New Westminster Schools

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

Tuesday, September 22, 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.	**ADOPTION OF THE AGENDA**	6:00 PM	

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

			Pages
2.	**APPROVAL OF THE MINUTES**	6:05 PM	
a.	Minutes from the Open Meetings held:		
1.	June 16, 2026 Regular Open Board Meeting		4

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as presented from the Regular Board meeting held on June 16, 2026.

			Pages
b.	Business Arising from the Minutes		
	Nil.		
3.	**DELEGATIONS**		
a.	2026 Youth Autism Awareness Survey Findings (Felix Sheng & Grace Lee)	6:10 PM	13
b.	Indoor Air Quality in New Westminster Schools (Susan Lee)	6:20 PM	40
4.	**CORRESPONDENCE**	6:30 PM	
a.	Letter to Minister Beare & Ma - Covered Outdoor Learning Spaces		55

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approves the 2026 Long Range Facilities Plan as presented

d.	Lord Tweedsmuir Site Redevelopment Update (B. Ketcham)	7:25 PM	213
e.	Standing Operation Reports: (B. Ketcham) (For Information)	7:35 PM	215

7. NEW BUSINESS

a.	Chair Report (C. Sluis) (Verbal)	7:45 PM	

8. OLD BUSINESS

a.	2026-2027 Board Annual Work Plan (B. Ketcham)	7:55 PM	217

Recommendation:
THAT the Board of Education of School District No. 40 (New Westminster) approve the Board Annual Work Plan as amended for the 2026-2027 school year.

9. TRUSTEE REPORTS (Verbal) 8:00 PM

10. QUESTION PERIOD (15 Minutes) 8:10 PM

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

11. NOTICE OF MEETINGS 8:25 PM

Next Regular Open Board meeting November 24, 2026

12. REPORTING OUT FROM IN-CAMERA BOARD MEETING 8:25 PM

a.	Record of the June 16, 2026 In-Camera Meeting		222
b.	Record of the July 14, 2026 Special In-Camera Meeting		223

13. ADJOURNMENT 8:30 PM

New Westminster Schools

MINUTES OF THE REGULAR OPEN BOARD 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

PRESENT	Cheryl Sluis, Chair Danielle Connelly, Vice-Chair Elliott Slinn, Trustee Kathleen Carlsen, Trustee Marc Andres, Trustee (online) Maya Russell, Trustee	Mark Davidson, Superintendent Geraldine Lawlor, Associate Superintendent Bettina Ketcham, Secretary-Treasurer Anne-Marie Martin, Recording Secretary Sandra Singh, Director of Instruction, Learning & Innovation Jenny Richter, Director of Instruction, Leadership and Learning Melissa Haffner, District Literacy Facilitator Jennifer Martins, District Literacy Facilitator
REGRETS		*Members of the Public* Junior Chuang parent EFI Qayqayt Jenn Vander Zalm, DPAC Co-Chair Liz Fajber

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1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 6:05 p.m.

Amended agenda to add Chair Report

2026-043
Moved and Seconded
THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the Regular School Board meeting as amended.
CARRIED UNANIMOUSLY

2. MINUTES FOR APPROVAL

a. Minutes from the Open meeting held: May 26, 2026, Regular School Board Meeting.

2026-044
Moved and Seconded
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.
CARRIED UNANIMOUSLY

b. Business Arising from the Minutes.

Trustee Carlsen inquired about a prior question about higher wrestling fees and whether they are linked to students practicing outside the district, Associate Superintendent Lawlor confirmed that staff are still looing into this matter and will report back once information is available. **UPDATE**: NWSS Principal Quan responded that "*because tournament costs have gone up and because our team has been strong, we have been eligible for more tournament rounds which brings the cost up*".

Trustee Carlsen inquired about the Monkey Rebels provincial presentation. Chair Sluis confirmed that a support letter was sent to the Monkey Rebels ahead of their provincial presentation, and trustees were advised that the presentation went very well; students were prepared, the panel was impressed, and the students felt optimistic about their transit-related ask.

3. **<u>PRESENTATIONS</u>**

a. **Student Voice Survey Results**

Cayleigh and Sadie presented the Student Voice Survey results, highlighting key findings such as confusion with morning announcements under the five-block schedule and strong participation at the Student Symposium with 80 attendees. Discussion acknowledged recurring technology challenges and updates on transportation, alongside an overview of district-wide safety planning initiatives, with formal recommendations to be implemented over the coming year. Participants emphasized the need for improved communication back to students, including greater use of social media, and ongoing efforts by the Student Voice group to increase engagement and representation. Washroom safety remained a consistent concern, with staff noting challenges related to supervision and facility design while exploring alternative approaches.

Student well-being and access to supports were major themes, including advocacy for increased nurse practitioner availability, enhanced counselling access through a developing wellness centre, and stronger partnerships with Fraser Health. Concerns were raised about students' ability to access help and the visibility of support services. Equity considerations were also highlighted, particularly survey findings indicating that one in four students are experiencing challenges, reinforcing the need for targeted supports, greater visibility for the queer community, and an equity-focused approach across initiatives. Additional feedback included the need for better course selection guidance and addressing counsellor workload. Overall, there was strong appreciation for the survey engagement and Student Voice leadership, with next steps including producing a formal report, improving communication strategies, advancing safety and wellness initiatives, and sharing updates at the fall Student Symposium.

b. **Literacy Facilitators Presentation (S. Singh)**

Melissa Haffner and Jennifer Martins presented along side with Sandra Singh.
They reported that, supported by a provincial literacy grant, early literacy screening has been implemented for all K–1 students (and some grades 2–3), 140 educators have been trained to use the Acadians/DIBELS tools and Insight data platform, and the resulting data is

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being used to inform instruction and guide a new district literacy framework; trustees asked about long-term sustainability and data clarity, and the Superintendent and Board expressed appreciation for the strong alignment with the District's strategic plan.

Discussions covered an overview of data use in EdPlan Insight, remaining grant funding and sustainability concerns, and the need for ongoing teacher support through a literacy facilitator role. Student assessment materials and their use were outlined, and a request was made to present data in more accessible language for parents. The screening process and implementation were noted as smooth and impactful, and appreciation and recognition were expressed.

4. **CORRESPNDENCE**

Letter to Minister Beare – Climate Change Curriculum (For Information)
Letter to Select Standing Committee on Finance and Government Services
Letter of Support for the Monkey Rebels

5. **BOARD COMMITTEE REPORTS**

a. Coordinating Committee held May 21, 2026
1. Trustee Connelly thanked the members for their ongoing work.
2. Approval of the May 21, 2026, Coordinating Committee Meeting Minutes

2026-045
Moved and Seconded

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.
CARRIED UNANIMOUSLY

b. **Audit Committee Report** – Trustee Slinn noted that KPMG had presented to the Committee on June 2, 2026, and provided their audit planning report in advance of the 2025-26 fiscal year end audit and there was nothing concerning to flag for the Board.

6. **REPORTS FROM SENIOR MANAGEMENT**

a. **Superintendent Update** (M. Davidson) (Verbal) (7:20pm)
1. **Good Things Are Happening!** (M. Davidson)

Superintendent Davidson provided a year-end good things are happening update highlighting: strengthened early literacy work and shared instructional language across the district; successful events such as the district math night (600+ attendees) and robust fine arts programming; expanded student voice engagement and improved student reports of safety and belonging; progress in Indigenous education and social-emotional learning, including a well-attended Indigenous Pro-D day and growing partnerships with Fraser Health; the Board's efforts to protect classroom services and maintain counselling levels in a tight budget; and ongoing community advocacy and long-range facilities planning that prioritize healthy, resilient, lower-carbon schools and expanded green space for students.

b. **Policy 29 Inclusive Education** (M. Schellenberg)

Director of Instruction Schellenberg presented the updated Policy 29: Inclusive Education, noting that feedback from multiple stakeholder groups has been incorporated to strengthen anti-ableism language, emphasize staff safety and support, clarify what meaningful inclusion looks like in practice, outline how success will be measured, and commit to ongoing training and professional learning for staff, with detailed administrative procedures to follow to ensure consistent implementation across schools.

2026-046
Moved and Seconded

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

CARRIED UNANIMOUSLY

c. **2026 Long Range Facilities Plan Recommendation Approval**

Staff reviewed the updated Long-Range Facilities Plan (LRFP) and outlined two main scenarios for redevelopment of the Lord Tweedsmuir site, with Scenario A (junior/senior secondary configuration) identified as the preferred option to support future secondary capacity and district-wide grade reconfiguration. The Board discussed long-term enrollment growth, land constraints, the importance of securing a future high school site, and the connection between the LRFP and the five-year major capital plan and eligible school site proposals, leading to a recommendation that the major capital plan be approved and submitted to the Ministry of Education and Child Care in alignment with the LRFP.

Discussion focused on Scenario A, which received general support as aligning with long-term planning. Trustees emphasized accurate data, ongoing monitoring, and the need for a multi-step approach to address capacity, including new builds, additions, and phased catchment changes. It was acknowledged that this is part of an ongoing process and not a final decision.

2026-047
Moved and Seconded

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

CARRIED UNANIMOUSLY

d. **2027-28 – 5 -Year Capital Plan – Major Capital Projects** (B. Ketcham)

The Board reviewed the draft Five-Year Major Capital Plan, which aligns with the 2026 Long Range Facilities Plan and prioritizes redevelopment of the Lord Tweedsmuir site (Scenario A), complementary projects such as Lord Kelvin Elementary replacement and middle school conversions, and future site acquisitions in high-growth areas (e.g., Fraser and Hume Park zones). Trustees discussed projected enrolment growth, land constraints, and the limited

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proportion of land costs covered by School Site Acquisition Charges (SSACs) and supported submitting the major capital plan to the Ministry as presented.

2026-048
Moved and Seconded

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.

CARRIED UNANIMOUSLY

e. **Eligible School Site Proposal** (B. Ketcham)

Secretary Treasurer Ketcham presented the Eligible School Site Proposals (ESSPs) outlining necessary site acquisitions based on projected housing growth and resulting school-age enrolment over the next 10 years, identifying the need for new or expanded school sites in high-growth areas (particularly within the Fraser and Hume Park catchments). The Board discussed how School Site Acquisition Charges (SSACs) only cover a portion of actual land costs, underscoring the need for continued advocacy for adequate provincial funding to secure the required future school sites.

2026-049
Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approves the 2027-28 Eligible School Site Proposals (ESSP) through adoption of the 2026-2027 Resolution.

CARRIED UNANIMOUSLY

f. **School Site Acquisition Charge (SSAC) Bylaw** (B. Ketcham)

Secretary Treasurer Ketcham explained that SSACs are developer-paid levies intended to help fund the land costs for new school sites identified in the Eligible School Site Proposals; however, in practice these charges cover only a portion of actual land acquisition costs, especially in a high-value market like New Westminster. Trustees noted this funding gap and the need for continued advocacy to the province to ensure that districts can secure the sites required to support projected enrolment growth.

2026-050
Moved and Seconded

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

CARRIED UNANIMOUSLY

2026-051
Moved and Seconded

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

CARRIED UNANIMOUSLY

2026-052
Moved and Seconded

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.
CARRIED UNANIMOUSLY

g. **2026-27 Board and Committee Schedule and Board Annual Workplan** (B. Ketcham)

The Board reviewed a proposed Board and Committee meeting schedule and a draft annual work plan outlining key reports and presentations across the year. The schedule reflects the October municipal/trustee election by omitting an open Board meeting that month, while maintaining regular committee cycles; trustees requested that the Board Annual Work Plan be tabled to September so that trustee roles and responsibilities could be better integrated before final approval.

2026-053
Moved and Seconded

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.

TABLED

h. **School Naming Committee Update** (G. Lawlor)

Associate Superintendent Lawlor reported that the Committee has engaged the community to gather naming suggestions for the new school, receiving submissions in three broad categories: individuals, place-based names, and Indigenous names. The committee has met twice to review and sort submissions and has begun moving toward consensus on a shortlist; further discussion on next steps and a timeline for bringing a recommendation to the Board will occur in September.

i. **School Swimming Lessons Pilot (For Information)**

Rick Bloudell reported on a successful partnership with the City of New Westminster to provide swim lessons at Moody Park Pool. Students were grouped according to swimming ability and received targeted instruction. Initial feedback was positive. The district will meet with the city in late summer to explore opportunities to expand the program, with a more comprehensive student swim program anticipated to begin in January or February. Trustees expressed strong support for continuing and enhancing this important water-safety initiative.

7. **NEW BUSINESS**

a. Chair Report – Chair Sluis presented her report, highlighting opportunities for volunteers to support the New West Pride booth and noting that additional information is available on the district website. She provided updates from BCSTA activities, including board chair and policy discussions, governance advocacy and upcoming announcements regarding health and dental benefits. Chair Sluis also reflected on the board's achievements during the year, including maintaining a focus on student voice, addressing capacity challenges and advancing important changes to Indigenous education. The Chair thanked trustees, staff and the community for their contributions and commitment.

b. **Immigration, Refugees and Citizenship Canada (IRCC) Funding Cutes** (Vice-Chair Connelly)

Trustees raised concerns about federal funding cuts to immigration and settlement services that support newcomer students and families. They noted the increasing needs in New Westminster schools, the impact of reduced IRCC-funded supports on student well-being and equity, and emphasized the importance of stable, long-term federal funding, with an intention to continue advocacy on this issue.

2026-054
Moved and Seconded

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

CARRIED UNANIMOUSLY

c. **Prioritizing Provincial Funding for Outdoor Covered Learning Spaces in British Columbia Schools** (Vice-Chair Connelly)

Vice-Chair Connelly urged the Board to advocate that the province prioritize capital funding for outdoor covered learning spaces at B.C. schools. The comments linked these structures to student safety, heat mitigation, and year-round outdoor learning, suggesting that covered areas can ease pressure on overcrowded buildings and provide more climate-resilient, flexible space, and asked the Board to raise this need with the Ministry as part of ongoing capital and climate-readiness discussions.

2026-055
Moved and Seconded

***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 Minster 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.**

CARRIED UNANIMOUSLY

8 **OLD BUSINESS**

Nil.

9. **TRUSTEE REPORTS**

Trustees reported on participation in Indigenous History Month and Pride events, LRFP engagement sessions, school performances and year-end activities, BCSTA meetings focused on local board autonomy and funding, and continued advocacy regarding affordability and supports for newcomer students and families.

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

Junior Chuang raised concerns regarding the discontinuation of the Qayqayt Elementary walking school bus route between Quayside and Herbert Spencer Elementary and made a final appeal in support of the program. Discussion clarified that challenges included both funding and route considerations, with the city continuing to maintain two existing routes. Trustees discussed possible follow-up with the city and the society responsible for the program to better understand the barriers and determine whether there are additional ways the district can support the initiative. The board chair agreed to follow up.

Liz Fajber raised questions regarding heat and climate-related challenges in school portables, including whether the board could advocate for cooling measures such as air conditioning and whether assessments had been conducted. Superintendent Davidson explained that there are restrictions on the types of air-conditioning units that can be installed in classrooms, as well as limitations related to available electrical capacity at school sites. He noted that school districts with significant enrolment pressures receive no funding for the cost of portables, with these expenses being drawn from instructional budgets, resulting in difficult financial impacts. Advocacy for additional provincial funding was identified as the most effective avenue for addressing these concerns.

DPAC Co-Chair Jenn Vander Zalm shared feedback and questions from the parent community regarding the Skwo:wech Elementary project, including students' requests for additional trees and requests for ongoing updates on timelines for the Super Campus Path A grade reconfiguration. Questions were raised about how younger students would be supported and feel safe in a Grade 6-12 campus environment. She also sought clarification on literacy and numeracy assessments and how results would be communicated to families and encouraged the restoration of practitioner hours. Superintendent Mark Davidson advised that literacy and numeracy assessment results are not used as a reporting tool but would be shared with parents.

Trustee Connelly spoke to the incident at Cultus Lake and requested that the board chair extend condolences on behalf of the board to the trustees of School District 43 (Coquitlam).

11. **NOTICE OF MEETINGS**

Next Meeting September 2026 (date to be confirmed)

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

a. Record of the May 25, 2026, In-Camera Meeting

14. **ADJOURNMENT**

The meeting adjourned at 9:22 p.m.

____
Chair

____
Secretary-Treasurer

DRAFT

BC Children and Youth Connection Society
Société de Connexion des Enfants et des Jeunes de la C.B.

X

New Westminster Schools

BC-YOUTH

Understanding Autism Through the Eyes of Youth

Insights, friction points, and actionable opportunities from the 2026 Youth Autism Awareness Survey.

RESEARCH BASIS

Based on research data from Metro Vancouver youth aged 12–17.

Presentation brought to you by Grace Lee.

Speakers: Grace Lee & Felix Sheng

Introduction

Our Research

We conducted a community research to collect survey results from youth ages 12-17 across various high schools in British Columbia to understand how Autism Spectrum Disorder (ASD) is currently perceived and what struggles autistic youth experience in learning and socialize school environments.

We aim to gain a more **transparent understanding** of the current relationship between autistic youth and the general BC public, then using the information to incorporate effective methods of improving ASD life, learning, and communication at school.

Beyond Awareness

Survey Snapshot and Key Messages

We gathered and summarized survey data from our target audience to gain an accurate understanding of current school community and autism relationship.

SURVEY SNAPSHOT

526
Total responses

406
Autism awareness surveys

120
School communication surveys

12-17
Primary age range

14 + 10
Secondary schools/community events + autism family interviews


Add your name or a kind message
to support neurodivergent inclusion
Scan the QR code to take a
2-minute anonymous survey


BC-YOUTH
VOLUNTEE
WANTED
DIFFEREN
MINDS
CREATIVE
HEARTS
International Youth Forum 2026
MindLab
NeuroArts
CONTACT


BC YOUTH


Société de Connexion
Enfants et des Jeunes
Driving Community Impact
Scalable Change
DIFFERENT
MINDS
CREATIVE
HEARTS

Results & Findings

The Voice of the Data: High School Students in BC

This data captures a pivotal demographic: the next generation of employers, coworkers, and community leaders. Their current understanding of autism offers a direct preview of the future, showing us a glimpse into how inclusive, accepting, and fair society will be for autistic individuals.

Persona Snapshot

72.5%
Students aged 12-17

73.9%
High school education level or less

90%+
Metro Vancouver Area

- **44.6%** Vancouver
- **30.3%** Richmond

Perceived Familiarity and Reported Contact

How respondents describe their familiarity with ASD and their contact with autistic people

1. SELF-REPORTED FAMILIARITY WITH ASD

56.2% described themselves as somewhat or very familiar

This is a subjective rating; the question did not define "familiar" or test knowledge.

Response	%
Very familiar	16.2%
Somewhat familiar	40.0%
Heard of it, but not familiar	26.8%
Not familiar at all	10.8%
Not sure	6.2%

N = 406 • Response options shown separately

2. REPORTED CONTACT WITH AUTISTIC PEOPLE

Reported forms of contact among respondents who answered this question.

Contact	%
Autistic friends or acquaintances	36.3%
Autistic family member	14.1%
Work with autistic individuals	11.3%
I am autistic	5.3%

N = 397

KEY FINDING

56.2% described themselves as somewhat or very familiar with ASD. Autistic friends or acquaintances were the most commonly reported form of contact (36.3%), suggesting that everyday peer contact may be an important context for perceived familiarity.

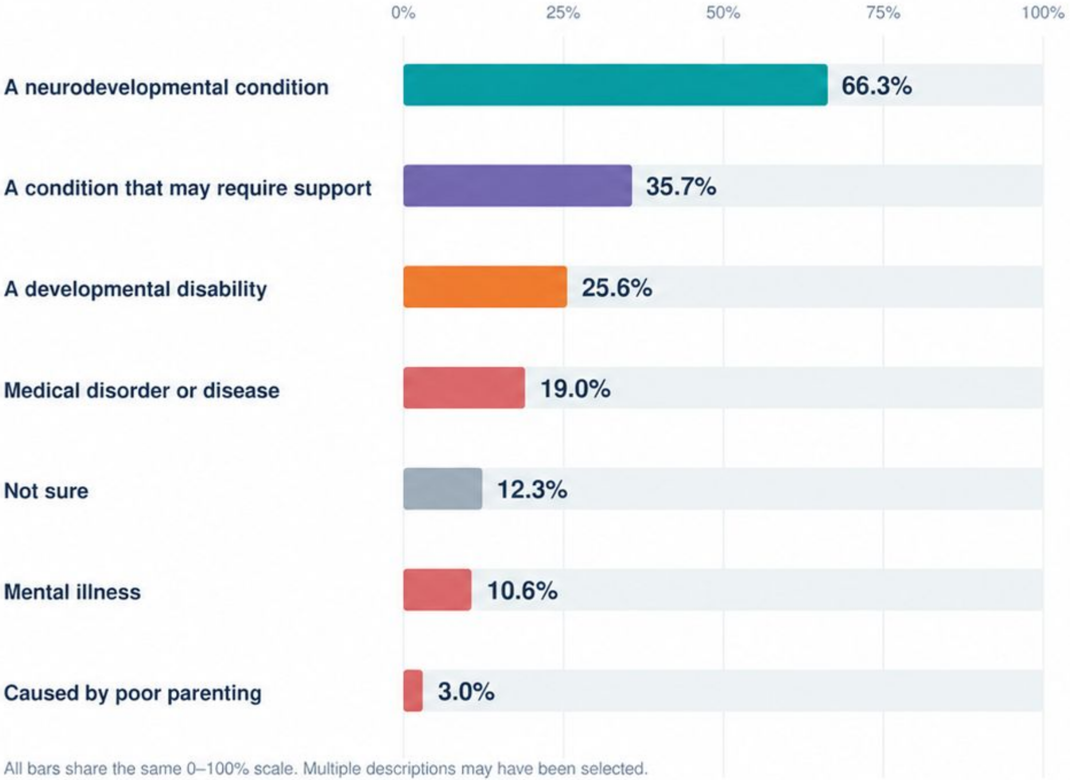
Defining the Spectrum: Core Recognition, Mixed Interpretation

66.3% recognized autism as a neurodevelopmental condition

Support needs (35.7%) and developmental disability (25.6%) remain less clearly understood.

At the same time, disease, mental illness, and poor parenting explanations still exist.
These stigmatizing misconceptions persist.

SELECTED DESCRIPTIONS • SHARE OF RESPONSES



All bars share the same 0–100% scale. Multiple descriptions may have been selected.

Comfort and Friendship Willingness Are Often Conditional

Responses to two questions about living, working, studying, and friendship with autistic people

COMFORT LIVING, WORKING, OR STUDYING ALONGSIDE AUTISTIC PEOPLE

Question 12 • N = 406

40.4% **Depends on the situation and the individual**

Most frequently selected response

Comfortable or very comfortable	37.7%
Not sure	8.4%
Other response options	13.5%

Includes "not very comfortable," "not comfortable at all," and the duplicate conditional option.

WILLINGNESS TO BE FRIENDS WITH AN AUTISTIC PERSON

Question 13 • N = 406

38.5% **Yes, depending on the situation and the person**

Most frequently selected response

Yes, absolutely	28.4%
I'm not sure	17.6%
Other response options	15.5%

Includes "probably not," "no," "I am autistic myself," "prefer not to answer," and the duplicate option.

SURVEY RESULT

In both questions, the most frequently selected response depended on the situation and the individual (40.4% and 38.5%).
For friendship, 28.4% expressed unequivocal willingness, while 38.5% expressed conditional willingness.

What Youth Know About Autism

An open-ended prompt invited youth to share anything they knew or had heard about ASD, including information they were unsure about or believed might be inaccurate.

AREAS OF LIMITED OR INCOMPLETE UNDERSTANDING

29.7%

Knowledge gap

"I don't know."

"No idea at all!"

AREAS OF LIMITED OR INCOMPLETE UNDERSTANDING

39.5%

Partial or fragmented understanding

"It changes how people react or think"

"They are different in behaving and thinking."

AREAS OF LIMITED OR INCOMPLETE UNDERSTANDING

6.2%

Inaccurate or stigmatizing content

"That their intelligence is capped at a certain level"

"they are weird"

EXISTING FOUNDATION

24.6%

Accurate and constructive understanding

"Autism is not an illness or disease. The brain processes information differently."

"Autism characteristics are different from individual to individual."

KEY FINDING **75.4%**

did not yet demonstrate an accurate and connected understanding of autism.

Most reflected uncertainty or partial knowledge, not negative attitudes.

ATTITUDES & DISCLOSURE

Limited Confidence in Positive Outcomes After Disclosure

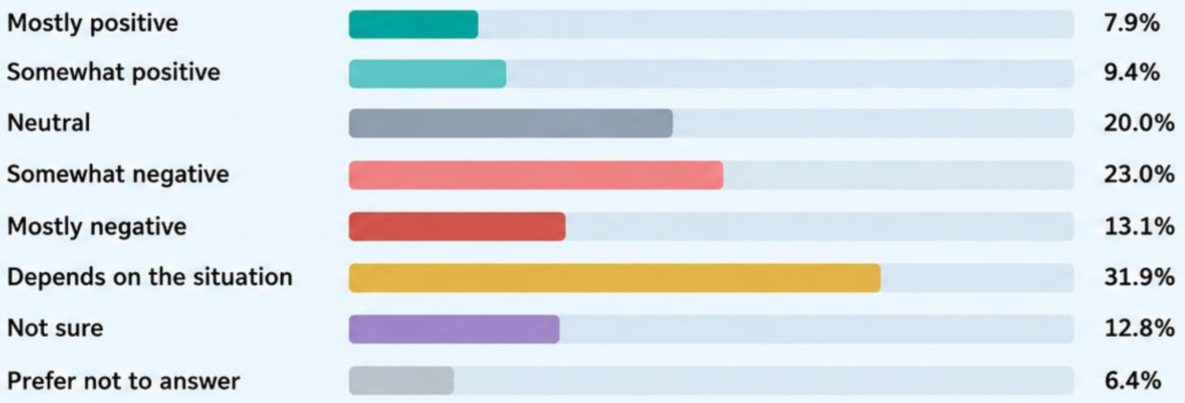
KEY FIGURE

7.9%

Mostly positive effect

Few respondents expected disclosure to lead to clearly positive outcomes.

EXPECTED EFFECT OF DISCLOSURE (N = 405)



ADVOCACY OBSERVATION

Many parents of children described as “high-functioning” avoid public appearances, interviews or disclosure because they fear stigma and discrimintation. Their children’s communication challenges and the demands of long-term caregiving can leave parents exhausted, with limited capacity to advocate publicly for autistic people.

Perceived Risk of Discrimination or Bullying

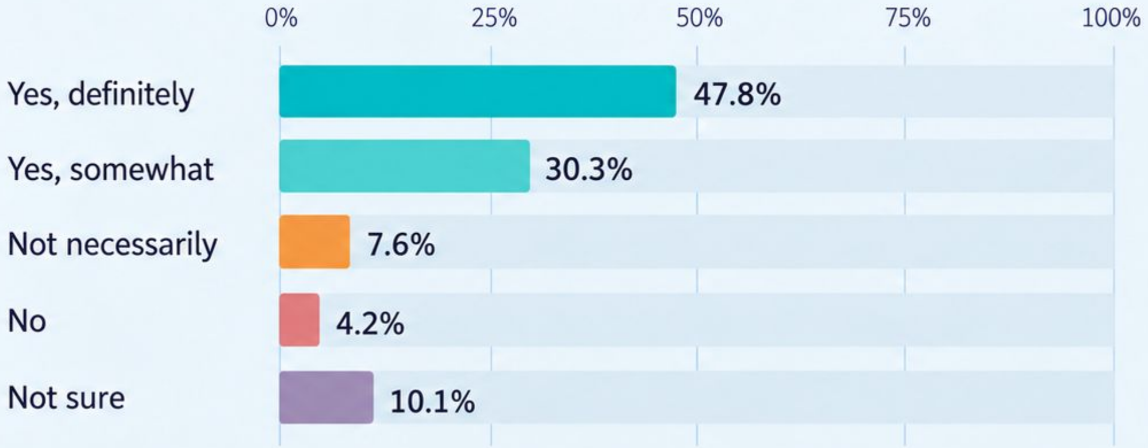
KEY FINDING

78.1%

Yes, autistic people face higher risk

47.8% Yes, definitely + 30.3% Yes, somewhat

PERCEIVED RISK (N = 406)



INTERPRETATION

The results indicate a widespread perception that autistic people face elevated risk of discrimination or bullying.

Perceived Level of Public Understanding of Autism

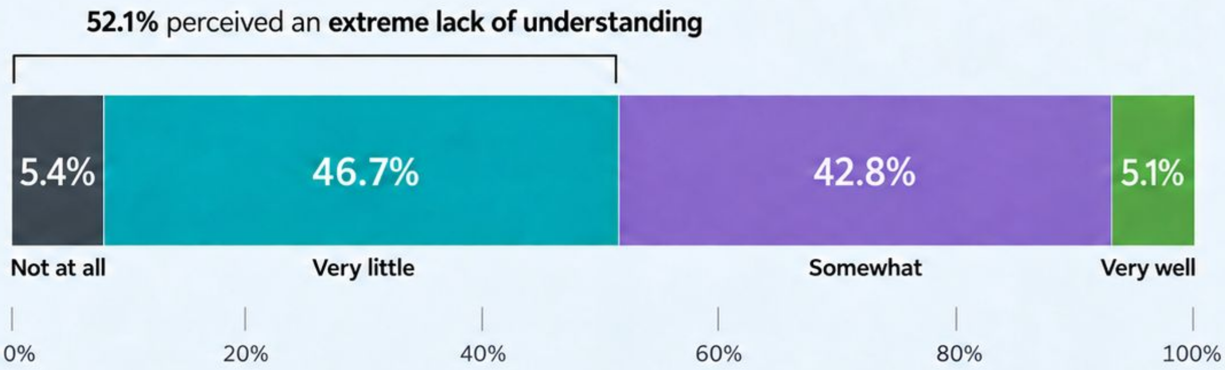
KEY FINDING

94.9%

perceived public understanding of autism as insufficient.

Includes “Not at all,” “Very little,” and “Somewhat” responses.

RESPONSE DISTRIBUTION (N = 406)



INTERPRETATION

While 94.9% perceived public understanding as insufficient, 52.1% placed it in the two lowest categories.

This measure reflects respondents’ perceptions of public understanding; it is not a direct assessment of public knowledge.

BELONGING & FRIENDSHIP

A Place to Belong

> “My autism makes me lonely. It’s very difficult to make friends and communicate my ideas.
>
> — **Autistic survey participant**

A community where every neurodivergent individual feels understood and accepted, safe to be themselves, able to thrive at their own pace, and truly belongs.

Two mothers shared that their high-school daughters with high-functioning autism are eager to connect and have a strong desire to build friendships. However, communication barriers make it difficult for them to express themselves and connect with others.

A MOTHER’S WORDS

“My child has had no friends since childhood and has never had a birthday party. Thank you so much for celebrating my child’s birthday today and singing ‘Happy Birthday.’ I was deeply moved.”

— Mother of an autistic participant

ANOTHER MOTHER’S WISH

“My greatest wish is simply that when other children go out to eat, they will invite my child along. I would be deeply grateful.”

— Mother of a child with high-functioning autism

What we can do based on findings

REDUCING STIGMA • COMMUNITY ACTION

Education and Meaningful Contact Lead the Way

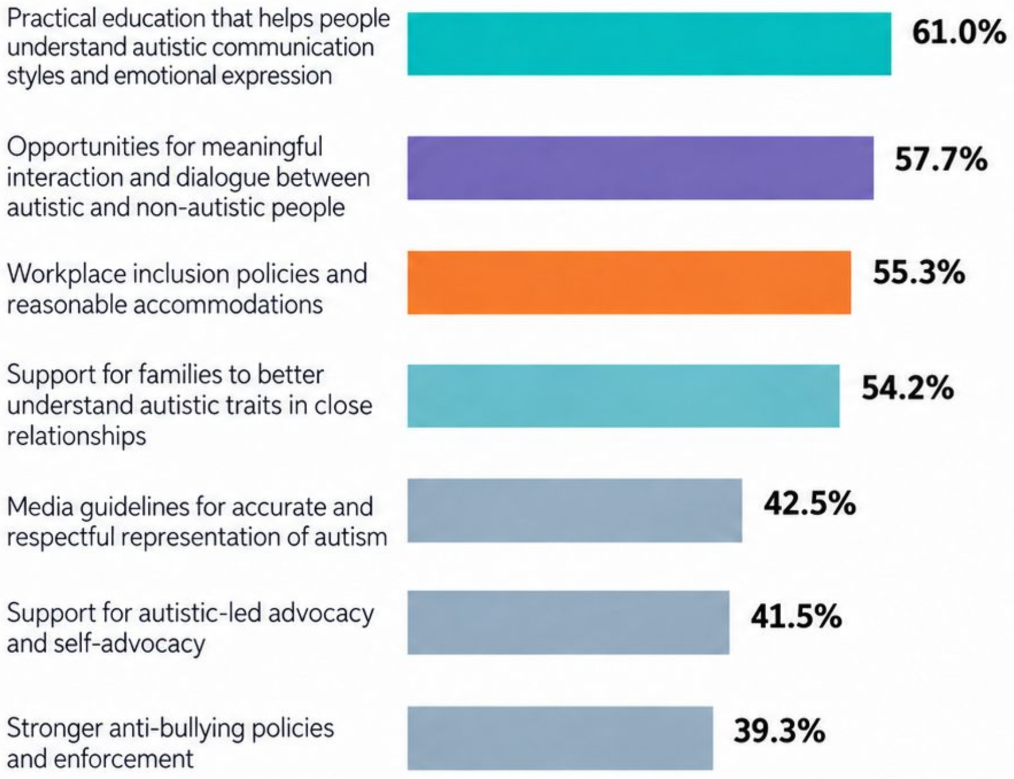
61.0%

Practical education

Education, meaningful interaction, workplace inclusion, and family support emerged as the strongest priorities.

Respondents also called for accurate media representation, stronger anti-bullying policies, and autistic-led advocacy.

PRIORITIZED MEASURES • SHARE OF RESPONSES



Multiple selections allowed. Small write-in responses are not shown.

AUTISM INFORMATION • SOURCES

Schools and Personal Networks Shape Autism Awareness

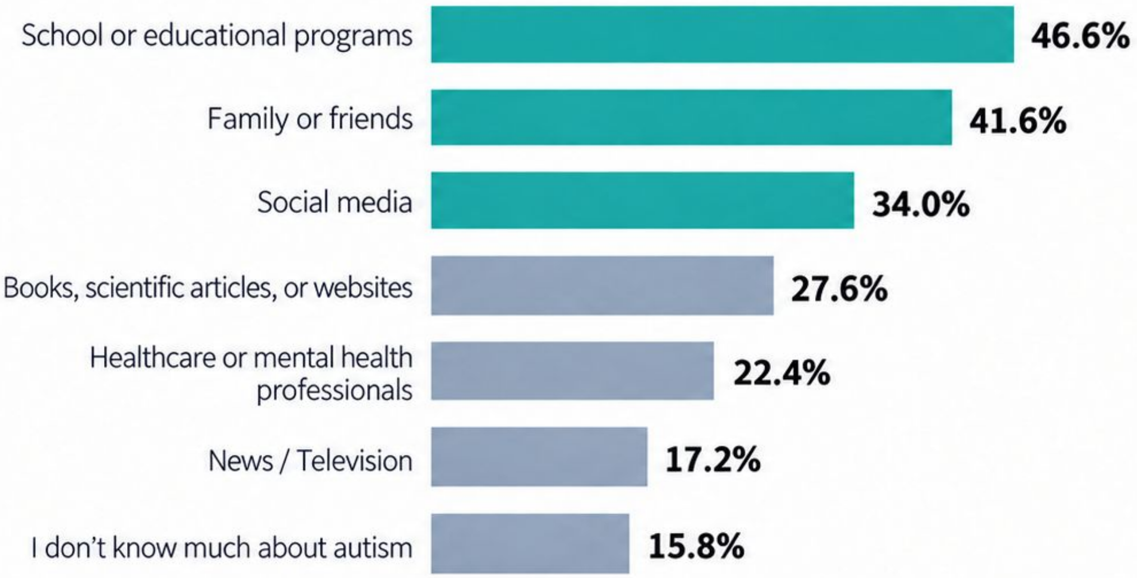
46.6%

School or educational programs

Formal education was the most commonly reported source of autism information, followed by family or friends.

Social media and published resources also played a substantial role, while fewer respondents relied on news, television, or healthcare professionals.

PRIMARY INFORMATION SOURCES • SHARE OF RESPONSES



Multiple selections allowed. Small write-in responses are not shown.

AUTISM AWARENESS • PRIORITY SETTINGS

Schools Are the Clearest Priority for Greater Autism Awareness

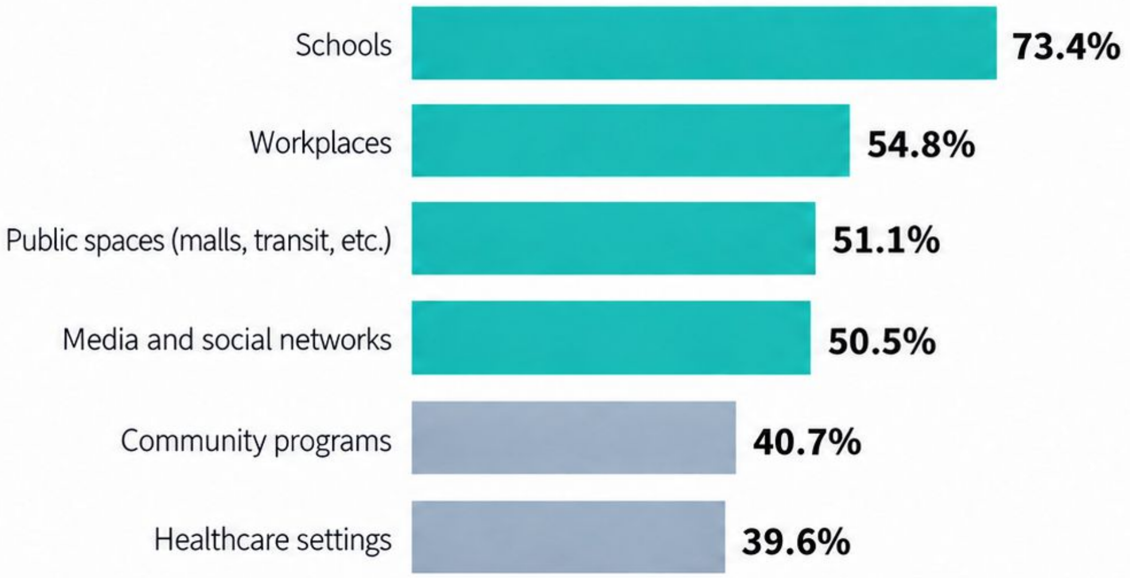
73.4%

Schools

Nearly three in four respondents identified schools as a setting where autism awareness should improve.

Workplaces, public spaces, and media or social networks were also selected by about half of respondents, indicating a need for awareness across everyday environments.

SETTINGS FOR IMPROVED AWARENESS • SHARE OF RESPONSES



Multiple selections allowed. Small write-in responses are not shown.

LEARNING INTERESTS • AUTISM EDUCATION

Strong Interest Centers on Understanding Autism and Communication

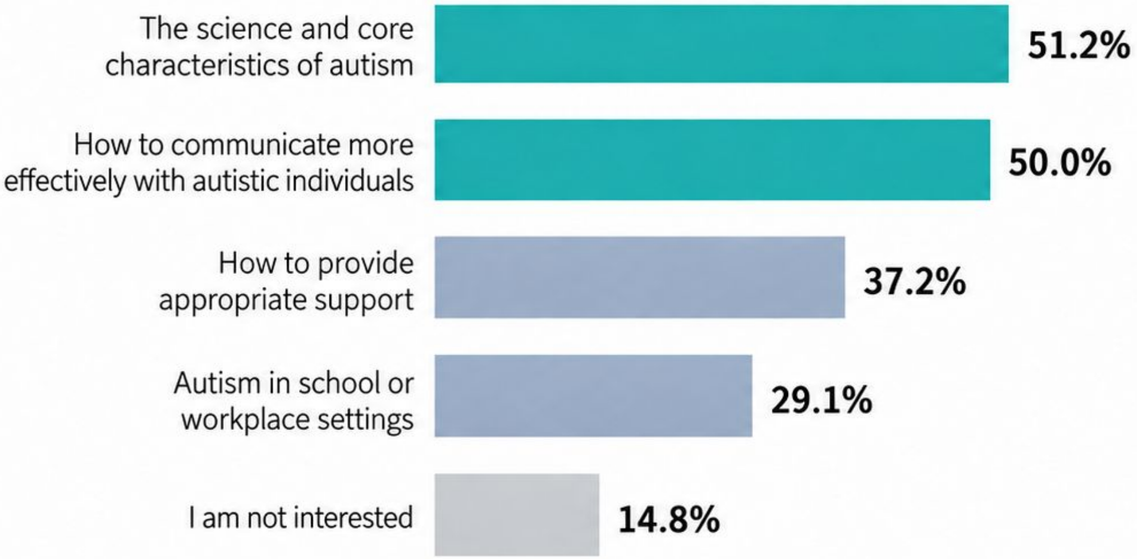
51.2%

Science and core characteristics

The science and core characteristics of autism was the most selected learning topic, closely followed by effective communication.

