



New
Westminster
Schools

New Westminster School District

Long Range Facilities Plan



NEW WESTMINISTER SCHOOLS: AN INSPIRED LEARNING COMMUNITY

New Westminister 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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Executive Summary

New Westminister 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 Westminister currently has only one secondary school. New Westminister 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 Westminister's students and community over the coming decades.

1.0 Introduction, Planning Context & Strategic Alignment



1.1 Purpose of the Long Range Facilities Plan

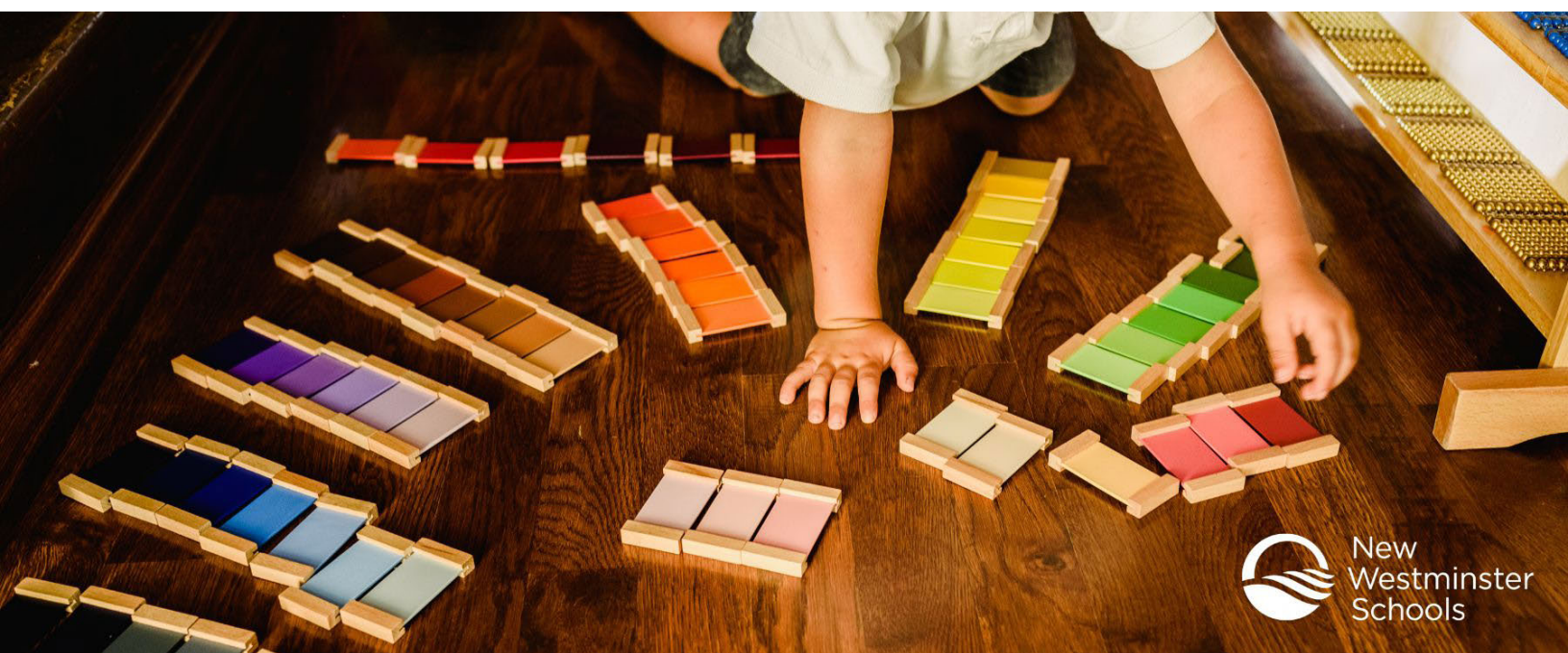
The Long-Range Facilities Plan (LRFP) provides School District No. 40 (New Westminster) with a strategic framework to guide long-term facilities planning and capital investment over the coming decade and beyond. The purpose of this Plan is not only to identify future capital priorities, but also to support 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.



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, partners groups 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.

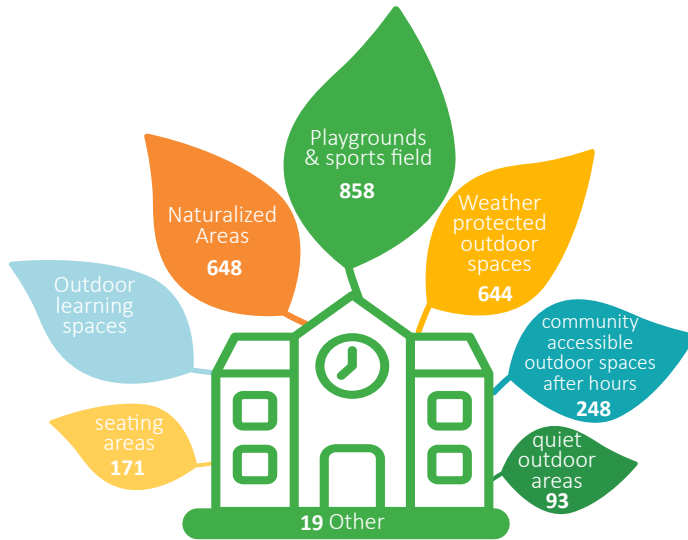
The planning process included:

- 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.

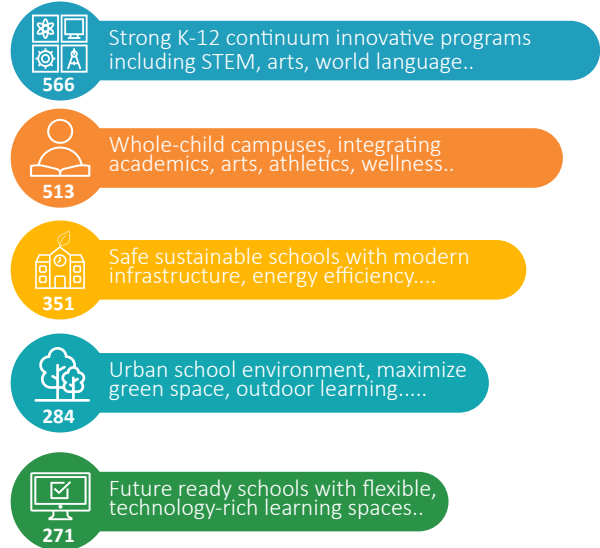
Together, these inputs ensured that the Plan was informed not only by enrolment projections, but also by operational realities, community priorities, and partners groups perspectives. Feedback received through the engagement process helped shape the strategic directions presented throughout this report,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

What we heard?

