requires the Board of Education, within 60 days of receipt of the approval of the Five-Year Capital Plan from the Ministry of Education and Child Care, to adopt a bylaw to set the SSAC charges applicable to the chargeable development for the school district in accordance with the formula prescribed by the LGA and the School Site Acquisition Charge Regulation.

The School Site Acquisition Charge Regulation (SSAC Regulation) prescribes maximum rates and formulas to determine the per unit SSAC rates to be paid by developers for new residential development. The intent of the SSAC is to raise revenue to cover 35 per cent of the school site acquisition costs required over a 10-year period identified in the school districts eligible school sites proposal, which was approved by the Board in the previous year.

The projected growth of new housing and its impact on enrolment growth at schools has been included in the District’s Long Range Facilities Plan (LRFP), which provides a facilities expansion strategy to address the growth in the school district.

The SSAC rates are based on the total value of the land required to meet the Eligible School Site Proposal. Pursuant to the approved 2026/2027 Eligible School Site Proposal, the Board of Education expects one (1) new elementary school site and one (1) new alternate education site will be required in the vicinity of the Fraser River zone as well as planned site expansions to one (1) future elementary school site in the Glenbrook zone. These new sites and site expansions are considered “eligible school sites” pursuant to the Local Government Act and are needed to accommodate the projected student growth resulting from new residential development over the next ten years at a cost of \$61,425,000.



The funds are collected by the City of New Westminister on our behalf and remitted quarterly to the school district. The funds can only be used for school site acquisition and are intended to augment capital funds provided by the Ministry for necessary site acquisitions. The charges are based on the value of the land required and the density category for residential development applications received by the City and the charge is calculated on a per-dwelling unit basis pursuant to the SSAC regulation.

The SSAC charges are currently set at the maximum allowable rate following the regulation. SSAC Bylaw No. 2026-1 will result in no changes to current SSAC rates:

Residential Density	Current SSAC Rate	2024/2025 SSAC Rate
Low Density (< 21 units per hectare)	\$1,000	\$1,000
Medium Low Density (21 - 50 units per hectare)	\$900	\$900
Medium Density (51 - 125 units per hectare)	\$800	\$800
Medium High Density (126 - 200 units per hectare)	\$700	\$700
High Density (> 200 units per hectare)	\$600	\$600

Recommendations

Based on the information discussed above, it is recommended that the Board of Education adopt SSAC Bylaw 2026-1 to set the School Site Acquisition charge for 2026-2027.

THAT the Board of Education of School District No. 40 (New Westminister) complete all three readings of SSAC Bylaw No. 2026-1.

THAT the Board of Education of School District No. 40 (New Westminister) approve first and second reading of SSAC Bylaw No. 2026-1.

THAT the Board of Education of School District No. 40 (New Westminister) approve third reading, reconsideration and final adoption of SSAC Bylaw No. 2026-1.

**SSAC BYLAW NO. 2026-1
TO SET THE SCHOOL SITE ACQUISITION CHARGE**

WHEREAS, School District No. 40 (New Westminster) (hereafter called the "Board") is an eligible school district pursuant to Division 10.1 of the Local Government Act for which the Board has indicated an eligible school site requirements in its approved 2026-2027 Five-Year Capital Plan;

AND WHEREAS, the Board submitted its eligible school site requirement pursuant in its capital plan to the Ministry of Education after the Board consulted with and received approval from each local government within the School District pursuant to the Local Government Act;

AND WHEREAS, the site acquisition component of the 2026-2027 Five-Year Capital Plan for School District No. 40 (New Westminster) was approved by the Minister of Education on the 27th day of March, 2026 with the Minister requiring that the School Site Acquisition Charge Bylaw be adopted by the Board within sixty (60) days;

NOW THEREFORE, the Board enacts as follows:

1. This bylaw may be cited as School District No. 40 (New Westminster) Bylaw SSAC 2026-1 to set the 2026/27 School Site Acquisition Charge.
2. "Eligible Development" means
 - (a) A subdivision of land in School District No. 40 (New Westminster); or
 - (b) Any new construction, alteration, or extension in School District No. 40 (New Westminster) that increases the number of self-contained units on a parcel.
3. Pursuant to Division 10.1 of the Local Government Act, the Board establishes the charges applicable to the prescribed categories of eligible development for the School District in accordance with the following formula: $SSAC = [(A > B) / C] \times D$

WHERE SSAC = the School Site Acquisition Charge applicable to each prescribed category of eligible development

- A= \$61,425,000 (the value of land required to meet the Board's eligible school site requirements)
- B = 35 percent [pursuant to Section 937.5(1)1
- C = 16,300 (the number of approved eligible development units); and
- D; a factor set by Provincial Regulation for each prescribed category of eligible development.