Respondents also expressed interest in appropriate support and autism in school or workplace settings.

TOPICS OF INTEREST • SHARE OF RESPONSES



Why Students See Education as the First Line of Prevention

Students repeatedly linked bullying to misunderstanding, stigmatizing language, and limited knowledge of autistic communication and sensory differences.

01
Misunderstanding difference

Autistic behavior is interpreted as strange, intentional, or socially inappropriate.

> "People are unable to understand why autistic people act differently."

02
Stigmatizing language

"Autistic" is used as a synonym for stupid, weird, or socially unacceptable.

> "Calling someone autistic just means they're stupid or dumb."

03
Limited practical knowledge

Students lack guidance on communication differences, sensory needs, and appropriate support.

> "Most people don't understand what autism actually looks like."

04
Stereotypes reinforced socially

Peers, online content, and discriminatory jokes normalize inaccurate beliefs.

> "Nobody disproves the joke and people build onto it."

KEY FINDING **42.3%**

explicitly called for education or awareness, making it the most common coded theme.

However, many responses said "educate more" without defining content, frequency, or evaluation.

The Main Implementation Gap Is Between Awareness and Accountability

Students proposed education far more often than reporting, investigation, protection, or consequences for bullying.

AWARENESS

42.3%

Education and awareness

> "Teach students about neurodiversity."

LIVED EXPERIENCE

9.2%

Autistic voices and direct contact

> "A firsthand view is more powerful than secondhand information."

ENVIRONMENTAL SUPPORT

24.5%

Support and reasonable accommodation

> "Public spaces should have sensory rooms."

ENFORCEMENT

11.7%

Monitoring, reporting, or consequences

> "Closer monitoring for bullying."

KEY FINDING

3.6×

Education appeared 3.6 times as often as enforcement-oriented action.

School districts need both prevention and a documented response process when bullying occurs.

AUTISM AWARENESS • QUESTION 25

What Young People Want to Ask Autistic People

Eight recurring themes in the submitted questions

01 Everyday Experience and Inner Life

Daily life, thought, perception, routines, and what makes a day easier or harder.

Representative question

"What does being autistic feel like in your everyday life?"

02 Understanding and Misconceptions

Common myths, public assumptions, and what autistic people wish others understood.

Representative question

"What is one misconception you wish people would stop believing, and what is the reality?"

03 Support and Accommodation

Helpful attitudes, practical support, accessible environments, and useful resources.

Representative question

"What kinds of support, behaviour, or attitudes from others make your life easier?"

04 Communication and Social Connection

Conversation, friendship, relationships, trust, and respectful communication.

Representative question

"How can non-autistic people communicate with you more effectively?"

05 Sensory and Emotional Regulation

Overload, difficult environments, recovery, and strategies for managing distress.

Representative question

"What does sensory or emotional overload feel like for you?"

06 Treatment by Others and Belonging

Bullying, discrimination, stigma, exclusion, safety, and social acceptance.

Representative question

"How do you deal with judgment, discrimination, bullying, or exclusion?"

07 Strengths Identity and Interests

Positive aspects of autism, personal identity, interests, preferences, and joy.

Representative question

"What is your favourite thing about being autistic?"

08 School Work and Adulthood

Education, employment, commuting, independence, and transition to adult life.

Representative question

"What support is most important during the transition to adulthood?"

Takeaway: Current Goals

1

Revise the promotional awareness and infographics posters and **outreach to schools** for **display**. Youth volunteers will visit community centers, libraries, and schools to put up the posters.

2

Create workshop videos with **professionals** and **families of autistic individuals**, covering topics including what autism is and **effective communication** with individuals across the spectrum.

Encourage schools to **show** these videos **to students** and facilitate discussions.

Thank You!

With heartfelt gratitude for your support
in creating a community where every
neurodivergent individual feels understood
and accepted, safe to be themselves,
able to thrive at their own pace,
and truly belong.

Indoor Air Quality

Dr. Susan M. Lee, MAS, MD, FRCPC
Parent, Skwo:wech Elementary
September 2026

Objectives

- **Indoor air quality** in schools:
  - Climate change (forest fire smoke)
  - Allergens
  - Infectious diseases (COVID-19, Flu, RSV etc.)

- Specific **Actions**:

  1) **monitoring** and public reporting of air exchange rates and CO_2 levels in all classrooms and learning spaces

  2) permitting PAC/parent-supplied **air cleaners**

Earlier pandemic work from our RCH Research team

Can J Anesth/J Can Anesth (2020) 67:1424–1430
https://doi.org/1

REVIEW A

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BCMJ
BC Medical Journal

ABOUT THE JOURNAL CLASSIFIEDS SUBMIT CONTENT ADVERTISE

An updated look at the 16-week window between doses of vaccines in BC for COVID-19

Issue: BCMJ, **vol. 63, No. 3, April 2021,** Pages 102-103 Letters COVID-19

By: **Tonia Tauh, MD, FRCPC Michelle Mozel, MSc Paula Meyler, MD, FRCPC Susan M. Lee, MD, FRCPC, MAS**

MSc, DTM&H, FRCPC

Attitudes et satisfaction des travailleurs de la santé à l'égard du dépistage préopératoire rapide de la COVID-19 au point de service à l'aide d'ID NOW™

Susan M. Lee, MD, MAS, FRCPC · Paula Meyler, MD, FRCPC · Michelle Mozel, MSc ·

BCMJ
BC Medical Journal

ABOUT THE JOURNAL CLASSIFIEDS SUBMIT CONTENT ADVERTISE

HEPA filtration reduces transmission of SARS-CoV-2 and prevents nosocomial infection: A call to action

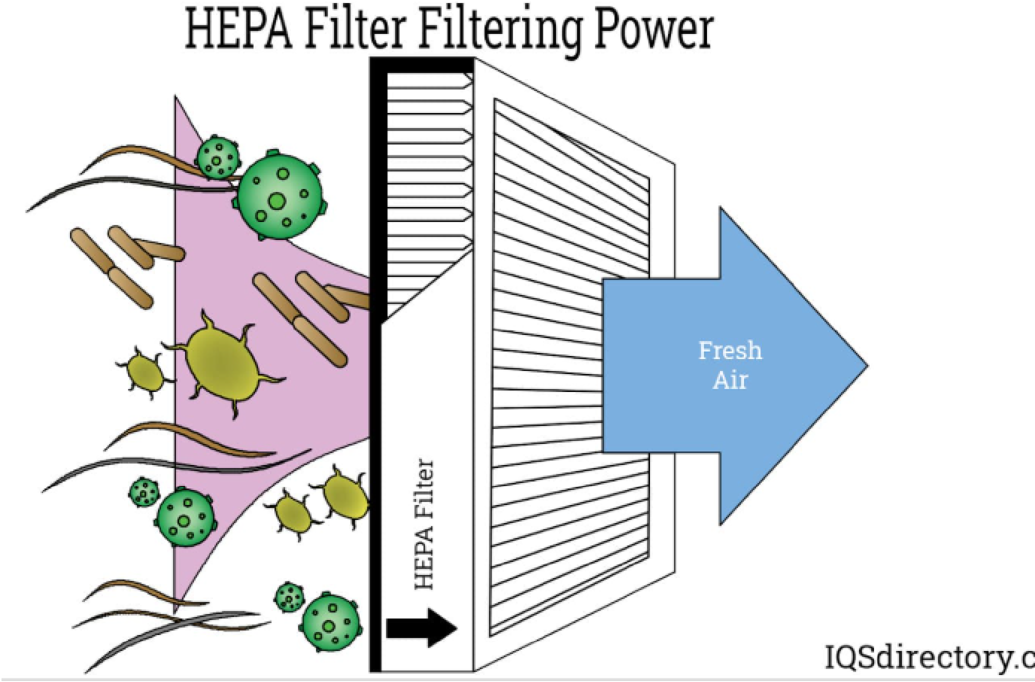
Issue: BCMJ, **vol. 65, No. 9, November 2023,** Pages 331-333 Premise

By: **Susan M. Lee, MD, FRCPC, MAS Jean Warneboldt, MD, CCFP(PC), FCFP**

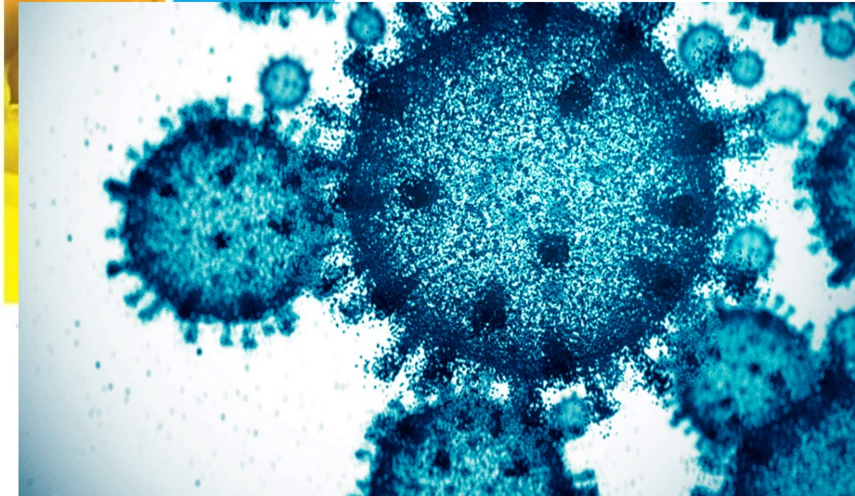
- HEPA filtration reduces bioaerosols, including SARS-CoV-2, and is an important component of a multipronged prevention strategy for reducing in-hospital transmission of respiratory pathogens

What is a HEPA filter?

- **H**igh **E**fficiency **P**articulate **A**ir Filter
- Removes at least 99.97% of airborne particles 0.3 microns in size
- E.g. dust, pollen, mold, smoke particles, bacteria, viruses, and other allergens




SEASONAL ALLERGIES
SPRING
SUMMER
FALL
WINTER
TREE POLLEN
GRASS POLLEN



BC CDC Data

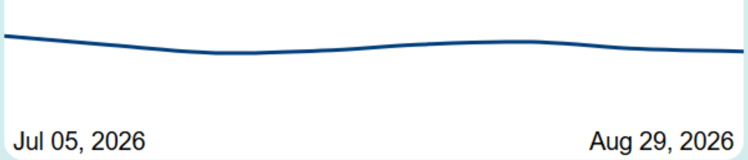
Key Trends

Proportion of ED visits for respiratory illness this reporting week:

Adult

5.4%

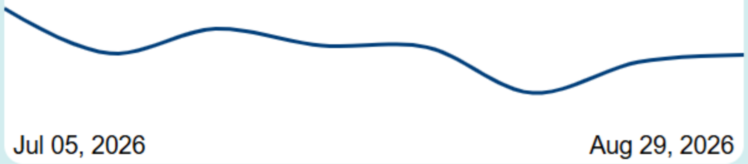
▼ 0.1% vs last week ⓘ



Pediatric

10.6%

▲ 0.2% vs last week



Trend line reflects last 8 weeks

COVID risk in 2026

In 2026….	
Is COVID still circulating?	YES
Are people still dying of COVID?	YES (but much lower rates than 2020)
Can kids get COVID?	YES
Is long COVID real?	YES
Do kids get long COVID?	YES

BC Data - Sept 2026

Health Authority	Influenza A Magnitude	Influenza A Trend	Influenza B Magnitude	Influenza B Trend	RSV Magnitude	RSV Trend
Fraser	Low	↔	Low	↔	Low	↔

SARS-CoV-2 Magnitude	SARS-CoV-2 Trend	Abundant lineages
Moderate	↔	SW.2.1

https://www.bccdc.ca/health-professionals/data-reports/respiratory-virus-data

HIGH: 8.9 *(no change)*

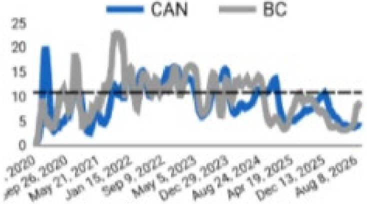
About 1 of every 72 people is infected
~ 44,900 - 91,700 infections this week

COVID INDEX SCORE

What the numbers mean:

Moderate 1-5, High 5-10, Very high 10-15, Severe > 15

DASHED LINE IS MEDIAN % EXCESS MORTALITY CAN 2020-2024



How much higher are key indicators compared to the lowest point in the COVID pandemic in Canada?

Wastewater, infections	HIGH	*8.1X higher*
Long COVID estimate	MODERATE	*2.9X higher*
Hospitalizations, ICU	HIGH	*8.5X higher*
Deaths	VERY HIGH	*10.0X higher*

HOW TO HELP

EVERYONE:
- **UPDATE** vaccines every 6 months
- **WEAR** N95-type masks

https://covid19resources.ca/covid-hazard-index/#

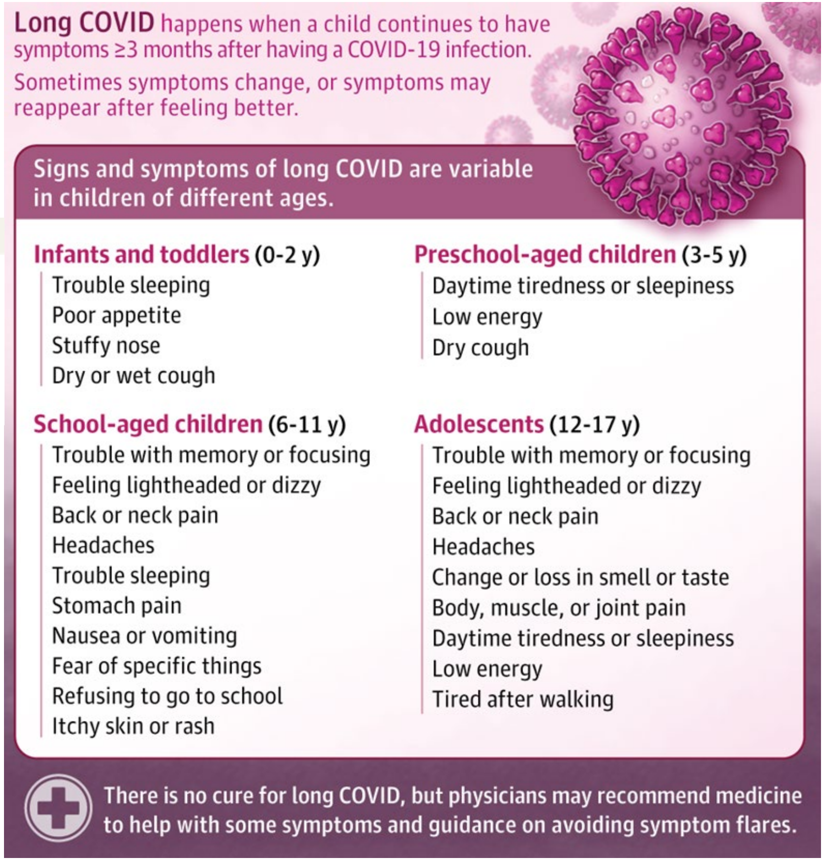
Long COVID in kids

JAMA PEDIATRICS PATIENT PAGE

Long COVID in Young Children, School-Aged Children, and Teens

Long COVID happens when a child continues to have symptoms lasting at least 3 months after a SARS-CoV-2 infection.

- Affects up to 10–20% of children after COVID infection
- Currently 1.3% of all children
- Vaccination protective (by 20-70%)



VENTILATION AND INDOOR AIR QUALITY

schools and childcare facilities

Health Authority Guidance

FHA & VCH put out some great guidance in May 2024

We spend most of our time indoors, so taking measures to reduce air pollution indoors can help protect health.

Indoor air quality can be improved by:

- Preventing the introduction of air pollutants (e.g. using products with fewer contaminants, preventing wildfire smoke from getting indoors)
- Ensuring good ventilation (fresh outdoor air is moved to indoor environments, and stale indoor air is removed)
- Cleaning the air to remove contaminants

- **Portable air cleaners** with HEPA filters are effective in reducing some important air contaminants, including smoke particles and aerosols containing bacteria or viruses. See our wildfire smoke and traffic-related air pollution fact sheets to learn more about the important role of air filtration and how to choose and use portable air filters.

Monitor Air Quality

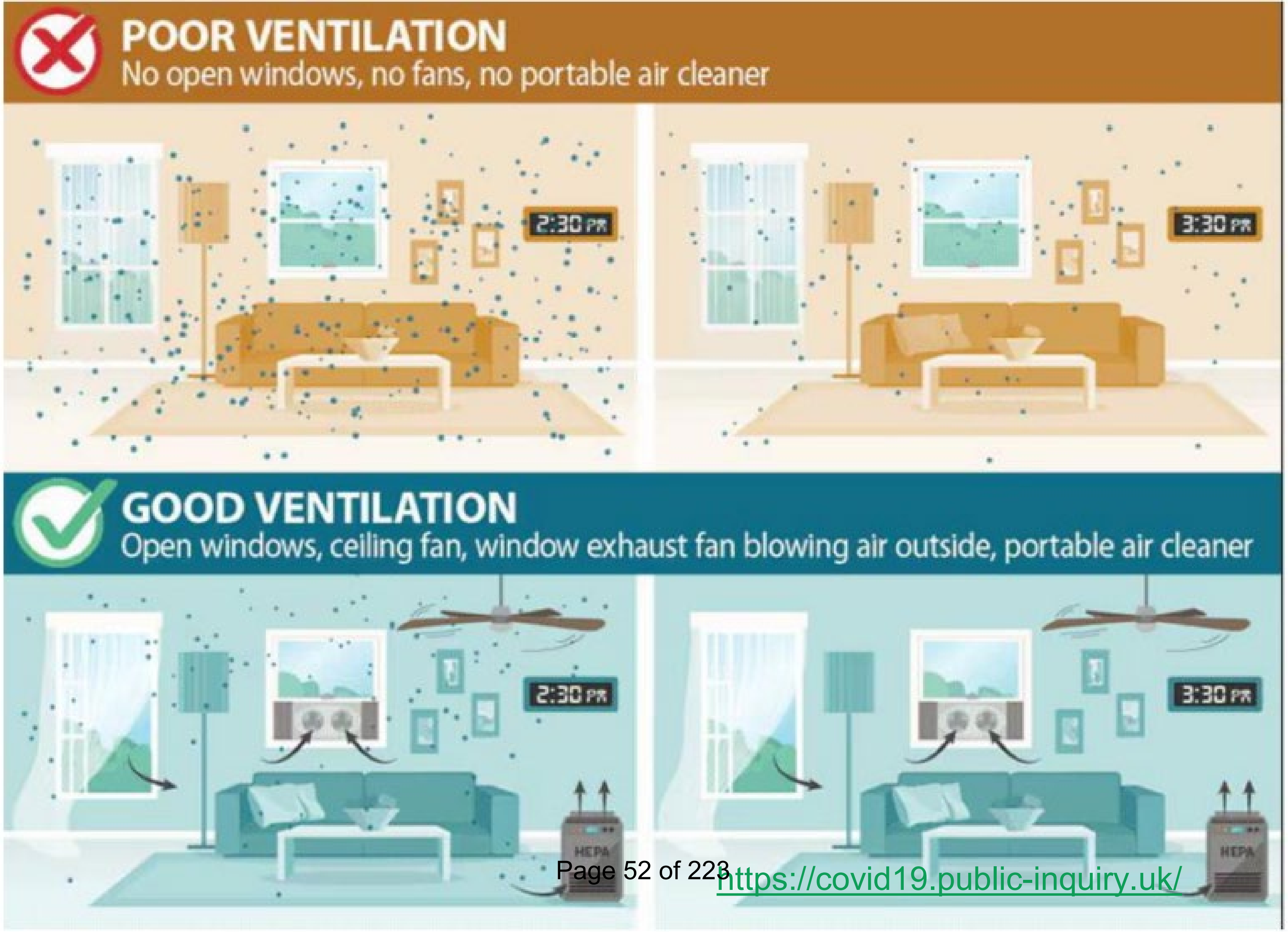
- **Monitoring** allows continual assessment of indoor air quality

- **Ventilation** (air exchanges per hour) and **filtration** (removal of particles) BOTH contribute to clean indoor air

Consider monitoring for indoor temperature, particulate matter, and carbon dioxide (CO_2). Your local health authority has temperature, CO_2, and particulate matter sensors available for short-term loans. Contact your local health authority for support with monitor selection, data review, and guidance on thresholds for action. Some municipal libraries have air quality monitor lending programs as well.

Vancouver Coastal Health

fraserhealth
Better health. Best in health care.

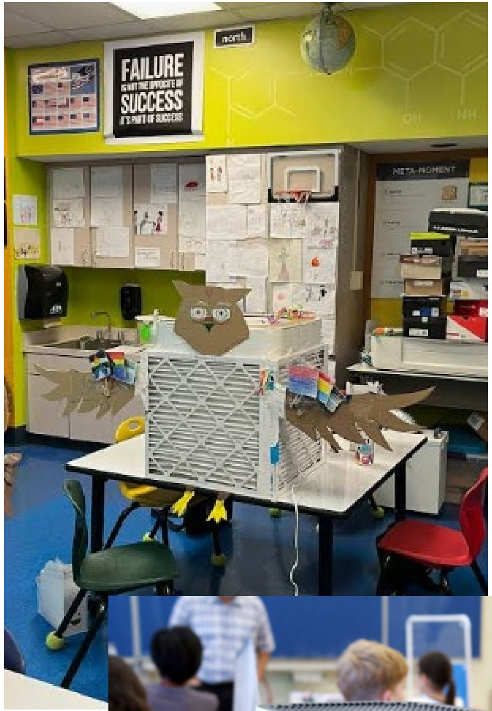


UK
Covid-19
Inquiry

Summary

- **Ventilation & air filtration** are important to maintain good indoor air quality
  - Helps with infectious diseases, environmental allergens, forest fire smoke
- BC recommends **clean air** in schools
- We can **monitor** indoor air quality (CO_2, Air Exchange Rates)
- We can **improve** indoor air quality (HVAC, HEPA)

Thank-You - Questions?



New Westminster Schools

School Board Office, District No 40
811 Ontario Street
New Westminster, BC V3M 0J7

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

July 2, 2026

Sent by Email

Re: Covered Outdoor Learning Spaces

Dear Hon. Minister Beare and Hon. Minister Ma,

As school districts across British Columbia stretch to accommodate rapidly growing student populations, we need to look beyond traditional four-walled classrooms to solve our capacity challenges. On behalf of the New Westminster Board of Education (School District 40), I am urging the Provincial Government to establish dedicated funding for the planning, construction, and maintenance of covered outdoor learning spaces, and to direct these resources first to districts facing severe shortages of instructional space.

Student enrolment in communities like New Westminster has outpaced the construction and expansion of school facilities. This places an unsustainable strain on classrooms and shared spaces. Covered outdoor learning spaces offer a practical solution to these shortages. By providing sheltered areas, schools can expand their instructional capacity and use outdoor environments for year-round programming.

Beyond relieving immediate space constraints, investing in these spaces addresses the modern realities of student well-being and climate change. As B.C. faces increasingly frequent climate-related events like extreme heat, weather-protected environments are an essential part of future-ready school infrastructure. Additionally, they open the door for meaningful, hands-on lessons that connect students directly to the local community and environment.

We request that the Province explicitly include covered outdoor learning spaces as an eligible and prioritized component of future school capital planning and infrastructure investments across B.C. By prioritizing the districts most impacted by overcrowding, the ministries can simultaneously alleviate immediate growth pressures and foster healthier, more sustainable learning environments for students.

Thank you for your joint leadership, time, and serious consideration of this infrastructure solution. We look forward to your response.

Sincerely,

Cheryl Sluis, Chair
Board of Education

Cc: Mark Davidson, Superintendent
New Westminster Board of Education

BRITISH COLUMBIA

August 5, 2026
Our Ref. 27847

Cheryl Sluis
Chair
Board of Education
School District No. 40 (New Westminster)
811 Ontario Street
New Westminster BC V3M 0J7

Email Address: csluis@sd40.bc.ca

Dear Chair Sluis:

Thank you for your letter of July 2, 2026, addressed to the Honourable Lisa Beare, Minister of Education and Child Care; and the Honourable Bowinn Ma, Minister of Infrastructure, regarding your request for the Province to establish dedicated funding for covered outdoor learning spaces. I am responding on behalf of Minister Beare and Minister Ma to the issues you have raised.

Your resourceful approach to increasing instructional space in BC schools while considering climate and weather impacts is appreciated. The Province understands that School District No. 40 (New Westminster) and other school districts are facing challenges related to enrolment growth and associated space constraints.

While the Ministry does not offer a standalone funding program to support the construction of covered outdoor play areas, school districts have the ability to deliver these spaces in other ways. For example, when a school district is supported by the Ministry to construct new space for students, whether through new school construction or addition projects, they have the autonomy to utilize the approved budget to support features such as school gardens, outdoor seating, and gathering areas that are shaded or covered.

.../2

Thank you again for taking the time to write and for your ongoing dedication to students in New Westminster.

Sincerely,

Bobbi Plecas
Deputy Minister

cc: Honourable Lisa Beare
Minister of Education and Child Care

New Westminster Schools

School Board Office, District No 40
811 Ontario Street
New Westminster, BC V3M 0J7

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

July 2, 2026

Sent by Email

Re: Restoration and Expansion of Immigration, Refugees, and Citizenship Canada (IRCC) Settlement Funding

Dear Mr. Sawatzky,

On behalf of the New Westminster Board of Education (School District 40), I am writing to request the urgent need for the restoration and expansion of Immigration, Refugees, and Citizenship Canada (IRCC) settlement funding for our schools.

Recent cuts to the services delivered through our Welcome Centre, in partnership with MOSAIC, have caused an immediate crisis that is severely impacting vulnerable students and families in our district. These services are key to ensuring equitable access to education and successful integration for our newcomer families, and the reductions have resulted in severe operational strains across our schools.

Caseloads are rising rapidly, with our MOSAIC team serving 1,018 unique clients in the last fiscal year alone. The cuts have forced us to eliminate a full-time Ukrainian/Russian-speaking worker and significantly reduce hours for Spanish- and Tigrinya-speaking staff, which are the two languages currently requiring the highest levels of intervention in our community. Critical in-school supports have been reduced to a restrictive appointment-only model, vital document translations have been suspended, and waitlists are growing rapidly at Lord Kelvin Elementary, Fraser River Middle School, and New Westminster Secondary School.

Additionally, current IRCC rules restrict funded support to permanent residents within a strict five-year window, leaving hundreds of vulnerable local refugees and temporary residents completely excluded. MOSAIC continues to support these ineligible families without compensation. While this unfunded work reflects how essential these services are, it is not sustainable under current funding constraints.

Finally, MOSAIC's Settlement Workers in Schools (SWIS) provide irreplaceable expertise that our education system depends on. They bridge cultural gaps, assist with complex family needs, and help navigate Individual Education Plans (IEPs). School and district staff have explicitly stated they cannot effectively perform their roles without this vital support.

We need your leadership to advocate for a more realistic and sustainable approach to settlement in our community. We urgently request you champion the following three actions with the Ministry of Immigration, Refugees and Citizenship:

1. **Restore and Expand Funding -** Reclaim the lost full-time and part-time staffing hours to adequately manage the high volume of families requiring assistance.
2. **Broaden Eligibility Criteria -** Expand parameters so vulnerable temporary residents and refugees are not systematically barred from receiving school-based aid.
3. **Provide Stable, Long-Term Funding -** Move to a predictable, demand-driven funding model that accurately reflects the real-world complexity and growth of newcomer populations in school communities.

Investing in school-based settlement services is an investment in the long-term success of Canada's newest residents. We welcome the opportunity to discuss how we can work together to stabilize these essential services.

Thank you for your time and urgent consideration of this matter.

Sincerely,

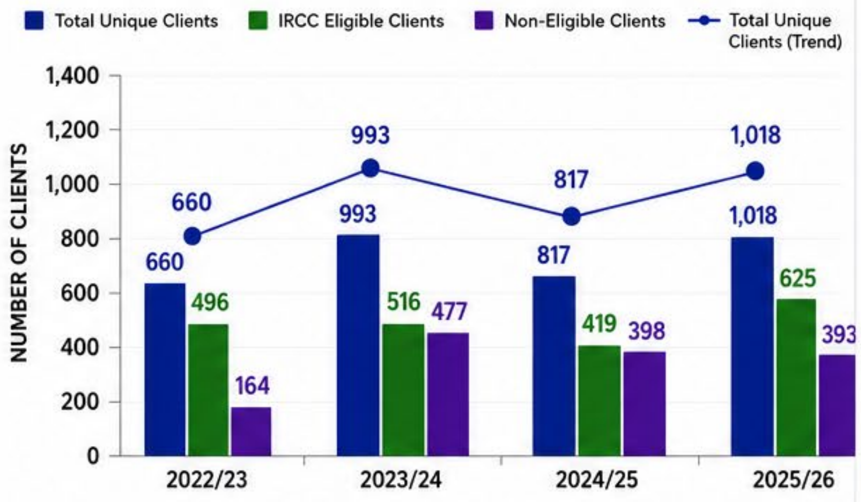
Cheryl Sluis, Chair
Board of Education

Cc: Mark Davidson, Superintendent
New Westminster Board of Education

MOSAIC SWIS CLIENT AND SESSION GROWTH

IN NEW WESTMINSTER SCHOOLS 2022–2026

CLIENTS SERVED OVER TIME



CLIENT INCREASE FROM 2022/23 TO 2025/26

TOTAL UNIQUE CLIENTS	+358 increase	660 to 1,018
IRCC ELIGIBLE CLIENTS	+129 increase	496 to 625
NON-ELIGIBLE CLIENTS	+229 increase	164 to 393

TOTAL UNIQUE CLIENTS INCREASED BY
358 clients
FROM 660 TO 1,018

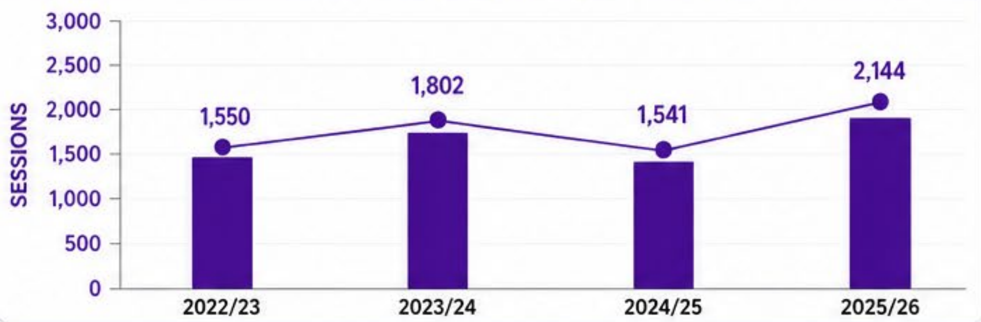
FUNDING REDUCTIONS
(MOSAIC IRCC SETTLEMENT PROGRAM)

Planned reductions over three years

2026/27	2027/28	2028/29
-14% (approx.)	-2% (approx.)	-22% (approx.)

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!

Source: SWIS Data & Finance (FY 22/23–25/26); Projections: FY 26/27–28/29

New Westminster Schools

- 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

Current Landscape

- 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.

Ongoing Capacity Support

July 3, 2026

Ref: 314995

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

Dear Cheryl Sluis:

Thank you for your letter of January 7, 2026, requesting a distinct category within the Framework for Enhancing Student Learning (FESL) for English Language Learner (ELL) student data, and extended ELL funding support.

Currently, the Enhancing Student Learning Reporting Order requires district teams to include Ministry-provided data in the Enhancing Student Learning Report (ESLR) in the areas of Intellectual Development, Human and Social Development, and Career Development. The provided data is disaggregated for three specific priority populations, in alignment with the Framework for Enhancing Student Learning's focus to improve equity of outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities. This focus is informed by persistent inequities across the province for these three priority populations.

ELL data is not currently a requirement in the ESLR because ELL students have higher than average graduation rates both in School District No. 40 (New Westminster) and across British Columbia and are therefore not a priority population from an equity perspective.

We recognize the importance of supporting the unique learning needs of ELL students. This support varies based on district context and the varying proportions of ELL students from district to district. To assist districts in monitoring ELL outcomes, each of the standardized dashboards provided on the BC K-12 Education Data Portal can be filtered to show disaggregated ELL data. District teams are encouraged to use this data in their own planning and monitoring and, where applicable, are welcome to include it in the ESLR as additional local data to help provide context.

…/2

Thank you for advocating for an extension of the funding. We appreciate your support and efforts in raising this important consideration.

Thank you for taking the time to write and for your continued commitment to student success.

Sincerely,

Lisa Beare
Minister

July 8, 2026

Ref: 318859

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

Dear Cheryl Sluis:

Thank you for your letter of June 8, 2026, regarding the implementation of a province-wide climate change curriculum in British Columbia.

The Ministry of Education and Child Care has worked to integrate topics of environmental care and justice, and climate change mitigation and adaptation across all areas of the BC curriculum, from Kindergarten to Grade 12. Through partnerships within and outside of the provincial government, the Ministry has created teaching and learning resources which help students, families, and educators prepare for climate change, build climate resilience, and work towards a better future.

The Ministry has partnered with the Climate Action Secretariat (CAS) within the Ministry of Energy and Climate Solutions, and the BC Teachers' Federation to develop useful and accurate resources on climate change education. A first resource aimed at Kindergarten-Grade 3 teachers was released in spring 2025 and includes sample lesson plans from BC teachers about climate change, all with direct connections to the BC curriculum. The Ministry and CAS have recently begun the work to engage Grade 4-8 teachers from around the province to develop further guidance and a teaching resource for climate change education in those grades.

In addition to collaborating with CAS, the Ministry has also supported the development of "What is Environmental Learning?", a pedagogical framework guide on environmental education authored by education researchers at Simon Fraser University and the University of British Columbia. This guide is accompanied by a resource-sharing website and professional development workshops for teachers about framing and infusing environmental learning into all aspects of classroom instruction. School districts in BC also have access to a catalogue of evaluated learning resources, including resources about climate and the environment, through Focused Education Resources (formerly ERAC).

…/2

We still have more work to do to build climate resilience in our province, to mitigate the impacts of climate change through preparedness and adaptation, and to help students contribute to climate solutions as change-makers and leaders through learning opportunities in the K-12 education system. The Ministry continues to engage with partners calling for urgent action on climate change education in BC, including the BC Teachers' Federation, First Nations, academic institutions, non-profits, Climate Education Reform BC, and other youth and advocacy groups to keep learning about the needs of the education sector. The steps that the Ministry has taken with its partners to support educators' access to reliable, appropriate, and effective teaching and learning resources to support climate education in BC illustrates our commitment to this important issue.

I appreciate your letter and your advocacy for climate change education. The Ministry will continue to work with government and non-government partners to help build climate resilience in our province and to help students contribute to climate solutions as active citizens and future leaders.

Sincerely,

Lisa Beare

Lisa Beare
Minister

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

New Westminster Schools

School Board Office, District No 40
811 Ontario Street
New Westminster, BC V3M 0J7

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

July 21, 2026

Sent by Email

Re: Lord Tweedsmuir Redevelopment Project

Dear Hon. Minister Beare and Hon. Minister Ma,

The district has been engaged for several months in updating its Long-Range Facilities Plan (LRFP). This important work, supported by StudioHub and informed by extensive partner and community consultation, began before the Ministry shifted its focus from the previously approved land-acquisition project toward intensification of the Lord Tweedsmuir site.

Once that direction became clear, redevelopment of the Lord Tweedsmuir property became a central component of the LRFP recommendations. At the same time, the district began work on the Project Definition Report (PDR).

As part of the LRFP process, two carefully developed and reasonable scenarios were presented to the Board and community. Both scenarios required district-wide grade reconfiguration from the district's current K-5, 6-8 and 9-12 model:

Scenario A

- A campus serving approximately 2,000 students (and up to 2,300 students) through two schools operating within a single facility:
    - Grades 6-7 middle-years school
    - Grades 8-12 secondary school
- Requires a district-wide transition to a K-7 and 8-12 configuration.

Scenario B

- A campus serving approximately 2,000 students through two schools operating within a single facility:
    - K-6 elementary school
    - Grades 7-9 middle school
- Requires a district-wide transition to a K-6, 7-9 and 10-12 configuration.

Following partner and community consultation held on May 21 and June 1, the Board endorsed Scenario A on June 16 as the preferred direction for the LRFP and subsequently approved the 2027-2028 Five-Year Capital Plan on that basis. Scenario A also forms the foundation of the district's recommendation within the Lord Tweedsmuir PDR.

The Board's support for Scenario A reflects both educational and long-term facilities planning considerations. New Westminster currently operates only one secondary school. New Westminster Secondary School, which opened in 2021, is already operating above capacity and relies on an extended-day schedule to accommodate enrolment growth.

Providing additional secondary-school capacity presents a unique challenge in a fully developed urban district where suitable sites are extremely limited. Secondary schools require large catchment areas, specialized learning spaces, athletic facilities and significant land area. The Lord Tweedsmuir property is the district's only site capable of accommodating substantial future secondary-school capacity.

Recently, following the Board's decision, senior Ministry officials requested that the district examine a third option:

Scenario C

- A 2,220-student campus consisting of two stand-alone facilities:
  - An 820-student elementary school
  - A 1,400-student combined middle and secondary school, including approximately 600 middle-school spaces and 800 secondary-school spaces
- Retains the current K-5, 6-8 and 9-12 grade configuration.

Scenario C represents a significant departure from Scenarios A and B. It was not included in LRFP materials, presented to the Board or considered through the district's partner and community consultation process.

Process and Board Governance

The Board recognizes that Scenario C appears to have been developed with the positive intention of addressing several significant enrolment and capacity pressures through a single capital project. The Board appreciates the Ministry's efforts to identify a timely and comprehensive solution to a complex challenge. However, the process through which Scenario C was introduced raises significant concerns.

Throughout development of the LRFP, District staff maintained open communication with Ministry representatives regarding Scenarios A and B, the associated grade-reconfiguration options, public engagement activities and decision timelines. Despite these ongoing discussions, the district was not advised before the Board's June 16 decision that a substantially different option was being developed or considered.

Scenario C was introduced only after the Board had completed its public consultation process, endorsed Scenario A and approved its capital plan accordingly.

To date, the Board, partners and community have been asked to consider only Scenarios A and B. The LRFP process, subsequent planning and ongoing PDR work have all been based on these options, with particular focus on Scenario A as the Board-endorsed direction.

While the Board assumes Scenario C was developed in good faith and with the intention of addressing capacity pressures, its introduction at this stage has created uncertainty and risks undermining confidence in the Board's planning and decision-making process.

Boards of Education have an important responsibility to establish educational priorities and make decisions informed by local needs, professional expertise and community consultation.

The province is responsible for capital funding decisions and must consider provincial priorities, affordability and stewardship of public resources. These roles are distinct but mutually dependent.

The Board is concerned that requiring a significant redirection of the PDR toward an option not developed through the local planning process may diminish the Board's authority to determine its preferred educational and facilities direction. Such a requirement could also create a perception that the Board's decision, LRFP consultation process and approved capital plan may be displaced without a transparent and publicly understood reconsideration process.

This concern is not intended to challenge the Ministry's authority regarding capital funding decisions. Rather, it reflects the importance of ensuring that provincial capital-planning decisions are developed collaboratively and with appropriate respect for the Board's statutory governance role, accountability to its community and responsibility for educational programming.

The expedited movement toward business-case development has already prompted questions from community members regarding the pace of the work and the extent to which major decisions may have been shaped before consultation occurred.

The district has worked diligently to explain constraints, engage partners and establish a transparent planning process. A sudden shift toward Scenario C immediately following the Board's endorsement of Scenario A risks eroding public confidence at a time when the district is working to strengthen trust and understanding.

Should the Ministry wish to pursue further examination of Scenario C, the Board believes any additional analysis or consultation should occur collaboratively. The Ministry should participate directly in explaining why the scenario has been introduced, what issues it is intended to address and how community input will influence future decisions.

Educational and Operational Considerations

Schools are generally most successful when designed around the developmental needs of the students they serve. Campuses serving more closely aligned age groups provide stronger opportunities for appropriate programming, supervision, outdoor recreation and overall student experience. Scenarios A and B achieve this objective more effectively than Scenario C.

Scenario C would place students from kindergarten through Grade 12 on a five-acre urban site. Although the elementary and middle-secondary schools would occupy separate buildings, students would likely share portions of the campus, including access routes, drop-off areas and potentially outdoor or multi-purpose spaces.

Managing a campus of approximately 2,220 students, including children as young as four alongside students approaching adulthood, would create significant operational complexity and could limit each school's ability to function as a distinct learning environment.

Scenario A also supports the eventual development of two similarly sized secondary schools. This would promote equitable access to course offerings, extracurricular activities, athletics, specialized programming and student support services. In the interim, the facility would effectively accommodate Grades 6 and 7 students.