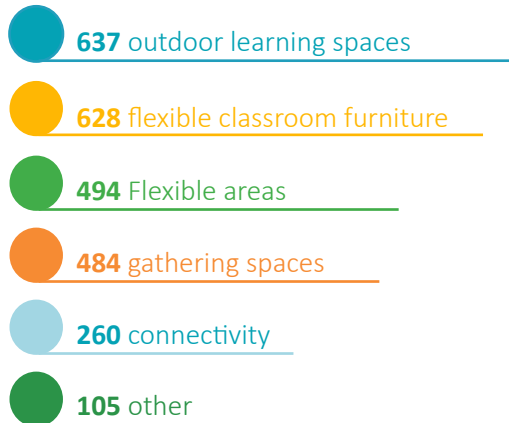
Which outdoor features are MOST important to you in school environments?



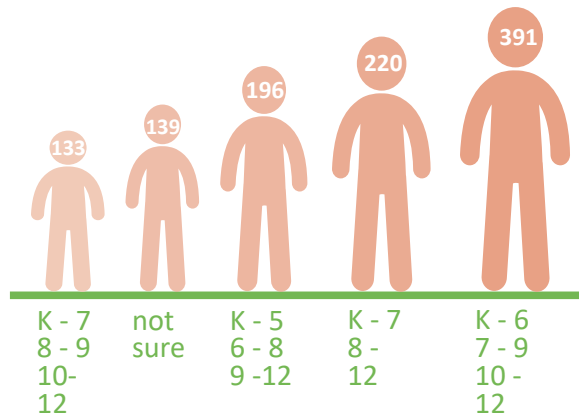
Looking ahead 10-20 years, which vision best reflects the kind of facilities and educational programming you would like the district to provide for students from K-12 grade?



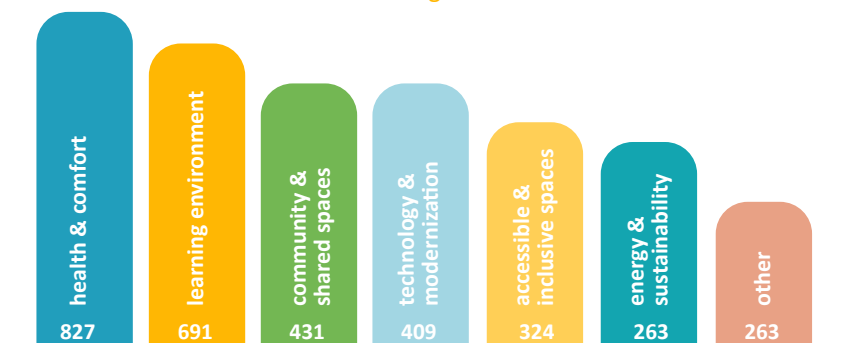
Which learning space approaches are most important?



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?

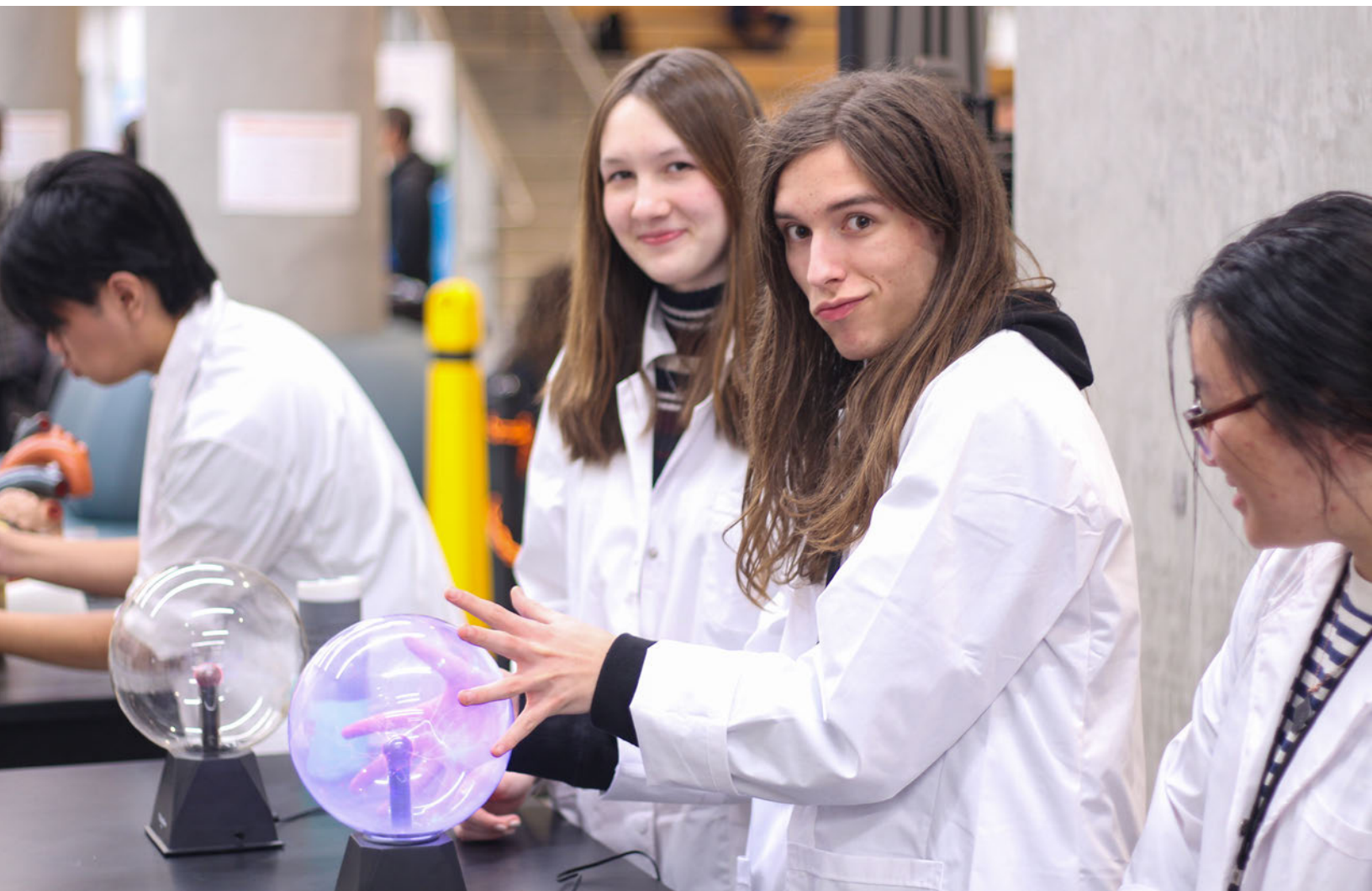


1.3 Relationship Between the LRFP & Capital Planning

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.



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.