4. The school site acquisition charges applicable to the categories of eligible development as prescribed by BC Regulation 17/00 for the school district are set out in the table below:

Prescribed category of Eligible Development (BC Reg 11/00)	D (Factor set by BC Reg 17/00)	School Site Acquisition Charge* SSAC = [(A)(B) / C] x D
Low Density(< 21 units/ha)	1.25	\$1,000 per unit
Medium Low Density (21-50 units/ha)	1.125	\$900 per unit
Medium Density (51-125 units/ha)	1.000	\$800 per unit
Medium High Density (126 – 200 units/ha)	0.875	\$700 per unit
High Density(> 200 units/ha)	0.750	\$600 per unit

**(The SSAC rate is capped at maximum allowed pursuant to Provincial Regulations)*

5. The school site acquisition charge does not come into effect until sixty (60) days after the adoption of the bylaw or as regulated by the Province.

READ A FIRST TIME THE 16th DAY OF JUNE, 2026;
READ A SECOND TIME THE 16th DAY OF JUNE, 2026;
READ A THIRD TIME, PASSED AND ADOPTED THE 16th DAY OF JUNE, 2026.

Board Chair

Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 40 (New Westminster) SSAC Bylaw No. 2026-1 adopted by the Board the 16th day of JUNE, 2026.

Secretary Treasurer

BOARD MEETING SCHEDULE

September 2026 to June 2027

Tues.	Sept	8	<i>First Day of School</i>		
Mon.	Sept	14	Audit Committee (in-camera only)	4:30 PM	in-person
Tues.	Sept	15	Committee of the Whole (in-camera only)	4:30 PM	Hybrid
Tues.	Sept	22	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
Tues.	Oct	6	Committee of the Whole (in-camera only)	4:30 PM	Hybrid
			No Open October Board Meeting		
	Nov	TBD	Inaugural Board meeting	5:00 PM	in-person
Tues.	Nov	17	Committee of the Whole (in-camera only)	4:30 PM	Hybrid
Tues.	Nov	24	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
Thurs	Dec	3	Coordinating Committee	3:30 PM	in-person
Tues.	Dec	15	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
			<i>Winter Break (December 21 - January 1)</i>		
Tues.	Jan	12	Committee of the Whole (in-camera only)	4:30 PM	in-person
Tues.	Jan	26	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
Thurs	Feb	4	Coordinating Committee	3:30 PM	in-person
Tues.	Feb	9	Committee of the Whole (in-camera only)	4:30 PM	in-person
Tues.	Feb	23	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
Tues.	March	9	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
			<i>Spring Break (March 15 - 26)</i>		
Tues.	April	6	Committee of the Whole - Budget Focus (in-camera only)	4:30 PM	in person
Thurs	April	15	Coordinating Committee (Budget Focus)	3:30 PM	in-person
Tues.	April	27	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
Tues.	May	11	Committee of the Whole (in-camera only)	4:30 PM	in-person
Thurs	May	20	Coordinating Committee	3:30 PM	in-person
Tues.	May	25	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid
Tues.	June	15	Board Meetings (In-Camera & Open)	5:00PM/6:00PM	Hybrid

POLICY MANUAL
Policy 2 – Appendix A

BOARD ANNUAL WORKPLAN

September

Audit Committee

- Receive Audit Findings Report

Regular Board Meeting Agenda Items

- Five-year capital plan – Minor capital projects
- Standing operations reports (Capital, Facilities, Finance, Technology, Human Resources)
- Approve financial statements
- Approval of 2026 Long Range Facilities Plan

October

No open meetings held due to Trustee Elections – October 17, 2026

November

Inaugural Meeting (date TBD)

- Oath of office
- Elect Chair/Vice-Chair
- Election of BCPSEA and BCSTA rep and alternates

Regular Board Meeting Agenda Items

- Enhancing Student Learning Report
- Enrollment and staffing update
- Estimated operating grant recalculations based on September 1701
- Approve Board authorized courses
- Receive Statement of Financial Information (SOFI) Report
- Child care update
- Bank signing authority approval
- New School naming committee recommendation and approval

December

Coordinating Committee

- Board and committee meet and greet

Regular Board Meeting Agenda Items

- Receive School Growth Plans to be presented to the Board annually by the Superintendent
 - Standing operations reports (Capital, Facilities, Finance, Technology, Human Resources)
 - Approve Budget Development Process and Timelines
 - Announce Trustee appointments to committees
-

Modification to this document is not permitted without prior written consent from New Westminster Schools.