By contrast, Scenario C would create a significant imbalance between New Westminster Secondary School, with capacity of approximately 2,025 students, and a new Lord Tweedsmuir secondary school serving approximately 800 students.

A secondary school of that size would face challenges in offering a comparable breadth of programs, courses, clubs and athletics opportunities.

Looking beyond 2036, additional secondary capacity is expected to be required as New Westminster approaches full build-out. At that stage, few, if any, viable sites are likely to remain available for future secondary-school development.

Scenario A protects the strategic value of the Lord Tweedsmuir property by enabling the district to grow into a second comprehensive secondary school while providing a near-term solution for middle-years students.

Cost and Design Considerations

Scenarios A and B contemplated two schools operating within a single facility, with separate administrative areas, entrances and school identities where appropriate. This approach was intended to provide meaningful operational separation while retaining the efficiencies associated with one major capital project.

Scenario C proposes two stand-alone facilities on a constrained urban site. Such an approach may introduce additional challenges related to design, construction, servicing, circulation, site access and long-term operational costs.

The district has requested further information regarding the anticipated cost advantages of Scenario C. At this time, sufficient information has not been provided to explain why two separate buildings would represent a more cost-effective solution than the integrated approach contemplated within Scenarios A and B.

Conclusion

From the District's perspective, Scenario A provides the strongest alignment with educational quality, long-term capacity needs, operational effectiveness and responsible stewardship of the Lord Tweedsmuir site. It is also likely to be the most cost-effective option.

Scenario A is consistent with the Board-approved and community-informed LRFP, establishes a pathway toward two appropriately sized secondary schools and responds to demonstrated community need while maximizing the value of an existing District-owned property.

Accordingly, the Board respectfully requests that the Ministry reconsider the need for further examination of Scenario C and permit the district to advance Scenario A as the sole option through the PDR process.

The Board remains concerned that requiring substantive analysis of an option developed outside the Board's planning and consultation process may not appropriately recognize the Board's governance authority or the legitimacy of its approved LRFP and capital plan.

Should the Ministry determine that Scenario C must be included within the PDR, the Board requests that this work proceed collaboratively and that a clear distinction be maintained between the Ministry's capital-funding requirements and the Board's preferred educational direction.

The Board also requests direct Ministry participation in communicating the rationale for Scenario C and in any related community consultation.

Regardless of the Ministry's decision, the district will continue advancing Scenario A through the PDR process and communicating that it remains the Board's preferred option, consistent with the Long-Range Facilities Plan and approved Five-Year Capital Plan.

Sincerely,

Cheryl Sluis, Chair
Board of Education

Cc: New Westminster Board of Education
Raj Chouhan, MLA
Jennifer Whiteside, MLA
Mark Davidson, Superintendent
Bettina Ketcham, Secretary-Treasurer
Bobbi Plecas, Deputy Minister, Ministry of Infrastructure
Amy Miller, Assistant Deputy Minister, Ministry of Infrastructure
Damien Crowell, Executive Director, Ministry of Infrastructure

New Westminster Schools

AUDIT COMMITTEE

September 14, 2026, Meeting

Committee Report to the Board - September 22, 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. **2025-2026 Audit Findings Report**

   KPMG presented a report entitled School District No. 40 (New Westminster) Audit Findings Report for the year ending June 30, 2026. KPMG reviewed the audit findings and noted there were no changes to the audit plan, which was originally presented to the committee in June 2026. They did not identify any significant issues as a result of their audit work performed.

   The audit is substantially complete pending Board approval of the financial statements and obtaining a signed representation letter.

2. **2025-2026 Year End Review**

   Secretary-Treasurer Ketcham and Assistant Secretary-Treasurer Grey presented the year-end review. A summary of the 2025-26 fiscal year was shared, including highlights of the operating, special purpose and capital funds. The financial statement discussion and analysis document provides further details regarding the 2025-26-year end.

   A local capital transfer of $500,000 was proposed for future investments in technology and ERP replacement. Investment in technology is consistently identified as a priority through community engagement as well as through the risk register process. If approved, this will be recorded through the 2026-27 amended budget.

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

Audited Financial Statements of

School District No. 40 (New Westminster)

And Independent Auditors' Report thereon

June 30, 2026

School District No. 40 (New Westminster)

June 30, 2026

Table of Contents

School District No. 40 (New Westminster)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 40 (New Westminster) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 40 (New Westminster) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 40 (New Westminster) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 40 (New Westminster)

DRAFT

Si[illegible]ure of the C[illegible]pers[illegible]of Educati[illegible] [illegible]ate Signed

Si[illegible] Superinte[illegible] Date Signed

Signature of the Secretary Treasurer Date Signed

KPMG LLP
St. Andrew's Square II
800-730 View Street
Victoria, BC V8W 3Y7
Canada
Tel 250 480 3500
Fax 250 480 3539

INDEPENDENT AUDITOR'S REPORT

To the Board of Education of School District No. 40 (New Westminster), and

To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 40 (New Westminster) (the Entity), which comprise:

- the statement of financial position as at June 30, 2026
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2026 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the ***"Auditor's Responsibilities for the Audit of the Financial Statements"*** section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

KPMG LLP, an Ontario limited liability partnership and member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. KPMG Canada provides services to KPMG LLP.

Emphasis of Matter - Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document.
- Unaudited Schedules 1-4 attached to the audited financial statements.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit and remain alert for indications that the other information appears to be materially misstated.

We obtained the information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document and the Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditor's report.

If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor's report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

  The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

DRAFT

Chartered Professional Accountants

Victoria, Canada

September 22, 2026

School District No. 40 (New Westminster)

Statement of Financial Position
As at June 30, 2026

	2026 Actual	2025 Actual
	$	$
Financial Assets		
Cash and Cash Equivalents	**23,418,768**	20,176,789
Accounts Receivable		
Due from Province - Ministry of Education and Child Care (Note 3)	**3,492,888**	3,429,348
Other	**403,569**	257,852
Total Financial Assets	**27,315,225**	23,863,989
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	**14,234,588**	13,283,236
Unearned Revenue (Note 5)	**2,333,010**	2,235,180
Deferred Revenue (Note 6)	**2,609,756**	1,884,762
Deferred Capital Revenue (Note 7)	**227,932,563**	212,436,279
Employee Future Benefits (Note 8)	**3,872,383**	3,717,105
Asset Retirement Obligation (Note 11)	**1,466,290**	735,447
Total Liabilities	**252,448,590**	234,292,009
Net Debt	**(225,133,365)**	(210,428,020)
Non-Financial Assets		
Tangible Capital Assets (Note 9)	**258,705,953**	242,646,085
Prepaid Expenses	**352,378**	491,513
Total Non-Financial Assets	**259,058,331**	243,137,598
Accumulated Surplus (Deficit) (Note 16)	**33,924,966**	32,709,578

Contractual Obligations (Note 14)
Contingent Liabilities (Note 19)

Approved by the Board

DRAFT

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

Signature of the Superintendent — Date Signed

Signature of the Secretary Treasurer — Date Signed

The accompanying notes are an integral part of these financial statements.

School District No. 40 (New Westminster)

Statement of Operations
Year Ended June 30, 2026

	2026 Budget (Note 13)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	110,088,890	**113,175,542**	106,358,180
Other	226,997	**169,344**	218,642
Tuition	2,675,500	**2,754,911**	2,721,000
Other Revenue	2,613,928	**2,738,946**	2,999,360
Rentals and Leases	795,237	**873,140**	820,701
Investment Income	295,000	**359,863**	414,493
Amortization of Deferred Capital Revenue	6,684,662	**6,678,976**	6,566,258
Total Revenue	123,380,214	**126,750,722**	120,098,634
Expenses (Note 15)			
Instruction	100,864,700	**102,573,282**	97,986,145
District Administration	4,827,590	**4,927,995**	4,705,907
Operations and Maintenance	15,842,558	**17,113,176**	16,218,456
Transportation and Housing	989,624	**920,881**	814,987
Write-off/down of Buildings and Sites			288,440
Total Expense	122,524,472	**125,535,334**	120,013,935
Surplus (Deficit) for the year	855,742	**1,215,388**	84,699
Accumulated Surplus (Deficit) from Operations, beginning of year		**32,709,578**	32,624,879
Accumulated Surplus (Deficit) from Operations, end of year		**33,924,966**	32,709,578

School District No. 40 (New Westminster)

Statement of Changes in Net Debt

Year Ended June 30, 2026

	2026 Budget (Note 13)	**2026 Actual**	2025 Actual
	$	**$**	$
Surplus (Deficit) for the year	855,742	**1,215,388**	84,699
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(22,330,330)	**(24,551,878)**	(18,380,967)
Amortization of Tangible Capital Assets	7,741,438	**8,492,010**	7,622,015
Write-down carrying value of Tangible Capital Assets			288,440
Total Effect of change in Tangible Capital Assets	(14,588,892)	**(16,059,868)**	(10,470,512)
Acquisition of Prepaid Expenses	(500,000)	**(352,378)**	(491,513)
Use of Prepaid Expenses	500,000	**491,513**	690,527
Total Effect of change in Other Non-Financial Assets	-	**139,135**	199,014
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(13,733,150)	**(14,705,345)**	(10,186,799)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		**(14,705,345)**	(10,186,799)
Net Debt, beginning of year		**(210,428,020)**	(200,241,221)
Net Debt, end of year		**(225,133,365)**	(210,428,020)

School District No. 40 (New Westminster)

Statement of Cash Flows

Year Ended June 30, 2026

	2026 Actual	2025 Actual
	$	$
Operating Transactions		
Surplus (Deficit) for the year	**1,215,388**	84,699
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	**(209,257)**	511,029
Prepaid Expenses	**139,135**	199,014
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	**951,352**	2,703,034
Unearned Revenue	**97,830**	(150,707)
Deferred Revenue	**724,994**	229,695
Employee Future Benefits	**155,278**	28,859
Amortization of Tangible Capital Assets	**8,492,010**	7,622,015
Amortization of Deferred Capital Revenue	**(6,678,976)**	(6,566,258)
Recognition of Deferred Capital Revenue Spent on Sites		(200,452)
Write-Off/down of Buildings and Sites		288,440
Total Operating Transactions	**4,887,754**	4,749,368
Capital Transactions		
Tangible Capital Assets Purchased	**(3,575,270)**	(3,029,936)
Tangible Capital Assets -WIP Purchased	**(20,245,765)**	(15,351,031)
Total Capital Transactions	**(23,821,035)**	(18,380,967)
Financing Transactions		
Capital Revenue Received	**22,175,260**	17,037,632
Total Financing Transactions	**22,175,260**	17,037,632
Net Increase (Decrease) in Cash and Cash Equivalents	**3,241,979**	3,406,033
Cash and Cash Equivalents, beginning of year	**20,176,789**	16,770,756
Cash and Cash Equivalents, end of year	**23,418,768**	20,176,789
Cash and Cash Equivalents, end of year, is made up of:		
Cash	**23,418,768**	20,176,789
	23,418,768	20,176,789

Supplementary Cash Flow Information (Note 20)

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12, 1946, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 40 (New Westminster)", and operates as "School District No. 40 (New Westminster)". A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care ("MECC" or the "Ministry"). The School District is a registered charity under the Income Tax Act and is exempt from federal and provincial corporate income taxes.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except regarding the accounting for government transfers as set out in notes 2(e) and 2(l).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(e) and 2(l), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of tangible capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and

- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

b) Cash and Cash Equivalents

Cash and cash equivalents include cash in the bank and deposits in the Provincial Ministry of Finance Central Deposit Program that are readily convertible to known amounts of cash and that are subject to insignificant risk of change in value. These cash equivalents are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

e) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in note 2(l).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the Statement of Operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished.

f) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs including non-vested benefits under employee future benefit plans. Benefits include accumulating non-vested sick leave, early retirement, retirement/severance, vacation and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2025. The next valuation will be performed at March 31, 2028 for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

g) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- the past transaction or event giving rise to the liability has occurred;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The School District's asset retirement obligations include the removal of asbestos and other hazardous material in several of the buildings owned by the School District. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2(i)). Assumptions used in the calculations are reviewed annually.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

h) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
  - is directly responsible; or
  - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

i) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction.
- Donated tangible capital assets are recorded at their fair value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

j) Prepaid Expenses

Amounts for insurance, software licenses and other services paid in advance are included as a prepaid expense. Prepaid expenses are stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

k) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved.

The Board is responsible for ensuring the School District is protected financially from extraordinary circumstances that would negatively impact the education of students. To discharge this responsibility, the Board shall build and maintain a contingency reserve through the maintenance of an accumulated surplus, which will be used to mitigate any negative impact such circumstances might cause. By Board policy, a contingency reserve of at least 2% of operating expenses shall be maintained. The Board will incorporate into its future budget planning processes, strategies to re-establish the contingency reserve should it fall below this level.

l) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and the amounts can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District must meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred.
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased.
- Contributions restricted for tangible capital asset acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to the payor).

Revenue from transactions with no performance obligations is recognized when the School District:
- has the authority to claim or retain an inflow of economic resources; and
- identifies a past transaction or event that gives rise to an asset.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

m) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

- Principals, Vice-Principals and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Associate Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, allocations of expenses to functions are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and Indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

n) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities and other liabilities.

Except for portfolio investments in equity instruments quoted in an active market that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition and amortized using the effective interest rate method. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the Statement of Re-measurement Gains and Losses. Upon settlement, the cumulative gain or loss is reclassified from the Statement of Re-measurement Gains and Losses and recognized in the Statement of Operations. Interest and dividends attributable to financial instruments are reported in the Statement of Operations. There are no measurement gains or losses during the periods presented; therefore, no Statement of Re-measurement Gains and Losses is included in these financial statements.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

o) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Actual results could differ from those estimates.

NOTE 3 DUE FROM THE PROVINCE - MECC

	2026	2025
Annual Facility Grant	**$ 106,728**	$ 182,811
Bylaw Projects	**2,617,434**	3,146,577
Classroom Enhancement Fund – Remedies	**1,012**	55,166
Labour Settlement Funding	**736,062**	-
Other	**31,652**	44,794
	$ 3,492,888	$ 3,429,348

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	2026	2025
Trade Payables	**$ 8,138,047**	$ 8,048,954
Accrued Vacation Payable	**464,210**	448,111
Salaries and Benefits Payable	**5,632,331**	4,786,171
	$ 14,234,588	$ 13,283,236

NOTE 5 UNEARNED REVENUE

	2026	2025
Balance, beginning of year	**$ 2,235,180**	$ 2,385,887
Increases:		
Tuition fees collected	**2,333,010**	2,235,180
Other	**-**	-
	2,333,010	2,235,180
Decreases:		
Tuition fee revenue recognized	**2,235,180**	2,384,283
Other	**-**	1,604
	2,235,180	2,385,887
Net Change for the year	**97,830**	(150,707)
Balance, end of year	**$ 2,333,010**	$ 2,235,180

NOTE 6 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	2026	2025
Balance, beginning of year	**$ 1,884,762**	$ 1,655,067
Increases:		
Provincial Grants - MECC	**16,720,454**	13,900,135
Provincial Grants - Other	**120,200**	161,920
Other Revenue	**2,311,939**	2,628,483
	19,152,593	16,690,538
Decreases:		
Allocated to Revenue	**18,427,599**	16,460,843
Recovered	**-**	-
	18,427,599	16,460,843
Net Change for the year	**724,994**	229,695
Balance, end of year	**$ 2,609,756**	$ 1,884,762

NOTE 7 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	2026	2025
Balance, beginning of year	**$ 212,436,279**	$ 202,165,357
Increases:		
Provincial Grants - MECC	**22,136,993**	16,434,516
Other Revenue	**14,519**	569,527
Investment Income	**23,748**	33,589
	22,175,260	17,037,632
Decreases:		
Amortization	**6,678,976**	6,566,258
Transferred to Revenue – Site Purchases	**-**	200,452
	6,678,976	6,766,710
Net Change for the year	**15,496,284**	10,270,922
Balance, end of year	**$ 227,932,563**	$ 212,436,279

NOTE 8 EMPLOYEE FUTURE BENEFITS

Benefits include accumulating non-vested sick leave, early retirement, retirement/severance, vacation and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2026	2025
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	**$ 3,779,461**	$ 2,663,332
Service Cost	**312,118**	211,579
Interest Cost	**156,016**	118,097
Benefit Payments	**(257,170)**	(241,221)
Actuarial (Gain) Loss	**(255,853)**	1,027,674
Accrued Benefit Obligation – March 31	**$ 3,734,572**	$ 3,779,461
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	**$ 3,734,572**	$ 3,779,461
Market Value of Plan Assets – March 31	**-**	-
Funded Status – Deficit	**(3,734,572)**	(3,779,461)
Employer Contribution after Measurement Date	**45,810**	29,413
Benefits Expense after Measurement Date	**(118,073)**	(117,034)
Unamortized Net Actuarial (Gain) Loss	**(65,548)**	149,977
Accrued Benefit Liability – June 30	**$ (3,872,383)**	$ (3,717,105)
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability - July 1	**3,717,105**	3,688,246
Net Expense for Fiscal Year	**428,845**	236,658
Employer Contributions	**(273,567)**	(207,799)
Accrued Benefit Liability – June 30	**$ 3,872,383**	$ 3,717,105
Components of Net Benefit Expense		
Service Cost	**$ 308,503**	$ 236,714
Interest Cost	**160,671**	127,577
Amortization of Net Actuarial Gain	**(40,328)**	(127,633)
Net Benefit Expense	**$ 428,846**	$ 236,658
Assumptions		
Discount Rate – April 1	**4.00%**	4.25%
Discount Rate – March 31	**4.50%**	4.00%
Long Term Salary Growth – April 1	**2.50% + seniority**	2.50% + seniority
Long Term Salary Growth – March 31	**2.50% + seniority**	2.50% + seniority
EARSL – March 31	**12.0**	12.0

The impact of changes in assumptions between the March 31, 2026 measurement date and the June 30, 2026 reporting date have been considered and are not material.

NOTE 9 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2026	Net Book Value 2025
Sites	**$ 20,578,289**	$ 20,578,289
Buildings	**201,079,420**	199,258,267
Buildings – work in progress	**32,083,998**	17,757,746
Furniture & Equipment	**3,180,119**	3,746,688
Vehicles	**232,459**	91,689
Computer Hardware	**1,551,668**	1,213,406
Total	**$258,705,953**	$ 242,646,085

June 30, 2026

Cost:	Opening balance	Additions	Disposals	Transfers (WIP)	**Ending balance**
Sites	$ 20,578,289	$ -	$ -	$ -	**$ 20,578,289**
Buildings	266,881,425	3,202,382	-	5,878,167	**275,961,974**
Buildings–work in progress	17,757,746	20,204,419	-	(5,878,167)	**32,083,998**
Furniture & Equipment	6,636,634	84,978	(327,246)	-	**6,394,366**
Vehicles	174,609	166,559	-	-	**341,168**
Computer Hardware	2,646,071	893,540	(632,883)	-	**2,906,728**
Total	$314,674,774	$ 24,551,878	$ (960,129)	$ -	**$ 338,266,523**

Accumulated Amortization:	Opening balance	Amortization	Disposals	Transfers (WIP)	**Ending balance**
Buildings	$ 67,623,158	$ 7,259,396	$ -	$ -	**$ 74,882,554**
Furniture & Equipment	2,889,946	651,547	(327,246)	-	**3,214,247**
Vehicles	82,920	25,789	-	-	**108,709**
Computer Hardware	1,432,665	555,278	(632,883)	-	**1,355,060**
Total	$ 72,028,689	$ 8,492,010	$ (960,129)	$ -	**$ 79,560,570**

NOTE 9 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2025

Cost:	Opening balance	Additions	Disposals	Transfers (WIP)	**Ending balance**
Sites	$ 20,377,837	$ 200,452	$ -	$ -	**$ 20,578,289**
Buildings	264,043,694	2,091,805	(307,669)	1,053,595	**266,881,425**
Buildings–work in progress	3,481,861	15,329,480	-	(1,053,595)	**17,757,746**
Furniture & Equipment	6,127,707	519,678	(10,751)	-	**6,636,634**
Vehicles	148,776	25,833	-	-	**174,609**
Computer Hardware	3,086,094	213,719	(653,742)	-	**2,646,071**
Total	$ 297,265,969	$ 18,380,967	$ (972,162)	$ -	**$ 314,674,774**

Accumulated Amortization:	Opening balance	Amortization	Disposals	Transfers (WIP)	**Ending balance**
Buildings	$ 61,247,972	$ 6,394,415	$ (19,229)	$ -	**$ 67,623,158**
Furniture & Equipment	2,262,482	638,215	(10,751)	-	**2,889,946**
Vehicles	66,750	16,170	-	-	**82,920**
Computer Hardware	1,513,192	573,215	(653,742)	-	**1,432,665**
Total	$ 65,090,396	$ 7,622,015	$ (683,722)	$ -	**$ 72,028,689**

Buildings – work in progress having a value of $32,083,998 (2025 - $17,757,746) have not been amortized. Amortization of these assets will commence when the asset is put into service.

NOTE 10 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trusteed pension plans). The board of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2025, the Teachers' Pension Plan has about 52,000 active members and approximately 43,000 retired members. As at December 31, 2025, the Municipal Pension Plan has about 286,000 active members, including approximately 33,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a $4,572 million surplus for basic pension benefits on a going concern basis and a balance of $1,437 million in the rate stabilization account.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2024, indicated a $2,675 million funding surplus for basic pension benefits on a going concern basis and a balance of $4,598 million in the rate stabilization account.

The School District paid $8,656,669 (2025 - $8,234,063) for employer contributions to the plans in the year ended June 30, 2026.

The next valuation for the Teachers' Pension Plan will be as at December 31, 2026. The next valuation for the Municipal Pension Plan will be as at December 31, 2027.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 11 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials within some School District owned buildings that will undergo renovations or demolition in the future. The obligation is measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

	2026	2025
Balance, beginning of year	**$ 735,447**	$ 735,447
Increases:		
Liabilities incurred	-	-
Change in estimate	730,843	-
	730,843	-
Decreases:		
Settlements during the year	**-**	-
Net Change for the year	730,843	-
Balance, end of year	**$ 1,466,290**	$ 735,447

NOTE 12 RELATED PARTY TRANSACTIONS

The School District is related through common control to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

NOTE 13 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on February 24, 2026. The table below presents a reconciliation between the amended annual budget and the initial annual budget as submitted to the Ministry in June 2025.

	Annual Budget	Amended Annual Budget	Change
Ministry Operating Grant Funded FTEs			
School Age	8183.49	8,077.75	(105.74)
Adult	86.000	94.625	8.625
Total Ministry Operating Grant Funded FTEs	8269.490	8,172.375	(97.115)
Revenues			
Provincial Grants			
MECC	$106,522,117	$110,088,890	$3,566,773
Other	187,877	226,997	39,120
Tuition	2,961,900	2,675,500	(286,400)
Other Revenue	2,557,130	2,613,928	56,798
Rentals and Leases	715,237	795,237	80,000
Investment Income	245,000	295,000	50,000
Amortization of Deferred Capital Revenue	6,700,680	6,684,662	(16,018)
Total Revenue	119,889,941	123,380,214	3,490,273
Expenses			
Instructional	97,885,212	100,864,700	2,979,488
District Administration	4,611,926	4,827,590	215,664
Operations and Maintenance	16,281,039	15,842,558	(438,481)
Transportation and Housing	1,024,240	989,624	(34,616)
Total Expense	119,802,417	122,524,472	2,722,055
Surplus for the year	87,524	855,742	768,218
Budgeted Allocation of Surplus	-	-	-
Budgeted Surplus, for the year	**$ 87,524**	**$ 855,742**	**$ 768,218**
Budgeted Surplus, for the year comprised of:			
Capital Fund Surplus	87,524	855,742	768,218
Budget Surplus, for the year	$ 87,524	$ 855,742	$ 768,218

NOTE 14 CONTRACTUAL OBLIGATIONS

The School District has entered into a number of multi-year contracts for the delivery of services and the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. The following information relates to the unperformed portion of the contracts.

	Expiry	2026-27	2027-28	2028-29	2029-30	2030-31
Operating:						
Photocopiers	June 2030	153,240	153,240	153,240	153,240	-
Columbia Square Plaza	June 2031	264,378	270,414	276,508	282,662	288,877
ERP System	June 2028	127,406	131,229	-	-	-
Capital:						
Major Capital Projects		5,637,445	613,228	-	-	-
Minor Capital Projects		1,463,716	-	-	-	-
		$ 7,646,185	**$ 1,168,111**	**$ 429,748**	**$ 435,902**	**$ 288,877**

NOTE 15 EXPENSE BY OBJECT

	2026	2025
Salaries and Benefits	**$ 105,657,555**	$ 99,813,556
Services and Supplies	**11,385,769**	12,289,924
Amortization	**8,492,010**	7,910,455
	$ 125,535,334	$ 120,013,935

NOTE 16 ACCUMULATED SURPLUS

	2026	2025
Capital:		
Local Capital Surplus	**$ 691,671**	$ 183,494
Invested in Tangible Capital Assets	**30,327,448**	30,456,440
	31,019,119	30,639,934
Operating:		
Internally Restricted by Board for:		
Constraints on Funds:		
Alternate Education Local Grants	**6,384**	18,045
Contractual Obligations	**36,828**	36,828
Department Carryforward	**90,000**	-
Externally Targeted Funds	**7,000**	7,000
Indigenous Education Council	**45,371**	25,795
Teacher Mentorship Funds	**-**	5,240
	185,583	92,908
Anticipated Unusual Expense:		
Staffing Contingency	**200,000**	200,000
Operations Spanning Multiple Years:		
Commitments Outstanding	**72,395**	117,496
Future Years' Operating Budget Requirements	**1,603,002**	773,000
School Surplus	**3,163**	8,040
	1,678,560	898,536
Internally Restricted Operating Surplus	**2,064,143**	1,191,444
Unrestricted Operating Surplus	**841,704**	878,200
	2,905,847	2,069,644
Total Accumulated Surplus, end of year	**$ 33,924,966**	$ 32,709,578

NOTE 17 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry and various government agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 18 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash and cash equivalents and amounts receivable.

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits as they are placed in recognized British Columbia institutions and the School District invests solely in the Province of British Columbia's Central Deposit Program.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its cash deposits. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in certificates of deposit that have a maturity date of no more than 3 years.

The School District is monitoring the potential impacts of tariffs and cross-border trade and evaluating options to mitigate related risks. As at June 30, 2026, management had not identified any material financial impacts.

c) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all school districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2025 related to credit, market or liquidity risks.

NOTE 19 CONTINGENT LIABILITIES

In the normal course of business, lawsuits and claims may be brought against the School District which may give rise to future liabilities. The School District defends against these lawsuits and claims. Management has not made provisions for any unexpected liabilities and believes that the ultimate results of any pending legal proceeding will not have a material effect on the financial position of the School District.

NOTE 20 SUPPLEMENTARY CASH FLOW INFORMATION

	2026	2025
Interest Recognized in the:		
Operating Fund	**$ 351,247**	$ 392,632
Land Capital Fund	**23,748**	33,589
Local Capital Fund	**8,616**	21,861
Total Interest Income	**$ 383,611**	$ 448,082

School District No. 40 (New Westminster)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Actual	2025 Actual
	$	$	$	$	$
Accumulated Surplus (Deficit), beginning of year	2,069,644		30,639,934	**32,709,578**	32,624,879
Changes for the year					
Surplus (Deficit) for the year	2,803,968	215,838	(1,804,418)	**1,215,388**	84,699
Interfund Transfers					
Tangible Capital Assets Purchased	(1,392,765)	(215,838)	1,608,603	**-**	
Local Capital	(575,000)		575,000	**-**	
Net Changes for the year	**836,203**	**-**	**379,185**	**1,215,388**	**84,699**
Accumulated Surplus (Deficit), end of year - Statement 2	**2,905,847**	**-**	**31,019,119**	**33,924,966**	32,709,578

School District No. 40 (New Westminster)

Schedule 2 (Unaudited)

Schedule of Operating Operations
Year Ended June 30, 2026

	2026 Budget (Note 13)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	94,053,777	**97,168,345**	92,377,115
Other	81,377	**80,420**	82,142
Tuition	2,675,500	**2,754,911**	2,721,000
Other Revenue	391,175	**407,468**	455,630
Rentals and Leases	795,237	**873,140**	820,701
Investment Income	290,000	**351,247**	392,632
Total Revenue	98,287,066	**101,635,531**	96,849,220
Expenses			
Instruction	83,362,916	**85,008,022**	82,300,811
District Administration	4,738,080	**4,823,036**	4,610,929
Operations and Maintenance	8,032,528	**8,556,030**	8,523,797
Transportation and Housing	461,862	**444,475**	422,938
Total Expense	96,595,386	**98,831,563**	95,858,475
Operating Surplus (Deficit) for the year	1,691,680	**2,803,968**	990,745
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(1,116,680)	**(1,392,765)**	(1,230,613)
Local Capital	(575,000)	**(575,000)**	-
Total Net Transfers	(1,691,680)	**(1,967,765)**	(1,230,613)
Total Operating Surplus (Deficit), for the year	-	**836,203**	(239,868)
Operating Surplus (Deficit), beginning of year		**2,069,644**	2,309,512
Operating Surplus (Deficit), end of year		**2,905,847**	2,069,644
Operating Surplus (Deficit), end of year			
Internally Restricted		**2,064,143**	1,191,444
Unrestricted		**841,704**	878,200
Total Operating Surplus (Deficit), end of year		**2,905,847**	2,069,644

School District No. 40 (New Westminster)

Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Budget (Note 13)	**2026 Actual**	2025 Actual
	$	**$**	$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	92,395,770	**93,295,133**	90,134,590
Other Ministry of Education and Child Care Grants			
Pay Equity	521,853	**521,853**	521,853
Funding for Graduated Adults	561,894	**770,126**	544,802
Student Transportation Fund	6,073	**6,073**	6,073
Support Staff Benefits Grant			100,413
Foundation Skills Assessment (FSA) Scorer Grant	8,187	**8,187**	8,187
Child Care Funding	60,000	**151,371**	173,599
Labour Settlement Funding	-	**1,727,413**	887,598
Labour Settlement Funding - Support	-	**688,189**	-
Operating Grant- February Recalculation	500,000	**-**	-
Total Provincial Grants - Ministry of Education and Child Care	94,053,777	**97,168,345**	92,377,115
Provincial Grants - Other	81,377	**80,420**	82,142
Tuition			
Continuing Education	15,500	**13,885**	18,307
International and Out of Province Students	2,660,000	**2,741,026**	2,702,693
Total Tuition	2,675,500	**2,754,911**	2,721,000
Other Revenues			
Miscellaneous			
Cafeteria	224,000	**235,460**	286,286
Miscellaneous	167,175	**172,008**	169,344
Total Other Revenue	391,175	**407,468**	455,630
Rentals and Leases	795,237	**873,140**	820,701
Investment Income	290,000	**351,247**	392,632
Total Operating Revenue	98,287,066	**101,635,531**	96,849,220

School District No. 40 (New Westminster)

Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Budget (Note 13)	**2026 Actual**	2025 Actual
	$	**$**	$
Salaries			
Teachers	42,086,840	**43,267,870**	42,838,981
Principals and Vice Principals	5,276,555	**5,196,744**	4,811,264
Educational Assistants	9,472,037	**9,753,946**	10,068,954
Support Staff	6,939,516	**7,168,353**	6,720,948
Other Professionals	3,105,719	**3,084,065**	3,123,572
Substitutes	3,784,458	**4,024,210**	2,748,521
Total Salaries	70,665,125	**72,495,188**	70,312,240
Employee Benefits	18,634,561	**19,005,752**	17,884,022
Total Salaries and Benefits	89,299,686	**91,500,940**	88,196,262
Services and Supplies			
Services	2,768,162	**2,940,053**	3,193,271
Student Transportation	179,150	**180,770**	176,392
Professional Development and Travel	556,271	**570,377**	592,398
Rentals and Leases	290,373	**276,393**	294,669
Dues and Fees	107,088	**158,344**	132,366
Insurance	184,830	**177,526**	173,966
Supplies	1,972,779	**1,836,052**	1,863,625
Utilities	1,237,047	**1,191,108**	1,234,133
Bad Debt	-	**-**	1,393
Total Services and Supplies	7,295,700	**7,330,623**	7,662,213
Total Operating Expense	96,595,386	**98,831,563**	95,858,475

School District No. 40 (New Westminster)

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	33,647,565	720,764		351,958	11,847	2,519,176	**37,251,310**
1.03 Career Programs	416,450			185,072		7,817	**609,339**
1.07 Library Services	235,372			54,041		23,579	**312,992**
1.08 Counselling	1,026,219			72,198		6,402	**1,104,819**
1.10 Inclusive Education	2,938,696	150,724	9,675,790	62,894	79,463	1,015,587	**13,923,154**
1.20 Early Learning and Child Care			24,386	149,584		1,625	**175,595**
1.30 English Language Learning	3,182,295					74,282	**3,256,577**
1.31 Indigenous Education	97,843	95,727		293,611		18,622	**505,803**
1.41 School Administration		4,100,684		1,488,781		53,280	**5,642,745**
1.60 Summer School	287,749	30,170	53,770	2,232		1,212	**375,133**
1.61 Continuing Education	619,053	82,751		79,414		10,722	**791,940**
1.62 International and Out of Province Students	815,074			60,704	332,826		**1,208,604**
Total Function 1	**43,266,316**	**5,180,820**	**9,753,946**	**2,800,489**	**424,136**	**3,732,304**	**65,158,011**
4 District Administration							
4.11 Educational Administration				206,222	657,994	8,173	**872,389**
4.40 School District Governance		15,924			199,154		**215,078**
4.41 Business Administration	1,554			588,632	1,363,578	26,828	**1,980,592**
Total Function 4	**1,554**	**15,924**	**-**	**794,854**	**2,220,726**	**35,001**	**3,068,059**
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				95,101	382,866	1,540	**479,507**
5.50 Maintenance Operations				2,960,799	56,337	235,923	**3,253,059**
5.52 Maintenance of Grounds				286,062			**286,062**
5.56 Utilities							**-**
Total Function 5	**-**	**-**	**-**	**3,341,962**	**439,203**	**237,463**	**4,018,628**
7 Transportation and Housing							
7.70 Student Transportation				231,048		19,442	**250,490**
Total Function 7	**-**	**-**	**-**	**231,048**	**-**	**19,442**	**250,490**
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Functions 1 - 9	**43,267,870**	**5,196,744**	**9,753,946**	**7,168,353**	**3,084,065**	**4,024,210**	**72,495,188**

School District No. 40 (New Westminster)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Actual	2026 Budget (Note 13)	2025 Actual
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	**37,251,310**	9,650,398	**46,901,708**	1,612,254	**48,513,962**	47,714,888	48,373,625
1.03 Career Programs	**609,339**	159,097	**768,436**	119,407	**887,843**	862,676	757,636
1.07 Library Services	**312,992**	94,545	**407,537**	54,959	**462,496**	496,347	364,894
1.08 Counselling	**1,104,819**	303,884	**1,408,703**	11,022	**1,419,725**	1,327,039	786,027
1.10 Inclusive Education	**13,923,154**	4,156,801	**18,079,955**	199,929	**18,279,884**	17,924,644	18,990,517
1.20 Early Learning and Child Care	**175,595**	43,814	**219,409**	2,963	**222,372**	133,340	197,714
1.30 English Language Learning	**3,256,577**	822,244	**4,078,821**	3,876	**4,082,697**	3,917,193	2,969,129
1.31 Indigenous Education	**505,803**	132,995	**638,798**	48,896	**687,694**	700,192	724,419
1.41 School Administration	**5,642,745**	1,346,878	**6,989,623**	169,002	**7,158,625**	6,986,043	5,995,773
1.60 Summer School	**375,133**	76,988	**452,121**	6,767	**458,888**	463,223	493,358
1.61 Continuing Education	**791,940**	167,203	**959,143**	12,875	**972,018**	937,188	729,637
1.62 International and Out of Province Students	**1,208,604**	293,369	**1,501,973**	359,845	**1,861,818**	1,900,143	1,918,082
Total Function 1	**65,158,011**	**17,248,216**	**82,406,227**	**2,601,795**	**85,008,022**	83,362,916	82,300,811
4 District Administration							
4.11 Educational Administration	**872,389**	197,160	**1,069,549**	394,899	**1,464,448**	1,345,088	1,335,231
4.40 School District Governance	**215,078**	18,326	**233,404**	111,992	**345,396**	416,896	462,410
4.41 Business Administration	**1,980,592**	397,909	**2,378,501**	634,691	**3,013,192**	2,976,096	2,813,288
Total Function 4	**3,068,059**	**613,395**	**3,681,454**	**1,141,582**	**4,823,036**	4,738,080	4,610,929
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	**479,507**	111,181	**590,688**	302,230	**892,918**	889,723	855,565
5.50 Maintenance Operations	**3,253,059**	910,761	**4,163,820**	1,935,548	**6,099,368**	5,521,869	6,057,966
5.52 Maintenance of Grounds	**286,062**	85,931	**371,993**	29,268	**401,261**	436,309	401,584
5.56 Utilities	**-**		**-**	1,162,483	**1,162,483**	1,184,627	1,208,682
Total Function 5	**4,018,628**	**1,107,873**	**5,126,501**	**3,429,529**	**8,556,030**	8,032,528	8,523,797
7 Transportation and Housing							
7.70 Student Transportation	**250,490**	36,268	**286,758**	157,717	**444,475**	461,862	422,938
Total Function 7	**250,490**	**36,268**	**286,758**	**157,717**	**444,475**	461,862	422,938
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	-	-
Total Functions 1 - 9	**72,495,188**	**19,005,752**	**91,500,940**	**7,330,623**	**98,831,563**	96,595,386	95,858,475

School District No. 40 (New Westminster)

Schedule of Special Purpose Operations
Year Ended June 30, 2026

	2026 Budget (Note 13)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	16,035,113	**16,007,197**	13,780,613
Other	145,620	**88,924**	136,500
Other Revenue	2,222,753	**2,331,478**	2,543,730
Total Revenue	18,403,486	**18,427,599**	16,460,843
Expenses			
Instruction	17,501,784	**17,565,260**	15,685,334
District Administration	89,510	**104,959**	94,978
Operations and Maintenance	92,054	**90,925**	88,814
Transportation and Housing	504,300	**450,617**	375,879
Total Expense	18,187,648	**18,211,761**	16,245,005
Special Purpose Surplus (Deficit) for the year	215,838	**215,838**	215,838
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(215,838)	**(215,838)**	(215,838)
Total Net Transfers	(215,838)	**(215,838)**	(215,838)
Total Special Purpose Surplus (Deficit) for the year	-	**-**	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		**-**	-

School District No. 40 (New Westminster)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	-	-	467,455	624,288	-	-	15,506	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	235,916	328,194			102,000	22,050	224,744	1,776,376	438,295
Provincial Grants - Other									
Other			68,959	2,062,484				14,522	
	235,916	328,194	68,959	2,062,484	102,000	22,050	224,744	1,790,898	438,295
Less: Allocated to Revenue	235,916	328,194	94,284	2,048,300	102,000	22,050	234,829	1,790,898	438,295
Deferred Revenue, end of year	**-**	**-**	**442,130**	**638,472**	**-**	**-**	**5,421**	**-**	**-**
Revenues									
Provincial Grants - Ministry of Education and Child Care	235,916	328,194			102,000	22,050	234,829	1,776,376	438,295
Provincial Grants - Other									
Other Revenue			94,284	2,048,300				14,522	
	235,916	328,194	94,284	2,048,300	102,000	22,050	234,829	1,790,898	438,295
Expenses									
Salaries									
Teachers							69,529	582,330	
Principals and Vice Principals									24,000
Educational Assistants		247,185						733,189	
Support Staff					70,419				163,871
Other Professionals							41,880	49,492	
Substitutes					144	8,024	6,307	6,566	134,280
	-	247,185	-	-	70,563	8,024	117,716	1,371,577	322,151
Employee Benefits		81,009			30,030	1,383	22,422	382,973	77,644
Services and Supplies	20,078		94,284	2,048,300	1,407	12,643	94,691	36,348	38,500
	20,078	328,194	94,284	2,048,300	102,000	22,050	234,829	1,790,898	438,295
Net Revenue (Expense) before Interfund Transfers	215,838	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(215,838)								
	(215,838)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

