

Board of Education
Public Meeting Agenda

Wednesday, April 24, 2024 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_k4-3tSdSCWzDuZv-LuybA

After registering, you will receive a confirmation email containing information about joining the webinar.

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəṁ language group on whose traditional and unceded territories we teach, learn and live.

1. Recognition of Visitors, Announcements and Trustees' Updates

- (a) Recognition of Visitors
- (b) Announcements
- (c) Any materials not included in packages available to the public

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

- (a) Presentations
Nil.
- (b) Briefs
Nil.
- (c) Special Recognition
Nil.

4. Questions from the Public

Members of the public are invited to come forward with questions regarding agenda items.

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, March 13, 2024.
- (b) Regular meeting of the board held Wednesday, March 13, 2024 for approval.

7. Business Arising from Prior Minutes

- (a) **2024/25 Annual Budget Bylaw – Three Readings**
Report from the Secretary Treasurer attached.
- (b) **2024/25 Capital Bylaw – Three Readings**
Report from the Secretary Treasurer attached.
- (c) **Board Approved Bus Riders 2024/25**
Report from the Secretary Treasurer attached.

8. New Business

- (a) **2024/25 School Site Acquisition Charge Bylaw – Three Readings**
Report from the Secretary Treasurer attached.

9. Questions from the Public

Members of the public are invited to come forward with questions regarding agenda items.

10. Standing Committee Reports

- (a) **Audit Committee**
Chairperson: David Yang
Vice Chairperson: Alice Wong

The next meeting is scheduled for Tuesday, May 14, 2024.

- (b) **Education Committee**
Chairperson: Heather Larson
Vice Chairperson: David Yang

- (i) Minutes of the meeting held on February 14, 2024, are attached for information.

A meeting was held on Wednesday, April 17, 2024. The next meeting is scheduled for Wednesday, May 15, 2024, at 6:00 pm.

- (c) **Facilities and Building Committee**
Chairperson: Ken Hamaguchi
Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on March 6, 2024, are attached for information.

A meeting was held on Wednesday, April 3, 2024. The next meeting is scheduled for Wednesday, May 1, 2024, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Ken Hamaguchi

(i) **RECOMMENDATION:** Trustee Expenses for the Three Months Ended March 31, 2024. Report from the Committee Chairperson attached.

(ii) Minutes of the meeting held on February 14, 2024, are attached for information.

A meeting was held on Wednesday, April 17, 2024. The next meeting is scheduled for Wednesday, May 15, 2024, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

(i) **NOTICE OF MOTION:** Policy 200: Trustee Role Responsibilities and Code of Ethics attached.

(ii) **NOTICE OF MOTION:** Policy 204-R: Creation and Revision of Policy and Regulations attached.

(iii) Minutes of the meeting held on February 12, 2024, are attached for information.

A meeting was held on Wednesday, April 15, 2024. The next meeting is scheduled for Wednesday, May 13, 2024, at 11:00 am.

11. Board Committee and Representative Reports

(a) **Council/Board Liaison Committee**

A meeting was held on April 3, 2024. The next meeting is scheduled for September 2024.

(b) **BCSTA**

BCSTA Annual General Meeting was held on April 18-21, 2024.

(c) **BCPSEA**

BCPSEA By-Election Additional General Meeting was held on April 15, 2024.

12. Correspondence

(a) For action:

Correspondence from CUPE Local 716 dated April 8, 2024 regarding National Day of

Mourning on April 28, 2024.

(b) For information:

Nil.

13. Adjournment

Board of Education

Telephone 604 668 6000

www.sd38.bc.ca

The next meeting is scheduled for Wednesday, May 22, 2024

Contact Persons regarding agenda items:

Superintendent, Mr. Chris Usih – 604 668 6081

Secretary Treasurer, Ms. Cindy Wang – 604 668 6012

- Please address any item for an upcoming Agenda to the Chairperson, Board of Education (Richmond) at: 7811 Granville Avenue, Richmond, BC V6Y 3E3.
- Items to include your name and address.
- Items received at the office of the Secretary Treasurer by 9:00 a.m. the Thursday preceding a meeting of the Board will be included on the Agenda.
- Items arriving after the 9:00 a.m. Agenda deadline will be reserved for the next meeting of the Board.
- For further assistance, please contact the Executive Assistant to the Board at 604 295 4302.