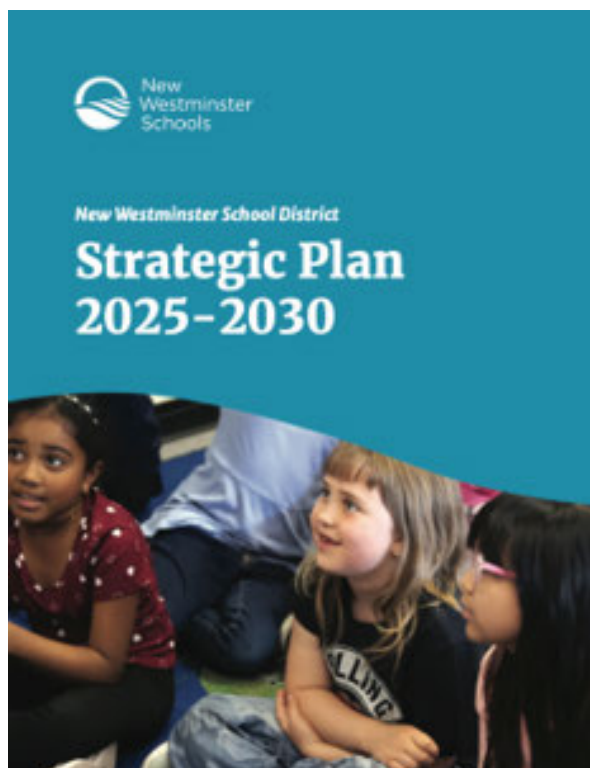
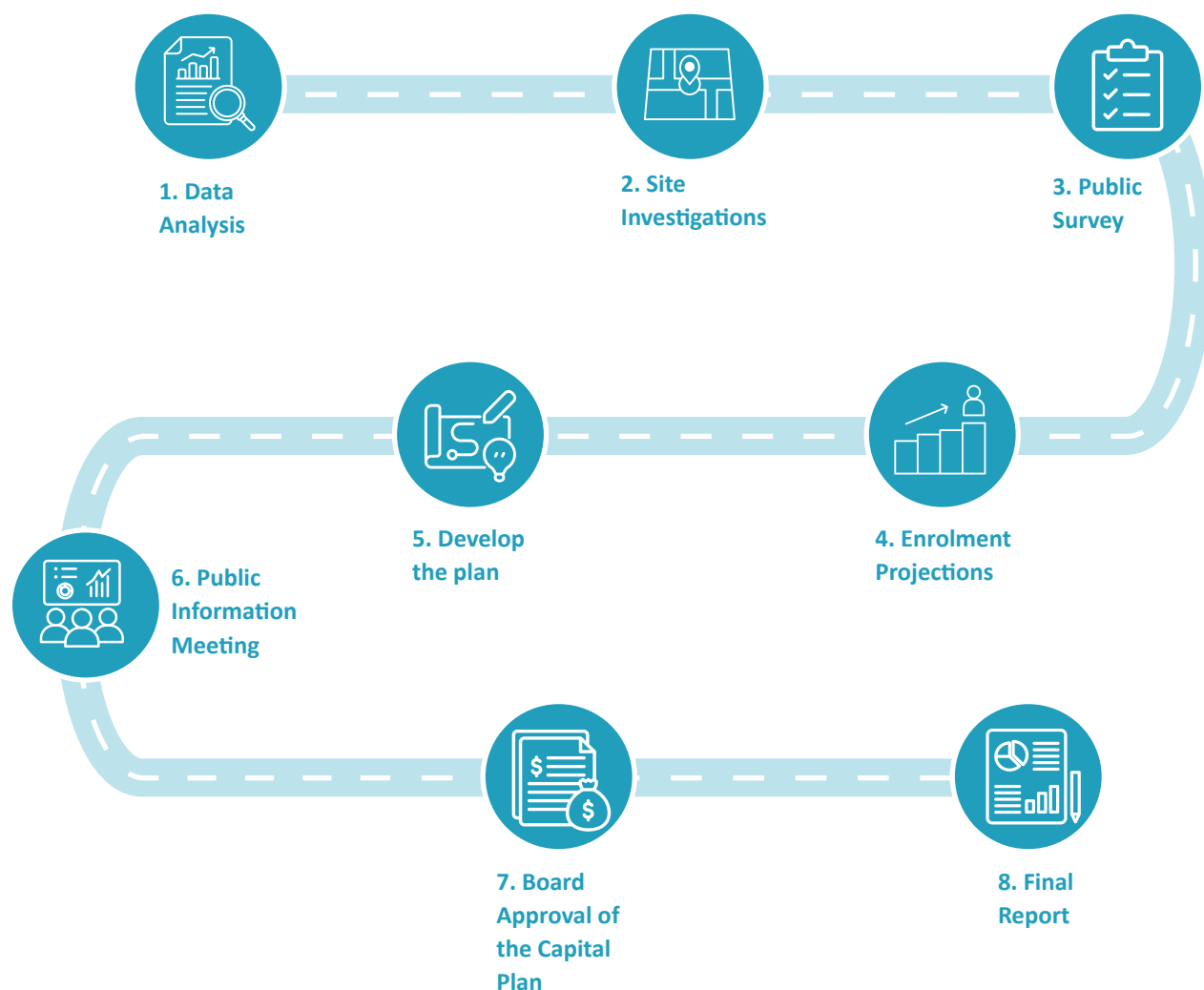


Figure: The LRFP supports the 2025–2030 Strategic Plan

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, partners groups feedback, and the long-term stewardship of the District's existing school sites.



2.0

Understanding the Current Context



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.



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.