- Announce Trustee school liaison assignments

January

Regular Board Meeting Agenda Items

- Learning Story # 4 – Literacy
- School Naming Decision
- Annual Trustee Remuneration Review
- Provide direction through our Board representative to the British Columbia School Trustees Association (BCSTA) Provincial Council Meeting regarding provincial policy matters
- Review policy positions for submission to the British Columbia School Trustees Association (BCSTA) Annual General Meeting

February

Coordinating Committee

- Review Recommended 2-year District Calendar

Regular Board Meeting Agenda Items

- Learning Story # 2 – Numeracy
- Approve Amended Budget for Current Fiscal Year
- Community Schools and NLC Programs and School Nourishment Update

March

Regular Board Meeting Agenda Items

- Approve District Calendar
- Standing operations reports (Capital, Facilities, Finance, Technology, Human Resources)
- Stakeholder Budget Presentations
- Presentation of budget survey results
- Senior Leaders presentation: Celebration of Learning

April

Coordinating Committee

- Partner group budget consultation

Regular Board Meeting Agenda Items

- Learning Story # 4: Grad and Transitions
- Submitted for Information: School Fees
- Approval of Capital Plan Response Bylaw
- Approval of School Site Acquisition Charge Bylaw
- Approval of Preliminary Budget Bylaw

May

Coordinating Committee

- Agenda to be formed in consultation with Partners

Regular Board Meeting Agenda Items

- Learning Story # 5 – Indigenous
- Submitted for information: Annual Facilities Grant Spending Plan
- Approve Eligible School Site Proposal
- Submitted for information: Sanctuary Schools Report
- Submitted for information: International Program Report
- Standing operations reports (Capital, Facilities, Finance, Human Resources)

June

Audit Committee

- Receive Audit Planning Report

Regular Board Meeting Agenda Items

- Learning story #5 – Human and Social Development and Inclusive Education
- Approve Annual Board Work Plan for following year
- Approve 5-year Capital Plan (major capital projects)

July/August

- Meetings to be scheduled as needed

As Required

- Attend Trustee development/orientation sessions
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Attend school functions (as invited)
- Represent Board at the British Columbia School Trustees Association (BCSTA) Metro Branch Meeting
- Advance Board positions through the BC Public School Employers' Association (BCPSEA)
- Meetings with elected officials
- Hear appeals as needed
- Review the District Strategic Plan
- Make disbursements from Capital Reserve Fund
- Approve tender selection for contracts
- Declare facilities surpluses to general school needs
- Approve disposition and acquisition of real property (lands and buildings)
- Ratify Memoranda of Agreement with bargaining units
- Ratify Collective Agreements

Monthly/Quarterly

- Operations Update (capital projects, legal, contracted management services, financial variances, budget updates and significant tendering awards) (Monthly Operations Committee)
- Human Resources Update (Staffing) (Monthly Board In-Camera)
- Non-Replacement Data (Staffing) (Quarterly Operations Committee)
- Student Withdrawal & New Registration Report (Quarterly In-Camera & Open Board)

Contact Information

Questions or comments about this Policy may be addressed to the Secretary-Treasurer.

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act

SD No. 40 (New Westminster)

Adopted: May 30, 2017

*Revised: June 16, 2026
June 15, 2025
January 28, 2025
June 24, 2024
June 21, 2023
September 28, 2021
September 29, 2020
September 24, 2019
September 25, 2018*



Supplement to: REGULAR SCHOOL BOARD MEETING

Date: June 16, 2026

Submitted by: Geraldine Lawlor, Associate Superintendent

Item: Requiring Action Yes No For Information

Subject: School Naming Committee – Progress Update

Purpose

The purpose of this memorandum is to provide the Board of Education with an update on the School Naming Committee’s progress to date, as well as to outline the proposed process and timeline for selecting a name for the new elementary school located on the 800 block of Queens Avenue.

Background

The School Naming Committee was established as an advisory body to recommend a shortlist of three potential names for the new elementary school. The committee’s work is guided by Administrative Procedure 541 (AP 541) and is intended to ensure that the naming process is transparent, inclusive, and reflective of the district’s values.