School District No. 40 (New Westminster)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Seamless Day Kindergarten	Early Childhood Education (ECE) Dual Credit Program	Student & Family Affordability (SFAF)	JUST B4	Early Care & Learning (ECL)	Feeding Futures Fund
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	-	-	-	4,526	-	42,669	3,872	169,322	76,762
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	10,326,103	517,497	52,000	110,800	5,000		25,000	570,474	868,914
Provincial Grants - Other									
Other				72,773			19,930		2,201
	10,326,103	517,497	52,000	183,573	5,000	-	44,930	570,474	871,115
Less: Allocated to Revenue	10,326,103	517,497	52,000	188,099	2,520	16,316	48,802	182,343	768,057
Deferred Revenue, end of year	**-**	**-**	**-**	**-**	**2,480**	**26,353**	**-**	**557,453**	**179,820**
Revenues									
Provincial Grants - Ministry of Education and Child Care	10,326,103	517,497	52,000	110,800	2,520	16,316	25,000	182,343	765,856
Provincial Grants - Other									
Other Revenue				77,299			23,802		2,201
	10,326,103	517,497	52,000	188,099	2,520	16,316	48,802	182,343	768,057
Expenses									
Salaries									
Teachers	8,260,882	23,181	41,600						
Principals and Vice Principals									
Educational Assistants									
Support Staff				132,591			34,101	45,593	44,986
Other Professionals								98,983	49,492
Substitutes		6,052		790			143		
	8,260,882	29,233	41,600	133,381	-	-	34,244	144,576	94,478
Employee Benefits	2,065,221	5,212	10,400	50,826			12,092	37,030	23,889
Services and Supplies		483,052		3,892	2,520	16,316	2,466	737	649,690
	10,326,103	517,497	52,000	188,099	2,520	16,316	48,802	182,343	768,057
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

School District No. 40 (New Westminster)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Professional Learning Grant	National School Food Program	Work Experience Enhancement	Queensborough Bus Pilot	Apprentice Program	Civil Forfeiture	Transitional Bus Funding	Provincial Literacy Event	Other
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	225,839	-	8,619	220,484	-	25,420	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care		136,350		213,816			400,000	85,000	281,925
Provincial Grants - Other					120,200				
Other				71,070					
	-	136,350	-	284,886	120,200	-	400,000	85,000	281,925
Less: Allocated to Revenue	202,321	40,043	-	450,617	83,750	5,174	-	-	249,191
Deferred Revenue, end of year	**23,518**	**96,307**	**8,619**	**54,753**	**36,450**	**20,246**	**400,000**	**85,000**	**32,734**
Revenues									
Provincial Grants - Ministry of Education and Child Care	202,321	40,043		379,547					249,191
Provincial Grants - Other					83,750	5,174			
Other Revenue				71,070					
	202,321	40,043	-	450,617	83,750	5,174	-	-	249,191
Expenses									
Salaries									
Teachers	142,650				13,553				192,124
Principals and Vice Principals									
Educational Assistants									
Support Staff				4,836					
Other Professionals				12,446					
Substitutes	17,606				485				983
	160,256	-	-	17,282	14,038	-	-	-	193,107
Employee Benefits	38,736			4,417	3,378				49,660
Services and Supplies	3,329	40,043		428,918	66,334	5,174			6,424
	202,321	40,043	-	450,617	83,750	5,174	-	-	249,191
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

School District No. 40 (New Westminster)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	TOTAL
	$
Deferred Revenue, beginning of year	1,884,762
Add: Restricted Grants	
Provincial Grants - Ministry of Education and Child Care	16,720,454
Provincial Grants - Other	120,200
Other	2,311,939
	19,152,593
Less: Allocated to Revenue	18,427,599
Deferred Revenue, end of year	**2,609,756**
Revenues	
Provincial Grants - Ministry of Education and Child Care	16,007,197
Provincial Grants - Other	88,924
Other Revenue	2,331,478
	18,427,599
Expenses	
Salaries	
Teachers	9,325,849
Principals and Vice Principals	24,000
Educational Assistants	980,374
Support Staff	496,397
Other Professionals	252,293
Substitutes	181,380
	11,260,293
Employee Benefits	2,896,322
Services and Supplies	4,055,146
	18,211,761
Net Revenue (Expense) before Interfund Transfers	215,838
Interfund Transfers	
Tangible Capital Assets Purchased	(215,838)
	(215,838)
Net Revenue (Expense)	-

School District No. 40 (New Westminster)

Schedule of Capital Operations
Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual Invested in Tangible Capital Assets	2026 Actual Local Capital	2026 Actual Fund Balance	2025 Actual
	$	$	$	$	$
Revenues					
Provincial Grants					
Ministry of Education and Child Care				-	200,452
Investment Income	5,000		8,616	8,616	21,861
Amortization of Deferred Capital Revenue	6,684,662	6,678,976		6,678,976	6,566,258
Total Revenue	6,689,662	6,678,976	8,616	6,687,592	6,788,571
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	7,717,976	8,466,221		8,466,221	7,605,845
Transportation and Housing	23,462	25,789		25,789	16,170
Write-off/down of Buildings and Sites				-	288,440
Total Expense	7,741,438	8,492,010	-	8,492,010	7,910,455
Capital Surplus (Deficit) for the year	(1,051,776)	(1,813,034)	8,616	(1,804,418)	(1,121,884)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	1,332,518	1,608,603		1,608,603	1,446,451
Local Capital	575,000		575,000	575,000	-
Total Net Transfers	1,907,518	1,608,603	575,000	2,183,603	1,446,451
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		75,439	(75,439)	-	
Total Other Adjustments to Fund Balances		75,439	(75,439)	-	
Total Capital Surplus (Deficit) for the year	855,742	(128,992)	508,177	379,185	324,567
Capital Surplus (Deficit), beginning of year		30,456,440	183,494	30,639,934	30,315,367
Capital Surplus (Deficit), end of year		30,327,448	691,671	31,019,119	30,639,934

School District No. 40 (New Westminster)

Tangible Capital Assets
Year Ended June 30, 2026

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	$	$	$	$	$	$	$
Cost, beginning of year	20,578,289	266,881,425	6,636,634	174,609	-	2,646,071	**296,917,028**
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,891,228					**1,891,228**
Operating Fund		364,473	16,675	118,077		893,540	**1,392,765**
Special Purpose Funds		215,838					**215,838**
Local Capital			26,957	48,482			**75,439**
Increase in ARO		730,843					**730,843**
Transferred from Work in Progress		5,878,167	41,346				**5,919,513**
	-	9,080,549	84,978	166,559	-	893,540	**10,225,626**
Decrease:							
Deemed Disposals			327,246	-		632,883	**960,129**
	-	-	327,246	-	-	632,883	**960,129**
Cost, end of year	20,578,289	275,961,974	6,394,366	341,168	-	2,906,728	**306,182,525**
Work in Progress, end of year		32,083,998					**32,083,998**
Cost and Work in Progress, end of year	20,578,289	308,045,972	6,394,366	341,168	-	2,906,728	**338,266,523**
Accumulated Amortization, beginning of year		67,623,158	2,889,946	82,920	-	1,432,665	**72,028,689**
Changes for the Year							
Amortization for the Year		7,259,396	651,547	25,789		555,278	**8,492,010**
		7,259,396	651,547	25,789	-	555,278	**8,492,010**
Deemed Disposals			327,246			632,883	**960,129**
Written-off During Year							**-**
							-
		-	327,246	-	-	632,883	**960,129**
Accumulated Amortization, end of year		74,882,554	3,214,247	108,709	-	1,355,060	**79,560,570**
Tangible Capital Assets - Net	**20,578,289**	**233,163,418**	**3,180,119**	**232,459**	**-**	**1,551,668**	**258,705,953**

School District No. 40 (New Westminster)

Tangible Capital Assets - Work in Progress
Year Ended June 30, 2026

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	$	$	$	$	$
Work in Progress, beginning of year	17,757,746				**17,757,746**
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	20,204,419	41,346			**20,245,765**
	20,204,419	41,346	-	-	**20,245,765**
Decrease:					
Transferred to Tangible Capital Assets	5,878,167	41,346			**5,919,513**
	5,878,167	41,346	-	-	**5,919,513**
Net Changes for the Year	14,326,252	-	-	-	**14,326,252**
Work in Progress, end of year	**32,083,998**	**-**	**-**	**-**	**32,083,998**

School District No. 40 (New Westminster)

Deferred Capital Revenue
Year Ended June 30, 2026

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	$	$	$	$
Deferred Capital Revenue, beginning of year	186,516,549	6,660,889	1,275,418	**194,452,856**
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,891,228			**1,891,228**
Transferred from Work in Progress	5,419,514			**5,419,514**
	7,310,742	-	-	**7,310,742**
Decrease:				
Amortization of Deferred Capital Revenue	6,428,623	214,758	35,595	**6,678,976**
	6,428,623	214,758	35,595	**6,678,976**
Net Changes for the Year	882,119	(214,758)	(35,595)	**631,766**
Deferred Capital Revenue, end of year	187,398,668	6,446,131	1,239,823	**195,084,622**
Work in Progress, beginning of year	16,994,625	13,110	-	**17,007,735**
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	20,245,765			**20,245,765**
	20,245,765	-	-	**20,245,765**
Decrease				
Transferred to Deferred Capital Revenue	5,419,514			**5,419,514**
	5,419,514	-	-	**5,419,514**
Net Changes for the Year	14,826,251	-	-	**14,826,251**
Work in Progress, end of year	31,820,876	13,110	-	**31,833,986**
Total Deferred Capital Revenue, end of year	**219,219,544**	**6,459,241**	**1,239,823**	**226,918,608**

School District No. 40 (New Westminster)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2026

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	$	$	$	$	$	$
Balance, beginning of year				975,688		**975,688**
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	22,136,993					**22,136,993**
Other				14,519		**14,519**
Investment Income				23,748		**23,748**
	22,136,993	-	-	38,267	-	**22,175,260**
Decrease:						
Transferred to DCR - Capital Additions	1,891,228					**1,891,228**
Transferred to DCR - Work in Progress	20,245,765					**20,245,765**
	22,136,993	-	-	-	-	**22,136,993**
Net Changes for the Year	-	-	-	38,267	-	**38,267**
Balance, end of year	**-**	**-**	**-**	**1,013,955**	**-**	**1,013,955**

Financial Statement Discussion and Analysis

2025-2026

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New Westminster Schools

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INTRODUCTION

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes of School District No. 40 (New Westminster) (the "District") for the year ended June 30, 2026.

The purpose of the Financial Statement Discussion and Analysis is to summarize the financial performance of the District for the year ended June 30, 2026, and provide explanations that enhance the reader's understanding of the District's financial statements.

The financial statements represent the consolidation of three separate funds (operating, special purpose and capital). Financial performance of each fund is reported in the unaudited supplementary schedules that accompany the financial statements.

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

Significant accounting and reporting policies are summarized in Note 2(a) of the financial statements.

The preparation of the Financial Statement Discussion and Analysis is the responsibility of management.

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DISTRICT OVERVIEW

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

The District was established on April 12, 1946, and operates under the School Act of British Columbia as a corporation under the name of "The Board of Education of School District No. 40 (New Westminster)". The School District is governed by a board of education (the "Board") that is made up of seven elected trustees for a four-year term.

A wide range of programs and services are delivered to approximately 7,900 students through:

- 8 Elementary Schools
- 3 Middle Schools
- 1 High School
- Youth Alternate Programs
- Home Learners
- International Education
- Adult Education

The District employs more than 1,000 teaching and support staff who are dedicated to supporting student success.

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OUR VISION, MISSION AND VALUES

In 2025, the Board approved its five-year strategic plan, which serves as a roadmap for learning and engagement, that is grounded in the collective wisdom of our students, staff, parents and community.

The plan is built around three strategic focus areas: Student Experience, Systems of Care and Support and Organizational Capacity. It's a plan that reflects a shared vision rooted in community input, designed to drive meaningful and sustainable change.

VISION

An inspired learning community.

MISSION

To champion lifelong learning through enriching educational experiences.

VALUES

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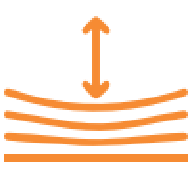
Connection
We foster meaningful relationships to achieve shared goals and a sense of belonging.

Empathy
We care for and respect one another, and celebrate the unique experiences each of us brings.



Resiliency
We equip people with the skills to navigate challenges, adapt to change, and turn obstacles into opportunities for growth.

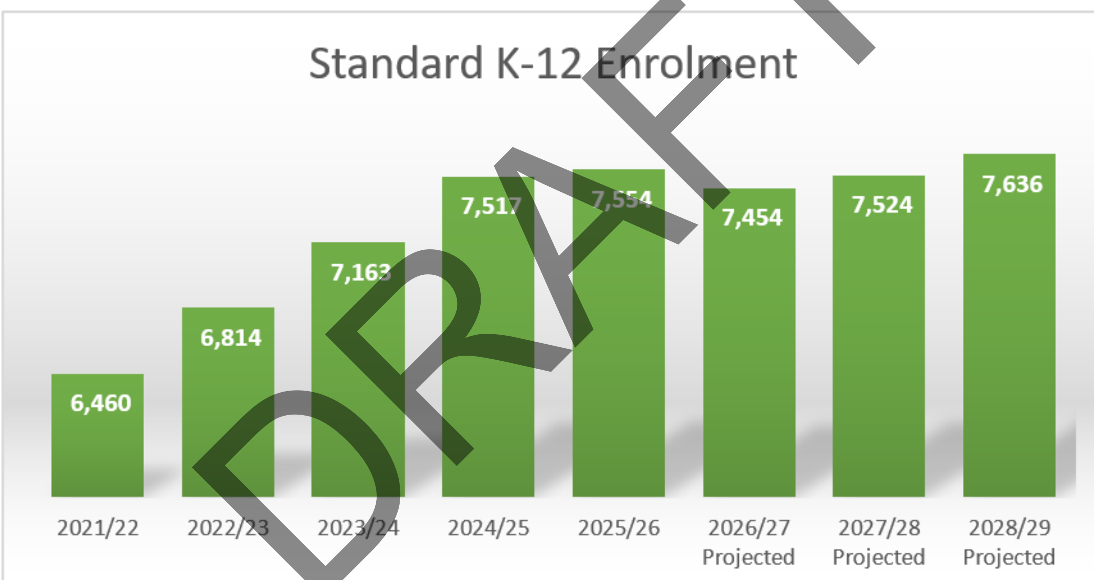
Curiosity
We inspire exploration and make space for play in learning.

ENROLMENT

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

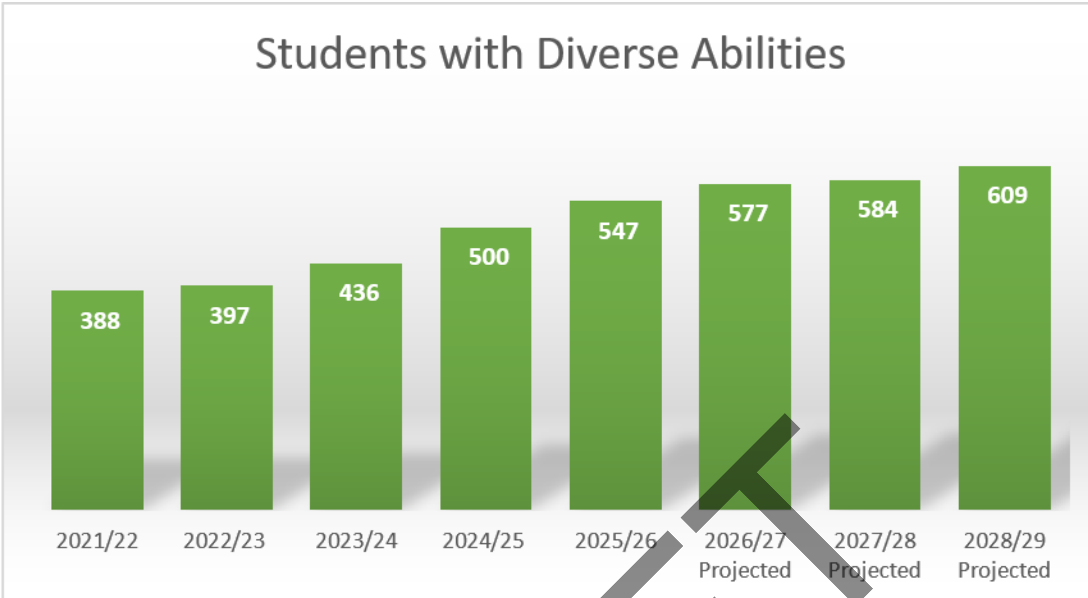
District staffing levels are driven directly by student enrolment. Since salaries and benefits make up approximately 93% of District operating expenses, reliable enrolment data is essential for financial planning. Each year the District completes an analysis of historical enrolment and student retention trends and reviews population data and new municipal development approvals to develop an estimate of elementary, middle and secondary student FTE for the ensuing three budget years.

The below bar graph shows standard K-12 school enrolment as of September each year. It does not include continuing education, alternate schools, distributed learning, home schooling, international, adult or supplemental enrolment.



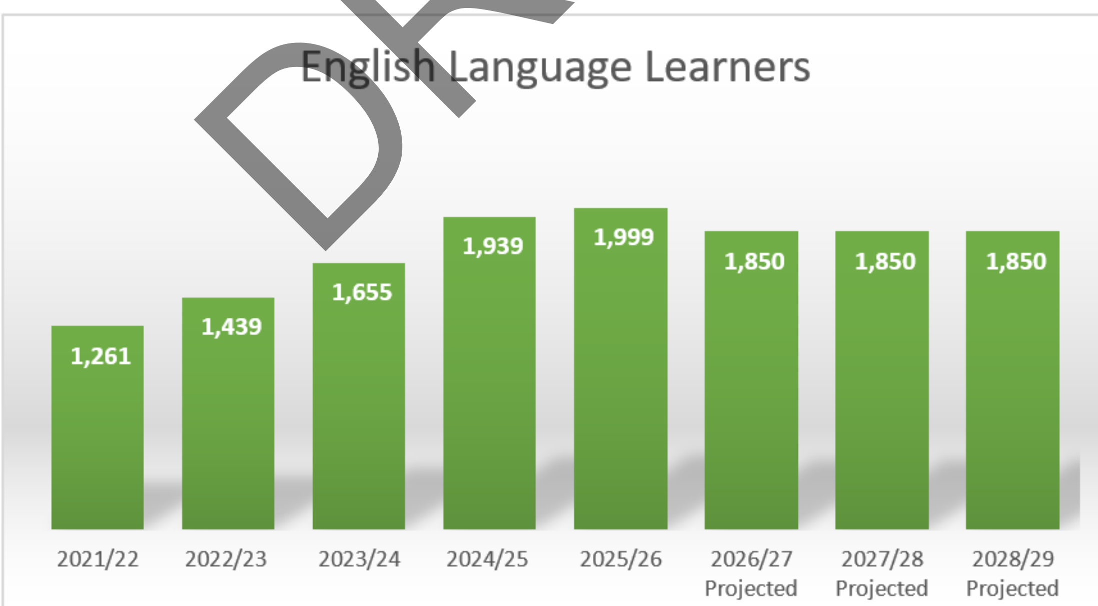
After many years of rapidly increasing enrolment, standard K-12 enrolment slowed in 2025/26 with a modest 0.5% increase. A temporary decrease in enrolment is projected for 2026/27 before increasing again, although at a slower rate of approximately 1% for 2027/28 and 2028/29. The decrease in growth rate and enrolment is consistent across the province of British Columbia and is largely driven by factors including birth rates, federal immigration policies and economics on a local and global scale.

The below bar graph shows the enrolment for those students with diverse abilities designated as Level 1, 2 and 3 as of September of each year.



Students with diverse abilities has steadily increased over the past five years, with the 2025/26 school year seeing a 9% increase. Decreased rates of growth are projected for the next 3 years with a 5% increase in students with diverse abilities projected for 2026/27.

As the below graph shows, English Language Learner enrolment growth for 2025/26 slowed with a 3% increase. A decline in this enrolment is expected in the next 3 years, with a 7% decrease in English Language Learners projected due to a change in service model.



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FINANCIAL REPORTING

To meet the financial reporting requirements, the following funds are utilized:

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

Special Purpose Fund: Special purpose funds consist of targeted funding provided to the District for a specific purpose. Pursuant to sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that specific fund.

Capital Fund: Capital funds include capital expenditures related to equipment and facility purchases and enhancements. The funding source of these purchases and enhancements determines which capital fund the expenditures will be charged. Funding sources include MECC Bylaw Capital, MECC Restricted Capital, Other Provincial Capital, Land Capital, Other Capital as well as Local Capital.

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OPERATING FUND

The operating fund ended the 2025/26 school year with a surplus of $836,203, which increased the accumulated operating surplus from $2.070 million to $2.906 million. Details on the revenue and expense accounts impacting the operating fund are included below.

Revenues

In 2025/26, 96% of revenue reported in the operating fund was received from MECC. District operating revenues for 2025/26 were $3.348 million greater than budget and $4.786 million greater than prior year. Below are the details of the revenue changes by category.

	Actual		Budget	Actual to Budget		Actual to Prior Year	
	2025/26	2024/25	2025/26	$	%	$	%
MECC Grants	97,168,345	92,377,115	94,053,777	3,114,568	3.3%	4,791,230	5.2%
Other Provincial Grants	80,420	82,142	81,377	-957	-1.2%	-1,722	-2.1%
Tuition	2,754,911	2,721,000	2,675,500	79,411	3.0%	33,911	1.2%
Other Revenue	407,468	455,630	391,175	16,293	4.2%	-48,162	-10.6%
Rentals	873,140	820,701	795,237	77,903	9.8%	52,439	6.4%
Investment Income	351,247	392,632	290,000	61,247	21.1%	-41,385	-10.5%
Total Operating Revenues	**101,635,531**	**96,849,220**	**98,287,066**	**3,348,465**	**3.4%**	**4,786,311**	**4.9%**

Ministry of Education and Child Care Grants

The increase in MECC grants over budget is mainly attributed to $2.4 million of labour settlement funding received or accrued that relates to employee wage increases consistent with collective agreements that were ratified after the amended budget was approved and therefore amounts were not included in the budget. In addition, there was higher enrolment than expected for the February and May 2026 continuing education and online learning enrolment count as well as higher enrolment than expected for graduated adults throughout the 2025/26 school year.

The increase in MECC grants of $4.8 million from prior year is attributable to:

- Operating grant funding, which increased due to the following factors:
  - Increases in enrolment in 2025/26 compared to 2024/25. As shown in the graph on page 6, September standard K-12 enrolment grew by 1% from the prior year and increases were also seen in Level 2 designated students and English Language Learners.
  - Per student funding rates were increased in 2025/26 to fund the collective agreement wage increases for teachers and support staff prior to July 1, 2025 which were previously allocated as a special grant.
- Funding for graduated adults due to increased enrolment.
- Labour settlement funding consistent with collective agreements that were ratified in 2025/26.

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Below is a table detailing the per-student funding rates and supplemental funding for unique students and unique factors, affecting some districts, for 2025/26.

74% allocated through the Basic Allocation	**Basic Allocation** Common per student amount for every FTE student enrolled by school type.	
	Standard School	$9,015 per school age FTE
	Alternate School	$9,015 per school age FTE
	Continuing Education	$9,015 per school age FTE
	Online Learning	$7,280 per school age FTE
18% allocated to recognize unique student enrolment	**Unique Student** Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	$51,300 per student
	Level 2 Inclusive Education	$24,340 per student
	Level 3 Inclusive Education	$12,300 per student
	English/French Language Learning	$1,815 per student
	Indigenous Education	$1,790 per student
	Adult Education	$5,755 per FTE
7% allocated to recognize unique district factors	**Unique District** Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
0.2% allocated to buffer the effects of declining enrolment	**Funding Protection / Enrolment Decline**	
	Funding Protection	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
	Enrolment Decline	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
CSF Supplement District receives a 15% funding premium on allocated funding.		

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Other Provincial Grants
Other provincial grant revenue is consistent with budget and prior year.

Tuition
Tuition revenue consists of fees for continuing and international education. Enrolment in the international education program was consistent with budgeted FTE for 2025/26, as well as enrolment in the prior year. It is anticipated that in future years, enrolment will not increase as the economic and geo-political climate is making it challenging to recruit international students. Additionally, capacity for international students at the secondary school continues to be limited by local student enrolment growth. The District closely monitors changes in tuition revenue as it has a significant impact on discretionary revenue balances.

Other Revenue
Other revenue consists of miscellaneous revenue (i.e. unrestricted grants and donations) and instructional cafeteria revenue. Results are consistent with budget.

The decrease in other revenue compared to prior year is due to instructional cafeteria revenue, where sales fell in the current year.

Rentals
Rental revenue is generated from short-term rentals of sites and facilities to individuals and community groups. Rental bookings are slightly higher than projected in the 2025/26 school year leading to actual revenues exceeding budget and prior year amounts.

Investment Income
Investment income consists of interest earned on the District's bank account balances. Interest earned will vary with changes in cash balances and interest rates during the year.

The variance in actual versus prior year is due to decreasing annual weighted average interest rates from approximately 3.7% in 2024/25 to 2.4% in 2025/26.

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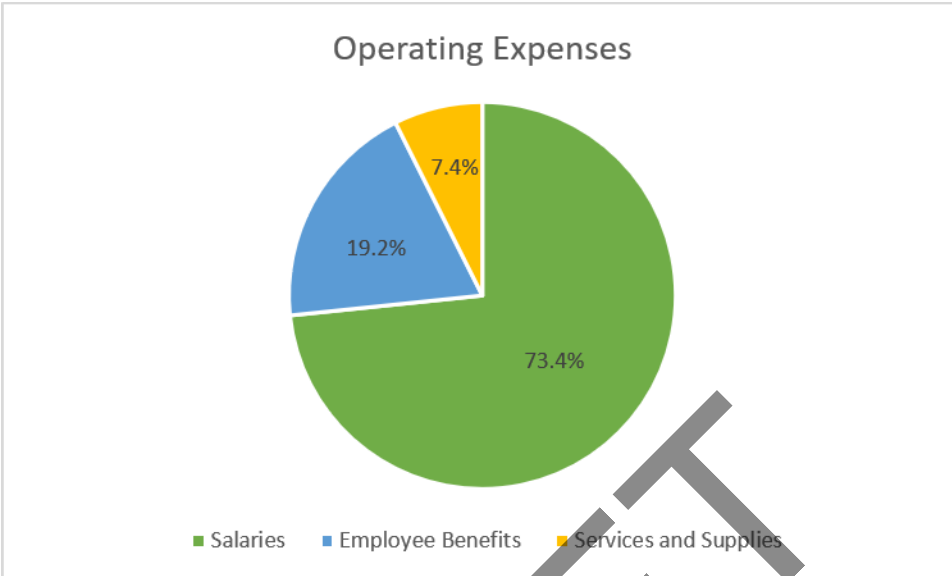
Expenses

The District's operating expenses for 2025/26 are presented by object as below.



Details and explanations of District operating expenses have been grouped by staffing and services and supplies.

Staffing

Employee salaries and benefits account for almost 93% of operating expenses (2024/25 – 92%). District staffing expenses for 2025/26 were $2.201 million more than budget and $3.305 million greater than prior year. Below are the details of variances by category.

	Actual		Budget	Actual to Budget		Actual to Prior Year	
	2025/26	2024/25	2025/26	$	%	$	%
Teachers	43,267,870	42,838,981	42,086,840	1,181,030	2.8%	428,889	1.0%
Principals and Vice Principals	5,196,744	4,811,264	5,276,555	-79,811	-1.5%	385,480	8.0%
Educational Assistants	9,753,946	10,068,954	9,472,037	281,909	3.0%	-315,008	-3.1%
Support Staff	7,168,353	6,720,948	6,939,516	228,837	3.3%	447,405	6.7%
Other Professionals	3,084,065	3,123,572	3,105,719	-21,654	-0.7%	-39,507	-1.3%
Substitutes	4,024,210	2,748,521	3,784,458	239,752	6.3%	1,275,689	46.4%
Total Salaries	**72,495,188**	**70,312,240**	**70,665,125**	**1,830,063**	**2.6%**	**2,182,948**	**3.1%**
Employee Benefits	19,005,752	17,884,022	18,634,561	371,191	2.0%	1,121,730	6.3%
Total Salaries and Benefits	**91,500,940**	**88,196,262**	**89,299,686**	**2,201,254**	**2.5%**	**3,304,678**	**3.7%**

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Teachers

This line item consists of salaries paid to the District's certified teachers. The variance between budget and actual is 2.8%. This can be attributed to the wage increase of 3.0%, effective July 1, 2025, as negotiated in the provincial collective agreement that was ratified subsequent to the approval of the 2025/26 amended budget, and therefore not included in the 2025/26 budget for teacher salaries.

As noted above, teachers received a wage increase of 3.0%, effective July 1, 2025, contributing to an increase in salaries over prior year. In addition, a 2024/25 mid-year budget priority that increased vice principal administration time at schools, resulting in teacher backfill staffing, was annualized in 2025/26. These increases are offset by a decrease in teacher FTE funded by the operating fund and instead funded through the special purpose fund.

Principals and Vice Principals

This account includes salaries paid to principals and vice principals across the District. The current year variance from budget is insignificant.

The increase from the prior year is a result of wage increases, consistent with teacher and support staff collective agreements, the addition of a VP position at Sigma/Online and a District Principal position for learning services, as well as district restructuring costs.

Education Assistants ("EAs")

EAs provide support for students with diverse abilities in the District. The variance from budgeted salaries is 3.0%. This can be attributed to the wage increase of 3.0%, effective July 1, 2025, as negotiated in the provincial collective agreement that was ratified subsequent to the approval of the 2025/26 amended budget, and therefore not included in the 2025/26 budget for EA salaries.

The decrease from prior year is due to a decrease in EA FTE, as approved in the 2025/26 budget. This is offset by the 3.0% wage increase effective July 1, 2025, as noted above. Further, contingency EAs, a 2025/26 supported budget priority, were fully deployed early in the school year and an additional investment was made mid-year to ensure consistency and support in the classrooms for students with diverse abilities.

Support Staff

This account is made up of the salaries paid to administrative staff (other than principals and vice principals) including secretaries, clerks, accountants, technicians, maintenance staff, trades people, custodians, noon hour supervisors and crossing guards. The variance to budget is 2.8% and can be attributed to the wage increase of 3.0%, effective July 1, 2025, as negotiated in the provincial collective agreement that was ratified subsequent to the approval of the 2025/26 amended budget, and therefore not included in the 2025/26 budget for support staff salaries.

The increase from prior year resulted from a wage increase of 3.0%, effective July 1, 2025, as noted above. In addition, an increase in clerical time was approved as part of the 2025/26 budget to support school environments and district operations. Further, a 2024/25 mid-year budget priority for HR staffing was annualized in 2025/26.

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Other Professionals

Other professionals are District staff who are excluded from any union agreement including positions such as the Superintendent, Associate Superintendent, Secretary-Treasurer, Executive Director of Human Resources, other managers and trustees. The current year variance from budget is minimal at -0.7%.

Comparing current and prior year results, the wage increase for excluded staff, which is consistent with teacher and support staff collective agreements, is offset by reduced salaries for temporary staff leaves.

Substitutes

This account includes TTOCs and replacements for support staff. The variance to budget is due to the wage increase of 3.0%, effective July 1, 2025, as negotiated in the provincial collective agreements that were ratified subsequent to the approval of the 2025/26 amended budget, and therefore not included in the 2025/26 budget for substitutes. In addition, absences were projected at a lower rate than what transpired for the later months of the year.

The increase in replacement costs from prior year is attributed to the wage increase of 3%, effective July 1, 2025, as noted above, as well as the combination of increased teacher and EA absences over prior year and the increased ability to replace those absences.

Employee Benefits

Employee benefits include the amounts paid by the District on behalf of its employees for benefits such as Employment Insurance ("EI"), Canada Pension Plan ("CPP"), municipal or teacher pensions, and employee health and dental benefits. The variance to budget is 2.0% and directly related to the benefit impact of collective agreement wage increases that were not included in the budget, as discussed in the applicable employee categories above.

The increase in employee benefits from prior year results from a couple different factors. Wage-related benefit costs, such as EI, CPP and pension increased overall due to salary variances in the operating fund, as explained above. Increases to the Canada Pension Plan maximum contributions, WorkSafeBC insurance premiums and monthly benefit premiums for extended health and dental plans contributed to the increase from the prior year as well.

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Services and Supplies

Services and supplies expense accounts for 7% of operating expenses (2024/25 - 8%).

	Actual		Budget	Actual to Budget		Actual to Prior Year	
	2025/26	2024/25	2025/26	$	%	$	%
Services	2,940,053	3,193,271	2,768,162	171,891	6.2%	-253,218	-7.9%
Student Transportation	180,770	176,392	179,150	1,620	0.9%	4,378	2.5%
Professional Development and Travel	570,377	592,398	556,271	14,106	2.5%	-22,021	-3.7%
Rentals and Leases	276,393	294,669	290,373	-13,980	-4.8%	-18,276	-6.2%
Dues and Fees	158,344	132,366	107,088	51,256	47.9%	25,978	19.6%
Insurance	177,526	173,966	184,830	-7,304	-4.0%	3,560	2.0%
Supplies	1,836,052	1,863,625	1,972,779	-136,727	-6.9%	-27,573	-1.5%
Utilities	1,191,108	1,234,133	1,237,047	-45,939	-3.7%	-43,025	-3.5%
Bad Debt	-	1,393	-	-	-	-1,393	-100.0%
Total Services and Supplies	7,330,623	7,662,213	7,295,700	34,923	0.5%	-331,590	-4.3%
Tangible Capital Assets Purchased from Operating	1,392,765	1,230,613	1,116,680	276,085	24.7%	162,152	13.2%
Total	**8,723,388**	**8,892,826**	**8,412,380**	**311,008**	**3.7%**	**-169,438**	**-1.9%**

Services

This account includes computer licenses, costs for contracted professional and technical services, repairs and maintenance, telephones, and copier related services. Higher than expected costs for licensing and contracted services during the year resulted in actual costs being more than budget.

The decrease from prior year is primarily due to technology budgets being reprioritized to address hardware purchases compared to technology related service requirements and licensing costs in the prior year. In the prior year, funds were allocated to respond to a cyber incident. The current year represents a return to past spending allocations. This decrease is partially offset by investments in 2025/26 approved priorities as below. These are ongoing investments that will continue in future years.

- EdPlan Insight was implemented to ensure instruction, assessment and reporting practices align with the curriculum and to meet the diverse need of students.
- Crisis Prevention Institute training was delivered to specific employees to equip them with strategies when dealing with crisis situations.
- Violence Threat Risk and Assessment training was provided to specific employees to create safer environments for school communities.

Student Transportation

This account includes payments to the those who provide transportation to District students for curricular and extracurricular activities on a contract basis. The variance from budget and prior year is not significant.

Professional Development and Travel

This account includes amounts paid to professional development committees as well as registration fees, transportation, mileage allowances, meals, accommodation and per diem payments for District staff attending conferences and training opportunities. There is non-significant changes from budget and prior year.

Rentals and Leases

This account includes amounts for the long-term lease of buildings by the District. There is non-significant changes from budget and prior year.

Dues and Fees

This account includes membership fees and dues in professional organizations as well as educational licenses. The variance from budget and prior year relates to higher membership fees for professional associations.

Insurance

This account includes the expenditures for all insurance coverage, premiums, and deductibles. The current year expense is on budget and consistent with prior year.

Supplies

Included in this amount is expenditures for supplies and materials of a consumable and/or non-capital nature. This includes learning resources, general supplies and non-capitalized furniture, equipment and computer equipment under $5,000. The variance from budget resulted from the timing of some planned department spending on supplies to support literacy initiatives which impacted the current year expense, however amounts are carried forward and restricted in the upcoming year. The decrease from prior year is not significant.

Utilities

This account includes expenditures for utility costs such as electricity, heating, water and sewage, garbage and recycling. The variance from budget and prior year is not significant.

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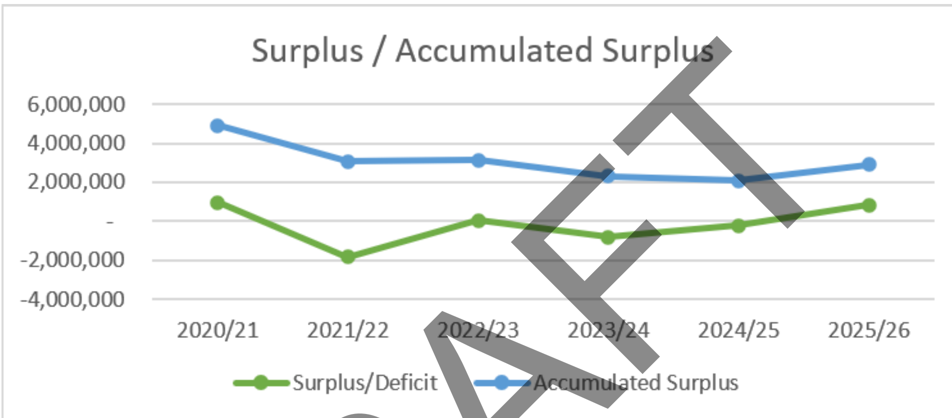
ACCUMULATED OPERATING SURPLUS ANALYSIS

Accumulated operating surpluses and reserves are an important factor in determining the financial health of the District. These resources are designed to help plan for future expenditures and protect the District from unforeseen financial and operating events to mitigate any negative impact such circumstances might cause. By Board policy, an unrestricted operating reserve of at least 2% of operating expenses shall be maintained. The Board will incorporate strategies to re-establish the reserve in its future budget planning processes, should it fall below this level.

The District ended the 2025/26 year with a $2,905,847 accumulated operating surplus of which $2,064,143 is internally restricted for specific purposes and $841,704 is unrestricted. The 2025/26 accumulated operating surplus increased by the current year's operating surplus of $836,203. The below graph shows the relationship between the accumulated surplus and annual surplus/deficit.



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Details of the accumulated operating surplus are as follows:

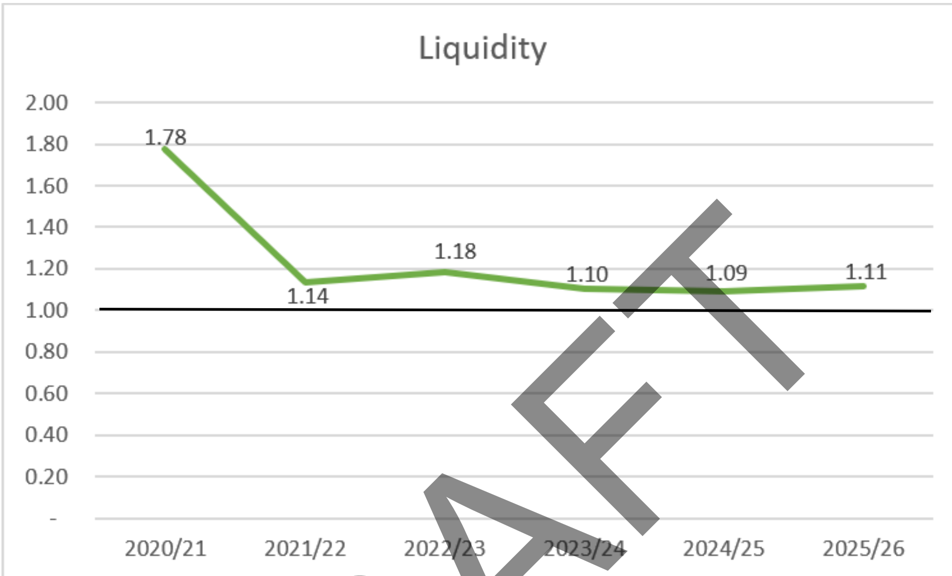
Accumulated Operating Surplus	**2025/26**	**2024/25**
Internally Restricted:		
Constraints on Funds:		
Alternate Education Local Grants	6,384	18,045
Contractual Obligations	36,828	36,828
Department Carryforward	90,000	-
Externally Targeted Funds	7,000	7,000
Indigenous Education Council	45,371	25,795
Teacher Mentorship Funds	-	5,240
Anticipated Unusual Expense:		
Staffing Contingency	200,000	200,000
Operations Spanning Multiple Years:		
Commitments Outstanding	72,395	117,496
Future Years' Operating Budget Requirements	1,603,002	773,000
School Surplus	3,163	8,040
Total Internally Restricted	**2,064,143**	**1,191,444**
Unrestricted	**841,704**	**878,200**
Total Accumulated Operating Surplus	**2,905,847**	**2,069,644**

FINANCIAL HEALTH RATIOS

Liquidity

Liquidity is measured by taking financial assets over liabilities, excluding deferred capital revenue. A liquidity ratio of greater than one is desirable as this means that the District can meet its short-term obligations and can better respond to changing circumstances.

As of June 30, 2026, the District's liquidity ratio is 1.11.



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Accumulated Surplus from Operations to Operating Revenue

The chart below shows the District's accumulated operating surplus as a percentage of operating revenue over a five-year period. This is an indicator of the District's ability to react to emergent situations and the ability to fund special initiatives.

	2021/22	2022/23	2023/24	2024/25	2025/26
Unrestricted Surplus	734,336	1,925,545	1,471,801	878,200	841,704
Internally Restricted Surplus	2,347,826	1,193,434	837,711	1,191,444	2,064,143
Total	3,082,162	3,118,979	2,309,512	2,069,644	2,905,847
Revenue	72,008,419	79,423,695	89,677,172	96,849,220	101,635,531
Percentage	**4.3%**	**3.9%**	**2.6%**	**2.1%**	**2.9%**

The historic trend shows a decrease in the accumulated operating surplus as a percentage of revenue. This was the result of purposeful investments in the District's strategic priorities to enhance learning opportunities for today's students. The accumulated operating surplus reached the minimum level as established by Board policy and can no longer be relied on to fund District strategic priorities.