Committee Appointments 2023-2024

	Audit	Education	Facilities and Building	Finance and Legal	Policy	
Chairperson	David Yang	Heather Larson	Ken Hamaguchi	Donna Sargent	Debbie Tablotney	
Vice Chairperson	Alice Wong	David Yang	Debbie Tablotney	Ken Hamaguchi	David Yang	
Member	Rod Belleza	Alice Wong	Heather Larson	Rod Belleza	Rod Belleza	
Alternate	Donna Sargent	Debbie Tablotney	Donna Sargent	Alice Wong	Heather Larson	
District Staff Rep	Cindy Wang	Jane MacMillan	Cindy Wang/Rick Ryan	Cindy Wang	Chris Usih	
	DEI Advisory	Indigenous Ed. Advisory	SOGI Advisory			
Representative	David Yang	Donna Sargent	Heather Larson			
Representative	Donna Sargent	Debbie Tablotney	Debbie Tablotney			
District Staff Rep	Christel Brautigam	Rav Johal	Rav Johal			
Reports To	Board of Education	Board of Education	Board of Education			
	Council/Board Liaison	BCPSEA Provincial Rep	BCSTA Provincial Council			
Representative	Heather Larson/ Donna Sargent	Debbie Tablotney	David Yang			
Alternate	Ken Hamaguchi	Rod Belleza	Alice Wong			
District Staff Rep	Chris Usih/Cindy Wang	Chris Stanger	Chris Usih			
Reports To	Board of Education	Board of Education	Board of Education			
	Cambie Coordinating	Child Care Development Advisory	ELL Consortium	Richmond Sister City Advisory	Richmond Sustainability Action	Vancouver Coastal Health Authority
Representative	Alice Wong	Heather Larson	David Yang	Ken Hamaguchi	Ken Hamaguchi	Rod Belleza
Alternate	Rod Belleza	Rod Belleza	Heather Larson	Alice Wong	Debbie Tablotney	Heather Larson
District Staff Rep	Cindy Wang/Jane MacMillan	Cindy Wang	Braunwyn Thompson	Shaun Sephton	Cindy Wang/Jane MacMillan	Chris Usih
Reports To	Finance and Legal Committee	Facilities and Building Committee	Education Committee	Education Committee	Facilities and Building Committee	Education Committee

Note:

The Chairperson or Vice Chairperson of the board is the alternate to all standing committees in the absence of the appointed trustee. All trustees are encouraged to attend standing committee meetings as they are available.

Date: April 24, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **Record of an In-camera Board Meeting held March 13, 2024**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held March 13, 2024.

(a) Briefs and Presentations:	Nil.
(b) Executive:	Administrative items were discussed.
(c) Business Arising out of Minutes:	Administrative items were discussed.
(d) New Business:	Nil.
(e) Standing Committee Reports:	Administrative items were discussed.
(f) Board Committee and Representative Reports:	Administrative items were discussed.
(g) Correspondence:	Nil.
(h) Record of Disclosure:	Nil.

Below find an excerpt from Board Policy which outlines those matters that constitute In-Camera material.

Pursuant to Board Policy 201, unless otherwise determined by the Board, the following matters shall be considered in-camera;

To protect individual privacy and the Board's own position, in-camera meetings may be conducted to discuss issues such as:

- individual student matters;
- individual employee matters;
- legal concerns;
- negotiating collective agreements;
- negotiating contracts;
- the sale or purchase of land.

Trustees will not disclose to the public or employees the proceedings of an in-camera session unless a resolution has been passed at the closed meeting to allow such disclosure.