The final decision regarding the school’s name rests with the Board of Education.

Community Engagement

A community engagement process was conducted in April and May 2026, inviting name submissions from students, staff, families, and the broader community.

As anticipated, submissions reflect a wide range of perspectives and ideas. To support the committee’s review, submissions were organized into the following categories:

- Names reflecting individuals
- Place-based or geographical names



- Indigenous names and those connected to Indigenous language, history, and the land

All submissions are being treated as confidential in accordance with AP 541.

Review Process

The committee is engaged in a structured review process aligned with AP 541 and the Terms of Reference. This includes:

- Reviewing submissions
- Evaluating submissions against established criteria
- Engaging in collaborative discussions to build consensus on a shortlist

Guiding Principles and Criteria

The committee's evaluation is guided by the following key principles:

- School names should be meaningful and reflect local history, place, and distinguishing characteristics
- There is clear direction to generally avoid naming schools after individuals
- The relationship between the school and the land is an important consideration
- There is a strong commitment to honouring Indigenous history, language, and connections to the land through appropriate processes and

The committee is also grounding its work in themes identified in earlier discussions, including belonging, pride, inclusivity, connection to land and community, and a sense of family, roots, and growth.

Indigenous Naming Considerations

For submissions involving Indigenous languages or concepts, the information provided by community members and has not yet been independently verified.

If Indigenous names are shortlisted, the next step will involve engagement with the local First Nations to confirm accuracy, ensure cultural appropriateness, and follow proper protocols for the respectful gifting of a name with explicit consent.

Current Status

The committee has had two meetings to date.

The committee met on April 2, 2026, and:

- Confirmed the committee mandate as an advisory body to recommend a shortlist of school names
- Established committee processes, roles, and overall timeline for the naming process
- Approved the community engagement approach, including public submission period (April -May)

The committee met on June 11, 2026, to:

- Discuss and evaluate submissions
- Begin the process of narrowing options toward a consensus shortlist of recommended names

Work is ongoing to refine the shortlist.

Next Steps and Timeline

The anticipated next steps are:

- Continued committee review and discussion (September 2026)
- Consultation with local First Nations as required
- Development of a final shortlist of 3 recommended names
- Presentation of recommendations to the Board in January 2027

The Board is expected to make a final decision in early 2027.

Conclusion

The School Naming Committee has made strong progress in advancing a thoughtful, inclusive naming process that is in alignment with AP 541. The work to date reflects meaningful community engagement and careful consideration of district values and priorities.

A further report with three recommended school names will be brought forward to the Board of Education for consideration upon completion of the committee's work.



Supplement to: OPEN SCHOOL BOARD MEETING

Date: June 16, 2026

Submitted by: Rick Bloudell, Manager of Community Projects and Partnerships

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

Subject: School Swim Lesson Pilot - Update

Background:

On March 13th, Director of Parks and Recreation, Dean Gibson, hosted a meeting to reengage and discuss collaboration on a swim pilot program at Moody Park pool.

The details behind the pilot include the following:

- A focus on introductory-level swim safety skills
- Non-accredited – no report cards directly referencing skill completion or levels
- Three classes from Lord Kelvin Elementary School of grade three and four students will participate
- An estimated 80 students will receive three lessons. Each lesson is comprised of 30 minutes of instruction and 30 minutes of “free swim”
- Dates: June 16, 18, and 23

The City of New Westminster Parks and Recreation is offering this pilot at a reduced rate of \$1,080. This equates to \$4.50 per session per student.

Future Plans:

During the meeting on March 13th, the city proposed that conversations around future swim programming begin in late August or early September. The goal would be that these planning efforts would lead to more robust programming, involving additional schools, hosted at tēməsewtx^w starting in January 2027.

There are several factors that need to be considered at both a district and school level, including cost, transportation, staff support, etc.



Supplement to: OPEN SCHOOL BOARD MEETING

Date: June 16, 2026

Submitted by: Danielle Connelly, Vice-Chair

Item: Requiring Action Yes No For Information

Subject: Immigration, Refugees and Citizenship Canada (IRCC) funding cuts

Background:

The recent Immigration, Refugees and Citizenship Canada (IRCC) funding cuts on settlement services in New Westminster Schools, particularly those delivered through the Welcome Centre in partnership with MOSAIC have had a direct and negative impact on services being provided to vulnerable students and families in our district.