Accumulated Amortization to Assets

The accumulated amortization to assets ratio is a financial measurement tool that calculates the age, value and remaining useful life of a fixed asset. A low ratio may indicate that assets have plenty of life left while a high ratio could indicate that assets will need replacement soon.

Buildings	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Gross Assets	241,057,544	251,305,267	264,043,694	266,881,425	275,961,974
Accumulated Amortization	48,810,415	54,750,010	61,247,972	67,623,158	74,882,554
Ratio	**0.20**	**0.22**	**0.23**	**0.25**	**0.27**

Furniture, Equipment and Vehicles	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Gross Assets	5,192,355	5,522,576	6,276,483	6,811,243	6,735,534
Accumulated Amortization	1,292,809	1,739,279	2,329,232	2,972,866	3,322,956
Ratio	**0.25**	**0.31**	**0.37**	**0.44**	**0.49**

Computer Hardware	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Gross Assets	3,491,383	3,076,380	3,086,094	2,646,071	2,906,728
Accumulated Amortization	1,868,094	1,754,271	1,513,192	1,432,665	1,355,060
Ratio	**0.54**	**0.57**	**0.49**	**0.54**	**0.47**

Total	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Gross Assets	249,741,282	259,904,223	276,338,739	276,338,739	285,604,236
Accumulated Amortization	51,971,318	58,243,560	72,028,689	72,028,689	79,560,570
Ratio	**0.21**	**0.22**	**0.26**	**0.26**	**0.28**

The ratio for buildings has been slowly increasing since 2021/22 when significant capital investments were made to District schools, including New Westminster Secondary ("NWSS") and Skwo:wech Elementary. The District regularly assesses its buildings through five-year major and minor capital plan processes. Refer to the Capital Fund section for details on current capital projects supported by the Ministry of Infrastructure. Annual facilities grant funds are used to address ongoing maintenance and improvements at schools.

The increasing ratio for furniture, equipment and vehicles suggests that investments will be important in future years.

Significant investments in student and staff computer hardware were made in 2025/26 resulting in the decreased ratio for the current year. Consistent investments in future years will be important to meet the District's technology needs.

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SPECIAL PURPOSE FUND

The Special Purpose Fund consists of funds received from MECC or other sources that have been designated for a specific purpose. These funds are deferred until the corresponding expenditures are incurred.

During 2025/26, $19.152 million in special purpose fund contributions was received and $18.427 million was spent. As at June 30, 2026, $2.610 million in special purpose funds remain available for designated purposes in future years.

The District incurred the following expenditures in 2025/26, as related to significant special purpose funds.

Program	Funding Source	2025/26 Grant	2025/26 Expense	Purpose
Annual Facility Grant	MECC	$235,916	$235,916	Planned maintenance of facilities.
Learning Improvement Fund	MECC	$328,194	$328,194	Augment EA hours, providing additional support to complex learners.
Scholarships and Bursary	Other	$68,959	$94,284	Provide financial support for post-secondary education to graduating grade 12 students.
School Generated Funds	Other	$2,062,484	$2,048,300	Funds that are collected and paid out through school accounts in support of school-based programs.
Strong Start	MECC	$102,000	$102,000	Provide early learning centers that offer school-based, drop-in programs for children from birth to age five and their parents or caregivers.
Ready, Set, Learn	MECC	$22,050	$22,050	Support early learning for children aged 3 to 5 and their parents and facilitate a smooth transition to Kindergarten.
Official Languages in Education French Programs ("OLEP")	MECC	$224,744	$234,829	Deliver and enhance Core French language programs and curriculum resources.
Community LINK	MECC and Other	$1,790,898	$1,790,898	Provide programs and initiatives to improve the educational outcomes of vulnerable students, including academic achievement and social functioning.
Classroom Enhancement Fund (Overhead, Staffing and Remedies)	MECC	$11,281,895	$11,281,895	Address additional teacher staffing, overhead and remedy costs resulting from restoration of class size and composition language.
Mental Health in Schools	MECC	$52,000	$52,000	Support mental health for children and youth in schools.
Seamless Day Kindergarten	MECC and Other	$183,573	$188,099	Provide before and after school care in kindergarten classrooms and support learning alongside the classroom teacher
Just B4	MECC and Other	$44,930	$48,802	Provide a play-based program to support young learners in the years leading into Kindergarten.

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Early Care & Learning (ECL)	MECC	$570,474	$182,343	Expand access to affordable, quality child care on school grounds and grow relationships with partner groups.
Feeding Futures & National School Food Program	MECC And Other	$1,007,465	$808,100	Create and expand local school food programs so that more students have access to healthy meals and snacks at school.
Professional Learning Grant	MECC	$-	$202,321	Support students' literacy development in the K-12 school system.
Queensborough Bus (end of 3-year Pilot)	MECC and Other	$284,886	$450,617	Provide a dedicated bus service for NWSS students living in Queensborough.
Apprentice Program	Industry Training Authority	$120,200	$83,750	Enable students to apply trade-specific training and explore career options in the trades.
Transitional Bus Funding	MECC	$400,000	$-	One-time funding to support transition to a new and sustainable program for NWSS students living in Queensborough.
Provincial Literacy Event	MECC	$85,000	$-	Support the planning, coordination and delivery of a provincial literacy event in May 2027.

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CAPITAL FUND

The net book value of tangible capital assets is $258.7 million as at June 30, 2026 (see Schedule 4A of the audited financial statements). These net costs represent the historical cost net of accumulated amortization of all District tangible capital assets, which is not the current market value.

Major Capital Projects

The District had 3 major capital projects at various stages of progress during the 2025/26 school year, as detailed in the table below. Capital expenditures are primarily funded by the Province of British Columbia, with additional funding provided through locally generated District capital funds and third-party contributors.

Project	Scope	Commencement Date	Completion Date
Queen Elizabeth Elementary	Expansion	June 2021	Targeted for completion in early 2027
Simcoe Elementary (currently going through naming process)	New School	Fall 2026	Targeted for completion in 2028/29 school year
New Westminster Secondary	School Replacement	Spring 2017	January 2021; demolition of old school site completed in June 2024; Memorial Park expected to complete in 2026/27 school year

Lord Tweedsmuir Campus Redevelopment
In March 2026, the District received support from the Ministry of Infrastructure for redevelopment of the Lord Tweedsmuir Elementary site. The District is actively working on business case development which, alongside the recently completed Long Range Facility Plan, will help determine the size and configuration of the new campus.

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Other Capital Funded Projects

In addition, the Province provided the District funding for the following capital programs in 2025/26:

Capital Program	2025/26 Funding	2025/26 Expenses	Description
Annual Facility Grant	$1,419,514	$1,419,514	Funding is provided to address repair and maintenance priorities at schools to ensure facilities are safe and functioning well. Projects for 2025/26 included electrical, mechanical, facility, accessibility and site upgrades across the District.
School Enhancement Program	$1,000,000	$1,000,000	Funding is provided to help the District extend the life of their facilities through a wide range of improvement projects. Work was done on an electrical upgrade at Lord Tweedsmuir Elementary in 2025/26.
Carbon Neutral Capital Program	$470,000	$470,000	Funding is provided for energy-efficient projects that lower carbon emissions in the District. Herbert Spencer Elementary received HVAC system enhancements in 2025/26.

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Capital Fund Balances

Capital Fund	Description	As at June 30, 2026	As at June 30, 2025	Change ($)
Bylaw Capital	Represents funds drawn on Certificates of Approval ("COA") for capital projects.	-	-	-
MECC Restricted Capital	Represents MECC's portion of proceeds on disposal of land and buildings and any bylaw project surplus on capital projects.	-	-	-
Other Provincial Capital	Capital funding received from the Province which is not included in a COA (eg. New Spaces Fund for childcare centres).	-	-	-
Land Capital	Funds received from the City of New Westminster for school site acquisition charges, plus accrued interest.	$1,013,955	$975,688	$38,267
Other Capital	Includes capital grants received from and restricted by any entity not included in the Government Reporting Entity.	-	-	-
Local Capital	Funds generated by the District to be utilized for capital expenditures as determined by the District.	$691,671	$183,494	$508,177

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Changes in the local capital balance are summarized below.

Local Capital Balance, June 30, 2025	$ 183,494
Board approved transfers to local capital:	
Technology and aged maintenance equipment	575,000
Board approved uses of local capital:	
Maintenance equipment	(75,439)
Interest Allocation	8,616
Local Capital Balance, June 30, 2026	**$691,671**

The Board approved the transfer of $575,000 to local capital as part of the 2025/26 amended budget to address technology and maintenance capital needs. $75,439 of this amount was spent in 2025/26. The other balance in the local capital fund is to address long-term capacity needs.

LONG TERM OUTLOOK

There are several potential risks and other unknown factors that may have a financial impact on the District.

Enrolment Growth and Capacity Constraints

Our District is currently experiencing significant capacity pressures brought on by a growing student population and a severe lack of space at our existing schools. Short-term capacity challenges and bridging solutions needed to address them create a financial risk in how to provide these additional resources under the current Ministry funding envelope. Until new schools are built to create capacity, the District must fund the purchase of portables and related furniture as well as any other operational measures to create capacity (such as program relocations, timetable changes, etc.) through its operating dollars.

International Education Program

The District relies on the International Education Program to provide an additional source of revenue to reduce the gap on operating grant funding shortfalls. The economic and geo-political climate as well as capacity constraints have impacted the ability to recruit more international students to the District. Enrolment variances will need to be closely monitored throughout the year to ensure the District is on track with projections. Any variations will significantly impact the budget as the program generates more revenues than it has costs. If the International Program enrolment decreases in the short-term, pressures may be felt district-wide as reductions will need to be made across the system.

Inflationary Cost Pressures

While the Ministry funds districts for contractually negotiated wage increases, it does not generally provide funding for inflationary or statutory cost increases. The District's share of benefit premiums, relating to the Canada Pension Plan, WorkSafe and extended health and dental plans, for all employee groups has significantly increased in the past couple of years. Continued increases in these costs are not sustainable and will add financial pressure to the District's budget.

Of particular note is the uncertainty of tariffs as applied to various goods that cross our border. The costs of everyday classroom items are increasing and no funding has been provided to relieve these pressures.

Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the District. Individual project risk assessments must be done on a continuous basis. Project agreements with the Ministry contain contingency requirements to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally.

Further, the District must pay for feasibility studies of various projects and these do not get reimbursed until funding approval is received. This could take a number of years, leaving the District to manage its cash flows and resources wisely and assume the risk of the expense if no project is approved.

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Technology

The demand for technology continues at a rapid pace and necessitates the integration of modern hardware, software, and systems into the District's education framework, requiring increased financial resources to ensure effective service provision. The District also recognizes the importance of providing the required services and building effective security controls to ensure that District information and financial assets are secure and protected. Strong cybersecurity measures are critical to protect the District's data and infrastructure from unauthorized access and breaches. The District continues to review and make enhancements to systems and policies related to privacy management, including data retention. This work will require additional financial resources.

Other assets

Existing District budget allocations are not enough to support the procurement, maintenance or timely replacement of District assets. This means that furniture, equipment, vehicles and IT hardware are not refreshed on a regular basis and the deferred maintenance for facilities continues to grow. Any major equipment failures must be funded from existing budgets.

Strategic Plan

The District is guided, as we always have been, by our strategic plan which covers 2025-2030. More details of the strategic plan and highlights of accomplishments can be found on the website at www.newwestschools.ca.

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New Westminster Schools

School District No. 40 (New Westminster)

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

Date: September 22, 2026

Submitted by: Bettina Ketcham, Secretary-Treasurer

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

Subject: Proposed Local Capital Transfer for 2026-27

Background:

The 2025-26 audited financial statements were presented to the Audit Committee at the September 14th meeting and a motion was passed to recommend that the Board approve the statements at the September 22, 2026 Board meeting.

For the 2025-26 year, there was an operating surplus of $836,203, which increased the accumulated operating surplus to $2.9 million. The operating surplus was a result of the announcement, subsequent to the amended budget being approved, that exempt wage increases would be funded by government, as well as higher than expected enrolment counts in February and May. Further, there was some budgeted spending on literacy resources for 2025-26 that was delayed and has been restricted for 2026-27.

A local capital transfer of $500,000 for future investments in technology and ERP replacement was proposed at the Audit Committee meeting. Investment in technology is consistently identified as a priority through community engagement as well as through the risk register process. If approved, this will be recorded through the 2026-27 amended budget.

Activity in the local capital account is summarized below.

Local Capital Balance, June 30, 2025	**$ 183,494**
Board approved transfers to local capital:	
Technology and aged maintenance equipment	575,000
Board approved uses of local capital:	
Maintenance equipment	(75,439)
Interest Allocation	8,616
Local Capital Balance, June 30, 2026	**$691,671**
Board approved uses of local capital:	
Technology	(250,000)
Local Capital Balance, September 2026	**$441,671**
Proposed Board approved transfer to local capital:	
Technology	250,000
ERP replacement	250,000
Proposed Local Capital Balance, June 30, 2027	**$941,671**

The balance would be allocated as follows:

ERP Replacement	$500,000
Technology	250,000
Long-term capacity	150,000
Interest	41,671
TOTAL	**$941,671**

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the transfer of $500,000 to local capital in 2026-2027 for classroom technology and ERP replacement.

Supplement to: REGULAR OPEN BOARD OF EDUCATION MEETING

Date:	September 22, 2026
Submitted by:	Matt Brito, Director of Facilities & Operations
Item:	**Requiring Action** **Yes** ☒ **No** ☐ **For Information** ☐
Subject:	2027-28 Minor Capital Plan Submission

Background:

The following report provides the recommended projects for submission in consideration of the 2027-28 approval cycle for Minor Capital Projects. The request for minor capital projects is due annually every September 30th. It is anticipated that the Ministry will announce its support for projects, as it usually does, in March 2027.

School Enhancement Program

1. Skwo:wech Elementary HVAC Upgrades - $1,000,000 (Phase 2, Total cost 2.25M)
   This request represents funds to complete the second phase of cooling work at the elementary school. The project involves adding two heat pumps and running piping around the hallways and into new fan coil units located in the ceiling space of each individual classroom and office space throughout the school. The first phase of work has been completed and it is expected that cooling will be available to the school before spring break of 2027.

2. NWSS Additional Elevator - $2,000,000
   This request is to add a second elevator to the high school. NWSS has a significant number of occupants and if the existing elevator goes out of service it creates accessibility issues for students and staff with mobility challenges.

3. Queen Elizabeth Elementary HVAC Upgrades - $887,500
   The district is looking for funds to replace existing roof-top air handling units. The upgrades will align with the new expansion of the school to create a synced cycle for renewal.

4. FW Howay Elementary – Exterior Wall Systems Upgrades - $1,800,000
   The district is seeking funds to replace the aging cedar siding and stucco cladding on the building's exterior. The building would become more weather-resistant and efficient with the addition of more exterior insulation.

5. NWSS Universal Washroom Upgrades - $1,600,000
   The district is seeking funds to convert the existing washrooms on level 1, 2 and 3 of the high school to single stall washrooms. This would address some of the concerns raised regarding safe and inclusive washroom usage.

Carbon Neutral Capital Program

The district seeks approval of 4 sites through CNCP to install air source heat pumps which rely on electricity, not gas, (except FW Howay and Connaught Heights, heat pump will run on gas) which will reduce our greenhouse gas emissions. Additionally, FRMS and QQ classrooms still have majority of spaces with fluorescent lighting. Requesting a lighting upgrade at these locations would be a conversion to more efficient LED strip lighting, reducing electricity usage. The following represents the five prioritized sites:

1) Queen Elizabeth Elementary School heat pump $875,000
2) FRMS and Qayqayt Lighting upgrade $500,000 (Fluorescent to LED)
3) FW Howay Elementary School heat pump $775,000
4) Lord Kelvin Elementary School heat pump $1,500,000 (*electrical upgrade required first)
5) Connaught Heights Elementary School heat pump $750,000 (*electrical upgrade required first)

Playground Equipment Program

This fund allows for the replacement of existing playgrounds that are aged and require a refresh. The following are the requests submitted in priority order:

1) FW Howay Elementary
2) Skwo:wech Elementary
3) Queen Elizabeth Elementary

Each playground is universally accessible and $200,000 is allocated in funding.

Food Infrastructure Program

The district will not make any application under this program as we contract out the lunch program to a third party and do not require any major renovations to support this work

To summarize:

School Enhancement Program (SEP)	$ 7,287,500
Carbon Neutral Capital Program (CNCP)	$ 4,400,000
Playground Equipment Program (PEP)	$ 600 ,000
Food Infrastructure Program (FIP)	$ nil
TOTAL MINOR CAPITAL PROJECT REQUESTS	**$ 12,287,500**

Recommendation

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2027-28 Minor Capital Plan as presented for submission to the Ministry of Education and Childcare.

New Westminster Schools

New Westminster School District

Long Range Facilities Plan

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NEW WESTMINISTER SCHOOLS: AN INSPIRED LEARNING COMMUNITY

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

"The challenge facing School District No. 40 is not whether the District will continue to grow, but how that growth can be accommodated within one of British Columbia's most land-constrained urban school systems. Every major capital decision made today must therefore preserve opportunities for future generations."

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New Westminster Schools

Executive Summary

New Westminster Schools is experiencing sustained enrolment growth within one of British Columbia's most land-constrained urban school systems. This Long-Range Facilities Plan (LRFP) responds to a significant change in the context for accommodating that growth: The Ministry's direction has shifted away from supporting land acquisition as a means of creating new school capacity, requiring the District to think differently about how it uses its existing land base. In response, the District has explored site intensification and the strategic redevelopment of existing District-owned properties as a central component of its long-term facilities strategy.

This challenge is particularly significant because New Westminster currently has only one secondary school. New Westminster Secondary School is already operating above capacity, while opportunities to acquire a suitably sized site for another secondary school are extremely limited. The Lord Tweedsmuir site is one of the District's few properties with the scale and characteristics necessary to accommodate substantial future development and, importantly, future secondary capacity.

The LRFP therefore uses Lord Tweedsmuir as a cornerstone of a broader planning strategy. Two scenarios were developed to respond to projected enrolment growth and explore how grade configuration, existing facilities and site intensification could work together to improve system-wide capacity. The preferred and recommended solution, Scenario A, establishes a pathway toward a two-secondary-school system through the redevelopment of Lord Tweedsmuir and a transition to a K–7 / 8–12 grade configuration. Scenario B proposes a transition to a K-6, 7-9, 10-12 grade configuration, and provides significant additional elementary and middle-years capacity but continues to rely on a single secondary school, leaving the need for a future secondary school and site unresolved.

Following Board, partner and community engagement, including a public survey and public information meeting, the Board of Education endorsed Scenario A on June 16, 2026. The Board's direction reflects the importance of addressing the District's most difficult long-term capacity challenge now, rather than deferring the need for a second secondary school to a future project.

The LRFP establishes a long-term approach based on making strategic and efficient use of existing school sites, pursuing redevelopment and site intensification where appropriate, protecting opportunities for future expansion, continuing to pursue strategic land acquisition when opportunities arise, and coordinating capacity, facility renewal, seismic priorities and educational needs through the annual capital planning process. Lord Kelvin Elementary, Hume Park Elementary, and future growth areas are identified as important complementary priorities within this broader strategy.

The fundamental direction of this LRFP is therefore to plan beyond individual projects: to use the District's limited land and capital resources strategically, address the most difficult capacity challenges, and make today's investments in ways that preserve options for New Westminster's students and community over the coming decades.

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1.0 Introduction, Planning Context & Strategic Alignment

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1.1 Purpose of the Long Range Facilities Plan

The Long-Range Facilities Plan (LRFP) provides School District No. 40 (New Westminster) with a strategic framework to guide long-term facilities planning and capital investment over the coming decade and beyond. The purpose of this Plan is not only to identify future capital priorities, but also to support long-term decision-making regarding how the District responds to sustained enrolment growth, evolving community development patterns, and the increasing challenges associated with delivering educational infrastructure within a highly constrained urban environment.

As one of British Columbia's fastest-growing and most physically constrained school districts, New Westminster Schools faces a unique set of planning pressures that require proactive, coordinated, and forward-looking facilities planning. Since 2018, the District has undertaken regular updates to its Long-Range Facilities Plan to ensure that planning decisions continue to respond to changing enrolment, community growth, and evolving educational priorities.

This LRFP is intended to support the District in:

- Identifying future facility needs;
- Prioritizing capital investment requests to the Ministry of Infrastructure;
- Guiding long-term decisions regarding school sites, catchment areas, and district programs; and
- Ensuring educational infrastructure continues to align with projected student growth and the long-term needs of the communities the District serves.

In doing so, the Plan provides a strategic foundation for annual Capital Plan submissions while also establishing a longer-term vision for the evolution of the District's educational facilities.

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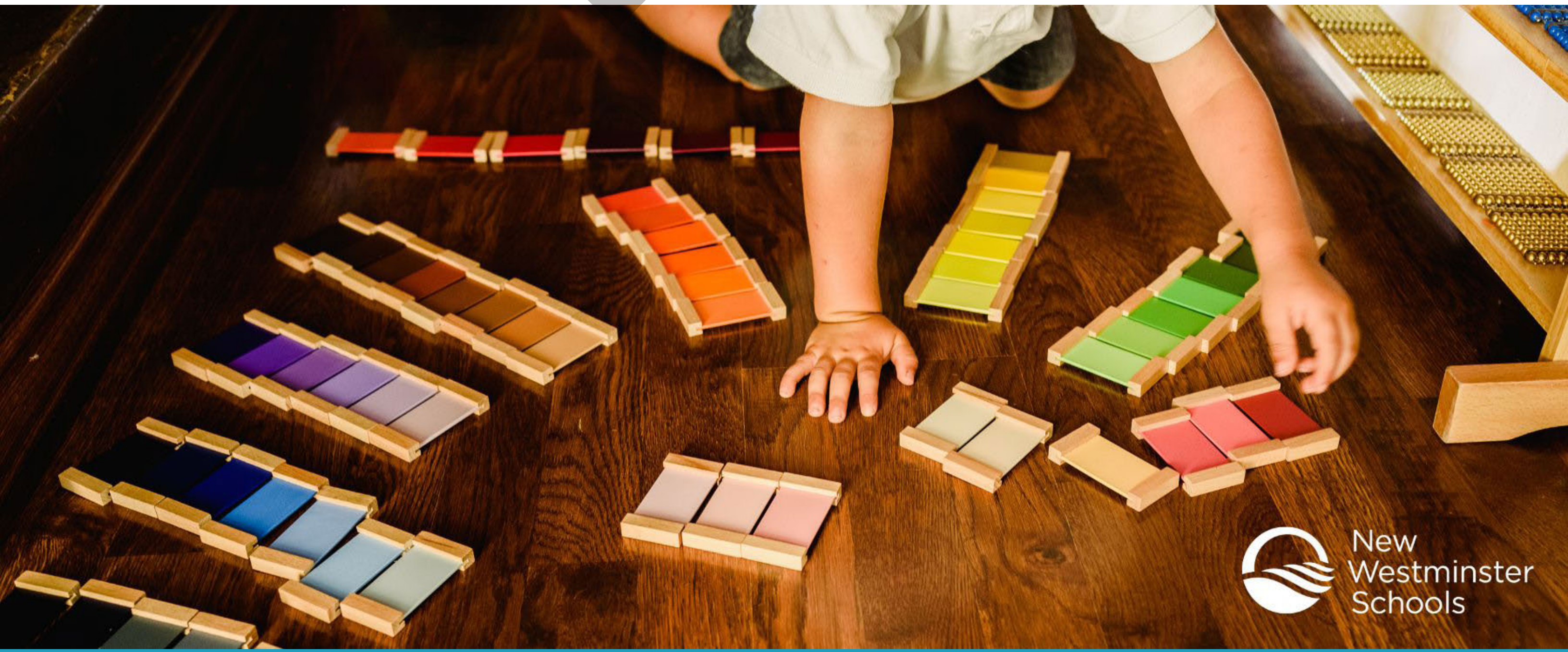

1.2 Planning Approach and Methodology

The development of this Long-Range Facilities Plan has been informed through a combination of demographic forecasting, facilities analysis, review of development and population growth trends, stakeholder engagement, and an ongoing collaborative planning process undertaken with District leadership, the Board of Education, educational partners, and the broader school community.

A central component of the planning process has been the use of enrolment projections developed through the Baragar demographic forecasting model, providing a long-term baseline for understanding future student population trends across the District. These projections have been supplemented through local analysis and District-specific knowledge to ensure that future planning decisions reflect both broader demographic trends and the unique realities of New Westminster.

The planning process included:

- Review of historical enrolment trends and long-term demographic projections;
- Analysis of current and anticipated residential development activity throughout the City of New Westminster;
- Review of neighbourhood growth projections and planned densification areas;
- Assessment of existing facility capacity, facility condition, site constraints, and long-term capital planning needs;
- Working sessions with District leadership and senior administration;
- Presentations and strategic planning discussions with the Board of Education;
- Engagement with educational partners;
- A public survey to gather community perspectives on future school planning priorities; and
- A public information meeting to share findings and receive feedback on long-term planning directions.

Together, these inputs ensured that the Plan was informed not only by enrolment projections, but also by operational realities, community priorities, and stakeholder perspectives. Feedback received through the engagement process helped shape the strategic directions presented throughout this report, including the exploration of future grade configurations, approaches to accommodating growth, and the importance of preserving long-term opportunities for school expansion.

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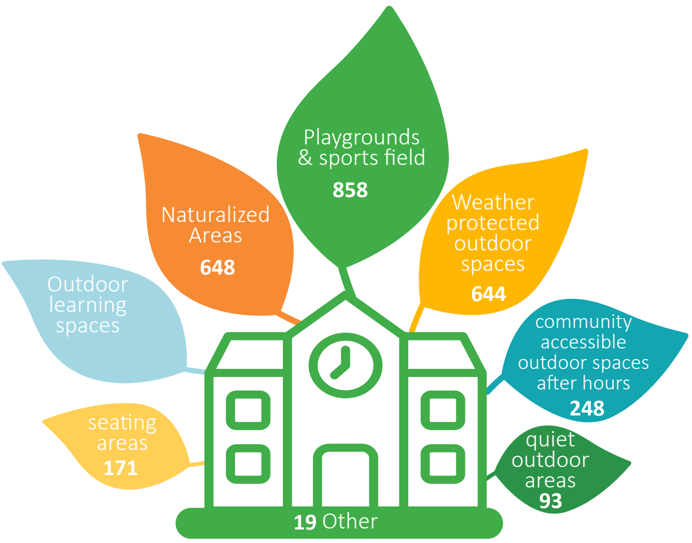
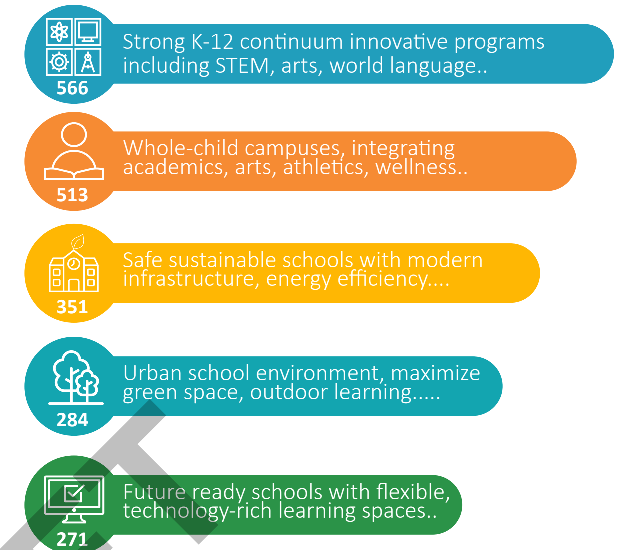
What we heard?

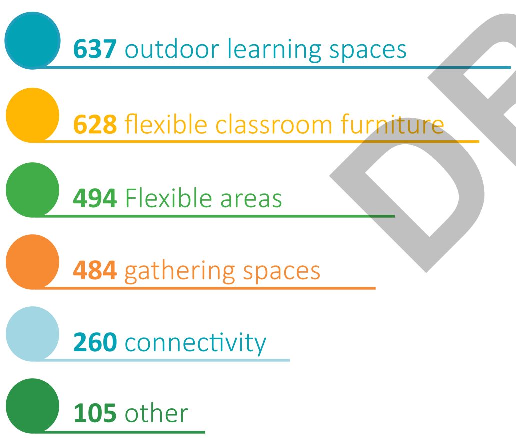
Which outdoor features are MOST important to you in school environments?



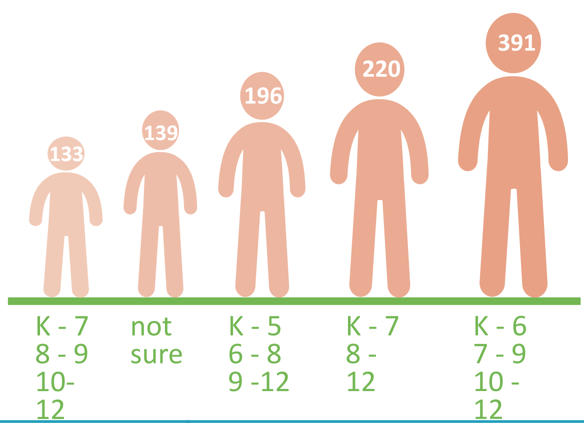
Looking ahead 10-20 years, which vision best reflects the kind of facilities and educational programming you would like the district to provide for students from K-12 grade?



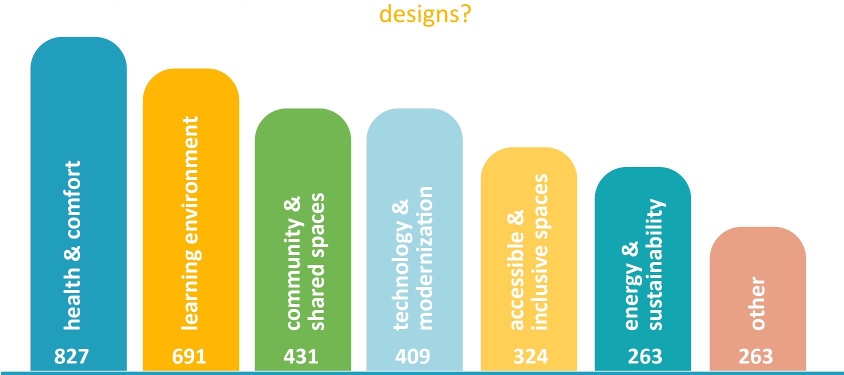
Which learning space approaches are most important?



The Board of Education has supported in principle, the exploration of a grade configuration. Which reconfiguration do you support the most?



Which specialized spaces are most important to consider in future school designs?



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1.3 Relationship Between the LRFP & Capital Planning

The Long-Range Facilities Plan is closely connected to the District's annual Capital Plan process and serves as the strategic framework for identifying and prioritizing future capital investment.

Each year, school districts across British Columbia submit capital funding requests to the Ministry of Infrastructure for projects including school replacements, additions, seismic upgrades, and site acquisitions. While the annual Capital Plan focuses on projects seeking funding in the near term, the LRFP looks further ahead, identifying the investments and strategic directions that will position the District to respond to future enrolment growth and changing community needs.

The LRFP therefore provides the long-term rationale that supports annual capital requests and helps ensure that individual projects contribute to a coordinated, district-wide facilities strategy rather than addressing growth on a project-by-project basis.

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1.4 Alignment with District Strategic Priorities

This Long-Range Facilities Plan has been developed not only as a response to projected enrolment growth and facility capacity pressures, but also as a planning framework that supports the District's Strategic Plan 2025–2030.

Educational facilities play a critical role in enabling the District to deliver on its broader strategic goals. Decisions related to school capacity, modernization, site utilization, and future capital investment directly influence the District's ability to create inclusive learning environments, respond to changing community needs, support student well-being, and provide high-quality educational opportunities for future generations.

Accordingly, the LRFP supports the District by helping to:

- ensure learning environments are available to meet the needs of a growing student population;
- support equitable access to safe, inclusive, and high-quality educational spaces;
- respond proactively to changing community demographics and neighbourhood growth;
- create opportunities for modernization and renewal of aging facilities;
- support long-term sustainability and responsible stewardship of District-owned assets; and
- align future capital planning decisions with the District's broader strategic priorities.

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New Westminster Schools

2025-2030 Strategic Plan

New Westminster Schools undertook a comprehensive strategic planning process to define its vision and priorities for 2025–2030. In collaboration with Roots & Rivers Consulting, and guided by a commitment to engaging diverse voices, the district invited input from families, students, staff, and community partners through surveys, interviews, and focus groups.

Over 350 participants contributed to shaping the district's future direction, ensuring the plan reflects the unique needs, aspirations, and challenges of the community. The resulting strategic plan reflects a shared vision rooted in community input, designed to drive meaningful and sustainable change.

The 2025-2030 focus areas include:

1. **Student Experience**
2. **Caring and supportive systems**
3. **Sustainable organization**

Read the full strategic plan

Our foundation

VISION

An inspired learning community.

MISSION

Champion lifelong learning through enriching educational experiences.

VALUES

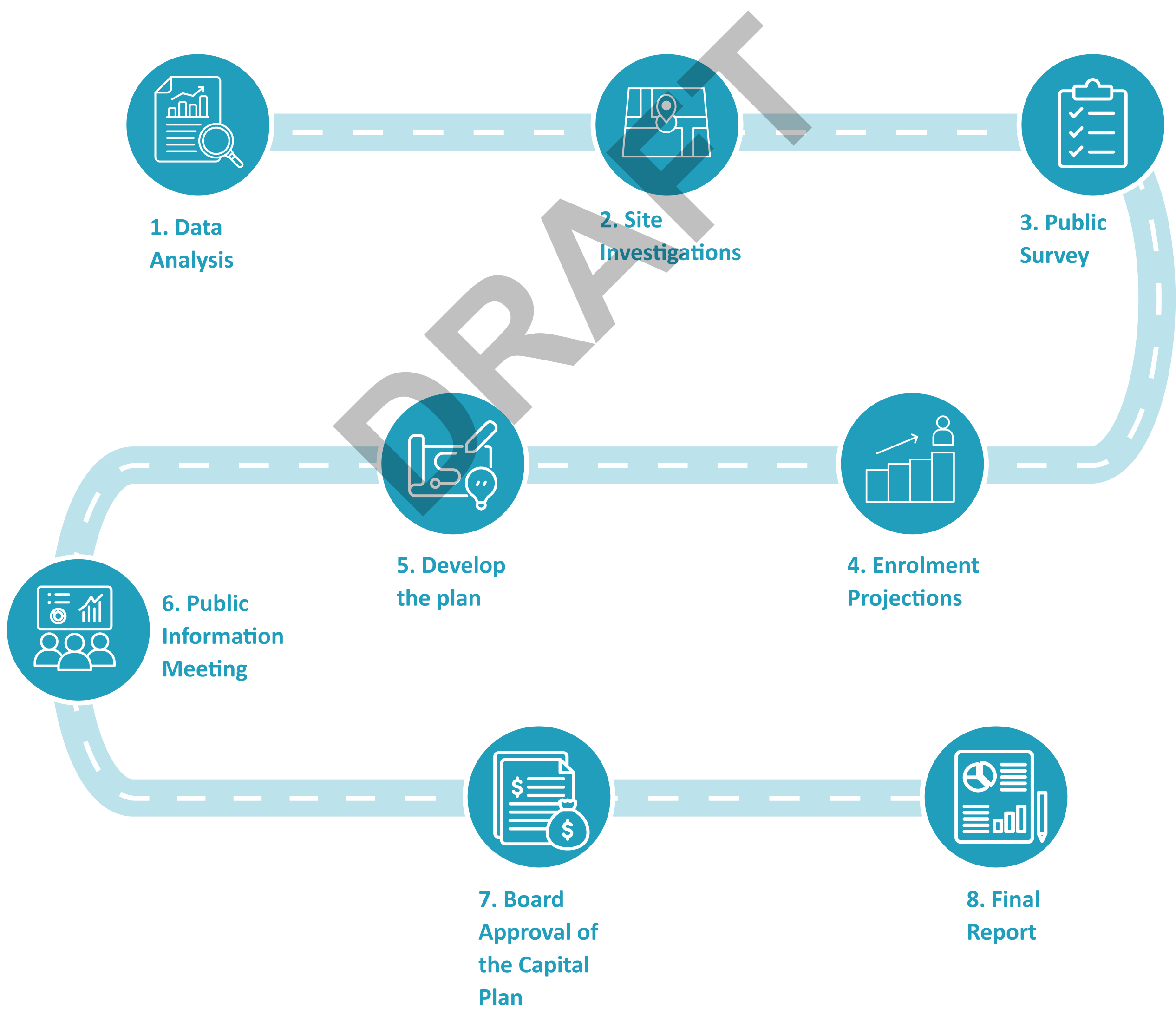
- Connection
- Empathy
- Resiliency
- Curiosity

Figure: The LRFP supports the 2025-2030 Strategic Plan

1.5 Introducing the Report

The chapters that follow build progressively from understanding the District's current context to identifying its future facilities strategy. The report begins by examining the existing school portfolio, demographic trends, and capacity challenges facing New Westminster Schools. It then explores the planning considerations and alternative strategies evaluated by the District before presenting the recommended long-term direction and the capital priorities required to implement it.

Rather than focusing solely on where additional school capacity is required, this Long-Range Facilities Plan examines how future growth can best be accommodated within one of British Columbia's most land-constrained urban school districts. The recommendations presented in this report are the result of balancing educational priorities, demographic trends, operational realities, stakeholder feedback, and the long-term stewardship of the District's existing school sites.



2.0 Understanding the Current Context

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2.1 Introduction

Future facilities planning must begin with an understanding of the unique context within which School District No. 40 operates. Unlike many school districts across British Columbia, New Westminster Schools serves a fully urbanized and rapidly growing municipality where continued enrolment growth, limited available land and significant site constraints combine to create a uniquely challenging planning environment.

Over the past two decades, the District has responded proactively through major capital investment, school modernization, additions and operational adjustments. Today, however, opportunities for outward expansion have become increasingly limited, requiring a new approach to long-term facilities planning.

Understanding the District, the community it serves and the assets it already owns provides the foundation for the strategic directions presented later in this Plan.

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2.2 The District at a Glance

School District No. 40 (New Westminster) serves approximately 7,800 students (2026/2027) and operates a diverse portfolio of educational facilities within the geographic boundaries of the City of New Westminster. The District provides educational services from kindergarten through Grade 12 and supports a wide range of educational programs designed to serve the diverse needs of learners across the community.

The District currently operates:

- 8 elementary schools
- 3 middle schools
- 1 secondary school
- Alternate education and district learning support programs
- Childcare facilities and before- and after-school programs located on school sites
- District operations, maintenance, and administrative facilities supporting day-to-day operations across the system

The District employs approximately 1,000 staff across teaching, administration, operations, and support services, all working collectively to support student success and deliver high-quality public education within one of British Columbia's most dynamic urban communities.

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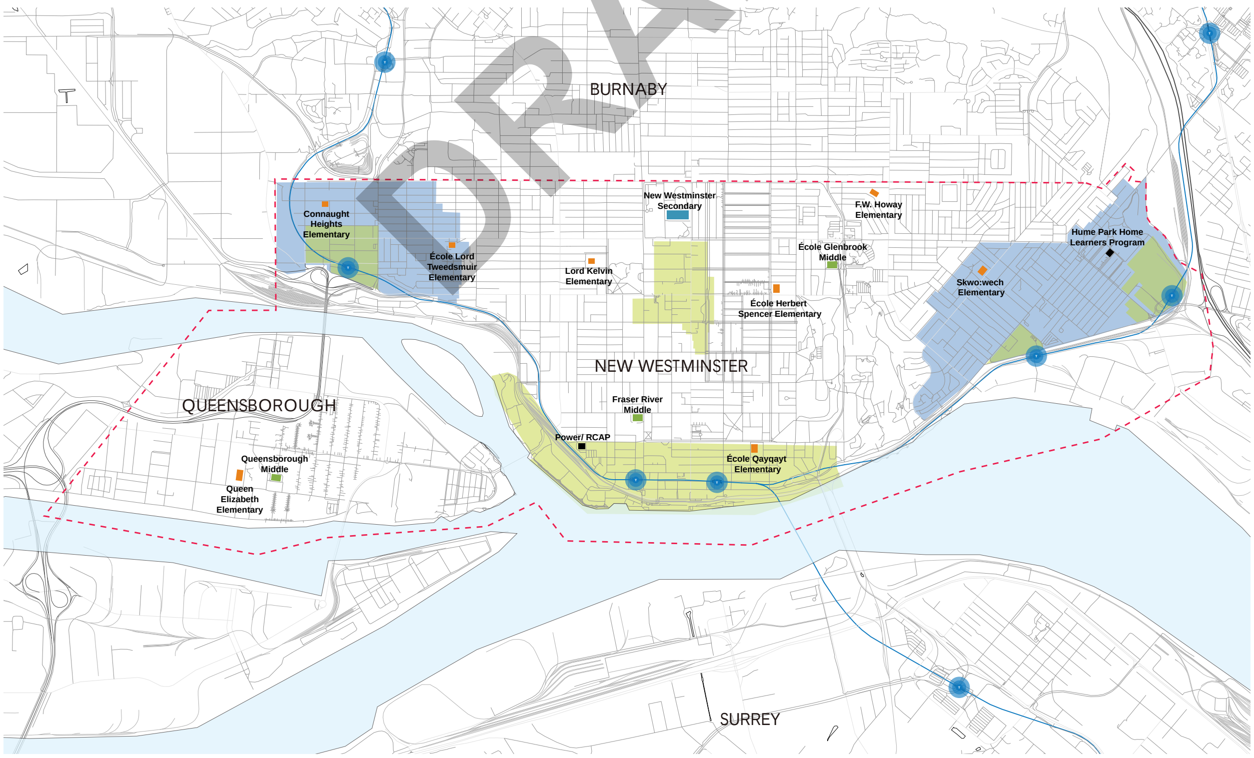

Figure: Map of School District
Image: Courtesy of studioHuB architects

Schools within the District are generally organized through three families of schools, reflecting the geographic distribution of students across the city:

- Queensborough Family of Schools
- Fraser River Family of Schools
- Glenbrook Family of Schools

There is currently one Family of Schools for French Immersion students, with Early French Immersion (EFI) offered at Ecole Herbert Spencer Elementary, Ecole Qayqayt Elementary and Ecole Tweedsmuir Elementary (EFI). Ecole Glenbrook Middle School (EFI) offers both early and late French Immersion (EFI and LFI), and all secondary French Immersion students attend New Westminster Secondary School (FI).