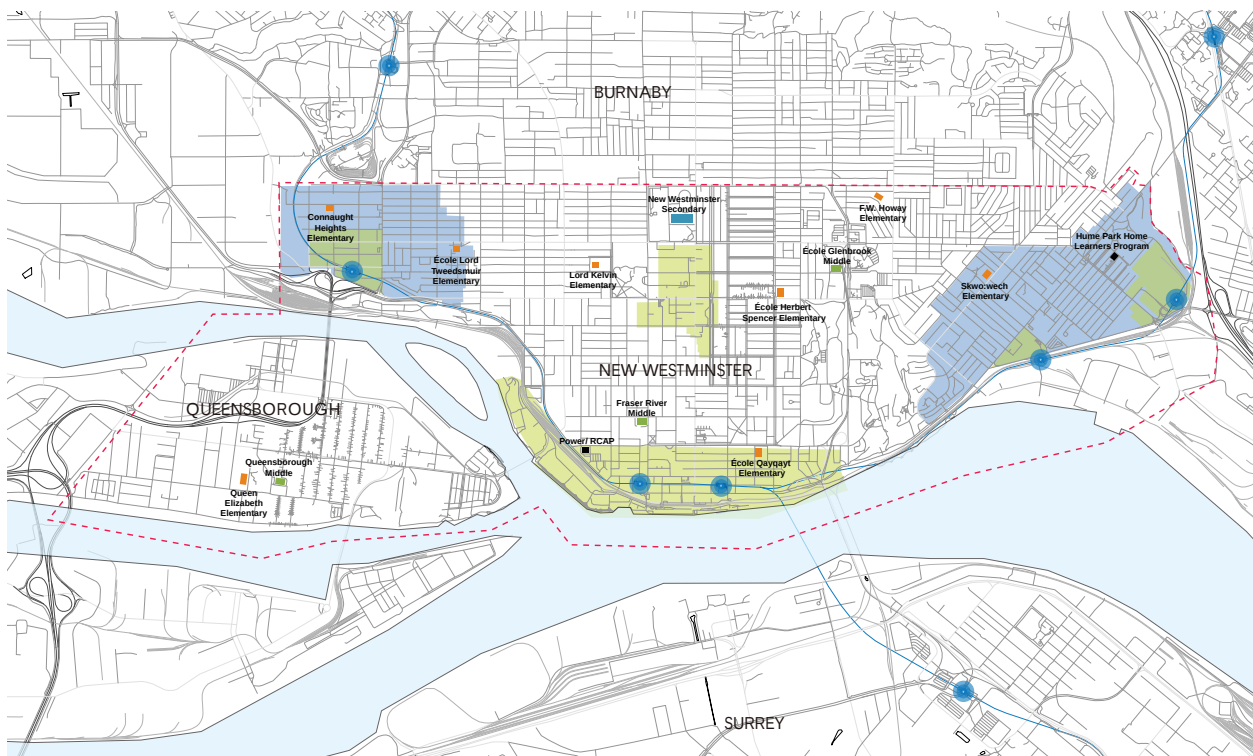


Figure: Map of School District
Image: Courtesy of studioHuB architects

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 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).

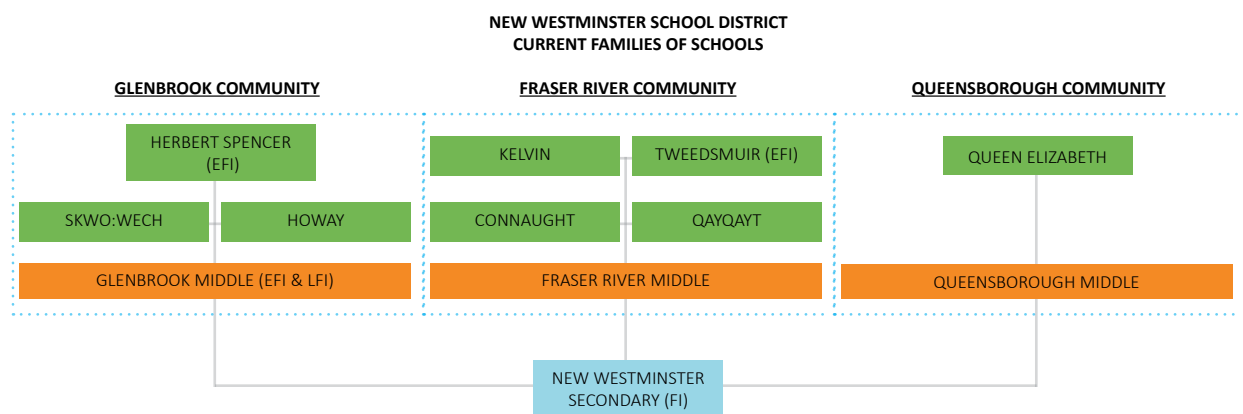


Figure: Families of Schools and French Immersion Family of Schools.

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 2028)

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)

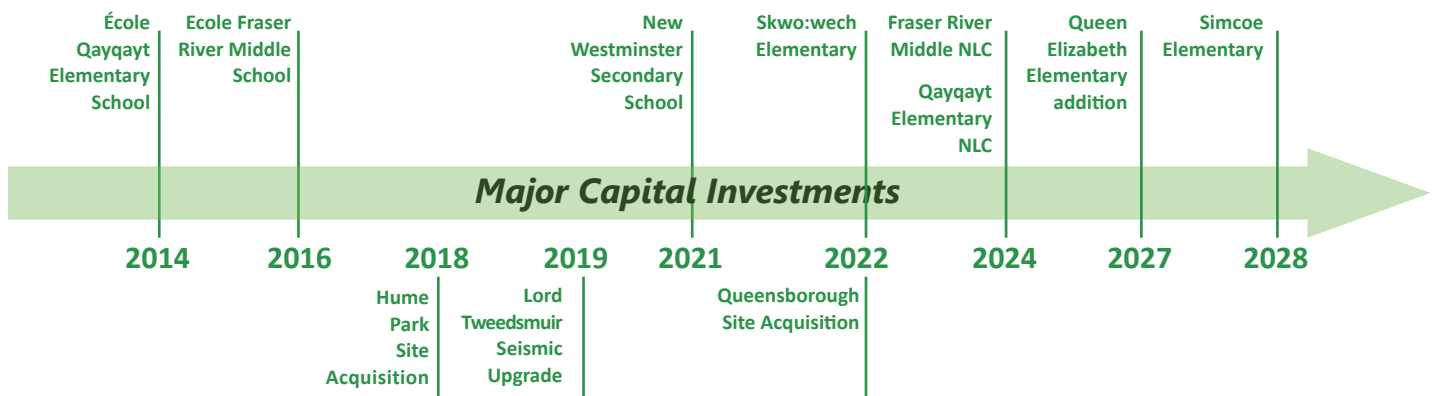
Seismic Upgrades

- 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)



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.

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: Facility Condition Index (FCI) by school

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.

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.



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.

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 Westminister is part of Metro Vancouver's Burrard Peninsula sub-region, which includes Burnaby, Vancouver and New Westminister. 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 Westminister within the Metro Vancouver context
Images courtesy of Metro Vancouver

New Westminister'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.