Board of Education
Public Meeting Minutes

Wednesday, March 13, 2024 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	K. Hamaguchi
Trustee	R. Belleza
Trustee	D. Sargent
Trustee	D. Tablotney
Trustee	D. Yang
Superintendent of Schools	C. Usih
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
Assistant Superintendent	J. MacMillan
Assistant Superintendent	M. Naser
Assistant Superintendent	C. Stanger
Executive Director, Learning and Business Technologies	R. Laing
Director, Communications & Marketing	D. Sadler
Executive Assistant (Recording Secretary)	T. Lee

Regrets:

Trustee	A. Wong
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The Chairperson called the meeting to order at 7:03 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

1. Recognition of Visitors, Announcements, Trustees' Updates

(a) Recognition of Visitors

The Chairperson welcomed the gallery to the meeting.

(b) Announcements

Trustee Hamaguchi: Earth Day is an annual event on April 22 to demonstrate support for environmental protection. First held on April 22, 1970, it now includes a wide range of events event focused on promoting a healthy, sustainable habitat for all. The official theme for 2024 is Planet vs Plastics, focusing on reducing plastic use and calling for a 60% reduction in the

production of all plastics by 2040. In Richmond, schools will plan for different individual classroom and school activities to honour Earth Day. Many Green Teams, composed of students across grades, will lead the way in designing and supporting environmental initiatives. Earth Day connects to the district's Strategic Plan Priority One: Inspired Learners, focusing on learner involvement in activities that raise awareness of, and increase engagement in, global citizenry and environmental stewardship. In addition to Earth Day, our schools celebrate and support environmental stewardship in a variety of ways throughout the year, demonstrating commitment to our planet, today and every day.

Trustee Yang: April is Sikh Heritage month in Canada. It was first officially recognized by the Government of Canada in 2019. Its purpose is to celebrate the contributions of all Sikh-Canadians and develop a greater understanding and appreciation of a rich, unique, and diverse heritage of the Sikh faith and culture. This month students of all ages have been learning about the contributions of Sikh Canadians. Posters were sent to all schools which provide information on Sikh contributions and history.

This April is also a month in which several of the faiths represented in our schools are observing religious celebrations. This past month, our schools have recognized Easter, Passover and Ramadan in a variety of ways to ensure that our students learn and/or are represented in the different faiths and cultures that make up our schools.

Trustee Sargent: Tonight, we will be providing partner group representatives and members of the public an opportunity to speak directly to Trustees on their budget priorities. We will be using a portion of tonight's Board meeting for a Budget Committee of the Whole. During the Committee of the Whole, we will receive presentations and briefs on the budget or if you have comments or questions, you can email them to boardmeetings@sd38.bc.ca.

I would also encourage you to visit our Budget Process webpage to access information on our budget as well as submit your budget feedback.

(c) **Any materials not included in packages available to the public**

The Secretary Treasurer noted all materials had been made available to the public on the district website.

2. Adoption of Agenda

051/2024 MOVED BY D. YANG AND SECONDED BY K. HAMAGUCHI:

THAT the Wednesday, March 13, 2024 regular agenda of the Board of Education be adopted as circulated.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) **Presentations**

Nil.

(b) **Briefs**

Nil.

(c) **Special Recognition**

Nil.

4. Questions from the Public

Liz Baverstock, President, Richmond Teachers' Association presented a question ahead of agenda Item 7 (b) – "Strategic Plan – Quarterly Update Strategic Priority 4 and 5", regarding the update on Strategic Priority 5. She inquired about improvements for the district website to provide information on the alternate programs in the district.

5. Executive

The Superintendent noted schools will be closed for Spring Break from March 15, 2024 to April 1, 2024, and wished students, family and staff a happy Spring Break.

He then highlighted the StrongStart program, an early learning program designed for children aged 0 to 5 and introduced Assistant Superintendent MacMillan to present a video, "Inspiring Early Learners – Building Foundations for the Future." Assistant Superintendent MacMillan highlighted that the video would showcase one of the five schools in the StrongStart program, and noted more information on early learning programs can be found on the district website.

Assistant Superintendent MacMillan then responded to trustees' questions regarding registration and locations for the program.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, February 21, 2024 was included for information.
- (b) Regular meeting of the board held Wednesday, February 21, 2024

052/2024 MOVED BY K. HAMAGUCHI AND SECONDED BY R. BELLEZA:

THAT the Board of Education approve the Minutes of Wednesday, February 21, 2024, regular meeting as circulated.