The demand for these services is both significant and growing (see chart below). In the last fiscal year alone, the Welcome Centre’s MOSAIC team—comprised of four full-time and three part-time workers—served 1,018 unique clients. Despite this high demand, current IRCC funding parameters restrict support to permanent residents and protected persons for only up to five years. This leaves substantial gaps in service for many families.

2025/26 – 1018 unique clients (625 IRCC eligible)

2024/25 – 817 unique clients (419 IRCC eligible)

2023/24 – 993 unique clients (516 IRCC eligible)

2022/23 – 660 unique clients (496 IRCC eligible)

2022-2025: previous funding cycle

2025-2029: current funding cycle

Critically, MOSAIC continues to provide support to ineligible families—including refugees and temporary residents—without compensation. This unfunded work reflects the essential nature of these services but is not sustainable under current funding constraints.

The consequences of recent and ongoing funding reductions are already severe:

- **Strained capacity:** Demand for Settlement Workers in Schools (SWIS) far exceeds available staffing. Existing levels were already insufficient prior to these cuts.
- **Loss of essential expertise:** SWIS workers provide far more than basic settlement support. They are vital in navigating complex family needs, assisting with Individual



Education Plans (IEPs), and bridging cultural and communication gaps between families and school staff.

- **Operational dependency:** School and district staff have explicitly stated they cannot effectively perform their roles without SWIS support.
- **Service reductions:** The elimination of a full-time Ukrainian/Russian-speaking worker has removed regular in-school services at Glenbrook, Howay, and Skwo, shifting support to an appointment-only model. Additional reductions include decreased hours for Spanish- and Tigrinya-speaking staff.
- **Reduced communication supports:** Translation of documents and posters has been completely suspended.
- **Growing waitlists:** Families and schools are experiencing increasing wait times, particularly within Spanish- and Tigrinya-speaking communities at Lord Kelvin, Fraser River Middle School, and New Westminster Secondary School.

At present, Spanish and Tigrinya are the two languages requiring the highest levels of intervention and support. The reduction in services disproportionately affects these communities, further exacerbating inequities within the school system.

These services are not supplementary—they are foundational to ensuring equitable access to education and successful integration for newcomer families. Without adequate funding, schools are left without the necessary tools and expertise to meet the needs of their increasingly diverse student populations.

Recommendation: That the Board of Education of New Westminster Schools write a letter to our Member of Parliament, Jake Sawatzky urging him to advocate for:

1. The restoration and expansion of IRCC funding for settlement services in schools.
2. Broader eligibility criteria to ensure vulnerable populations, including refugees and temporary residents, are not excluded.
3. Stable, long-term funding that reflects the actual demand and complexity of settlement work in school communities.

Settlement Workers in Schools (SWIS) Program

June 16, 2026



New
Westminster
Schools

MOSAIC SWIS CLIENT AND SESSION GROWTH

IN NEW WESTMINSTER SCHOOLS 2022-2026

CLIENTS SERVED OVER TIME



CLIENT INCREASE FROM 2022/23 TO 2025/26



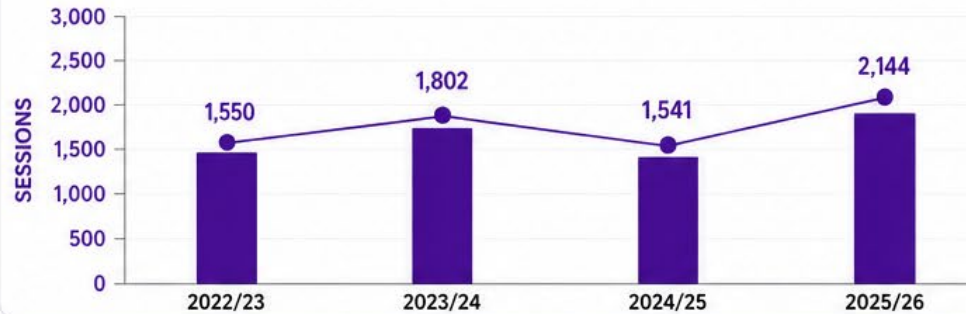
FUNDING REDUCTIONS (MOSAIC IRCC SETTLEMENT PROGRAM)

Planned reductions over three years



TOTAL REDUCTION OVER 3 YEARS: -35% (approx.)

NUMBER OF SESSIONS OVER TIME



NUMBER OF SESSIONS BREAKDOWN

From 2022/2023 to 2025/2026, MOSAIC SWIS delivered a total of 7,037 sessions in New Westminster Schools. Sessions increased from 1,550 in 2022/2023 to 1,802 in 2023/2024, dipped slightly to 1,541 in 2024/2025, and rose to 2,144 in 2025/2026.