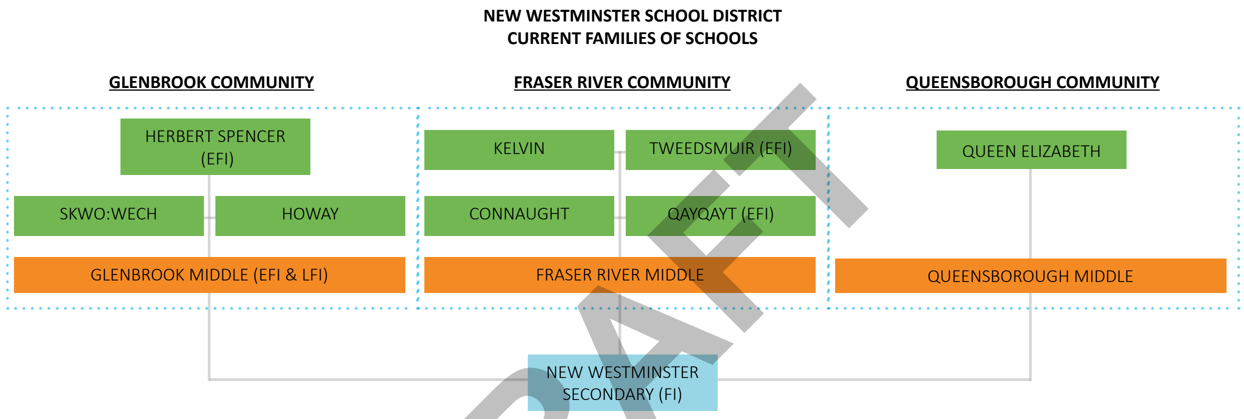

Figure: Families of Schools and French Immersion Family of Schools.

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While these family groupings help organize student pathways through the school system, all students within the District currently transition into a single secondary school, New Westminster Secondary School.

More information on the various programs in the District, including the Indigenous Education program, IB, Home Learners program, Montessori, Online Learning, Apprenticeship programs and Alternate programs can be found in Appendix I.

Unlike many school districts in British Columbia that operate across broad geographic regions or have opportunities for future outward expansion, New Westminster Schools operates entirely within a compact urban municipality where nearly all school sites have already been developed extensively. As a result, long-term facilities planning is increasingly focused not on identifying new opportunities for expansion, but on determining how existing district-owned assets can continue to support future student growth within an already constrained system.

Existing Facilities Portfolio

Over the past two decades, School District No. 40 has transformed its educational infrastructure through one of the most significant capital investment programs in its history. The District has undertaken an extensive program of school replacements, seismic upgrades, additions, and modernizations that has transformed its facilities portfolio and significantly improved the quality of learning environments across New Westminster.

These investments have not only enhanced the safety and performance of the District's schools, but have also created modern, flexible learning environments that support contemporary educational delivery and position many schools to serve future generations of students.

Major Capital Investments

Over the past two decades, the District has completed numerous major capital projects, including:
New Schools and School Replacements

- École Qayqayt Elementary School (new school, 2014)
- Ecole Fraser River Middle School (new school, 2016)
- New Westminster Secondary School (replacement, 2021)
- Skwo:wech Elementary (seismic replacement, 2022)
- Simcoe Elementary (under design, scheduled to open 2029)

Major Additions and Expansions

- Fraser River Middle School Neighbourhood Learning Centre conversion (expansion, 2024)
- Qayqayt Elementary Neighbourhood Learning Centre conversion (expansion, 2024)
- Queen Elizabeth Elementary School 21 classroom addition (under construction, scheduled completion 2027)

Seismic Upgrades

- Lord Tweedsmuir seismic upgrade (2019)

The District has made significant progress in addressing its high seismic risk facilities. The seismic upgrading of Hume Park Learning Centre is the District's only remaining high seismic risk project (H2). Although long-term planning anticipates eventual replacement of the Hume Park facility, the District should continue to pursue seismic upgrading in the interim.

Site Acquisitions

- Hume Park site acquisition expansion on Fader Street (acquired 2018) in anticipation of future Hume Park Elementary School replacement
- Queensborough site acquisition adjacent to Queensborough Middle School in anticipation of expansion or potential high school site (acquired 2022)

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Major Capital Investments

Year	Investment
2014	École Qayqayt Elementary School
2016	Ecole Fraser River Middle School
2018	Hume Park Site Acquisition
2019	Lord Tweedsmuir Seismic Upgrade
2021	New Westminster Secondary School
2022	Skwo:wech Elementary
2022	Queensborough Site Acquisition
2024	Fraser River Middle NLC
2024	Qayqayt Elementary NLC
2027	Queen Elizabeth Elementary addition
2029	Simcoe Elementary

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Facility Condition

The District's substantial capital investment is also reflected in the overall condition of its facilities. More than half of the District's schools are currently rated in good or excellent condition, demonstrating the impact of recent school replacements, seismic upgrades, additions and other major capital investments.

The Facility Condition Index (FCI) provides a measure of the relative condition of a facility by comparing the estimated cost of addressing identified renewal needs with the replacement value of the building. A lower FCI indicates a facility in better overall condition, while a higher FCI indicates greater renewal needs. The FCI is therefore useful as a broad indicator of where future investment may be required, although it does not by itself capture the functional suitability or educational quality of a school.

The District's FCI profile demonstrates a clear distinction between its newer facilities and a smaller group of older schools with greater renewal needs. This reinforces the findings of the LRFP analysis: future capital investment does not need to be directed broadly across the entire portfolio, but can increasingly focus on those facilities where age, condition, site constraints and functional limitations create the greatest long-term need.

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Site	Building FCI	Building RI	Site FCI	Site RI	Overall Combined FCI	Overall Combined RI
Connaught Heights	0.36	0.39	0.64	0.65	0.40	0.42
Board Office	0.05	0.06	0.00	0.00	0.04	0.05
FW Howay	0.21	0.24	0.80	0.80	0.28	0.32
Fraser River Middle	0.09	0.09	0.00	0.00	0.08	0.09
Glenbrook Middle	0.18	0.19	0.56	0.56	0.20	0.22
Herbert Spencer	0.31	0.34	0.28	0.28	0.28	0.30
Hume Park	0.36	0.41	1.07	1.09		
Lord Kelvin	0.32	0.35	0.89	0.89	0.35	0.37
Lord Tweedsmuir	0.22	0.24	0.66	0.67	0.25	0.27
Maintenance and IT	0.06	0.06	0.00	0.00	0.05	0.05
New Westminster Secondary	0.03	0.03	0.00	0.00	0.03	0.03
Qayqayt	0.08	0.09	0.00	0.00	0.07	0.08
Queen Elizabeth	0.53	0.54	0.44	0.45	0.48	0.49
Queensborough Middle	0.14	0.16	0.26	0.26	0.15	0.16
Skwowech	0.00	0.00	0.04	0.06	0.00	0.01

Figure: 2021 FCI values (source: FVA Facility, By Ministry of Infrastructure)

Looking Ahead

Overall, the District enters this LRFP with a significantly strengthened facilities portfolio as a result of sustained capital investment over the past two decades. Most schools have benefited from replacement, seismic upgrading, expansion or modernization, while the remaining priorities are increasingly concentrated within a smaller number of aging or constrained facilities. The District has also substantially reduced its seismic risk exposure, with Hume Park Learning Centre now representing the only remaining high seismic risk project.

This provides an important foundation for the next phase of facilities planning. The challenge is no longer one of widespread renewal, but of targeting future investment strategically: addressing remaining facility and seismic needs, responding to continued enrolment growth, and making the most effective long-term use of the District's limited school sites.

The result is a portfolio that is both diverse and evolving. Rather than requiring widespread renewal across the District, future capital planning can increasingly focus on targeted investments that respond to continued enrolment growth, strategically redevelop remaining aging facilities, and maximize the long-term value of existing school sites.

The recommendations presented throughout this Long-Range Facilities Plan build upon this strong foundation. They represent the next phase in the District's capital planning journey, one that shifts from adding capacity in any way possible, toward accommodating sustained growth, optimizing existing assets, and ensuring that future investments continue to strengthen the District for decades to come.

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Transportation

New Westminster's compact urban form influences how students travel to and from school. The District is served by an established public transit network, and many students are able to walk or cycle to school. As a result, SD40 does not operate a large conventional student-bussing system compared with more geographically dispersed school districts.

The District's approach to transportation is therefore focused primarily on supporting safe and accessible access to schools through a combination of walking, cycling, public transit and limited school bus transportation where required. School locations, catchments and site planning are considered in relation to the surrounding transportation network, with particular attention to safe routes to school, pedestrian and cycling connections, transit access and the management of drop-off and pick-up activity.

For the LRFP, this means that transportation is considered primarily as a site and network-planning issue rather than through significant expansion of a District-wide bussing system. Future capital projects will need to accommodate the transportation characteristics of their individual sites, including appropriate student drop-off and pick-up areas, bus access where required, and connections to active transportation and public transit networks.

Child Care and Before- and After-School Care

Child care is an important consideration in the planning of school facilities and in supporting families within the District. SD40 currently provides opportunities for before- and after-school care within existing school facilities, where these programs can be accommodated through the use of spaces such as kindergarten classrooms and gymnasiums outside regular instructional hours. The District also has existing child care spaces at some school sites.

The ability to create additional full-day child care spaces, however, is constrained by the District's highly urban and land-constrained context. Many schools are already operating at or near capacity, and available site area is limited. As a result, opportunities to add new, dedicated full-day child care facilities are more difficult to accommodate than before- and after-school programs that can share existing school spaces.

The District's approach is therefore to continue supporting before- and after-school care through shared use of school facilities, while considering opportunities for dedicated child care space where a major capital project, available funding and site conditions make this feasible. Where such opportunities arise, the District can work with the Ministry, the City, child care providers and other potential partners to determine an appropriate operating and funding model.

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2.3 The City We Serve

School District No. 40 operates entirely within the municipal boundaries of the City of New Westminster, one of British Columbia's oldest and most established urban communities. Unlike many municipalities that continue to expand outward through greenfield development, New Westminster is a fully built-out city where future growth will occur almost entirely through urban intensification and redevelopment.

New Westminster is a compact, established urban municipality located at the centre of the Metro Vancouver region. The City is characterized by a relatively mature urban fabric, limited undeveloped land, established neighbourhoods and a growing concentration of higher-density residential development. These characteristics distinguish New Westminster from many suburban school districts where population growth can be accommodated through the development of large new neighbourhoods and purpose-built school sites.

The District's long-term facilities planning must therefore be considered within the context of growth occurring largely through redevelopment and intensification of an already built-out city.

A Growing City

New Westminster is expected to experience continued population and housing growth over the coming decades. Metro Vancouver's latest growth projections anticipate the City's population increasing from approximately 82,900 in 2021 to approximately 106,600 by 2030, 127,400 by 2040 and 142,800 by 2050 under the medium-growth scenario, and even higher under the High Growth Scenario.

This represents an increase of approximately 60,000+ residents over three decades. While population projections do not translate directly into student enrolment, the scale and duration of anticipated growth provide an important context for the District's long-range facilities planning.

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New Westminster's High Growth Scenario

Source: Coriolis Consulting Corp, City of New Westminster Population and Housing Forecast (2024 – 2049), 2025.

High Growth Scenario	2024	2029	2034	2039	2044	2049
Population	90,799	104,210	116,136	127,456	137,232	146,622
Housing Units	40,535	47,585	53,273	58,735	63,241	67,568

Figure: New Westminster Population Growth, 2021–2050
Images courtesy of Metro Vancouver Growth Projections, 2025 Update

Growth in a Constrained Urban Context

The nature of growth is as important as the amount of growth: New Westminster is part of Metro Vancouver's Burrard Peninsula sub-region, which includes Burnaby, Vancouver and New Westminster. Metro 2050 directs regional growth toward existing urban areas, urban centres and transit-oriented locations, supporting compact communities and efficient use of existing infrastructure.

4. METRO VANCOUVER'S SUB-REGIONS FOR THE PURPOSES OF METRO 2050 PROJECTIONS

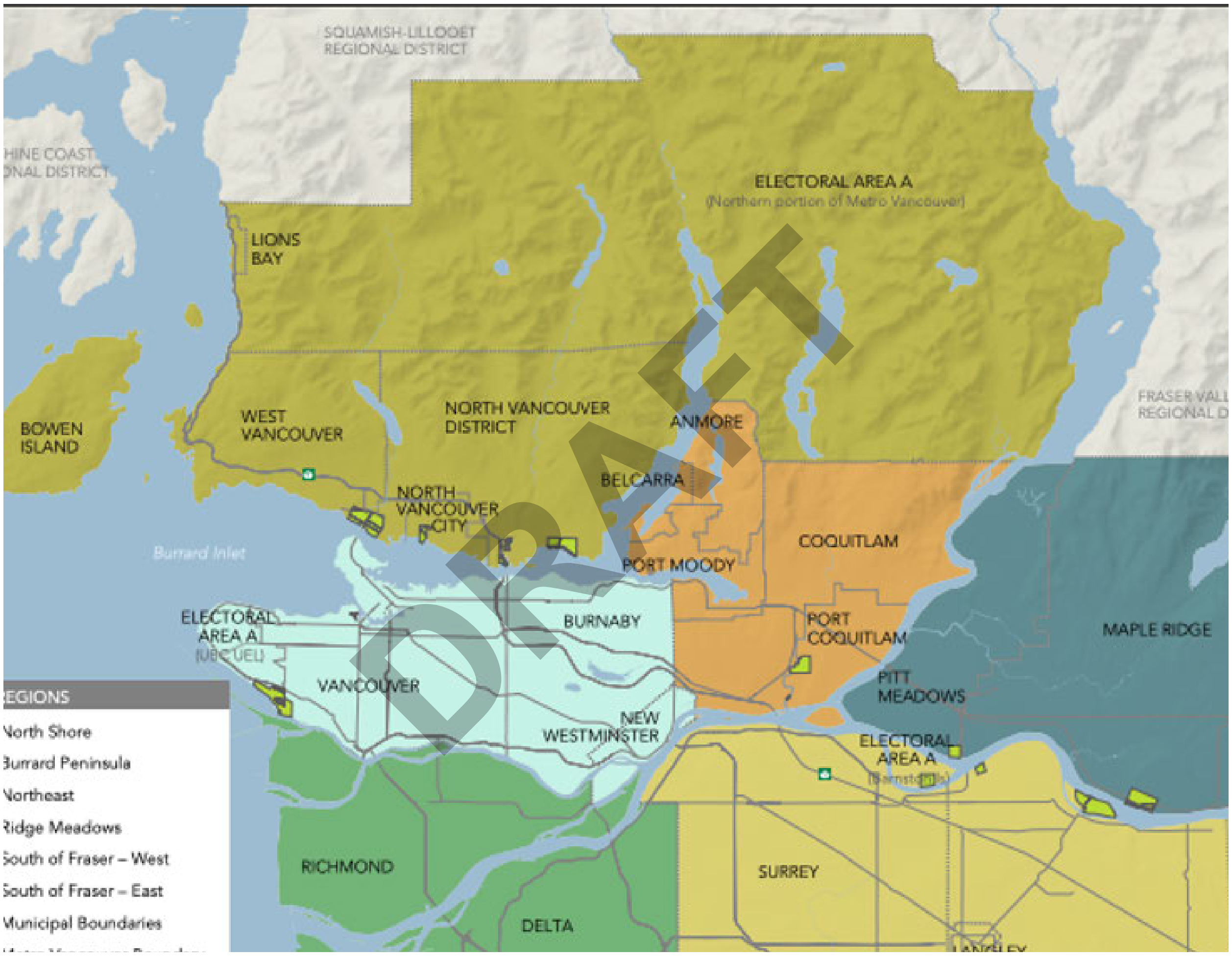

Figure: The location of New Westminster within the Metro Vancouver context
Images courtesy of Metro Vancouver

New Westminster's growth is therefore occurring within an established urban environment rather than through the creation of large greenfield communities. The City's planning framework anticipates significant additional housing capacity through redevelopment, infill and increased residential density. The City's recent OCP updates respond to provincial housing legislation and incorporate the City's housing needs, including planning for capacity for 27,523 additional housing units by 2044.

This pattern of growth has direct implications for school planning. New housing does not necessarily come with opportunities to secure new school sites. Instead, additional students are accommodated within an increasingly dense urban environment where existing school sites are often the most viable locations for future capacity.

This reinforces the importance of:

- maximizing the effective use of existing District-owned sites;
- considering vertical and site intensification where appropriate;
- monitoring development patterns at the neighbourhood and catchment level;
- coordinating with t he City as new residential development is planned; and
- identifying opportunities to secure land for future schools before suitable sites become unavailable.

Where Growth is Occurring

The City's growth is not distributed evenly across New Westminster. Major development and intensification are concentrated around established centres, transit corridors and areas identified for additional housing.

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Map 5.Regional City Centre and Frequent Transit Development Areas

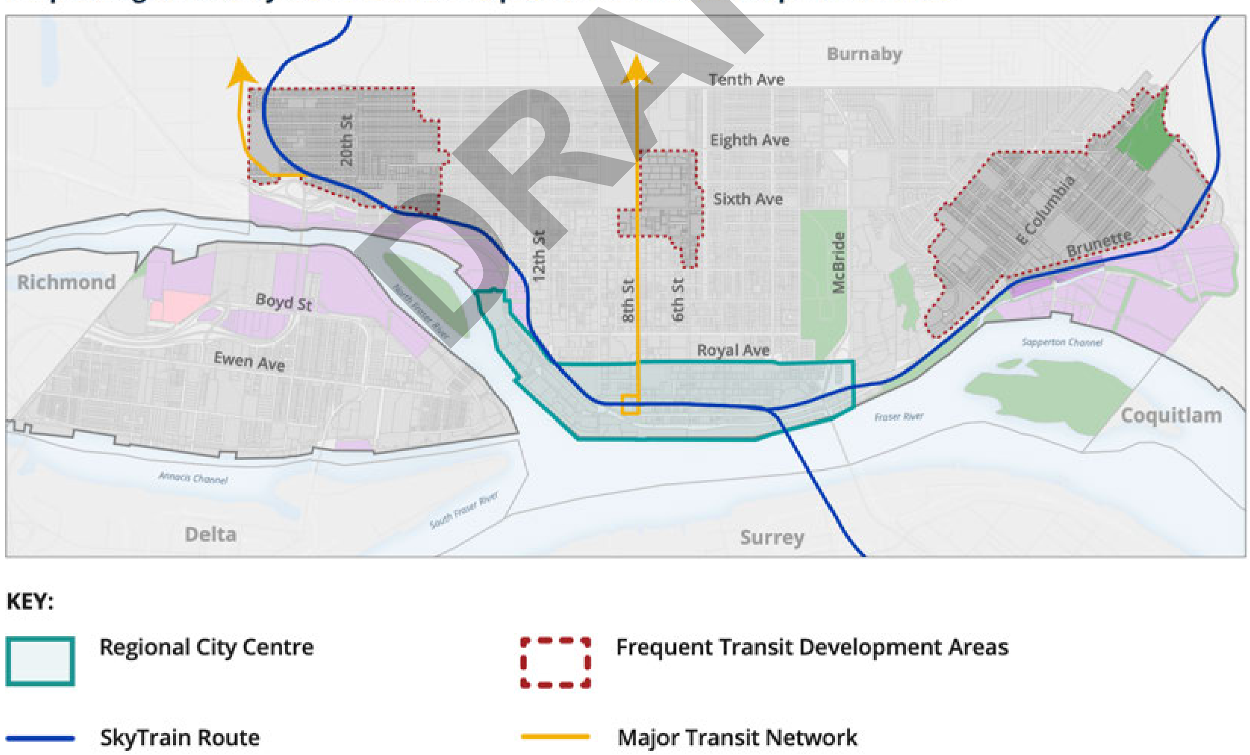

Figure- New Westminster Growth Areas / Major Development Areas
Images courtesy of City of New Westminster OCP / Metro 2050

Metro Vancouver's regional planning framework specifically seeks to focus growth in Urban Centres, Frequent Transit Development Areas and Major Transit Growth Corridors because these locations can support compact, connected communities and more efficient infrastructure.

For SD40, this means that school planning and municipal growth planning are closely interconnected. As new housing is concentrated in established neighbourhoods, the District must understand not only how many new residents are anticipated, but where those residents are likely to live and how their distribution may affect individual school catchments.

Planning for Growth in a Built-Out City

The combination of population growth, housing intensification and limited land availability creates a particular challenge for SD40.

In a growing suburban district, a new community can sometimes be accompanied by a new elementary school site, followed by additional schools as the community matures. In New Westminster, opportunities to follow this model are much more limited. The District is planning for growth within a city that is already substantially developed.

This makes the relationship between municipal development and school capacity especially important. The District will need to continue working with the City to understand the location, timing and scale of anticipated residential growth and to assess its implications for student enrolment and school capacity.

At the same time, municipal growth projections and school enrolment projections serve different purposes and should not be expected to align directly. The District's enrolment forecasts consider factors such as student generation, grade distribution, historical enrolment patterns, development timing and school catchments. Municipal population and housing projections provide an important external context for that analysis, rather than serving as a direct forecast of future school enrolment.

This distinction is important throughout the LRFP: population growth establishes the broader direction of change, while the District's enrolment analysis determines how that growth is expected to translate into demand for school facilities.

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2.4 A District Like No Other

While many school districts across British Columbia continue to accommodate growth through outward expansion into new neighbourhoods, School District No. 40 faces a fundamentally different planning environment. The District serves a fully urbanized municipality where virtually all developable land has already been built upon, leaving few opportunities for new school sites or large-scale greenfield development.

With all secondary students currently concentrated at a single, overflowing, campus, the District has no ability to redistribute secondary enrolment between multiple schools as neighbourhoods grow. This makes the creation of additional secondary capacity a particularly important long-term planning priority, especially in a municipality where opportunities to acquire a new school site are extremely limited.

At the same time, New Westminster continues to experience sustained population growth driven by residential intensification, transit-oriented development, and redevelopment of established neighbourhoods. As a result, student enrolment continues to increase while the amount of land available for educational infrastructure remains effectively unchanged.

Over the past two decades, the District has responded proactively through the construction of new schools, school additions, seismic replacement projects, strategic site acquisitions, and operational measures such as portable classrooms and program relocations. These investments have significantly strengthened the District's educational infrastructure and have successfully accommodated many years of enrolment growth.

Today, however, many of the traditional approaches available to school districts have reached their practical limits. Opportunities to acquire new land are increasingly rare, many existing school sites are constrained by surrounding development, and several schools are already operating at or near their functional capacity. While temporary measures such as portable classrooms continue to provide flexibility, they are not a long-term solution for a district that is expected to continue growing for decades to come.

As a result, future facilities planning in New Westminster requires a different approach. Rather than focusing solely on where additional student capacity is required, the District must also consider how that capacity can be accommodated within its existing portfolio of school sites. This requires each major capital investment to be evaluated not only for its ability to address current enrolment pressures, but also for how effectively it preserves opportunities to respond to future growth.

This shift in thinking, from expanding outward to making the most effective long-term use of existing District assets, forms the foundation of the strategic directions presented in this Long-Range Facilities Plan.

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2.5 Student Enrolment Trends

Student enrolment trends provide one of the clearest indicators of the long-term pressures shaping facilities planning within School District No. 40. Over the past decade, the District has experienced sustained enrolment growth, reflecting continued population growth and residential intensification across the City of New Westminster.

Unlike many school districts across British Columbia, where enrolment has stabilized or declined in recent years, New Westminster Schools continues to experience consistent growth in student population. This places the District among a relatively small number of school districts where additional student capacity will continue to be required over the coming years.

District enrolment has increased steadily from approximately 6,400 school-aged students in 2016 to approximately 7,800 students in 2026, a growth of nearly 22% in ten years. Current demographic projections indicate that this upward trend is expected to continue, with growth occurring across multiple neighbourhoods and school catchments throughout the District.

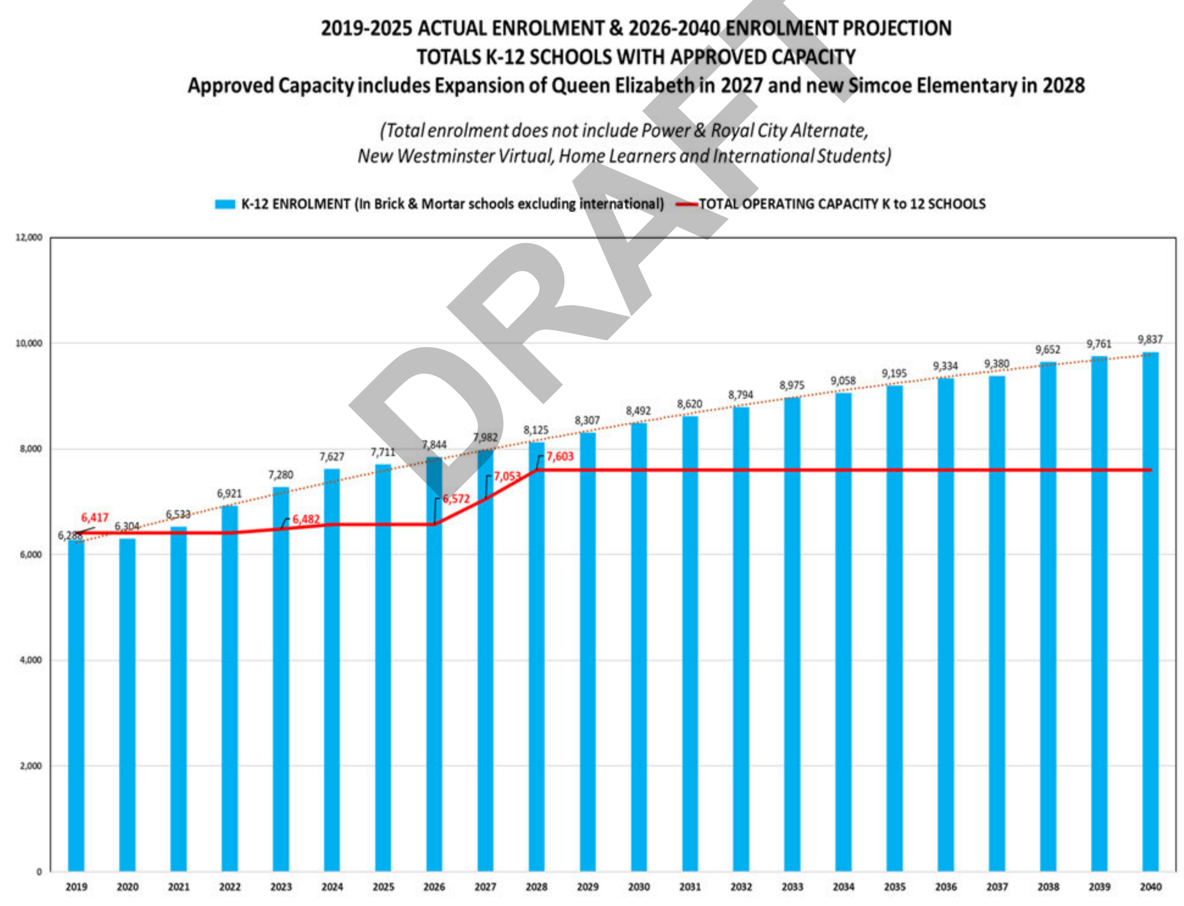

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Figure: this figure shows the historic actual enrolment and projected enrolment for the District as a whole over the next 15 years versus the existing capacity, indicating the large seat shortfall that will occur if no new capacity is added.
Images courtesy of Umur Olcay, ALEP, RPP

Secondary capacity pressure is particularly significant because New Westminster Secondary is currently the District's only secondary school. Projected enrolment continues to exceed the school's operating capacity, creating a structural need for additional secondary capacity rather than simply a localized shortfall.

While enrolment growth itself is not unique, its implications for New Westminster are. Continued growth within a fully urbanized municipality, where opportunities for new school sites are extremely limited, requires long-term facilities planning that looks beyond short-term capacity pressures and considers how existing educational assets can continue to evolve to meet future demand.

The following chapter examines future enrolment projections in greater detail and explores how continued growth is expected to influence school capacity and long-term capital planning across the District.

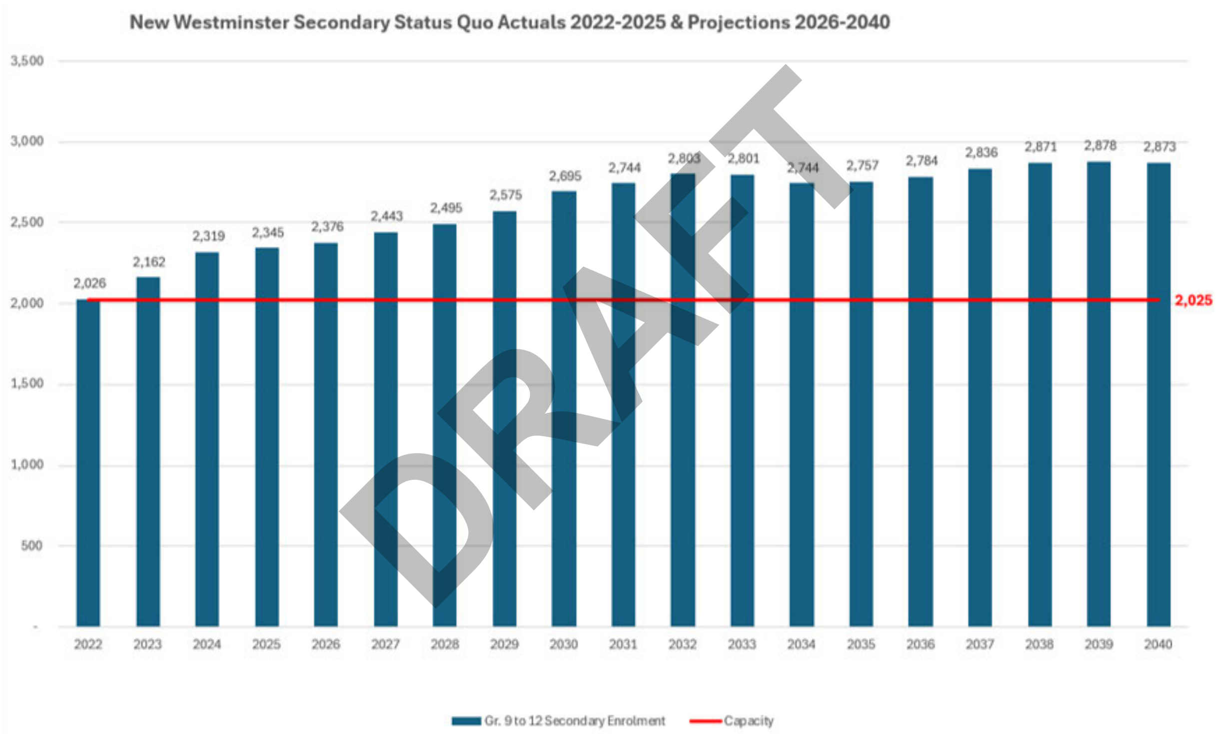

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Figure: shows the historic and projected enrolment at the secondary level (grades 9-12) versus the existing secondary capacity, if no additional secondary capacity is added.
Images courtesy of of Umur Olcay, ALEP, RPP

2.6 Planning Considerations

The District's future facilities planning is shaped by three interconnected realities: continued enrolment growth, the geographic and physical constraints of the municipality, and the need to make the most effective use of the District's existing land and facilities. Together, these considerations establish the context for evaluating how and where future capacity can be created.

Sustained Enrolment Growth

School District No. 40 is experiencing sustained enrolment growth, driven by continued population growth and residential development across New Westminster. Projections indicate that this growth will continue over the long-term planning horizon, creating an ongoing need for additional permanent student capacity.

The challenge is not simply the number of additional students, but the timing and location of the capacity required to accommodate them. Major capital projects require significant time to plan, approve and construct. Long-range planning is therefore necessary to ensure that today's investments respond to immediate needs while also positioning the District to accommodate future growth.

The scale and distribution of projected enrolment growth are examined in greater detail in Section 3.

Geography, Topography and Cost Constraints

New Westminster is a fully urbanized municipality with limited opportunities to acquire new school sites. The District's existing schools are integrated within an established urban fabric, and many sites are smaller than the site areas typically recommended for schools of comparable size.

The City's topography and physical conditions further influence the feasibility and cost of development. Steep grades, constrained sites and, in some locations, challenging geotechnical conditions can limit opportunities for conventional school expansion and increase the cost and complexity of new construction.

These conditions mean that the District cannot rely solely on acquiring new land or expanding existing schools horizontally. Future capacity will increasingly require creative approaches to site planning, including vertical development and more intensive use of existing District-owned properties.

Maximizing Existing Infrastructure

The District has already made significant use of its existing school portfolio to respond to growth. Additions, portables, program relocations, catchment adjustments and other operational strategies have helped maximize available capacity while avoiding unnecessary capital investment.

These approaches remain important tools, but their effectiveness is increasingly limited as schools and sites approach their practical capacity. In a land-constrained district, the question is therefore not only where new schools can be built, but how existing District-owned sites can be used more strategically to create additional permanent capacity.

This includes considering opportunities to intensify sites through redevelopment, vertical construction and changes to how schools are organized. It also requires looking beyond individual projects to consider how today's decisions can preserve flexibility for future generations of students.

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Planning Implications

Together, these considerations establish the central facilities planning challenge for the District: continued growth must be accommodated within a finite portfolio of increasingly constrained school sites. This requires the District to consider not only additional capacity, but the location, configuration and long-term value of the sites on which that capacity is created.

The following sections examine the projected enrolment demand and existing capacity pressures in greater detail, providing the evidence base for the strategic options considered later in this Plan.

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3.0 Understanding Future Enrolment Demand

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3.1 Introduction

The long-term facilities planning decisions facing School District No. 40 must be grounded in a clear understanding of future enrolment demand and how continued population growth across the city will affect school capacity over time.

While annual capital planning focuses on identifying the projects and investments required over the next ten years, the Long-Range Facilities Plan enables the Board of Education to consider how today's decisions will shape the District's educational infrastructure for decades to come. Understanding both the scale and location of future growth is therefore critical to identifying capital priorities and ensuring that near-term investments contribute to a coordinated long-term strategy.

This section examines the enrolment projections, historical growth and resulting capacity pressures that will shape the District's facilities needs. The evidence demonstrates that the District is not planning for a potential future increase in enrolment; it is planning for continued growth that will materially exceed the capacity of the existing system.

3.2 Enrolment Projection Methodology

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Developing accurate long-term enrolment projections is a critical component of responsible facilities planning. Given the significant lead times associated with capital approvals, school additions and major infrastructure projects, the District must anticipate future enrolment demand well in advance.

As part of this Long-Range Facilities Plan, enrolment projections were developed using the Baragar demographic forecasting model, which provides a baseline for understanding future student population trends based on historical enrolment, population trends, birth rates, housing development and migration patterns. The projections were further refined through district-specific analysis to reflect the unique growth conditions currently shaping New Westminster.

This analysis considered:

- historical enrolment trends across the District;
- current and anticipated residential development activity;
- active development applications and long-term growth projections;
- neighbourhood-specific development patterns and anticipated population change;
- known operational pressures and emerging capacity challenges; and
- broader demographic and development trends influencing future enrolment demand.

The resulting projections provide the basis for assessing future system-wide capacity requirements and identifying where additional facilities will be required.

3.3 Historical Enrolment Growth & Future Projections

School District No. 40 has experienced a clear and sustained pattern of enrolment growth. Over the past decade, student enrolment has increased steadily, reflecting continued population growth within the City of New Westminster and increasing demand for public education. Current demographic projections indicate that this trend is expected to continue over the coming decades.

Under the District's current organizational model of Kindergarten to Grade 5 elementary schools, Grade 6 to 8 middle schools and Grade 9 to 12 secondary schools, continued growth will create significant capacity pressures across the entire system.

If the existing organizational model were maintained, total enrolment demand is projected to exceed available system capacity by approximately 2,000 student spaces within the next ten years. The precise timing and location of capacity pressures will continue to evolve as development patterns change across the city. However, the overall conclusion is clear: additional permanent capacity will be required, and the District will need new long-term approaches to create that capacity within an increasingly constrained system.

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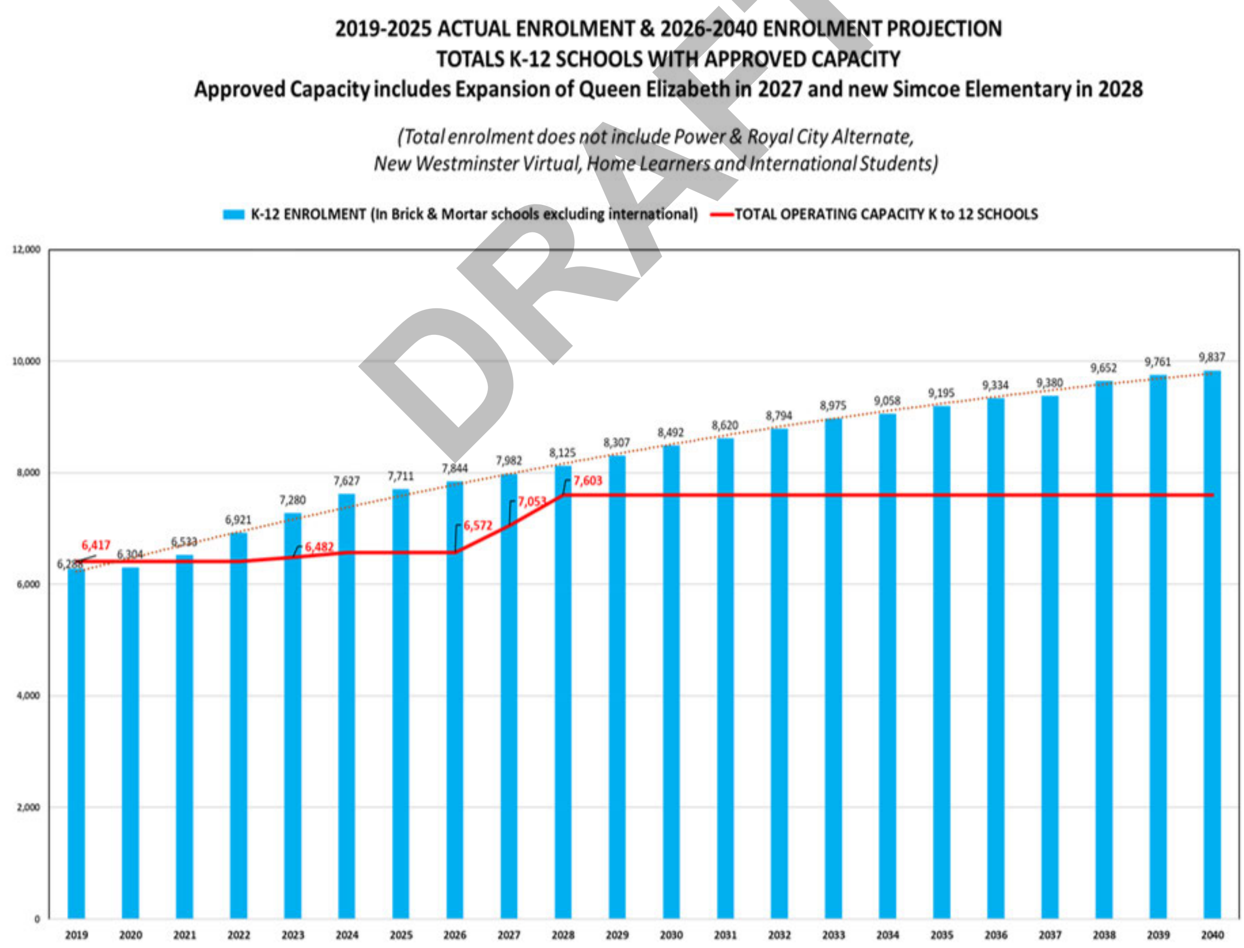

Figures: enrolment projections at Status Quo as graph
Images courtesy of Umur Olcay, ALEP, RPP

3.4 Capacity Constraints and the Strategic Importance of the Lord Tweedsmuir Site

While enrolment pressures are occurring across the District, relatively few District-owned sites remain capable of accommodating significant long-term capacity expansion, and those with the greatest potential are not necessarily located where the strongest growth is occurring, particularly within the Fraser River Community.