CARRIED

7. Business Arising from Prior Minutes

(a) Preliminary 2024/25 Annual Budget

053/2024 MOVED BY R. BELLEZA AND SECONDED BY D. YANG:

THAT the Board of Education move into a committee of the whole to allow for all members of the public in attendance to have the opportunity to participate in the discussion on the 2024/25 annual budget and that the Superintendent facilitate the discussion.

CARRIED

The Superintendent assumed the role of Chair and asked the Secretary Treasurer to speak to her Budget Report as attached to the agenda package.

The Secretary Treasurer provided highlights of the 2024/25 Budget process, currently underway, and noted the preliminary three-year base budget is projected to be balanced, based on the budget assumptions and available information. She thanked education partner groups and staff for their input and feedback.

The Superintendent then called on Partner Group Representatives to present their budget briefs to the Board:

1. Liz Baverstock, President, Richmond Teachers' Association (RTA)

Ms. Baverstock thanked the Board of Education and Secretary Treasurer for the transparent annual budget process and for the opportunity to provide feedback and listen to the priorities of partner groups. She appreciated the considerations in the budget proposals responding to RTA's budget feedback including the focus on recruitment, retention, mentoring support, and the Classroom Enhancement Fund.

She then further clarified the specialist teacher ratio following a question from the Chairperson.

2. Stacey Robinson, President, Canadian Union of Public Employees (CUPE) Local 716 and Nancy Williams, 1st Vice President, CUPE Local 716

Ms. Robinson thanked the Board of Education for the opportunity to present and appreciated the inclusion of the additional 11.6 FTEs for Education Assistants in the budget proposals. She then presented the following considerations to the budget proposal:

- Making at least one FTE an EA consultant position; and
- Making three of the EA positions regular unassigned learning services.

A trustee commented noting the appreciation of the care and attention EAs bring to students.

3. Gordon Fitt, President, Richmond Association of School Administrators (RASA)

Mr. Fitt appreciated the opportunity to provide RASA's perspective on the proposed budget, noting the concerns of the impact of City Centre enrolment pressures and the persistent issue of daily and systemic staffing shortages. He appreciated the focus of the budget proposals on inspired learners and to provide critical support for the system will enable school leaders to concentrate on delivering the best possible educational experiences for our students.

Mr. Fitt then responded to a trustee's question regarding the budgetary implications for his concerns.

Trustees thanked the partner group presidents for their briefs and the Secretary Treasurer then responded to questions from trustees regarding the budget proposal.

The Superintendent turned the Chair over to Trustee Larson. Trustee Larson assumed the Chair.

054/2024 MOVED BY D. SARGENT AND SECONDED BY D. YANG:

THAT the Board of Education rise and report from the committee of the whole discussion on the 2024/25 annual budget.

CARRIED

055/2024 MOVED BY K. HAMAGUCHI AND SECONDED BY D. YANG:

THAT the Board of Education refer all partner groups' input and feedback to the budget process.

CARRIED

(b) Strategic Plan – Quarterly Update Strategic Priority 4 and 5

The Assistant Superintendent, Human Resources spoke to his report as included in the agenda package. He highlighted Strategic Priority 4 – A Progressive Workplace. The Director of Communications and Marketing and Assistant Superintendent Naser then highlighted Strategic Priority 5 – A Connected Learning Community. Trustees thanked staff for their work and staff then responded to trustees' questions regarding the two strategic priorities.

8. New Business

Nil.

9. Questions from the Public

There were no questions from the public.

10. Standing Committee Reports

(a) **Audit Committee**

Chairperson: David Yang

Vice Chairperson: Alice Wong

A meeting was held on Tuesday, March 5, 2024. The next meeting is scheduled for Tuesday, May 14, 2024.

(b) **Education Committee**

Chairperson: Heather Larson

Vice Chairperson: David Yang

The next meeting is scheduled for Wednesday, April 17, 2024, at 6:00 pm.

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on February 7, 2024, were attached for information.