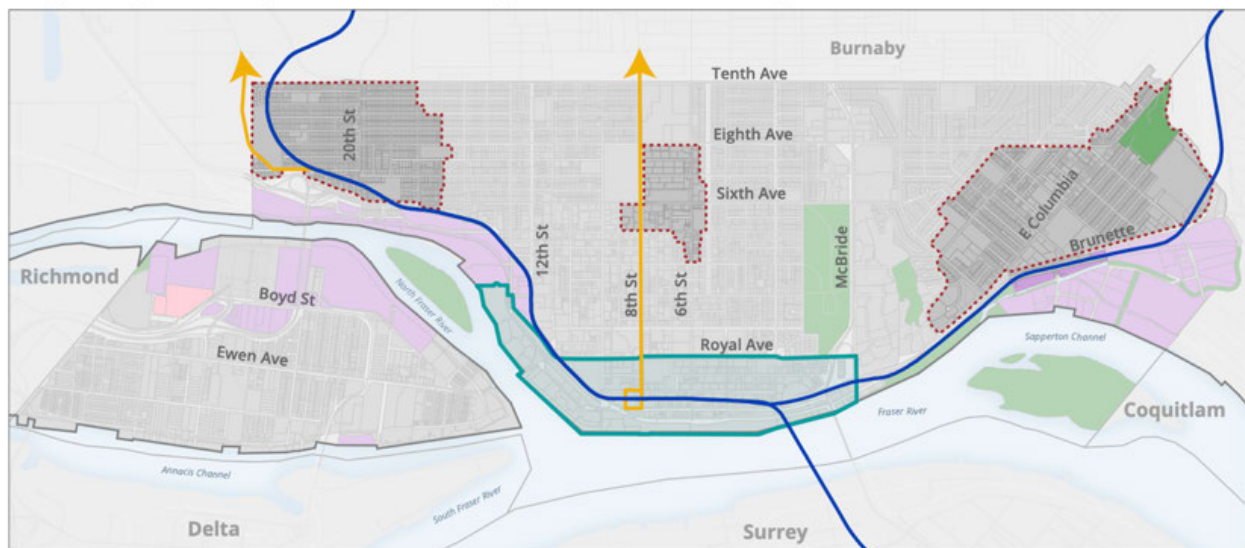
This reinforces the importance of:

- 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 the 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.

Map 5. Regional City Centre and Frequent Transit Development Areas



KEY:



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.



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.

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.

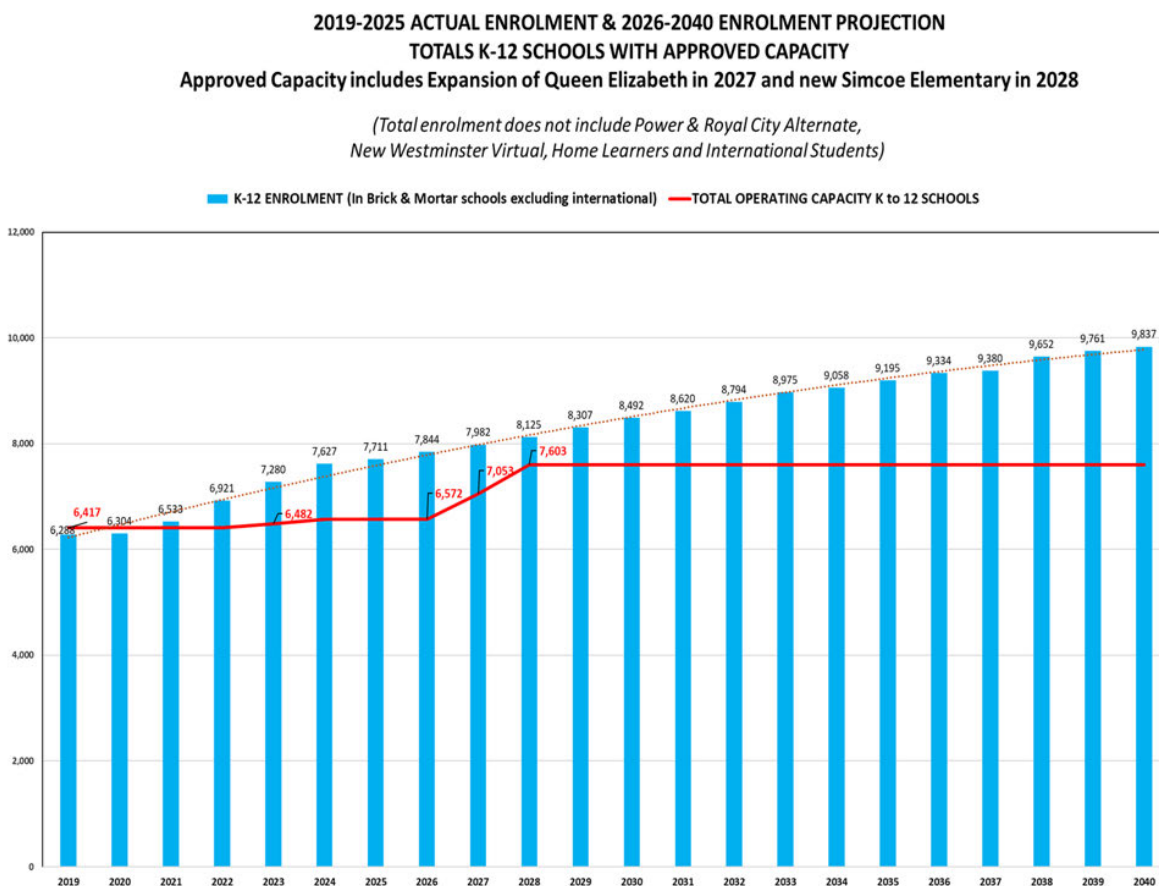


Figure: this figure shows the historic actual enrolment and projected enrolment for the District as a whole over the next 15 years versus the existing capacity, indicating the large seat shortfall that will occur if no new capacity is added.

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.