Despite growing demand, funding and staffing are being reduced while the same number of schools continue to be served. Demand already exceeds our mandate.

TYPES OF SESSIONS DELIVERED



1-1 Intake and Support



Setting Up Lunch Program



MyEd BC Account



Requesting Subsidy



Cash Online Platform Access



Understanding Code of Conduct



Interpretation with School Staff



Meeting with Teachers



School Tours



Group Activities for Life Skills



Homework Language Learning



Pre-employment and Career Exploration

...and more!

- IRCC announced funding cuts to settlement programs across the country at the end of February.
- MOSAIC is facing reductions for their settlement programs of 14% in 2026–27, 2% in 2027–28, and 22% in 2028–29.
- As of April 1, 2026, MOSAIC made the decision to cut one full time SWIS worker and reduce the hours of two additional staff leaving their team with the following personnel:
 - 4 full time settlement workers
 - 1 part time settlement worker (0.8)
 - 1 program assistant (0.2)
 - 1 full time manager

- An online request form was created in Fall 2025 to help streamline communication between schools and the settlement workers.
- Presentations and communication are being delivered to district staff regarding the SWIS scope of service to ensure their resources are being appropriately utilized.
- A recent needs assessment survey was conducted to determine where district staff requires the most support from settlement workers. We will work with MOSAIC to redirect future efforts, where possible, to those areas.



Supplement to: **REGULAR BOARD OF EDUCATION MEETING**

Date: June 16, 2026

Submitted by: Danielle Connelly, Trustee

Item: Requiring Action Yes No For Information

Subject: Covered Learning Spaces

Background:

School districts across British Columbia are facing significant and growing pressures related to student enrolment and infrastructure capacity. Many schools are experiencing overcrowding, placing strain on classrooms, shared spaces, and overall learning environments. In numerous districts, including New Westminster, enrolment growth has outpaced the construction and expansion of school facilities, limiting the availability of flexible and adaptable instructional space.

At the same time, there is increasing recognition of the value of outdoor learning environments. Research and practice show that outdoor education can enhance student engagement while supporting physical and mental well-being. These environments also create opportunities for experiential, place-based, and land-based learning that align with diverse educational approaches and student needs.

Covered outdoor learning spaces offer a practical and scalable response to these challenges. By providing sheltered, weather-protected areas, schools can expand instructional capacity beyond traditional indoor classrooms and enable year-round use of outdoor environments. This can help alleviate space constraints while supporting a broader range of programming. In addition to addressing capacity issues, covered outdoor learning spaces contribute to **climate adaptation and environmental sustainability goals**. They encourage outdoor education, reduce reliance on energy-intensive indoor facilities, and can be integrated into broader schoolyard greening initiatives.

The need for such infrastructure is further underscored by the increasing frequency of climate-related events in British Columbia, including extreme heat. Shaded and weather-protected outdoor spaces are becoming an essential component of resilient, future-ready school infrastructure that supports safe and effective learning conditions throughout the year.



Recommendation: That the Board of Education of School District No. 40 (New Westminister) write a letter to both the Minister of Education and Child Care, and the Minister of Infrastructure advocating for the Government of British Columbia to prioritize the creation of dedicated funding to the planning, construction, and maintenance of covered outdoor learning spaces in K–12 public schools; and request that such funding be directed first to school districts experiencing significant overcrowding, rapid enrolment growth, or documented shortages of instructional space; and that the Province include covered outdoor learning spaces as an eligible and prioritized component of future school capital planning and infrastructure investments across British Columbia.

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF MAY 25, 2026, IN-CAMERA MEETING**

ADOPTION OF AGENDA

- 5:05 p.m.

MINUTES FOR APPROVAL

- In-Camera Board Meeting held on April 28, 2026

BUSINESS ARISING FROM THE MINUTES

- Nil

REPORTS FROM SENIOR MANAGEMENT

- Legal
- Contract
- Administration

OTHER BUSINESS

- Nil.

ITEMS TO BE REPORTED OUT AT OPEN MEETING

- Nil

NOTICE OF MEETINGS

- In-Camera Board Meeting – Tuesday June 16, 2026, 5:00 p.m. (SBO)

ADJOURNMENT

- In-Camera Board meeting adjourned at 5:53 pm.

Chair

Secretary-Treasurer