A meeting was held on Wednesday, March 6, 2024. The next meeting is scheduled for Wednesday, April 3, 2024, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Ken Hamaguchi

The next meeting is scheduled for Wednesday, April 17, 2024, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

- (i) **RECOMMENDATION:** Policy 701.2-R: Capital Project Design Review Process

The Committee Chairperson spoke to the report as included in the agenda package.

056/2024 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

THAT the Board of Education approve the attached revised **Policy 701.2-R: Capital Project Design Review Process**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

CARRIED

- (ii) The next meeting is scheduled for Monday, April 15, 2024, at 11:00 am.

11. Board Committee and Representative Reports

(a) **Council/Board Liaison Committee**

The next meeting is scheduled for Wednesday, April 3, 2024 at 9:30 am.

(b) **BCSTA**

BCSTA Provincial Council was held on February 24, 2024. Trustee Yang noted there were no substantive motions and the meeting primarily focused on housekeeping matters.

BCSTA AGM will be held on April 18-21, 2024 – Trustees have been registered.

(c) **BCPSEA**

Trustee Tablotney noted she attended a learning session on the topic of Conflict of Interest.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

057/2024 MOVED BY D. YANG AND SECONDED BY K. HAMAGUCHI:

THAT the regular meeting of Wednesday, March 13, 2024 of the Board of Education be adjourned at 8:59 pm.

CARRIED

H. LARSON
Chairperson

C. WANG
Secretary Treasurer

Report to the Board of Education (Public)

Date: April 24, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **2024/25 Annual Budget Bylaw**

RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approve the 2024/25 Annual Budget by way of three readings of the 2024/25 Annual Budget Bylaw.

AND FURTHER THAT the Board authorize the Chairperson of the Board, Superintendent and Secretary Treasurer to sign the 2024/25 Annual Budget Bylaw and submit the bylaw together with the 2024/25 Annual Budget to the Ministry of Education and Child Care before June 30, 2024.

BACKGROUND

The 2024/25 Annual Budget has been prepared in accordance with Public Sector Accounting Board Standards and Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. The budget format requires the Board approve the Annual Budget Bylaw amount of \$365,292,289, comprised of the Operating, Special Purpose and Capital Funds.

The 2024/25 Annual Budget was developed through a formal engagement process guided by the principles established by the Board of Education in consultation with education partner groups. The budget allocations were carefully considered to align with the district's strategic priorities and goals, as outlined in the Strategic Plan. The overarching aim is to deliver exceptional public education while exercising fiscal responsibility and stewardship of public resources.

The 2024/25 Annual Budget has been built upon a robust financial framework, supported by projected enrolment growth and effective management of financial resources during recent years. Continuing with the prudent approach, we have developed a responsible financial plan for the upcoming school year, which includes measures to focus on student achievements and operational efficiency and effectiveness. The district is well prepared to provide the necessary resources to support students and staff, ensuring that all students have access to high quality education.

Approximately 75 per cent of the total budget is allocated to the operating budget, projected to reach a total of \$275 million. This budget encompasses various expenses associated with instructional programs, district administration, facilities operations and maintenance, and student transportation. The funding for the operating budget is primarily sourced from provincial education operating grants, with additional support from other revenue streams such as international education tuition fees, rental revenue and investment income.

The district's operating budget is formulated based on a number of key assumptions regarding revenue and expense projections. For the 2024/25 school year, the district anticipates enrolment growth for domestic funded students considering Richmond's increasing population and ongoing housing development. In anticipation of this enrolment growth, the district intends to increase staffing

levels for teaching and support staff roles within the classrooms, in alignment with the collective agreement, and to address the diverse needs of all students. These measures reflect our commitment to providing students with the resources and support they need to succeed.

The operating budget includes a range of strategic initiatives that focus on inspired learners and provide critical support for the system to continue delivering high quality public education.