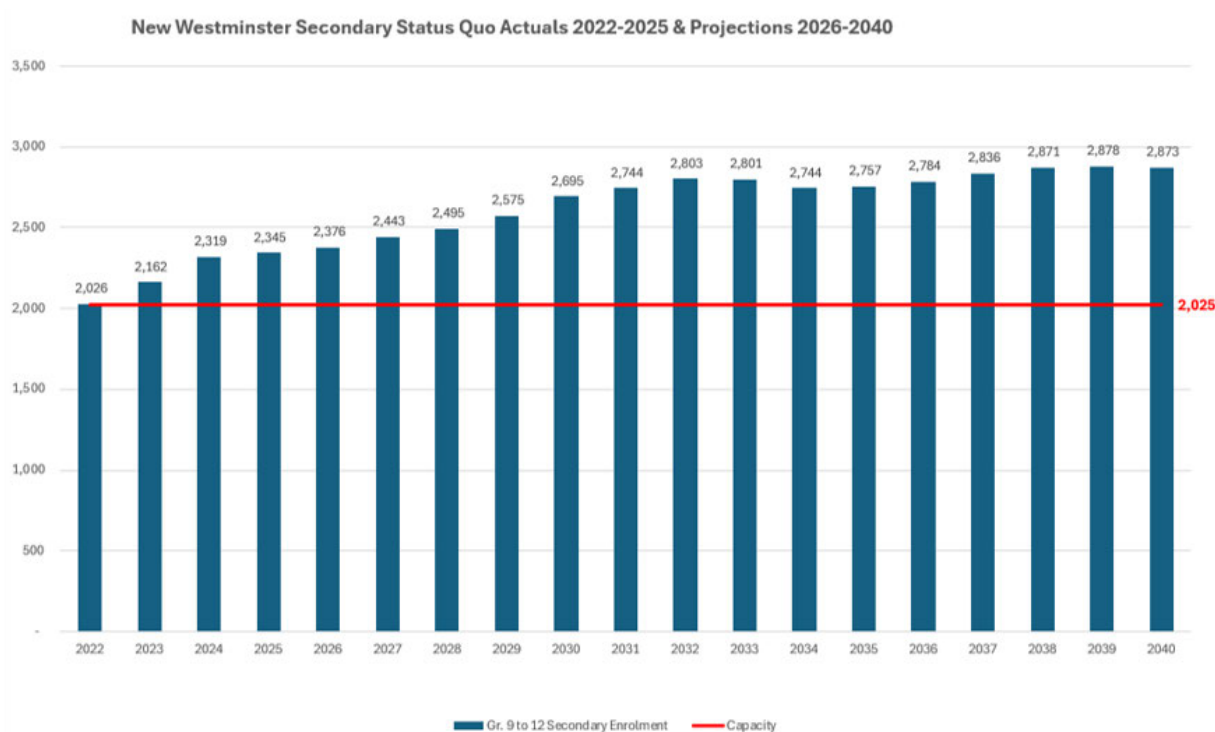


Figure: shows the historic and projected enrolment at the secondary level (grades 9-12) versus the existing secondary capacity, if no additional secondary capacity is added.
 Images courtesy of of Umur Olcay, ALEP, RPP

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.

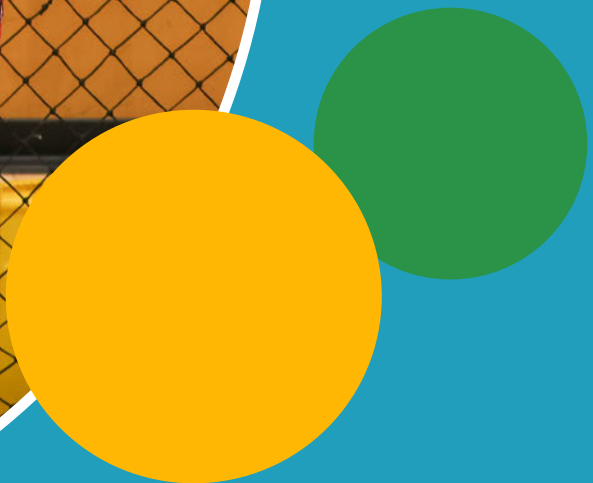
Planning Implications

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.



3.0 Understanding Future Enrolment Demand



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

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.

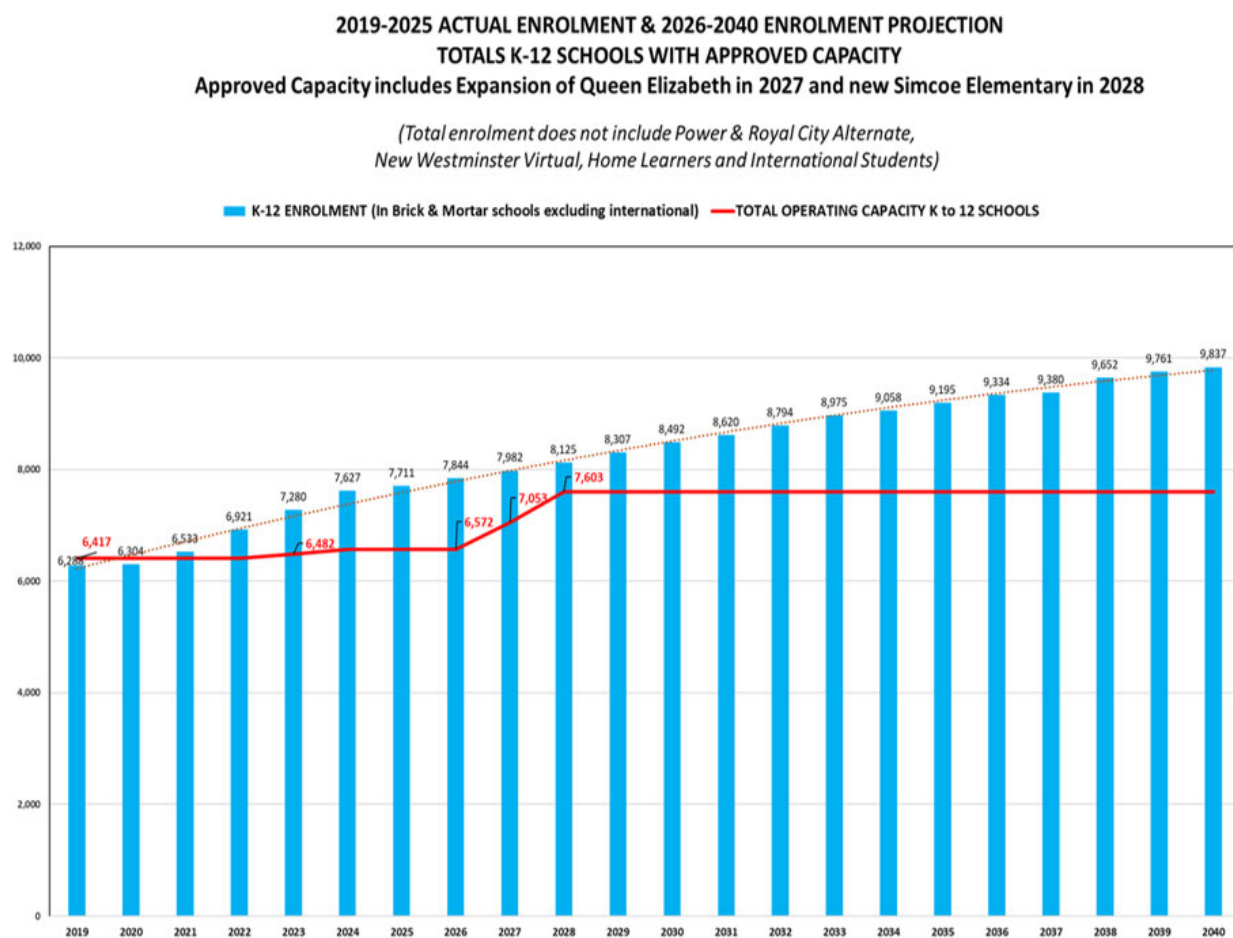
The resulting projections provide the basis for assessing future system-wide capacity requirements and identifying where additional facilities will be required.

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.



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.



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



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.

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

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.