This creates an important distinction between having land and having strategically useful land. Future planning must consider not only whether a site can physically accommodate additional students, but whether it can do so at the scale, location and timing required to address future system needs.

Within this district-wide context, the Lord Tweedsmuir site emerges as an important strategic asset. Its significance is not that it provides a singular solution to the District's future enrolment pressures, but that it offers a level of flexibility and development potential that is increasingly rare within New Westminster.

Several characteristics contribute to this strategic importance:

- Location: The site is within the Fraser River Family of Schools, an area experiencing significant enrolment pressure and expected to continue experiencing strong growth.
- Physical characteristics: The site is generally flat and does not face many of the significant geotechnical challenges present elsewhere in the District.
- Scale: Tweedsmuir is one of the District's larger school sites and, with the exception of the existing New Westminster Secondary School site, is one of the few District-owned properties capable of supporting significant future development or site intensification.

Taken together, these characteristics make Tweedsmuir an important long-term strategic asset within the District's facilities portfolio. Decisions regarding its future use therefore have implications beyond the immediate replacement of the existing school or the creation of near-term capacity. They have the potential to influence how the District responds to growth and preserves flexibility for future generations.

The next section explains how the District moved from identifying these system-wide constraints to evaluating specific strategies for creating future capacity, including the role of site intensification, grade reconfiguration and the development of Scenarios A and B.

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Figure: we will add here an aerial of the Tweedsmuir site
Images courtesy of New Westminster GIS map

4.0 Developing the Long-Term Strategy

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4.1 Introduction

The preceding sections establish the scale of future enrolment growth and the constraints that limit the District's ability to respond through conventional approaches. The District therefore considered how future capacity could be created within its existing land base while also addressing the longer-term needs of the school system.

The planning process considered demographic projections, existing facility capacity, site opportunities and constraints, educational considerations, grade organization, capital requirements and the long-term value of District-owned properties. It also incorporated input from District leadership, the Board of Education, educational, and the broader community.

While capacity pressures exist across all grade levels, secondary capacity is particularly challenging to create because secondary schools require larger sites, specialized facilities and significant capital investment. New Westminster currently has only one secondary school, making the creation of a second secondary school a particularly important long-term planning consideration.

The strategy that emerged is therefore not based on a single project. It reflects a series of decisions about where capacity can realistically be created, how existing assets can be used more effectively, and how today's investments can preserve options for future generations.

4.2 From Land Acquisition to Site Intensification

The District's former long-range planning initially included opportunities for strategic land acquisition as a means of creating future capacity based on support received from province to explore land for a new middle school in 2024. However, Ministry direction shifted away from support of land-acquisition and toward intensification of a district-owned property and specifically, the Lord Tweedsmuir site.

This shift is significant. New Westminster is a fully urbanized municipality with very limited opportunities to acquire appropriately located land for new schools.

As a result, the District views site intensification not simply as a response to the immediate Tweedsmuir project, but as a broader planning strategy. The objective is to make more effective use of existing District-owned land while preserving opportunities for future expansion and redevelopment.

The Lord Tweedsmuir site therefore has become a cornerstone of the LRFP, not because one site can solve all of the District's future capacity needs, but because its redevelopment provides a rare opportunity to address a significant capacity challenge while demonstrating a new approach to the use of constrained urban school sites.

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4.3 Exploring Grade Configuration & Capacity Options

Recognizing that capital investment alone can not address all the District's capacity pressures, the LRFP planning process also examined how grade configuration and school organization can improve system-wide utilization.

Two scenarios rose to the surface and were designed to address the District's projected capacity pressures through approximately 2036 while using the Lord Tweedsmuir site as a major component of the strategy. The important distinction between them is not simply how many students each accommodates in the near term, but what future challenge each scenario leaves the District to solve.

This is particularly important for secondary education, where sites must be large enough to accommodate specialized learning spaces, athletic facilities and the broader operational requirements of a secondary school. The Lord Tweedsmuir property is the District's only site currently identified as capable of accommodating substantial future secondary capacity.

4.4 Scenario A and Scenario B

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The following represent the two scenarios developed given the above-noted context and district priorities. In both scenarios, the redevelopment of Lord Tweedsmuir is cornerstone to the strategy, but it is not a standalone solution. Implementation of either scenario will require a coordinated program of capital investments across the District, including additional capacity, facility renewal, seismic upgrades and strategic land acquisition.

- Under Scenario A, the Tweedsmuir redevelopment establishes a second secondary-school pathway, shifting the longer-term capacity challenge primarily toward elementary schools.

  (Grade reconfiguration to K-7, 8-12 and capacity of 2300)

- Under Scenario B, the Tweedsmuir redevelopment establishes additional elementary and middle school sets, where a future secondary school would ultimately remain necessary.

  (Grade reconfiguration to K–6, 7–9, 10–12 and capacity of 1000 elementary and 1000 middle)

The complementary capital strategies supporting the total capital requirements formulated in the long range facilities plan were identified through consideration of both Scenario A and Scenario B and remain relevant regardless of the scenario ultimately selected. The difference is primarily in the type, timing and scale of future capacity required.

Additional Capital Projects beyond the Lord Tweedsmuir development for both scenarios include:

- Lord Kelvin Elementary replacement at increased capacity
- New Elementary School at Hume Park
- New Elementary School in Fraser River Community
- Seismic Upgrade of existing Hume Park Elementary

Site Acquisitions:

- RCAP/POWER
- Additional property adjacent to existing Hume Park Elementary
- New school site in the Fraser River Community

4.4.1 Scenario A

Lord Tweedsmuir Site

Under this scenario, the Lord Tweedsmuir site would be redeveloped as a junior-secondary/secondary campus serving approximately 2,300 students, accommodating Grades 6–7 in the initial period and Grades 8–12 as the District transitions to a new district-wide grade configuration of K – 7 and grades 8 - 12. The District's three existing middle schools would ultimately transition to elementary schools.

This reconfiguration is an important complementary component of this scenario. It allows the District to better align its existing facilities with the proposed two-secondary-school model and makes use of existing school capacity rather than relying exclusively on new construction. The implementation of the grade reconfiguration will require modest capital investment at all existing middle schools which will take place over time. This will require ongoing monitoring of enrolment, catchment areas and program distribution as the transition occurs.

Under this scenario, the major near-term investment addresses the District's most difficult capacity challenge: creating a second secondary-school pathway without relying on the acquisition of a new secondary-school site. This is particularly significant in New Westminster, where opportunities to acquire appropriately sized school sites are extremely limited.

Following implementation of the new 2,300 capacity junior-secondary/secondary school at Lord Tweedsmuir, additional capacity requirements between years 10 – 15 of the LRFP would be at the elementary level, including future elementary capacity in the Fraser River and Glenbrook areas as noted below. Scenario A therefore uses the Tweedsmuir site to address both an immediate capacity need and a longer-term structural issue within the District's school system.

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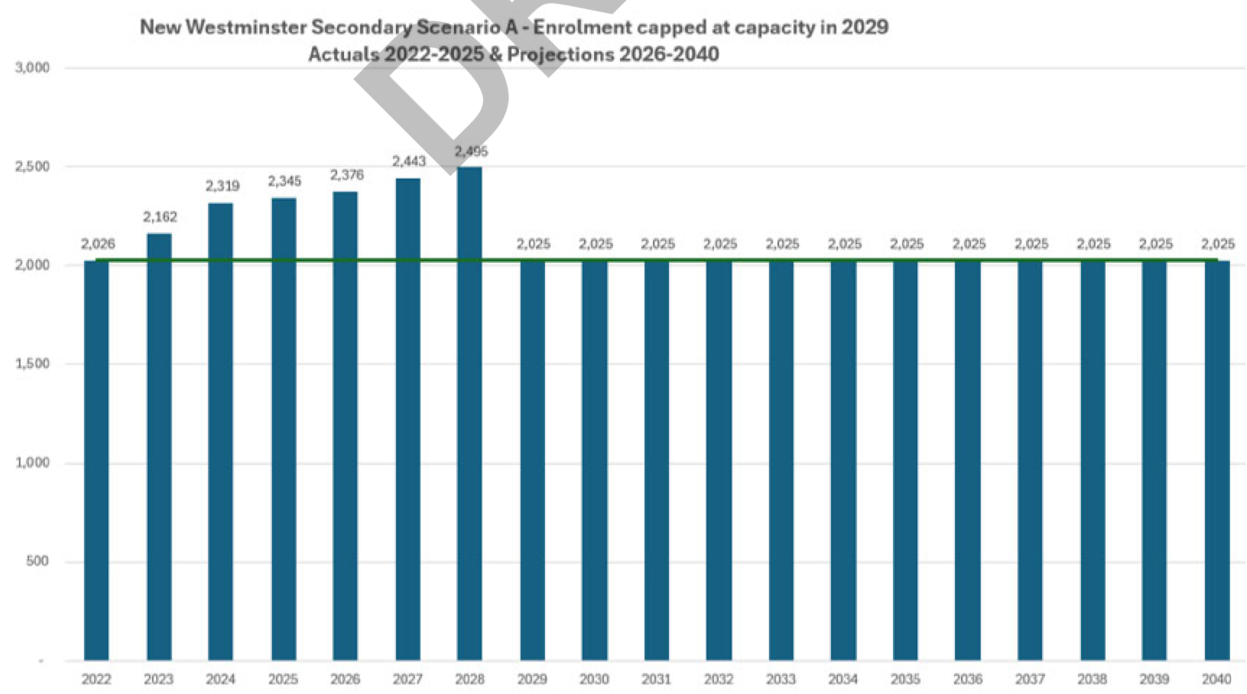

Figure: New Westminster Secondary enrolment projections for Scenario A
Images courtesy of Umur Olcay, ALEP, RPP

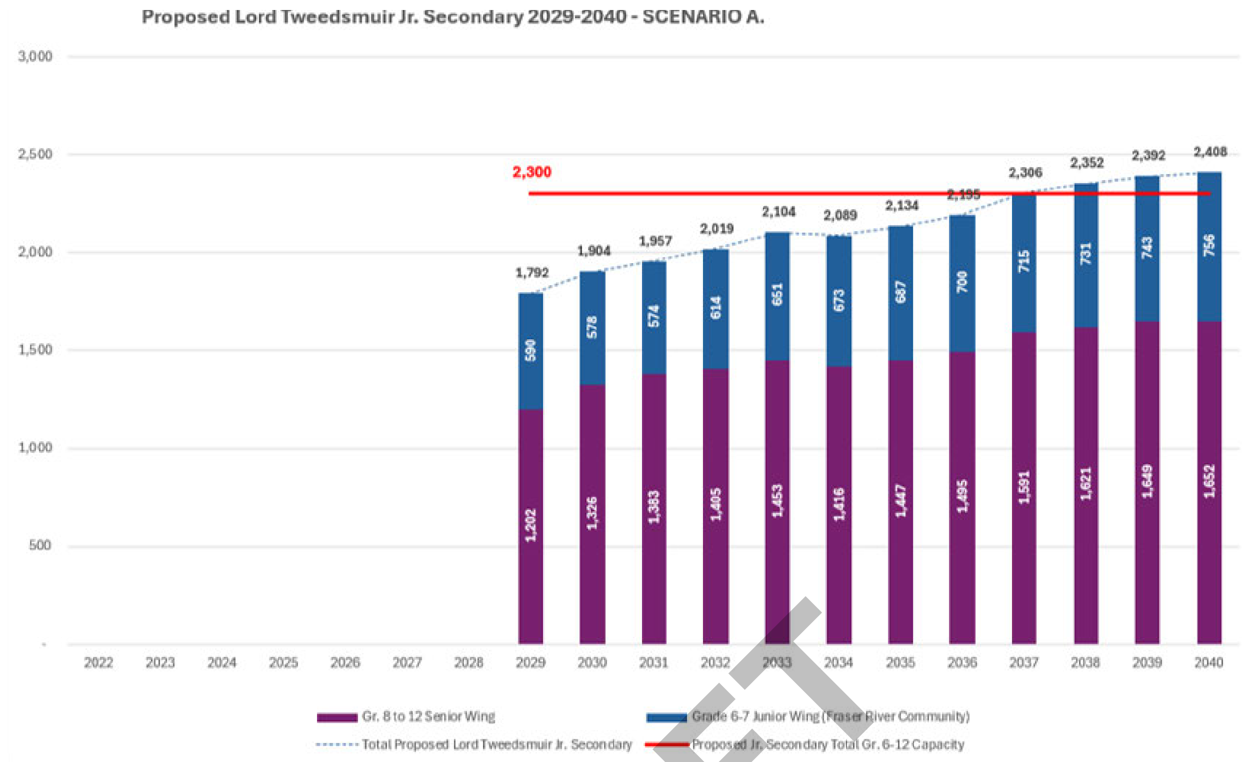

Figure: Lord Tweedsmuir enrolment projections for Scenario A
Images courtesy of Umur Olcay, ALEP, RPP

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Lord Kelvin Elementary

Lord Kelvin Elementary School is approaching the end of its useful life. Originally constructed in 1963, with an addition completed in 2001, the school is among the District's oldest and less efficient facilities. A review of the school and a site visit undertaken as part of this LRFP identified a number of building deficiencies and limitations associated with both the aging facility and the way the site is currently utilized.

The school is located within the Fraser River community, which is experiencing some of the most significant elementary enrolment pressure in the District. This makes the long-term redevelopment of Lord Kelvin strategically important not only from a facility condition perspective, but also as an opportunity to create additional elementary capacity in an area where it is most needed.

The existing school occupies a very constrained site and is organized as a predominantly single-storey building, resulting in an inefficient use of land. The existing building footprint occupies approximately 60% of the site, while much of the remaining available area is already occupied by portable classrooms and other required site functions. The result is a crowded campus with very limited flexibility to accommodate additional permanent space, future growth or new site development.

These constraints significantly limit the practical options for renewal or expansion. The configuration of the existing building and portable classrooms does not provide sufficient space to construct a replacement school while the existing school remains operational. Similarly, the extent of the existing building footprint leaves no practical opportunity to construct a meaningful addition. Even if additional space could be found, a significant addition to a building that is now more than 60 years old would not represent an efficient long-term investment.

For these reasons, Lord Kelvin represents a strong candidate for the District's next major school redevelopment and site intensification initiative following Lord Tweedsmuir. This is not because the site itself is large (in fact, it is highly constrained), but because the combination of the school's age, condition, inefficient building form and lack of practical alternatives makes comprehensive redevelopment the most viable long-term option. Its location adjacent to a large public park also provides an important advantage, helping to augment the limited on-site outdoor and play space that would otherwise be available on a redeveloped and intensified school site.

Following the Lord Tweedsmuir project, the District should therefore prioritize the replacement of Lord Kelvin with a larger-capacity, more efficient and higher-density multi-storey facility. Under Scenario A, the school would increase from its current capacity of 460 students to approximately 650–800 students, helping address anticipated elementary enrolment growth in the Fraser River community while making substantially more efficient use of this constrained site.

Figure – showing the existing Lord Kelvin Elementary site with all the additional portables
(Images courtesy of New Westminster GIS map, 2025)

Hume Park

Land Acquisition and Replacement

The former Hume Park Elementary site is currently home to the Home Learners Program. The site is below recommended site area standards for an elementary school and is located in the catchment of Skwo:wech Elementary, near the future Sapperton Green Transit-Oriented Mixed-Use Community – an area identified for future medium to high density development in the City of New Westminster Official Community Plan.

Beyond 2037, it is expected that there will be a growing space shortfall in the Glenbrook group of elementary schools that would support a future elementary school. A site expansion for Hume Park should be sized for a nominal capacity of 80K + 475E to accommodate long term elementary student growth.

Seismic

The seismic upgrading of Hume Park Learning Centre is the only remaining high seismic risk project within the District. Appreciating that a replacement for Hume Park may be years away, the District should continue to request of the seismic upgrade of this existing school.

Alternate Education

Royal City Alternate Program (RCAP) and POWER Alternate Secondary Program occupy leased space within Columbia Square at 1065 Columbia Street. This site is currently targeted for redevelopment and acquired by a developer. This may trigger future relocation of these programs. School District No. 40 should continue to pursue site acquisition to accommodate alternate programs including RCAP and POWER.

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Other

Future Fraser River Capacity

The longer-term capacity requirement in the Fraser River area is expected to be primarily **elementary capacity**. The District should continue to monitor development and enrolment in the area and pursue appropriate opportunities for future school sites. Given the limited availability of land within New Westminster, securing a suitable site when an opportunity arises may be as important as the eventual timing of construction.

This differs from Scenario B, under which a future Fraser River secondary school would ultimately be required. The Board's endorsement of Scenario A therefore changes the nature of the District's longer-term land and capital requirements rather than eliminating them.

Strategic Land Acquisition

Land acquisition remains a critical component of the District's long-term facilities strategy. The District should continue to pursue opportunities to secure land for future school capacity, particularly in areas where development is expected to generate sustained enrolment growth. Potential acquisitions should be assessed not only against immediate capacity requirements but also for their ability to preserve future options for the District.

In a land-constrained urban environment, **the opportunity to acquire land may occur well before the need for a new school is fully realized.** Maintaining a proactive approach to land acquisition is therefore an important element of long-term capital planning.

Scenario A					
	Grades	**2026**	**Grades**	**2036**	**2040**
Elementary enrolment	K-5	3603	K-7	5141	5406
Elementary capacity		2846		4867	4867
Elementary shortfall		-757		-274	-539
Middle enrolment	6-8	1865	na		
Middle capacity		1550			
Middle shortfall		-315			
Secondary enrolment	9-12	2376	8-12	4220	4433
Secondary capacity		2025		4325	4325
Secondary shortfall		-351		105	-108
Total enrolment	K-12	7844		9361	9839
Total capacity		6421		9093	9093
Total shortfall		-1423		-268	-746

Figure: summary table showing how scenario A responds to the 15 year projections.
The table takes into account the construction of a 2300 capacity secondary school at the Lord Tweedsmuir site. By 2036, this will resolve the secondary school capacity. The shortfall at the elementary level in 2036 will be spread across the 3 families of schools and can be alleviated through portables in each family. By 2040, additional elementary capacity would be required and it is proposed that this would be created through projects at Lord Kelvin Elementary and at Hume Park Elementary. The shortfall at the secondary level can be managed through a few portables at each secondary site.

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4.4.2 Scenario B

Lord Tweedsmuir Site

Under this scenario, the Lord Tweedsmuir site would be redeveloped as a campus with approximately 1,000 elementary and 1,000 middle-school spaces. This would address substantial elementary and middle-school capacity pressures through approximately 2036.

Scenario B establishes a district-wide K–6 elementary / 7–9 middle / 10–12 secondary grade configuration. The reason for this change is to reduce pressures at the District's one and only high school. Effectively, the reduction of grade 9 from the high school produces the situation of adding a grade to all elementary schools in the district.

Following implementation of the new 2000 capacity elementary and middle school spaces at Lord Tweedsmuir, additional secondary capacity would still be required as the District approaches 2036, together with additional elementary capacity in the Fraser River and Glenbrook areas.

This means that Scenario B provides a significant near-term capacity solution, but leaves the District with the more difficult task of identifying and securing a future secondary-school site.

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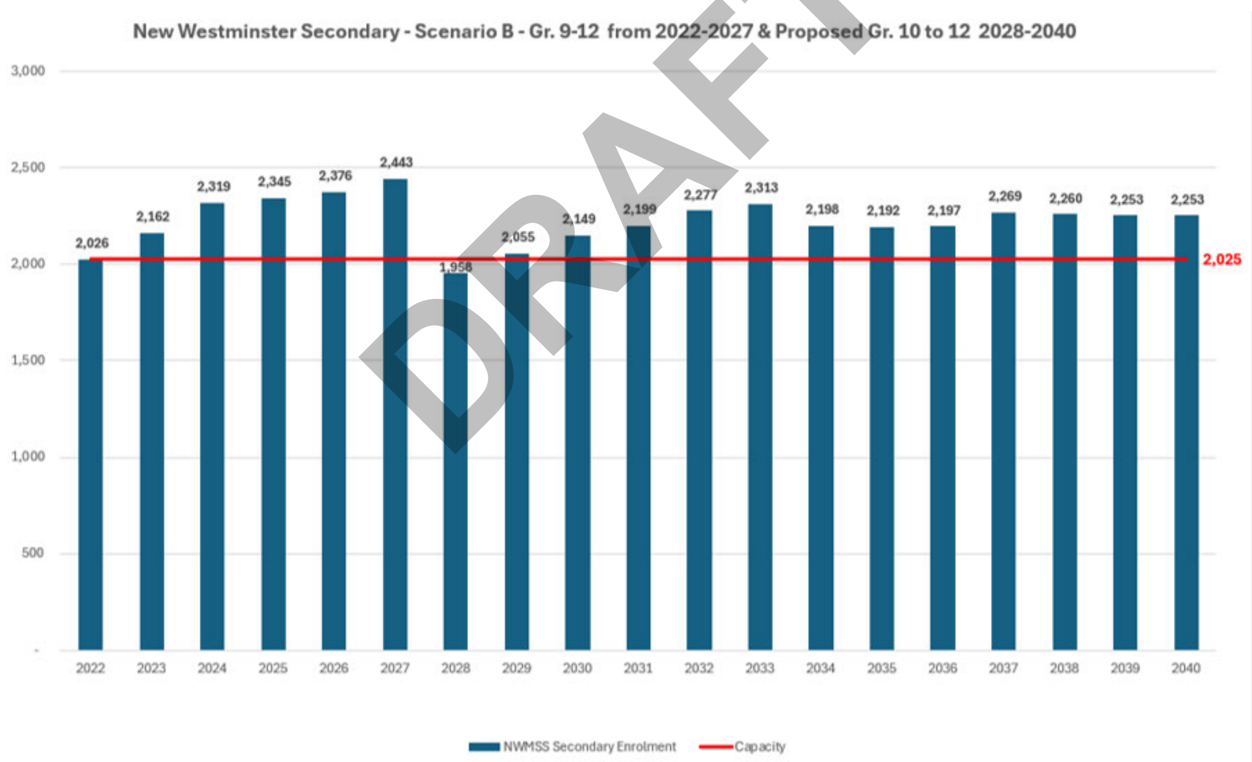

Figure: New Westminster Secondary enrolment projections for Scenario B
Images courtesy of Umur Olcay, ALEP, RPP

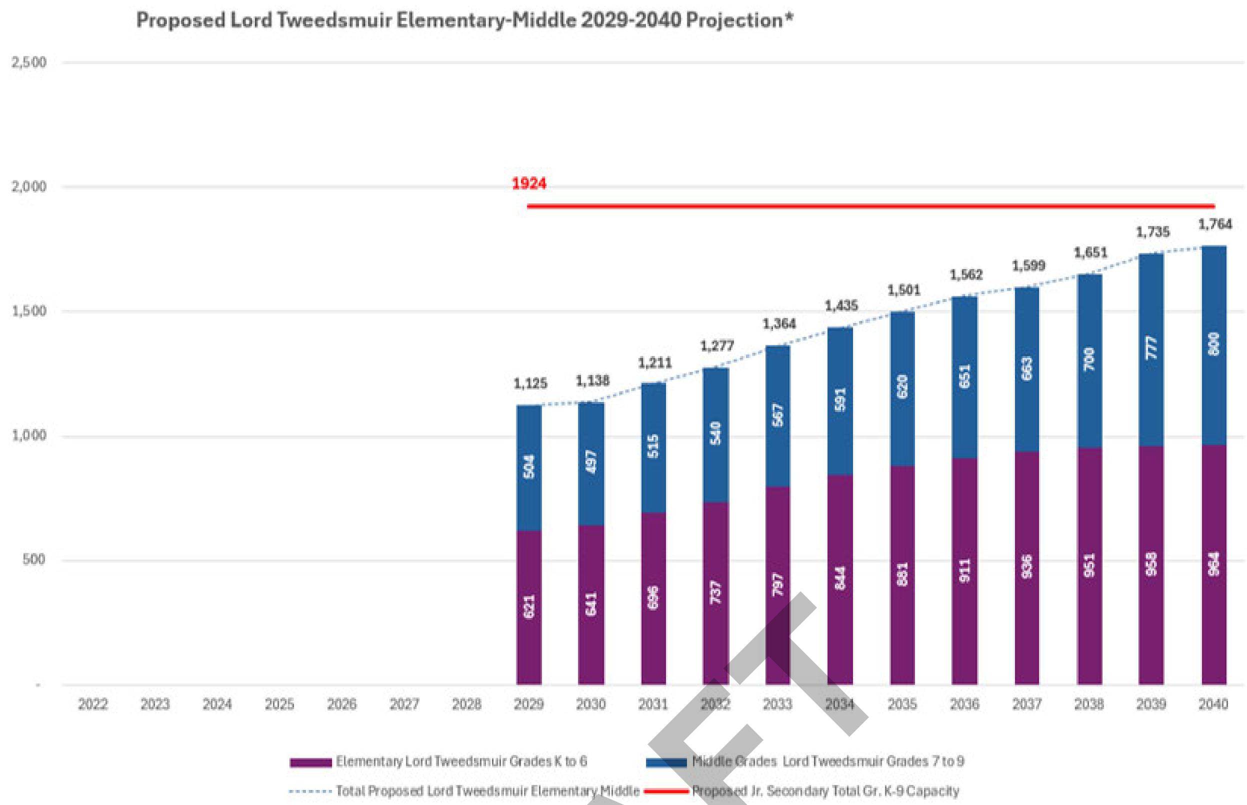

Figure: Lord Tweedsmuir enrolment projections for Scenario B
Images courtesy of Umur Olcay, ALEP, RPP

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Lord Kelvin Elementary

The same argumentation applies for Lord Kelvin as noted under Scenario A. The main difference is that under Scenario B, a larger shortfall of elementary seats would be required to be accounted for. Therefore, under Scenario B, the school would increase from its current capacity of 460 students to approximately 750–1000 students, helping address anticipated elementary enrolment growth in the Fraser River community while making substantially more efficient use of this constrained site.

Hume Park, Alternate Education, and Other

The recommendations under Scenario B for Hume Park, Alternate Education, and Land Acquisition would remain the same as noted under Scenario A.

Scenario B					
	Grades	**2026**	**Grades**	**2036**	**2040**
Elementary enrolment	K-5	3603	K-6	4946	5180
Elementary capacity		2997		4565	4565
Elementary shortfall		-606		-381	-615
Middle enrolment	6-8	1865	7-9	2218	2406
Middle capacity		1550		2550	2550
Middle shortfall		-315		332	144
Secondary enrolment	9-12	2376	8-12	2197	2253
Secondary capacity		2025		2025	2025
Secondary shortfall		-351		-172	-228
Total enrolment	K-12	7844		9361	9839
Total capacity		6572		9140	9140
Total shortfall		-1272		-221	-699

Figure: summary table showing how scenario B responds to the 15 year projections.
The table takes into account the construction of a 1000 capacity elementary school as well as a 1000 capacity middle school at the Lord Tweedsmuir site. By 2036, this will resolve the middle school capacity, however there will still be a significant shortfall at the elementary level that cannot be managed through portables alone (this is due to the additional grade that is being removed from the secondary school level, resulting in a K-6 configuration for the elementary schools). The grade reconfiguration will temporarily resolve the shortfall at the secondary level, however by 2036 there will again be a shortfall of 185 and this shortfall will grow to 273 by 2040, with no space at NWSS to house all required portables. By 2040, the elementary shortfall will again have increased significantly, and could be mitigated by projects at Hume Park and Lord Kelvin.

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4.5 Scenario Comparison and Board Direction

Both Scenario A and Scenario B were developed to respond to the District's projected enrolment growth and resulting capacity pressures over the current LRFP planning horizon. While the two scenarios differ significantly in their approach to grade configuration and the redevelopment of Lord Tweedsmuir, both are intended to address projected seat shortfalls across the District.

School Level / System	Scenario A - 2036	Scenario A - 2040	Scenario B - 2036	Scenario B - 2040
Elementary				
Grade configuration	K-7	K-7	K-6	K-6
Projected Enrolment	5,141	5,406	4,946	5,180
Planned capacity	4,867	4,867	4,565	4,565
Capacity shortfall	**-274**	**-539**	**-381**	**-615**
Middle				
Grade configuration	-	-	7-9	7-9
Projected Enrolment	-	-	2,218	2,406
Planned capacity	-	-	2,550	2,550
Capacity balance	**-**	**-**	**+332**	**+144**
Secondary				
Grade configuration	8-12	8-12	8-12	8-12
Projected enrolment	4,220	4,433	2,197	2,253
Planned capacity	4,325	4,325	2,025	2,025
Capacity shortfall/(surplus)	**+105**	**-108**	**-172**	**-228**
District Total				
Total projected enrolment	9,361	9,3839	9,361	9,839
Total planned capacity	9,093	9,093	9,140	9,140
Total capacity shortfall	**-268**	**-746**	**-221**	**-699**

Positive numbers indicate surplus capacity; negative numbers indicate a projected capacity shortfall.

Figure: The comparison demonstrates that both scenarios substantially reduce the District's projected capacity shortfall. The difference between the scenarios is not simply the total number of seats created, but where that capacity is created and the long-term structure of the District's school system.

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Scenario B provides slightly greater overall capacity at the District level through the creation of additional middle-years capacity. However, it retains a single-secondary-school model, with a projected secondary shortfall continuing through 2040.

Scenario A provides a different long-term response. Through the establishment of a second secondary-school pathway, it substantially increases secondary capacity and results in a projected secondary surplus in 2036 before the secondary system reaches a modest shortfall by 2040. This directly addresses the District's most significant long-term capacity challenge in a municipality where opportunities to establish a new secondary school site are extremely limited.

The Board's endorsement of Scenario A therefore reflects not simply the overall number of seats created, but the strategic importance of establishing additional secondary capacity and creating a more resilient long-term facilities structure.

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Board Direction

The development and evaluation of the two scenarios was informed by the broader LRFP planning process, including discussions with District leadership, presentations to the Board of Education, engagement with educational and community partners, a district-wide public survey and a public information meeting. These activities considered not only the two Tweedsmuir scenarios, but also the broader challenges facing the District, including continued enrolment growth, limited land availability, facility capacity and condition, grade configuration and the long-term use of existing District properties.

Following the consultation process and evaluation of the two scenarios, the Board considered the technical analysis, educational implications, community feedback and long-term facilities implications of each approach.

On June 16, 2026, the Board of Education endorsed Scenario A as the preferred long-term direction for the District. The Board subsequently approved its 2027–2028 Five-Year Capital Plan on this basis, with Scenario A forming the foundation of the District's capital request for the Lord Tweedsmuir project.

The Board's endorsement reflects the conclusion that Scenario A provides the stronger long-term response to the District's growth and facilities challenges. Rather than addressing the immediate capacity pressures at Lord Tweedsmuir while leaving the need for future secondary capacity to be resolved through the acquisition of another major school site, Scenario A uses one of the District's most significant redevelopment opportunities to establish the foundation for a two-secondary-school system.

Scenario A should therefore be understood as more than a response to the current capacity pressures at Lord Tweedsmuir. It establishes a long-term direction for the District's facilities strategy and provides the foundation for the broader recommendations set out in the following chapter.

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Photo courtesy of New Westminster School District - SD40 website : https://newwestschools.ca/our-board-of-education/board-members/

5.0 Long-Term Facilities Strategy

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5.1 A Strategic Approach to Growth and Capacity

The Board's endorsement of Scenario A establishes an important long-term direction for the District, but the Lord Tweedsmuir project alone will not resolve all of New Westminster's future facilities needs. The LRFP identifies a broader strategy for responding to continued enrolment growth, aging infrastructure and the limited availability of land.

A central principle of this strategy is the increasingly intensive and strategic use of existing District-owned sites. In a fully developed and land-constrained municipality, opportunities to acquire large new school sites are limited and cannot be relied upon as the primary means of accommodating future growth. Where existing schools require replacement or major renewal, redevelopment provides an opportunity to consider more efficient and higher-density building forms and, where appropriate, increase school capacity.

The proposed redevelopment of Lord Tweedsmuir represents the first major application of this approach. Looking ahead, Lord Kelvin is a further strong candidate for redevelopment and site intensification. Its age, condition, inefficient building form and constrained site provide limited practical opportunities for either major expansion or long-term renewal. A replacement project would provide an opportunity to address aging infrastructure while creating additional elementary capacity in the Fraser River community, where enrolment pressures are among the most significant in the District.

Future capacity needs will continue to require a combination of redevelopment, targeted additions, strategic site intensification and, where opportunities arise, land acquisition.

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5.2 A Coordinated Long-Term Capital Strategy

Scenario A provides the foundation for the District's long-term capacity strategy, but it should be considered alongside the broader capital priorities identified through this LRFP. These priorities include addressing elementary capacity pressures, renewing aging facilities, advancing seismic upgrades, maintaining and improving existing school sites, and reviewing the location and use of District programs and facilities.

The District's capital strategy must therefore remain flexible and coordinated. Individual projects should not be considered in isolation, but in terms of how they contribute to the overall capacity, condition and long-term resilience of the District's facilities portfolio.

The LRFP also recognizes that the precise timing and scope of future projects will continue to evolve. Enrolment patterns, development activity, facility condition, funding availability and opportunities for land acquisition will all influence future priorities. The District should therefore continue to update and refine its capital strategy through ongoing enrolment monitoring and the annual capital planning process.

5.3 Moving Forward

The long-term challenge facing New Westminster Schools is not simply to create additional seats. It is to create capacity in the right locations, address aging infrastructure and preserve sufficient flexibility to respond to a growing and changing community.

Scenario A addresses the District's most significant long-term capacity challenge by establishing a second secondary-school pathway through the redevelopment of Lord Tweedsmuir. This provides the District with a stronger foundation for future growth and reduces its reliance on securing a new and increasingly difficult-to-acquire secondary school site.

Moving forward, the District should continue to:

- make strategic and efficient use of existing District-owned sites;
- pursue redevelopment and intensification opportunities as aging facilities require replacement;
- address future capacity pressures through a coordinated combination of capital projects and system planning;
- continue to monitor enrolment and development trends to refine future priorities;
- preserve and pursue opportunities for strategic land acquisition; and
- consider facility condition, seismic requirements, program needs and capacity requirements together as part of an integrated long-term strategy.

Through this approach, the District can move beyond responding to individual capacity pressures as they arise and instead make coordinated, long-term investments that strengthen the overall facilities portfolio and support New Westminster's students and community over the coming decades.

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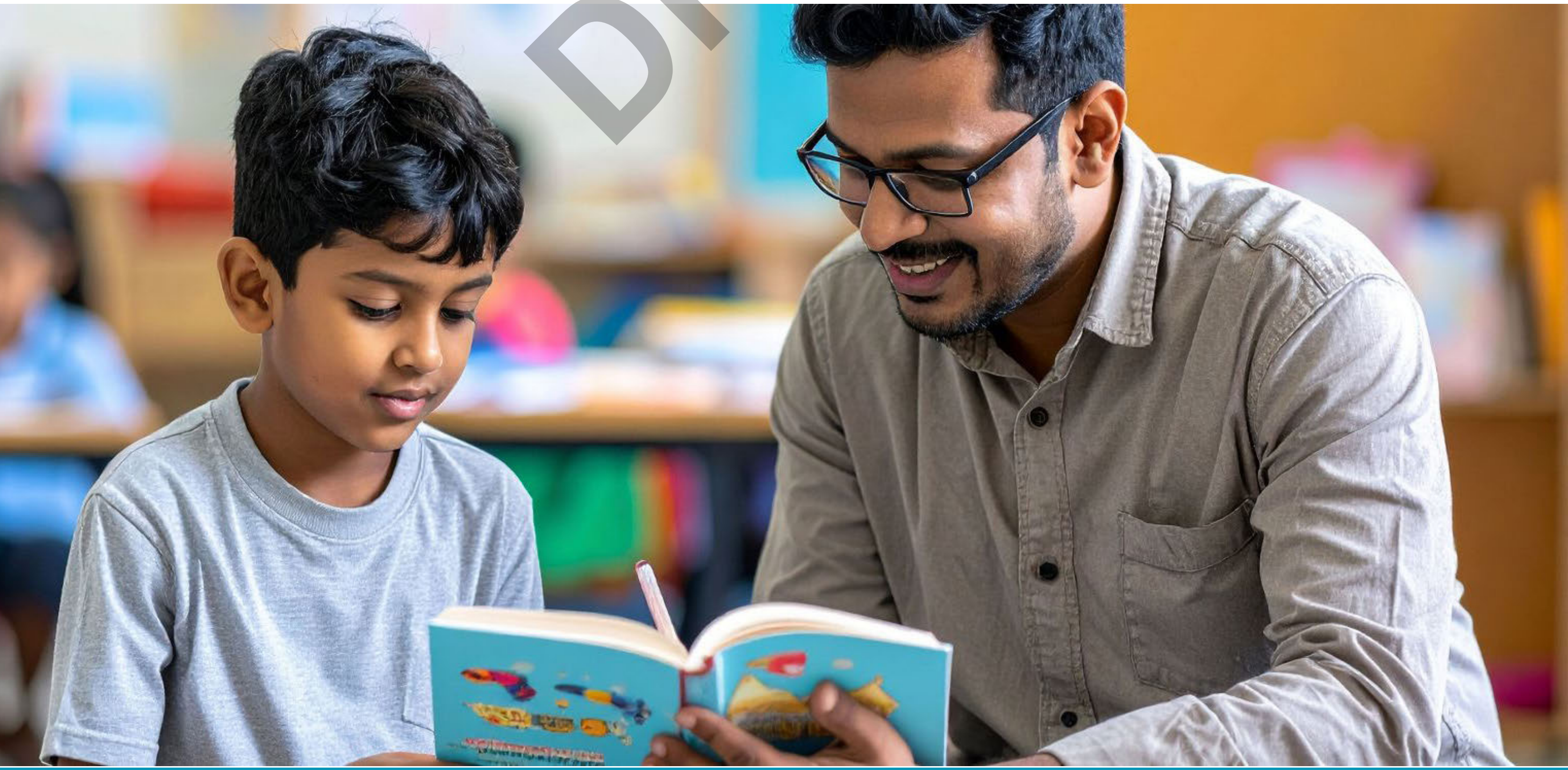

Appendix

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Appendix A: Status Quo

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SCENARIO A (K-5\6-8\9-12 Grade Structure) -2026-2040 projected domestic enrolment only. Projected utilization based on total operating capacity by community grouping.

Projections assume:

(1) gr. 5 moved back to QE from Queensborough in 2027and EFI moved from Qayqayt to Herbert Spencer in 2026.

(2) Simcoe Elementary capacity shown beginning 2028 - Enrolment moves not yet determined.