- Inspired learners – continue delivering high quality public education:
 - Teacher allocation to support enrolment growth (16.2 FTEs)
 - Indigenous Focused Graduation Requirement – additional block allocation (3.0 FTEs)
 - Contract TTOC positions to address daily teacher shortages (estimated \$100K benefit cost increase)
 - Education Assistant allocation to support students with diverse abilities and enrolment growth (11.6 FTEs)

- Provide critical support to the system:
 - Continuous support for administration time in large elementary schools (0.5 FTEs)
 - Director of Instruction (1.0 FTE)
 - Educational Administrative Assistants to address increased volume in student registration and Letter of Acceptance (0.8 FTEs)
 - Custodial services allocation to address increased cleaning areas in schools (1.5 FTEs)
 - Community Schools Coordinator (0.6 FTEs)

The special purpose fund budget is projected to reach \$66 million, including funds designated to report revenues and expenditures received from the Ministry of Education and Child Care, as well as other sources earmarked for specific purposes. The largest component of this fund is the allocation for the Classroom Enhancement Fund, projected to reach a total of \$49 million. Additionally, this budget includes \$2.4 million designated for the Feeding Futures Fund. Comprehensive descriptions of these special purpose funds are available in the Fiscal Plan document, which serves as a companion to this budget bylaw and accompanying financial statements.

The capital fund budget is projected to total \$24 million, including capital expenditures associated with facilities and equipment. These expenses are financed through a combination of Ministry of Education and Child Care capital grants, transfer of operating funds, and special purpose funds.

CONCLUSION

The 2024/25 Annual Budget reflects the district’s commitment in supporting student success and upholding fiscal responsibility and sustainability. The district remains dedicated to allocating resources in a manner that provides exemplary public education for all students, while ensuring the long-term sustainability of educational programs, services and support systems in Richmond.

Cindy Wang
Secretary Treasurer, MSc, CPA-CA

Attachments:
2024/25 Annual Budget Bylaw
Fiscal Plan 2024/25 – 2026/27

Annual Budget

School District No. 38 (Richmond)

June 30, 2025

School District No. 38 (Richmond)

June 30, 2025

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$365,292,289 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 24th DAY OF APRIL, 2024;

READ A SECOND TIME THE 24th DAY OF APRIL, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF APRIL, 2024;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 38 (Richmond) Annual Budget Bylaw 2024/2025, adopted by the Board the 24th DAY OF APRIL, 2024.

Secretary Treasurer

School District No. 38 (Richmond)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	22,513.625	22,004.688
Adult	52.250	55.438
Other	650.000	701.000
Total Ministry Operating Grant Funded FTE's	23,215.875	22,761.126
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	309,228,244	298,826,371
Other	87,917	87,917
Federal Grants	2,002,904	2,002,904
Tuition	19,942,508	20,155,758
Other Revenue	7,853,430	7,850,991
Rentals and Leases	1,687,036	1,617,788
Investment Income	5,078,194	5,597,295
Amortization of Deferred Capital Revenue	11,646,438	11,023,319
Total Revenue	357,526,671	347,162,343
Expenses		
Instruction	295,857,305	285,198,427
District Administration	9,737,405	8,986,569
Operations and Maintenance	52,541,069	50,332,711
Transportation and Housing	2,011,142	1,981,960
Debt Services	413,515	240,000
Total Expense	360,560,436	346,739,667
Budgeted Surplus (Deficit), for the year	(3,033,765)	422,676
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(3,033,765)	422,676
Budgeted Surplus (Deficit), for the year	(3,033,765)	422,676

School District No. 38 (Richmond)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	275,034,406	262,428,354
Special Purpose Funds - Total Expense	65,077,508	65,074,879
Special Purpose Funds - Tangible Capital Assets Purchased	903,791	903,791
Capital Fund - Total Expense	20,448,522	19,236,434
Capital Fund - Tangible Capital Assets Purchased from Local Capital	3,828,062	7,020,477
Total Budget Bylaw Amount	365,292,289	354,663,935

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 38 (Richmond)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(3,033,765)	422,676
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(903,791)	(903,791)
From Local Capital	(3,828,062)	(7,020,477)
From Deferred Capital Revenue	(53,135,824)	(24,417,844)
From Capital Leases	(3,696,075)	(3,650,800)
Total Acquisition of Tangible Capital Assets	(61,563,752)	(35,992,912)
Amortization of Tangible Capital Assets	20,035,007	18,996,434
Total Effect of change in Tangible Capital Assets	(41,528,745)	(16,996,478)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(44,562,510)	(16,573,802)