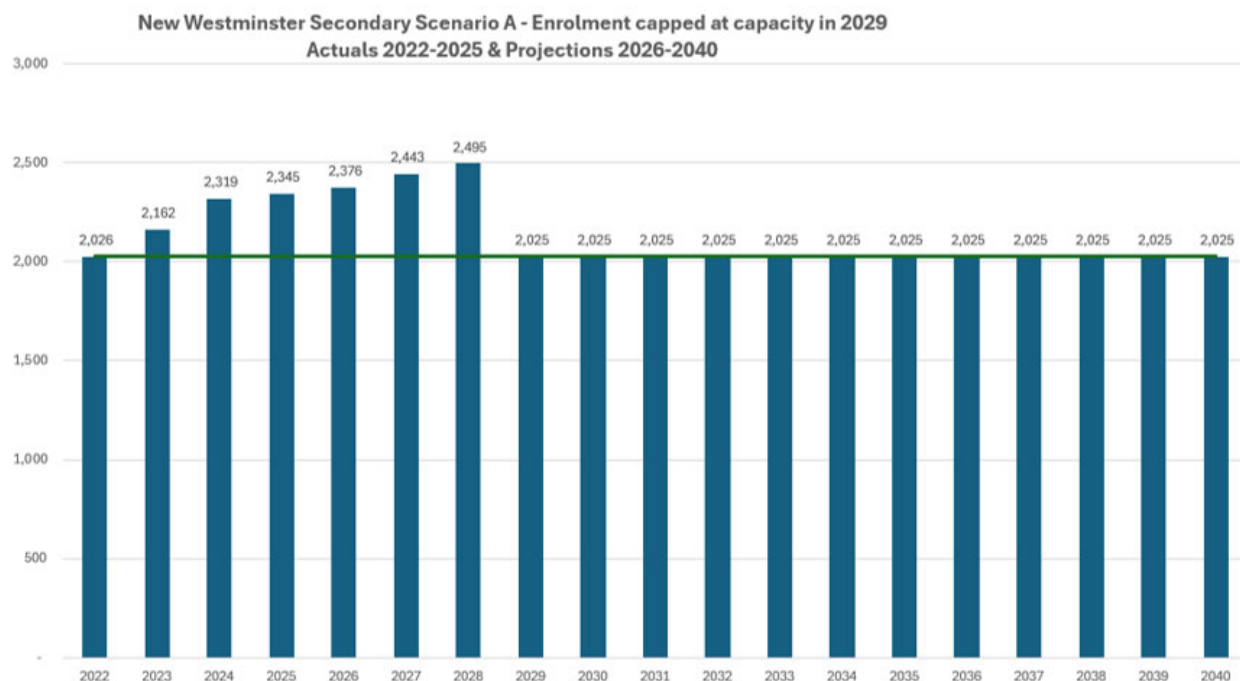


Figure: New Westminster Secondary enrolment projections for Scenario A
Images courtesy of Umur Olcay, ALEP, RPP

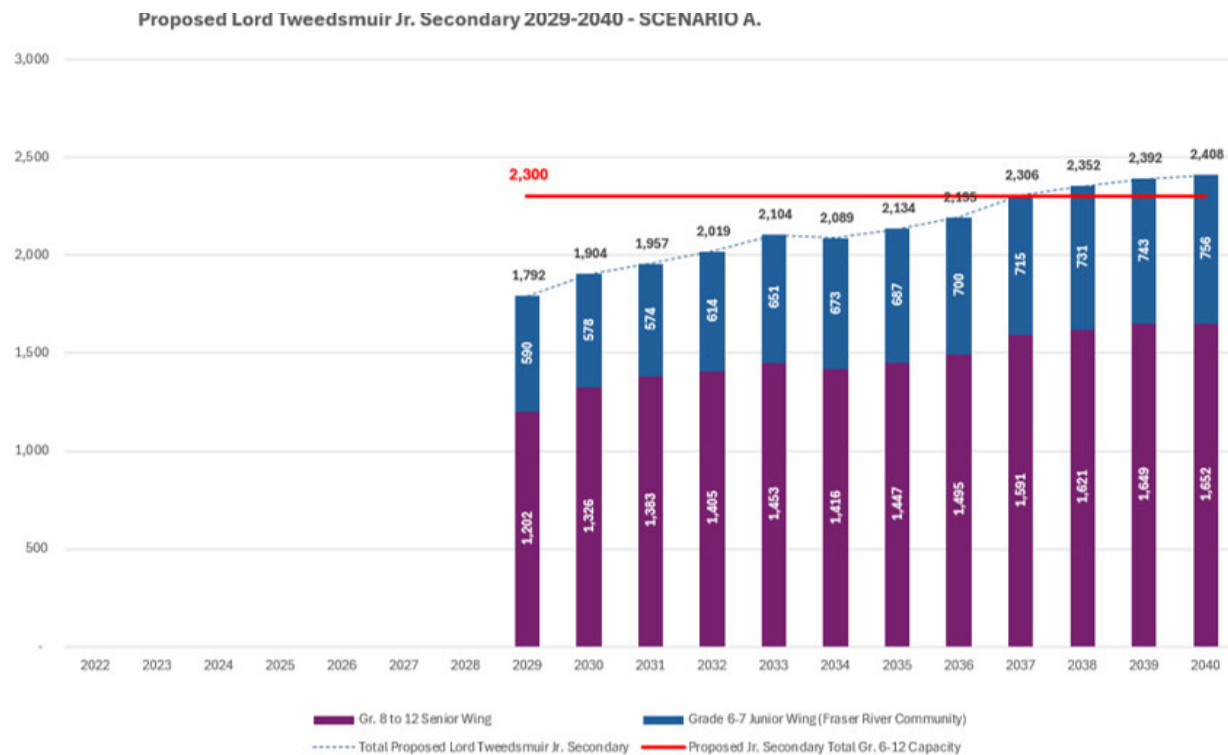


Figure: Lord Tweedsmuir enrolment projections for Scenario A
 Images courtesy of Umur Olcay, ALEP, RPP

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.

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.

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.