Area Standards - Classroom Operating Capacities: K-5 Grade Configution		
Grade Configuration	Nom. Cap.	Op. Cap
Gr. 1-5	25	22.6
K	20	19

	Nominal Capacity				Operating Capacity				ENROLMENT PROJECTIONS K-5 (with EFI move from Qayqayt to Herbert Spencer in 2026)														
Glenbrook Community of Elementary Schools	K	Gr. 1-5	=	Nominal	K	Gr. 1-5	=	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
FW Howay	40	150	=	190	38	136	=	174	140	135	132	135	139	139	138	140	140	139	139	140	141	142	142
Herbert Spencer	80	425	=	505	76	384	=	460	540	529	523	525	526	533	532	530	541	536	538	538	541	540	542
Skwo:wech	80	425	=	505	76	384	=	460	468	470	488	486	502	492	492	496	491	498	505	508	510	511	512
Enrolment Projection (pre-boundary review)									1,148	1,134	1,143	1,146	1,167	1,164	1,162	1,166	1,172	1,173	1,182	1,186	1,192	1,193	1,196
Total Capacity	200	1000	=	1200	190	904	=	1094	1094	1094	1094	1094	1094	1094	1094	1094	1094	1094	1094	1094	1094	1094	1094
Capacity Surplus \(Shortfall)									-54	-40	-49	-52	-73	-70	-68	-72	-78	-79	-88	-92	-98	-99	-102

	Nominal Capacity				Operating Capacity				ENROLMENT PROJECTIONS K-5														
Fraser River Community of Elementary Schools	K	Gr. 1-5	=	Nominal	K	Gr. 1-5	=	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Connaught Heights	20	150	=	170	19	136	=	155	170	176	178	174	180	182	190	192	196	204	206	210	212	214	216
Lord Kelvin	60	400	=	460	57	362	=	419	671	683	713	737	780	809	838	856	855	854	857	858	860	861	862
Qayqayt	100	550	=	650	95	497	=	592	665	678	694	703	695	701	705	729	759	792	815	835	844	847	849
Lord Tweedsmuir	60	425	=	485	57	384	=	441	430	439	419	413	430	441	462	480	511	530	556	595	626	669	706
New Elementary (Simcoe)	80	525	=	605	76	475	=	551			New school												
Total Enrolment Projection (pre-boundary review)									1,936	1,976	2,004	2,027	2,085	2,133	2,195	2,257	2,321	2,380	2,434	2,498	2,542	2,591	2,633
Total Capacity	240	1,525	=	1,765	228	1379	=	1,607	1,607	1,607	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157
Capacity Surplus \(Shortfall)									-329	-369	153	130	72	24	-38	-100	-164	-223	-277	-341	-385	-434	-476

	Nominal Capacity				Operating Capacity				ENROLMENT PROJECTIONS K-5 (with Grade 5 moved to Queen Elizabeth in 2027)														
Queensborough Community of Elementary Schools	K	Gr. 1-5	=	Nominal	K	Gr. 1-5	=	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Queen Elizabeth Elementary	80	775	=	855	76	701	=	777	519	606	592	622	639	650	671	707	727	733	740	745	749	753	751
Total Enrolment Projection (pre-boundary review)									519	606	592	622	639	650	671	707	727	733	740	745	749	753	751
Total Capacity	80	775	=	855	76	701	=	777	296	777	777	777	777	777	777	777	777	777	777	777	777	777	777
Capacity Surplus \(Shortfall)									-223	171	185	155	138	127	106	70	50	44	37	32	28	24	26
Capacity K-4 in 2026 (*pre-completion of expansion*)	80	250	=	330	76	220	=	296	K-4	K-5													

	Nominal Capacity Gr. 6-8	Operating Capacity	ENROLMENT PROJECTIONS GRADE 6-8 (Grade 5 moved from Queensborough to Queen Elizabeth in 2027)														
Middle Schools	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Glenbrook Middle	575	575	701	709	718	728	696	709	712	743	747	758	761	769	767	776	781
Fraser River Middle	600	600	743	789	825	880	880	884	904	959	1,002	1,036	1,060	1,081	1,107	1,131	1,148
Queensborough Middle	375	375	421	326	344	325	332	337	345	342	342	374	400	426	426	441	457
Total Enrolment Projection Middle Schools (pre-boundary review)			1,865	1,824	1,887	1,933	1,908	1,930	1,961	2,044	2,091	2,168	2,221	2,276	2,300	2,348	2,386
Total Capacity	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550
Capacity Surplus \(Shortfall)			-315	-274	-337	-383	-358	-380	-411	-494	-541	-618	-671	-726	-750	-798	-836

	Nominal Capacity Gr. 9-12	Operating Capacity	ENROLMENT PROJECTIONS GRADE 9-12														
Secondary Schools	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
New Westminster Secondary			2,376	2,443	2,495	2,575	2,695	2,744	2,803	2,801	2,744	2,757	2,784	2,836	2,871	2,878	2,873
Total Capacity	2,025	2,025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025
Capacity Surplus \(Shortfall)			-351	-418	-470	-550	-670	-719	-778	-776	-719	-732	-759	-811	-846	-853	-848

DISTRICT TOTALS	Nominal Capacity Gr. K-12	Operating Capacity	TOTAL ENROLMENT & CAPACITY UTILIZATION PROJECTIONS K - 12														
Total All Schools	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
K-12 Enrolment New Westminster School District (excluding alternate, virtual and international students)			7,844	7,983	8,121	8,303	8,494	8,621	8,792	8,975	9,055	9,211	9,361	9,541	9,654	9,763	9,839
Total Capacity	7,395	7,053	6,572	7,053	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603	7,603
Capacity Surplus \(Shortfall)			-1,272	-930	-518	-700	-891	-1,018	-1,189	-1,372	-1,452	-1,608	-1,758	-1,938	-2,051	-2,160	-2,236
				QE expan.	*New Simcoe*												

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Appendix B: Scenario A

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SCENARIO A (K-7\K-7 [6-12 New Jr-Secondary] 8-12 Grade Structure) -2026-2040 projected domestic enrolment only.
Projections assume:
(1) gr. 5 moved back to QE from Queensborough in 2027and EFI moved from Qayqayt to Herbert Spencer in 2026.
(2) Simcoe Elementary capacity shown beginning 2028 - Enrolment moves not yet determined.
(3) Conversion of Middle Schools as elementary schools beginning 2029 - enrolment moves not yet determined - only showing projected Gr. 6 to 7 students that was projected earlier with middle school structure.
(4) Conversion of Lord Tweedsmuir site as a Gr. 6-12 (Jr. - Secondary) school opening in 2029 - boundary moves not yet determined.

Capacity Calculations			
Grade Configuration	Nom. Cap.	Op. Cap	
Gr. 1-5	25	22.6	per classroom designated in DA
Gr. 1-7	25	23.29	perclassroom designated in DA
K	20	19	per K room designated in DA

	Nominal Capacity				Operating Capacity				ENROLMENT PROJECTIONS															
Glenbrook Community of Elementary Schools	K	Gr. 1-7	=	Nominal	K	Gr. 1-7	=	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	
FW Howay	40	150	=	190	38	140	=	178	140	135	132	135	139	139	138	140	140	139	139	140	141	142	142	K-7 2029 to 2040
Herbert Spencer	80	425	=	505	76	396	=	472	540	529	523	525	526	533	532	530	541	536	538	538	541	540	542	K-7 2029 to 2040
Skwo:wech	80	425	=	505	76	396	=	472	468	470	488	486	502	492	492	496	491	498	505	508	510	511	512	K-7 2029 to 2040
Glenbrook Middle Conversion to Elementary	80	475	=	555	76	443	=	519				473	461	462	490	496	495	504	508	507	510	515	521	6 to 7 - pre boundary moves for K-7
Total Enrolment Projection (pre-boundary review)									1,148	1,134	1,143	1,619	1,628	1,626	1,652	1,662	1,667	1,677	1,690	1,693	1,702	1,708	1,717	K-7 2029 to 2040
Total Elementary Capacity Glenbrook Community	200	1000	=	1200	190	932	=	1,122	1,094	1,094	1,094	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	
Capacity Surplus \(Shortfall)									-54	-40	-49	21	12	14	-12	-22	-27	-37	-50	-53	-62	-68	-77	
		K-5 Op Cap:			190	904	=	1,094	K-5			K-7 - with Glenbrook Middle School Conversion and Grade Reconfiguration in 2029												
		K-7 in 2029:			266	1,374	=	1,640																

	Nominal Capacity				Operating Capacity K-7				ENROLMENT PROJECTIONS															
Fraser River Community of Elementary Schools	K	Gr. 1-5	=	Nominal	K	Gr. 1-5	=	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	
Connaught Heights (Status Quo K-5)	20	150	=	170	19	136	=	155	170	176	178	174	180	182	190	192	196	204	206	210	212	214	216	K-5
Lord Kelvin (Status Quo K-5)	60	400	=	460	57	362	=	419	671	683	713	737	780	809	838	856	855	854	857	858	860	861	862	K-5
Qayqayt (Status Quo K-5)	60	425	=	485	57	384	=	441	665	678	694	703	695	701	705	729	759	792	815	835	844	847	849	K-5
Lord Tweedsmuir (K-5)	60	425	=	485	57	384	=	441	430	439	419													
(Lord Tweedsmuir Replaced as Jr Secondary in 2029)	-40	-425	=	-485	-57	-384	=	-441																Close K-5 Facility in 2019
New Elementary (Simcoe)	80	525	=	605	76	475	=	551			NewSchool	413	430	441	462	480	511	530	556	594	624	669	706	K-5 from Lord Tweedsmuir
Fraser River Middle Conversion as Elementary	80	500	=	580	76	452	=	528				Converted to Elementary - Pre Boundary moves												K-5 Boundary Moves Required
Total Enrolment (pre boundary review)									1,936	1,976	2,004	2,027	2,085	2,133	2,195	2,257	2,321	2,380	2,434	2,497	2,540	2,591	2,633	K-5 Only for Fraser River Com.
Total Elementary Capacity Fraser River Community	200	1400	=	1600	190	1266	=	1,456	1,456	1,456	2,006	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	
Capacity Surplus \(Shortfall)									-480	-520	2	66	8	-40	-102	-164	-228	-287	-341	-404	-447	-498	-540	
K-5 Operating Capacity 2026-27					190	1266	=	1,456	K-5			K-5 - No Grade reconfiguration to Fraser River Community Elementary Schools (Gr. 6-7 from this community moved to New Jr. Secondary)												

	Nominal Capacity 2028				Operating Capacity K-7				ENROLMENT PROJECTIONS															
Queensborough Community of Elementary Schools	K	Gr. 1-7	=	Nominal	K	Gr. 1-7	=	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	
Queen Elizabeth Elementary	80	775	=	855	76	722	=	798	519	606	592	622	639	650	671	707	727	733	740	745	749	753	751	K-5
Queensborough Middle Conversion as Elementary	60	300	=	360	57	279	=	336				218	213	230	230	220	226	262	277	274	284	294	305	6 to 7 - pre boundary moves for K-7
Total Enrolment Projection (pre-boundary review)									519	606	592	840	852	880	901	927	953	995	1,017	1,019	1,033	1,047	1,056	K-7
Total Elementary Capacity Queensborough Community	80	775	=	855	76	722	=	798	296	777	777	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	Capacity
Capacity Surplus \(Shortfall)									-223	171	185	294	282	254	233	207	181	139	117	115	101	87	78	
Capacity K-4 in 2026 (*pre-completion of expansion*)	80	250	=	330	76	220	=	296	K-4	K-5	K-5	K-7												

Approved Expansion to Queensoborough Middle School Completedin 2027

	Nominal Capacity	Operating Capacity K-7	ENROLMENT PROJECTIONS														
Middle Schools	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Glenbrook Middle	575	575	701	709	718												
Fraser River Middle	600	600	743	789	825												
Queensborough Middle	375	375	421	326	344												
Total Enrolment Projection Middle Schools (pre-boundary review)			1,865	1,824	1,887												
Total Middle School Capacity	1,550	1,550	1,550	1,550	1,550												
Capacity Surplus \(Shortfall)			-315	-274	-337												
			Grade 6 to 8			Middle Schools Converted as Elementary Schools in 2029											

	Nominal Capacity	Operating Capacity	ENROLMENT PROJECTIONS															
Secondary and Jr. Secondary Schools	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	
NWM Secondary (Pre Boundary and Program Moves)	2,025	2,025	2,376	2,443	2,495	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	Gr. 8-12 Assumes enrolment capped in 2029
Lord Tweedsmuir NEW Junior Secondary (Gr. 6-12)	2,300	2,300				1,792	1,904	1,957	2,019	2,104	2,089	2,134	2,195	2,307	2,354	2,392	2,408	Gr. 6-12 (Gr. 6-7 from Fraser River Community)
Total Projection (Both Secondary & Jr. Secondary after 2029)			2,376	2,443	2,495	3,817	3,929	3,982	4,044	4,129	4,114	4,159	4,220	4,332	4,379	4,417	4,433	
Total Secondary School Capacity	2,025	2,025	2,025	2,025	2,025	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325	
Capacity Surplus \(Shortfall)			-351	-418	-470	508	396	343	281	196	211	166	105	-7	-54	-92	-108	
UTILIZATION %			117%	121%	123%	88%	91%	92%	94%	95%	95%	96%	98%	100%	101%	102%	102%	
			Gr. 9 to 12			Gr. 8 to 12 for District and Grades 6-7 from Fraser River Community of Schools in 2029.												

DISTRICT TOTALS	Nominal Capacity Gr. K-12	Operating Capacity K-12	TOTAL ENROLMENT & CAPACITY UTILIZATION PROJECTIONS K - 12														
Total All Schools	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
K-12 Enrolment New Westminster School District (excluding alternate, virtual and international students)			7,844	7,983	8,121	8,303	8,494	8,621	8,792	8,975	9,055	9,211	9,361	9,541	9,654	9,763	9,839
Total Capacity	7,230	6,950	6,421	6,902	7,452	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193	9,193
Capacity Surplus \(Shortfall)			-1,423	-1,081	-669	890	699	572	401	218	138	-18	-168	-348	-461	-570	-646
				QE expansion	*New Simcoe*	*Convert middle schools as elementary schools, Replace Lord Tweedsmuir with Jr.Secondary in 2029 (include campus for Gr. 6-7 cohort from Fraser River Community).*											

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Appendix C: Scenario B

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Area Standards		Average	
Classroom Operating Capacities			
K-6 Grade Configution			
Grade Configuration	Nom. Cap.	Op. Cap	
Gr. 1-6	25	23	per classroom designated in DA
K	20	19	per K room designated in DA

SCENARIO #2 (K-6\7-9\10-12 Grade Structure beginning 2028) -2026-2040 projected domestic enrolment only.
Projections assume:
(1) gr. 5 moved back to QE from Queensborough in 2027and EFI moved from Qayqayt to Herbert Spencer in 2026.
(2) Simcoe Elementary capacity shown beginning 2028 - Enrolment moves not yet determined.

	Nominal Capacity				Operating Capacity K-6				ENROLMENT PROJECTIONS K-6 (with EFI move from Qayqayt to Herbert Spencer in 2026 and grade 6 moved from Glenbrook Middle in 2028)														
Glenbrook Community of Elementary Schools	K	Gr. 1-6	=	Total OC	K	Gr. 1-6	=	Total OC	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
FW Howay	40	150	=	190	38	138	=	176	140	135	158	161	161	163	163	163	164	167	164	165	165	167	168
Herbert Spencer	80	425	=	505	76	391	=	467	540	529	613	614	614	617	624	622	623	632	630	630	633	632	634
Skwo:wech	80	425	=	505	76	391	=	467	468	470	559	567	573	582	573	574	581	576	586	590	593	595	596
Total Enrolment Projection (pre-boundary review)									1,148	1,134	1,330	1,342	1,348	1,362	1,360	1,359	1,368	1,375	1,380	1,385	1,391	1,394	1,398
Total Elementary Capacity Glenbrook Community	200	1000	=	1,200	190	920	=	1,110	1,094	1,094	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110
Capacity Surplus \(Shortfall)									-54	-40	-220	-232	-238	-252	-250	-249	-258	-265	-270	-275	-281	-284	-288
K-5 Operating Capacity 2026-27					190	904	=	1,094	K-5		K-6												

	Nominal Capacity				Operating Capacity K-6				ENROLMENT PROJECTIONS K-6 (with EFI move from Qayqayt to Herbert Spencer in 2026 and grade 6 moved from Fraser River Middle in 2028)															
Fraser River Community of Elementary Schools	K	Gr. 1-6	=	Total OC	K	Gr. 1-6	=	Total OC	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	
Connaught Heights Elementary	20	150	=	170	19	138	=	119	170	176	207	204	207	213	217	225	227	231	238	242	246	249	251	
Lord Kelvin Elementary	60	400	=	460	57	368	=	425	671	683	833	859	884	927	960	988	1003	1003	1003	1004	1006	1007	1009	
Qayqayt	100	550	=	650	95	506	=	601	665	678	694	703	695	701	705	729	759	792	815	835	844	847	849	
Lord Tweedsmuir Elementary	60	425	=	485	57	391	=	448	430	439	508													
Replacement Elementary - Lord Tweedsmuir Campus	120	880	=	1000	114	810	=	924				504	497	515	540	567	591	620	651	663	700	777	800	K-6 from Lord Tweedsmuir
New Elementary (Simcoe)	80	525	=	605	76	483	=	559			New elementary school	pre boundary review												Subject to Boundary Review
Total Enrolment Projection (pre-boundary review)									1,936	1,976	2,242	2,270	2,283	2,356	2,422	2,509	2,580	2,646	2,707	2,744	2,796	2,880	2,909	
Total Elementary Capacity Fraser River Community	240	1525	=	1,765	228	1403	=	1,593	1,607	1,607	2,152	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	
Capacity Surplus \(Shortfall)									-329	-369	-90	358	345	272	206	119	48	-18	-79	-116	-168	-252	-281	
K-5 Operating Capacity 2026-27					228	1379	=	1,607	K-5		K-6													

	Nominal Capacity				Operating Capacity K-6				ENROLMENT PROJECTIONS K-6 (with grade 5 moved from Queensborough Middle in 2027 and grade 6 added in 2028)														
Queensborough Community of Elementary Schools	K	Gr. 1-6	=	Nominal	K	Gr. 1-6	=	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Queen Elizabeth Elementary	80	775	=	855	76	713	=	789	519	606	704	722	745	762	771	797	829	861	859	867	871	875	873
Total Enrolment Projection (pre-boundary review)									519	606	704	722	745	762	771	797	829	861	859	867	871	875	873
Total Elementary Capacity Queensborough Community	80	775	=	855	76	713	=	789	296	777	789	789	789	789	789	789	789	789	789	789	789	789	789
Capacity Surplus \(Shortfall)									-223	171	85	67	44	27	18	-8	-40	-72	-70	-78	-82	-86	-84
Capacity K-4 in 2026 (*pre-completion of expansion*)	80	250	=	330	76	220	=	296	K-4	K-5	K-6												
										Approved Expansion to Queensborough Middle School Completed in 2027													

	Nominal Capacity		Operating Capacity 7-9	ENROLMENT PROJECTIONS (with grade 9 moves from NWMSS to middle schools in 2028 and grade 6 move from middle schools to elementary schools in 2028)															
Middle Schools		Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	
Glenbrook Middle		575	575	701	709	718	723	739	703	713	718	749	755	766	769	777	775	783	
Fraser River Middle		600	600	743	789	825	842	900	899	907	927	982	1033	1069	1093	1121	1148	1170	
Queensborough Middle		375	375	421	326	344	349	330	340	342	352	349	349	383	414	438	438	453	
New Middle Building - Lord Tweedsmuir Campus		1000	1000				*new middle campus - pre boundary review*												*Subject to boundary review*
Total Enrolment Projection Middle Schools (pre-boundary review)				1,865	1,824	1,887	1,914	1,969	1,942	1,962	1,997	2,080	2,137	2,218	2,276	2,336	2,361	2,406	
Total Middle School Capacity		1,550	1,550	1,550	1,550	1,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	
Capacity Surplus \(Shortfall)				-315	-274	-337	636	581	608	588	553	470	413	332	274	214	189	144	
				Gr. 6 to 8		Grade 7 to 9													
				Queensborough Middle is Gr. 5-8 until 2027															

Secondary Schools	Nominal Capacity	Operating Capacity	ENROLMENT PROJECTIONS (Grade 9 moved to middle schools in 2028)														
	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
New Westminster Secondary			2,376	2,443	1,958	2,055	2,149	2,199	2,277	2,313	2,198	2,192	2,197	2,269	2,260	2,253	2,253
Total Capacity	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025
Capacity Surplus \(Shortfall)			-351	-418	67	-30	-124	-174	-252	-288	-173	-167	-172	-244	-235	-228	-228
UTILIZATION %			117%	121%	97%	101%	106%	109%	112%	114%	109%	108%	108%	112%	112%	111%	111%
			Gr. 9-12		Gr. 10 -12												

DISTRICT TOTALS	Nominal Capacity Gr. K-12	Operating Capacity	TOTAL ENROLMENT & CAPACITY UTILIZATION PROJECTIONS K - 12														
Total All Schools	Nominal	Operating	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
K-12 Enrolment New Westminster School District (excluding alternate, virtual and international students)			7,844	7,983	8,121	8,303	8,494	8,621	8,792	8,975	9,055	9,211	9,361	9,541	9,654	9,763	9,839
Total Capacity	7,395	7,067	6,572	7,053	7,626	9,102	9,102	9,102	9,102	9,102	9,102	9,102	9,102	9,102	9,102	9,102	9,102
Capacity Surplus \(Shortfall)			-1,272	-930	-495	799	608	481	310	127	47	-109	-259	-439	-552	-661	-737
UTILIZATION %			119%	113%	106%	91%	93%	95%	97%	99%	99%	101%	103%	105%	106%	107%	108%
				QE expansion	*New Simcoe Expansion*	***Replace Lord Tweedsmuir with Elementary Middle School (K-9) in 2029***											

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Appendix D: Site Deficit Overview

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A Land-Constrained School District

School District No. 40 operates within one of the most land-constrained urban environments in the province. Unlike districts with opportunities to acquire large sites in new or expanding communities, virtually all of New Westminster's school sites are located within an established urban fabric, where opportunities to expand existing sites or acquire new school properties are limited.

The size of the District's existing sites is therefore an important consideration in long-term facilities planning. The Ministry's Provincial School Site Area Standards provide a benchmark for land typically associated with elementary, middle and secondary schools based on their nominal capacity. A comparison of District sites with these standards illustrates the extent to which New Westminster operates with a significantly smaller land base than the provincial benchmarks.

Comparison with Provincial School Site Area Standards

The table below reproduces the site-area comparison developed for the District's previous Long Range Facilities Plan, using the approved capacities and site areas available at that time. It demonstrates that **11 of the 12 school sites included in the analysis were below the applicable Provincial School Site Area Standard**, with a combined shortfall of approximately 12.7 hectares (31.4 acres).

School Site	Site Area (ha)	Approved Nominal Capacity	Provincial Standard (ha)	Shortfall (ha)
Queensborough Middle	1.59	375	2.25	(0.66)
Queen Elizabeth Elementary	1.75	655	3.10	(1.35)
New Westminster Secondary	6.76	2,025	7.70	(0.94)
Fraser River Middle	1.34	500	2.80	(1.46)
Connaught Heights Elementary	0.89	170	1.50	(0.61)
Lord Tweedsmuir Elementary	2.00	460	2.50	(0.50)
Lord Kelvin Elementary	1.31	460	2.50	(1.19)
Qayqayt Elementary	1.30	550	2.80	(1.50)
Glenbrook Middle	0.58	575	3.15	(2.57)
Herbert Spencer Elementary	1.22	450	2.50	(1.28)
F.W. Howay Elementary	1.69	190	1.50	0.19
Skwo:wech Elementary	1.87	505	2.70	(0.83)
Total	**22.58**	**6,915**	**35.00**	**(12.70)**

Source: Provincial School Site Area Standards based on the Ministry's 2012 Area Standards. Approved capacities and site conditions should be updated as part of future capital planning cycles.

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What the Comparison Means for Long-Term Planning

The comparison is significant not simply because individual sites fall below the provincial benchmark, but because the District's overall land base is fixed and opportunities to correct these deficiencies through land acquisition are limited.

Many existing school sites are already intensively developed. Portable classrooms can provide short-term flexibility, but they also consume valuable site area and do not resolve the underlying land constraint.

The implications are particularly important as the District plans for continued enrolment growth. Creating additional capacity on undersized sites requires careful consideration of building form, site organization and long-term use of the property. At the same time, the comparison reinforces the importance of viewing each District-owned property as a long-term strategic asset: In a land-constrained district, the question is not simply how much capacity is required, but how that capacity can be created on the land the District already owns while preserving opportunities for future generations.

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Appendix E: Educational programs & Program Locations

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Appendix E– Educational Programs & Program Locations

New Westminster Schools provides a range of educational programs in addition to the regular K–12 curriculum. These programs support diverse learning needs, interests and pathways and are delivered across a number of District facilities and, in some cases, through specialized or alternate learning environments.

From a long-range facilities planning perspective, the location and delivery of these programs is an important consideration. Programs of choice, district-wide programs and specialized services can create demand for space outside traditional neighbourhood catchment patterns and may require particular types of learning environments. Program locations may also change over time in response to enrolment, educational needs, available space and broader District priorities.

The following provides a brief overview of the principal District programs and their current locations. Program offerings and locations should be considered alongside the District's broader enrolment, capacity and facilities planning.

For current information, families and community members are encouraged to refer to the New Westminster Schools Programs and Services page and individual program webpages.

<u>**Regular K–12 Program**</u>

The District's core educational program is delivered through neighbourhood elementary, middle and secondary schools. Student placement is generally based on established school catchment boundaries, with students progressing through the District's elementary, middle and secondary school system.

The regular program forms the foundation of the District's facilities portfolio and represents the primary basis for long-term enrolment, capacity and catchment planning.

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<u>**French Immersion**</u>

New Westminster Schools offers Early and Late French Immersion programs that provide students with the opportunity to develop functional bilingual skills while following the British Columbia curriculum. The programs continue through the elementary, middle and secondary grades.

Early French Immersion (EFI) begins in Kindergarten or Grade 1 and is currently offered at:

- École Herbert Spencer Elementary; and
- École Lord Tweedsmuir Elementary.

Late French Immersion (LFI) begins in Grade 6 and is offered at:

- École Glenbrook Middle School.

Students in the Early and Late French Immersion streams subsequently continue into the secondary French Immersion program at:

- New Westminster Secondary School.

French Immersion is a District program of choice and, as such, has its own program catchment and entry processes. The location and organization of French Immersion programs are therefore an important consideration in the District's overall facilities and capacity planning.

Further information is available through *New Westminster Schools' French Immersion program page.*

Montessori

The Montessori Program is a District program of choice offered from Kindergarten through Grade 5. Montessori education provides a distinct educational approach and learning environment, with an emphasis on student independence, multi-age learning and hands-on materials.

The program is currently offered at:

- Connaught Heights Elementary School; and
- Skwo:wech Elementary School.

Students completing the elementary Montessori program transition to the regular middle school program.

Further information is available through New Westminster Schools' Montessori program page.

Indigenous Education

The District's Indigenous Education Program supports the academic, cultural, social and emotional well-being of Indigenous students throughout the District. The program serves First Nations, Métis and Inuit learners and works across schools and programs rather than being concentrated within a single facility.

Supports include academic assistance, cultural learning and experiences, transition support, family engagement and connections with Indigenous communities and partners. The District also works to incorporate Indigenous perspectives and knowledge more broadly across its schools.

Because Indigenous Education is delivered throughout the District, it is supported through a distributed network of staff, learning spaces and community relationships rather than a single dedicated school site.

Further information is available through New Westminster Schools' Indigenous Education program.

International Baccalaureate

New Westminster Secondary School offers the International Baccalaureate (IB) Diploma Programme for eligible students in Grades 11 and 12.

The program provides a rigorous academic pathway intended to prepare students for post-secondary education and offers an internationally recognized qualification.

The program is located at:

- New Westminster Secondary School.

Further information is available through New Westminster Schools' International Baccalaureate program page.

Home Learners Program

The Home Learners Program provides an educational option for families who choose to undertake a significant portion of their children's learning at home. Parents work in partnership with teachers to develop learning plans that combine the British Columbia curriculum with home-based learning, community activities and opportunities for in-person learning.

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The program is open to students from Kindergarten through Grade 8 and includes face-to-face learning, online workshops and other learning opportunities.

The program is based at:

- Hume Park Learning Centre.

Further information is available through the Home Learners Program page.

Online Learning

New Westminster Schools provides online learning opportunities for secondary students and adult learners through New Westminster Online.

The program provides access to provincial curriculum courses through flexible and independent learning arrangements, with teacher support available online and, where appropriate, in person.

The location and physical space requirements associated with online learning differ from conventional classroom-based programs, although the program continues to require dedicated space for staff and student support.

Further information is available through the District's Programs and Services information.

Apprenticeship and Dual Credit Programs

The District provides apprenticeship and skilled trades pathways for secondary students in partnership with external education and industry organizations.

These programs provide students with opportunities to begin technical training and gain experience toward apprenticeship requirements while completing secondary school. Depending on the program, students may earn dual credit and receive credit for work-based learning.

The programs are associated with:

- New Westminster Secondary School; and
- Partnerships with post-secondary and industry organizations.

Further information is available through New Westminster Schools' Apprenticeship Programs page.

Alternate Programs

New Westminster Schools provides alternate programs for students who may benefit from smaller, more flexible or individualized learning environments. These programs provide additional academic, social and emotional supports and can offer different pathways toward secondary school completion.

The District's alternate programs include:

SIGMA

SIGMA provides flexible academic programming, smaller class sizes and continuous enrolment for students working toward secondary school graduation.

The program is located within:

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- New Westminster Secondary School.

POWER Alternate Secondary School

POWER provides a flexible and individualized secondary learning environment for students working toward graduation. The program incorporates academic programming with individualized support and opportunities for work, recreational and artistic experiences.

Royal City Alternate Program (RCAP)

RCAP provides academic programming and support for younger secondary students who may benefit from a smaller and more supportive learning environment. The program assists students in transitioning to regular or alternate secondary programs.

POWER and RCAP are currently co-located in the Columbia Square area of downtown New Westminster.

Further information is available through the District's Alternate Programs information page.

Facilities Planning Considerations

The range of educational programs offered by New Westminster Schools is an important component of the District's facilities planning. While some programs are integrated within conventional school facilities, others require dedicated locations, specialized learning environments or program-specific support spaces.

As enrolment grows and facilities become increasingly constrained, the District will need to continue considering the relationship between program delivery, program location and available facility capacity. This includes opportunities to review how programs are distributed across the District, particularly where future capital projects, school expansions, grade reconfiguration or changes to school boundaries create opportunities to improve the overall use of District facilities.

The District has also undertaken a review of several Programs of Choice—including French Immersion, Montessori and the Home Learners Program—to consider how these programs can continue to respond to the needs of a growing and evolving community.

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Program	Grades	Primary Location(s)
Regular K–12 Program	K–12	District neighbourhood elementary, middle and secondary schools
Early French Immersion	K–12 pathway	École Herbert Spencer Elementary and École Lord Tweedsmuir Elementary; continuing through middle and secondary programming
Late French Immersion	6–12 pathway	École Glenbrook Middle School; continuing to New Westminster Secondary School
Montessori	K–5	Connaught Heights Elementary School and Skwo:wech Elementary School
Indigenous Education	K–12	District-wide
International Baccalaureate	11–12	New Westminster Secondary School
Home Learners Program	K–8	Hume Park Learning Centre
Online Learning	Secondary and adult learners	District-wide / flexible delivery
Apprenticeship and Dual Credit Programs	Secondary	New Westminster Secondary School and external partner locations
Alternate Programs	Secondary	New Westminster Secondary School and Columbia Square area programs

Table I.1 – Educational Programs and Program Locations
Images courtesy of XX

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New Westminster Schools

School District No. 40 (New Westminster)

Supplement to: OPEN BOARD OF EDUCATION MEETING

Date:	September 22, 2026
Submitted by:	Bettina Ketcham, Secretary-Treasurer
Item:	**Requiring Action** **Yes** ☐ **No** ☒ **For Information** ☒
Subject:	Lord Tweedsmuir Business Case Update

Background:

At the June 16 public Board meeting, trustees voted to endorse **Scenario A** as their preferred option following community consultation on two potential scenarios: **Scenario A** and **Scenario B**.

Scenario A
The Lord Tweedsmuir site would be redeveloped as a junior-secondary/secondary campus serving approximately 2,300 students (Grades 6 to 12). Initially, the campus would accommodate Grades 6 and 7, growing into Grades 8 to 12 supporting a pathway to a second high school. Under this scenario, a district-wide grade configuration of Kindergarten to Grade 7 and Grades 8 to 12 would be implemented. Under this scenario, the District's three existing middle schools would eventually transition to elementary schools.

Scenario B
The Lord Tweedsmuir site would be redeveloped as a campus accommodating approximately 2,000 elementary and middle school students (Kindergarten to Grade 9). This scenario would establish a district-wide grade configuration of Kindergarten to Grade 6, Grades 7 to 9 middle schools, and a Grades 10 to 12 secondary school, thereby reducing enrolment pressures at the District's only high school. However, this option would still require the construction of a new high school after 2036.

Based on Board direction, staff commenced working on the Project Definition Report (PDR) for the Lord Tweedsmuir business case, examining both options while identifying Scenario A as the recommended approach to the Ministry. However, following the completion of community consultation and the Board's endorsement of Scenario A, the Ministry provided direction that Scenario B be removed from consideration within the

PDR. Instead, the Ministry directed that the PDR include a new option, Scenario C, which would see the development of a Kindergarten to Grade 12 campus serving approximately 2,200 students on the Lord Tweedsmuir site.

Progress to Date
Over the summer, significant progress was made on the PDR:

1. **Consultant Studies**

A range of consultants were retained, including transportation, civil, mechanical, structural, and electrical specialists. Studies were commissioned to assess the feasibility of both Scenarios A and C. Many of these studies have now been completed, providing the information necessary to develop preliminary cost estimates for each option and support discussions with the Ministry of Infrastructure.

2. **Ministry Review**

An initial draft of the PDR was submitted to the Ministry of Infrastructure to facilitate early collaboration and feedback. This approach helps identify potential concerns early in the process and minimizes the need for significant revisions later.

3. **City Coordination**

Several meetings were held with the City of New Westminster regarding transportation and off-site civil infrastructure requirements. These areas remain among the most complex and costly aspects of the project and will require continued coordination.

4. **Stride Elementary Transition Planning**

Discussions with Burnaby School District staff have continued to plan for the relocation of students with more information available to community at a later time.

Next Steps
The District anticipates completing the PDR in the Fall of 2026 and will be submitting it to the Ministry for review and approval. The purpose of the PDR is to clearly define the project scope, establish the business case for the preferred option, and provide a cost estimate to ensure sufficient funding is available to support project delivery.

While the District has identified its preferred option, the final decision regarding project scope ultimately rests with the Ministry. Once the Ministry confirms the approved project, the design phase can begin.

Capital Projects

1. Queen Elizabeth addition is progressing well. All interior walls and partitions are now complete. The building is now stand alone, operating under its own power and utility systems. Flooring and millwork are approximately 85% complete. The target date for completion remains January 2027.

2. NWSS Memorial Park: the landscape contractor has completed most of their work. However there has been a slight delay in seeding the grass areas due to the watering restrictions we have experienced over the summer. We are due to complete the seeding over the next few weeks. The memorial Plaque has been installed. The remaining and final phase will be the installation of the perimeter fencing.

3. New Simcoe Elementary School: The final design package is out for tender with a closing date of mid-October. Work continues with the various City departments to secure the building permits. A public information session was held on Monday, September 14th, which allowed us to showcase the project to the community as well as receive feedback. The target date for construction to begin is late November.

Facilities

1. Herbert Spencer Heat Pump Addition (CNCP Funding): Heat pump is now operational and being used for school heating, contributing to carbon emission reduction by offsetting the use of gas-fired boilers, **project complete**
2. Skwo:wech Cooling Project (SEP funding): Over the summer all major piping throughout the school has been installed and insulated, heat pump location structure has been installed, remaining items like classroom fan coil units and heat pumps will be installed over the course of the school year after hours, **project completion expected by May 2027**
3. Annual Facility Grant summer improvement projects key highlights (AFG funding):
    a. replaced all the single pane windows at Lord Kelvin (76) and FW Howay (36) improving efficiency and comfort
    b. painted the exterior facade of Herbert Spencer Elementary and Glenbrook Middle School
    c. revamped the entire hallway at Queen Elizabeth Elementary with new flooring and new ceiling grid, tiles and LED lights
    d. Life Skills Room at NWSS which will be completed by the end of September

Finance

1. The team completed the fiscal year end audit with the financial statements to be approved by the Board at the September 22, 2026, Board meeting. Required documents will then be submitted to the Ministry.
2. The payroll team has been working with HR to implement changes resulting from the recently ratified collective agreements and prepare all payrolls for the new school year.

Technology

1. Student laptop deployment
    - Over the course of summer TIS has acquired 800 laptops for students in schools, in addition to 30 new device carts to deploy the device into schools.

2. Interactive Voice Response (IVR) Deployment
    - One of summer projects were to implement IVR's at all school sites. Goal of IVR's is to efficiently route calls to relevant users or departments without the need of clerical intervention.
    - These IVR's can handle multiple calls at the same time serving more inbound calls in the same time span
3. Multi Factor Authentication (MFA)is being rolled out for staff in general
    - While MFA has been rolled out to general staff, TIS is continuing to bring in additional users that typically don't have access to a computer on daily basis, this includes staff roles like crossing guards, noon-hour supervisors etc.
4. September is a busy month where most of the time effort is spent supporting staff and students returning from

Ministry & Other Submissions: September 2026

Submitted to:	Description	Date
Ministry of Education and Child Care	Financial Statements and Financial Statement Discussion and Analysis for the year ended June 30, 2026	October 1, 2026
Ministry of Education and Child Care	Classroom Enhancement Fund (CEF) Year-End Reporting – 2025/26	September 29, 2026
Ministry of Education and Child Care	Indigenous Education – Year-End Financial Report – 2025/26	October 1, 2026
Ministry of Education and Child Care	2026 Portable Inventory Report	September 30, 2026
Ministry of Infrastructure	Minor Capital Programs 5-Year Capital Plan Submission	September 30, 2026

BOARD ANNUAL WORKPLAN

September

Committee Meetings
- Audit Committee – September 14, 2026
  - Receive Audit Findings Report
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting – September 22, 2026
- 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

School Liaison Activities
- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

October

Committee Meetings
- Climate Action – October 13 , 2026 (future meetings TBD)
- Accessibility Advisory Committee – October 28, 2026
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

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

School Liaison Activities
- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

November

Inaugural Meeting (date TBD)
- Oath of office
- Elect Chair/Vice-Chair
- Election of BCPSEA and BCSTA rep and alternates

Committee Meetings
- Committee of the Whole (In-Camera) – November 17, 2026
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

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Regular Board Meeting – November 24, 2026
- 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

School Liaison Activities
- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

- **BCSTA Trustee Academy –** November 26-28, 2026 – Hyatt Regency Vancouver
- **BCPSEA Symposium 2026 –** November 30 to December 1, 2026 – Coast Coal Harbour Hotel

December

Committee Meetings
- Coordinating Committee – December 3, 2026
  - Non-replacement Data (Staffing)
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting – December 15, 2026
- 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
- Announce Trustee school liaison assignments

School Liaison Activities
- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar will be sent from Board of Education Executive Assistant)

January

Committee Meetings
- Accessibility Advisory Committee – January 20, 2027
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting - January 26, 2027
- Learning Story – Literacy
- School Naming Committee Review and Consideration
- 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

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School Liaison Activities

- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

February

Committee Meetings

- Coordinating Committee - Review Recommended 2-year District Calendar
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting

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

➢ **BCPSEA Additional (Annual) General Meeting** – February 4, 2027 (Virtual Event)
➢ **BCSTA Provincial Council** – February 19, 2027 – 9:00 am – 12:00 pm (Virtual Event)

School Liaison Activities

- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

March

Committee Meetings

- Accessibility Advisory Committee – March 10, 2027
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting

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

School Liaison Activities

- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

April

Committee Meetings

- Coordinating Committee
    - Partner group budget consultation
    - Non-replacement Data (Staffing)

- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting
- 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

School Liaison Activities
- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

➢ **BCSTA Annual General Meeting (AGM) –** April 15-17, 2027 – Hyatt Regency Vancouve**r**

May

Committee Meetings
- Committee of the Whole (In-Camera) – April 6, 2027
- Coordinating Committee - Agenda to be formed in consultation with Partners – May 20, 2027
- Accessibility Advisory Committee – May 19, 2027
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting – May 25, 2027
- Learning Story– Indigenous
- Submitted for information: Annual Facilities Grant Spending Plan
- Approving Eligible School Site Proposal
- Submitted for information: Sanctuary Schools Report
- Submitted for information: International Program Report
- Standing operations reports (Capital, Facilities, Finance, Human Resources)

School Liaison Activities
- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

June

Committee Meetings
- Audit Committee – June 7, 2027 - Receive Audit Planning Report
- Attend ad hoc Committee Meetings as required - SOGI, CUPE Labour Management and Grievance, Naming, etc.

Regular Board Meeting – June 15, 2027
- Learning story – Human and Social Development and Inclusive Education
- Approve Annual Board Work Plan for following year
- Approve 5-year Capital Plan (major capital projects)

School Liaison Activities

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- Attend PAC meetings and school functions such as plays, concerts, graduations, and retirements (as invited) at schools to which Trustees are assigned (calendar invites will be sent from Board of Education Executive Assistant)

July/August

- Meetings to be scheduled as needed

Other

- Attend Trustee development/orientation sessions
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Meet with elected officials
- Hear appeals as needed
- Review of 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

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: September 16, 2026
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

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New Westminster Schools

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF JUNE 16, 2026, IN-CAMERA MEETING

ADOPTION OF AGENDA

- 5:05 p.m.

MINUTES FOR APPROVAL

- In-Camera Board Meeting held on May 12, 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 September 22, 2026, 5:00 p.m. (SBO)

ADJOURNMENT

- In-Camera Board meeting adjourned at 5:58 pm.

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Chair

____
Secretary-Treasurer

New Westminster Schools

SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF JULY 14, 2026, SPECIAL IN-CAMERA

ADOPTION OF AGENDA

- 3:00 p.m.

NEW BUSINESS

- Capital Business

ITEMS TO BE REPORTED OUT AT OPEN MEETING

- Nil

ADJOURNMENT

- In-Camera Board meeting adjourned at 3:25 pm.

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Chair

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Secretary-Treasurer