School District No. 38 (Richmond)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	252,289,849	241,890,605
Other	87,917	87,917
Tuition	19,942,508	20,155,758
Other Revenue	848,430	823,991
Rentals and Leases	1,687,036	1,617,788
Investment Income	3,178,666	3,652,295
Total Revenue	278,034,406	268,228,354
Expenses		
Instruction	232,553,995	221,861,390
District Administration	8,639,946	7,917,516
Operations and Maintenance	32,234,813	31,085,173
Transportation and Housing	1,605,652	1,564,275
Total Expense	275,034,406	262,428,354
Net Revenue (Expense)	3,000,000	5,800,000
Net Transfers (to) from other funds		
Local Capital	(3,000,000)	(5,800,000)
Total Net Transfers	(3,000,000)	(5,800,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 38 (Richmond)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	248,336,889	234,586,866
Other Ministry of Education and Child Care Grants		
Pay Equity	2,215,706	2,215,706
Funding for Graduated Adults	404,915	404,915
Student Transportation Fund	21,608	21,608
Support Staff Benefits Grant	230,836	230,836
FSA Scorer Grant	27,292	27,292
Early Learning Framework (ELF) Implementation	3,168	3,168
Labour Settlement Funding	-	4,024,349
Integrated Child and Youth Teams	1,049,435	375,865
Total Provincial Grants - Ministry of Education and Child Care	252,289,849	241,890,605
Provincial Grants - Other	87,917	87,917
Tuition		
Summer School Fees	254,260	254,260
Continuing Education	1,164,998	1,164,998
International and Out of Province Students	18,523,250	18,736,500
Total Tuition	19,942,508	20,155,758
Other Revenues		
Other School District/Education Authorities	542,430	529,200
Miscellaneous		
Cafeteria	305,000	293,791
Miscellaneous	1,000	1,000
Total Other Revenue	848,430	823,991
Rentals and Leases	1,687,036	1,617,788
Investment Income	3,178,666	3,652,295
Total Operating Revenue	278,034,406	268,228,354

School District No. 38 (Richmond)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	114,977,639	110,891,415
Principals and Vice Principals	14,962,716	14,604,331
Educational Assistants	21,954,536	20,831,222
Support Staff	25,665,467	24,640,785
Other Professionals	7,755,626	7,243,161
Substitutes	11,802,718	11,574,561
Total Salaries	197,118,702	189,785,475
Employee Benefits	53,466,375	49,466,277
Total Salaries and Benefits	250,585,077	239,251,752
Services and Supplies		
Services	8,072,694	7,801,877
Student Transportation	15,623	15,022
Professional Development and Travel	1,381,185	1,265,800
Rentals and Leases	320,456	319,558
Dues and Fees	160,527	154,387
Insurance	671,334	671,334
Supplies	9,264,835	8,581,538
Utilities	4,562,675	4,367,086
Total Services and Supplies	24,449,329	23,176,602
Total Operating Expense	275,034,406	262,428,354