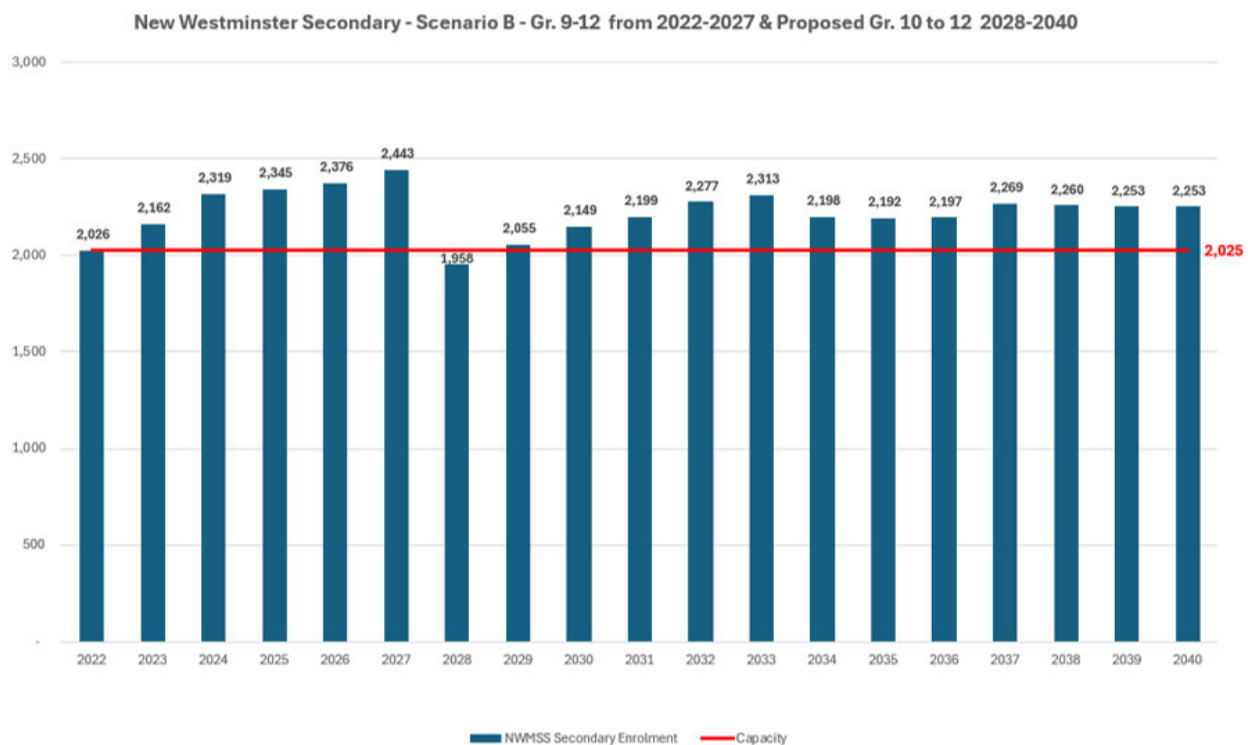


Figure: New Westminster Secondary enrolment projections for Scenario B
Images courtesy of Umur Olcay, ALEP, RPP

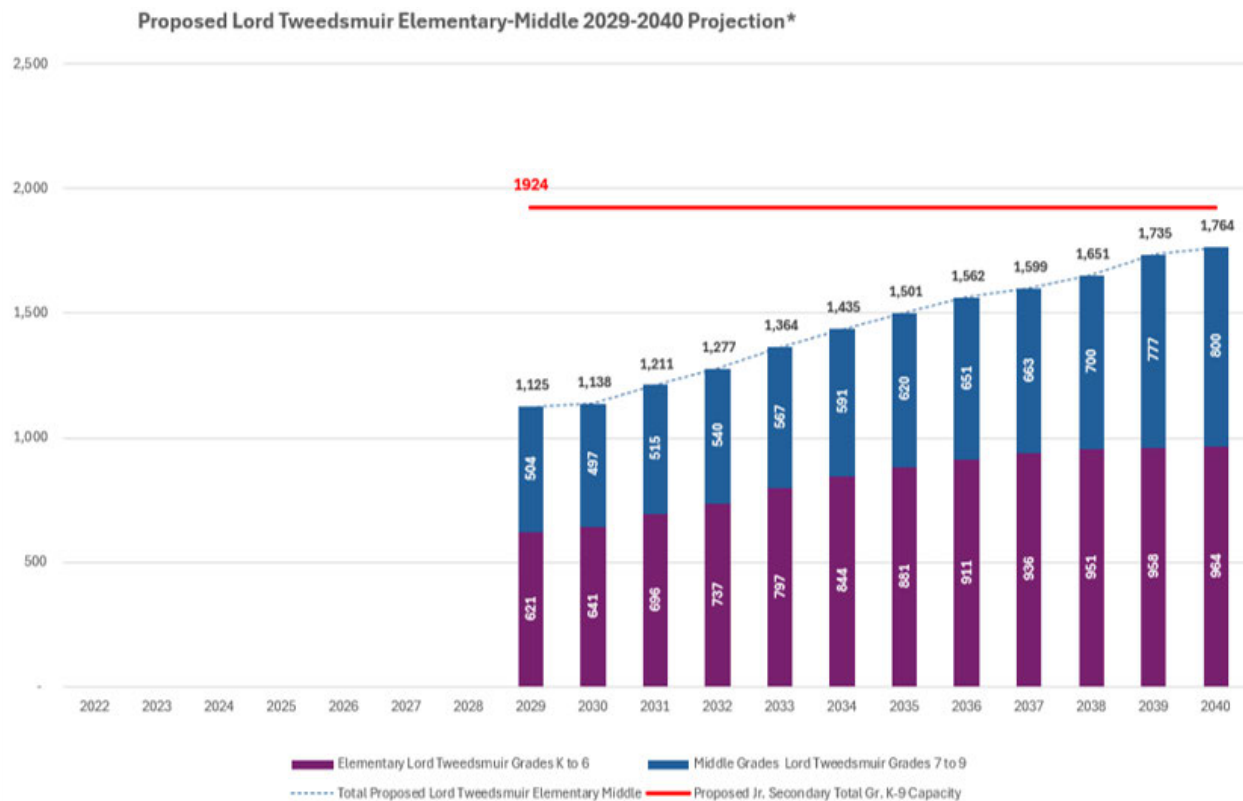


Figure: Lord Tweedsmuir enrolment projections for Scenario B
 Images courtesy of Umur Olcay, ALEP, RPP

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.

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.

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.



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.



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

5.0 Long-Term Facilities Strategy



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 the District'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.

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.



Appendix

Appendix A – Status Quo

Appendix B – Scenario A

Appendix C – Scenario B

Appendix D – Site Deficit Overview

Appendix E – Educational programs & Program Locations



A

Appendix A: Status Quo



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

Area Standards - Classroom Operating Capacities: K-5 Grade Configuration		
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													

B.

Appendix B: Scenario A



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			per classroom designated in DA perclassroom designated in DA per K room designated in DA
Grade Configuration	Nom. Cap.	Op. Cap	
Gr. 1-5	25	22.6	
Gr. 1-7	25	23.29	
K	20	19	

	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				New School	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				
						QF expansion	New Simcoe	Convert middle schools as elementary schools, Replace Lord Tweedsmuir with Jr.Secondary in 2029 Fraser River Community).													(include campus for Gr. 6-7 cohort from			

Appendix C: Scenario B



Appendix D: Site Deficit Overview



Appendix D – Site Deficit Overview

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.

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.

Appendix E: Educational programs & Program Locations



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.

Regular K–12 Program

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.

French Immersion

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 Westminister Schools' Indigenous Education program.

International Baccalaureate

New Westminister 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 Westminister Secondary School.

Further information is available through [New Westminister 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.

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:

- 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.

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 <u>Skwo:wech</u> 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
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New
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