School District No. 38 (Richmond)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	87,591,049	2,879,567		1,511,922		9,419,886	101,402,424
1.03 Career Programs	231,885			595,269			827,154
1.07 Library Services	1,790,202			671,031			2,461,233
1.08 Counselling	2,935,650						2,935,650
1.10 Inclusive Education	8,959,112		21,867,495	222,694	494,604	865,666	32,409,571
1.20 Early Learning and Child Care				22,416			22,416
1.30 English Language Learning	6,716,241			203,959			6,920,200
1.31 Indigenous Education	335,304			40,145			375,449
1.41 School Administration		11,528,117		5,688,445		372,795	17,589,357
1.60 Summer School	957,671	112,604	87,041	35,881		29,884	1,223,081
1.61 Continuing Education	622,660	248,405		134,820	100,331	334,738	1,440,954
1.62 International and Out of Province Students	4,837,865	20,495		212,780	847,369	20,400	5,938,909
1.64 Other				37,848			37,848
Total Function 1	114,977,639	14,789,188	21,954,536	9,377,210	1,442,304	11,043,369	173,584,246
4 District Administration							
4.11 Educational Administration				356,264	2,427,249	13,494	2,797,007
4.40 School District Governance					230,368		230,368
4.41 Business Administration		173,528		1,086,993	1,929,438	2,234	3,192,193
Total Function 4	-	173,528	-	1,443,257	4,587,055	15,728	6,219,568
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				337,434	1,726,267	1,242	2,064,943
5.50 Maintenance Operations				12,740,335		617,123	13,357,458
5.52 Maintenance of Grounds				943,842			943,842
5.56 Utilities							-
Total Function 5	-	-	-	14,021,611	1,726,267	618,365	16,366,243
7 Transportation and Housing							
7.70 Student Transportation				823,389		125,256	948,645
Total Function 7	-	-	-	823,389	-	125,256	948,645
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	114,977,639	14,962,716	21,954,536	25,665,467	7,755,626	11,802,718	197,118,702

School District No. 38 (Richmond)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	101,402,424	27,681,058	129,083,482	4,974,481	134,057,963	127,232,941
1.03 Career Programs	827,154	225,362	1,052,516	458,463	1,510,979	1,465,179
1.07 Library Services	2,461,233	670,575	3,131,808	436,438	3,568,246	3,454,576
1.08 Counselling	2,935,650	799,832	3,735,482	9,302	3,744,784	3,628,685
1.10 Inclusive Education	32,409,571	8,830,145	41,239,716	996,716	42,236,432	39,533,999
1.20 Early Learning and Child Care	22,416	5,736	28,152	-	28,152	27,712
1.30 English Language Learning	6,920,200	1,885,442	8,805,642	46,048	8,851,690	8,619,603
1.31 Indigenous Education	375,449	102,293	477,742	114,736	592,478	574,548
1.41 School Administration	17,589,357	4,792,306	22,381,663	473,289	22,854,952	22,201,237
1.60 Summer School	1,223,081	216,076	1,439,157	40,085	1,479,242	1,434,677
1.61 Continuing Education	1,440,954	315,644	1,756,598	149,751	1,906,349	1,871,337
1.62 International and Out of Province Students	5,938,909	1,564,982	7,503,891	4,159,355	11,663,246	11,806,009
1.64 Other	37,848	10,312	48,160	11,322	59,482	10,887
Total Function 1	173,584,246	47,099,763	220,684,009	11,869,986	232,553,995	221,861,390
4 District Administration						
4.11 Educational Administration	2,797,007	762,058	3,559,065	349,921	3,908,986	3,432,564
4.40 School District Governance	230,368	17,301	247,669	160,637	408,306	396,264
4.41 Business Administration	3,192,193	869,728	4,061,921	260,733	4,322,654	4,088,688
Total Function 4	6,219,568	1,649,087	7,868,655	771,291	8,639,946	7,917,516
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	2,064,943	562,604	2,627,547	1,184,091	3,811,638	3,757,665
5.50 Maintenance Operations	13,357,458	3,639,304	16,996,762	5,363,500	22,360,262	21,506,658
5.52 Maintenance of Grounds	943,842	257,154	1,200,996	299,242	1,500,238	1,453,764
5.56 Utilities	-	-	-	4,562,675	4,562,675	4,367,086
Total Function 5	16,366,243	4,459,062	20,825,305	11,409,508	32,234,813	31,085,173
7 Transportation and Housing						
7.70 Student Transportation	948,645	258,463	1,207,108	398,544	1,605,652	1,564,275
Total Function 7	948,645	258,463	1,207,108	398,544	1,605,652	1,564,275
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	197,118,702	53,466,375	250,585,077	24,449,329	275,034,406	262,428,354

School District No. 38 (Richmond)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	56,938,395	56,935,766
Federal Grants	2,002,904	2,002,904
Other Revenue	7,005,000	6,995,000
Investment Income	35,000	45,000
Total Revenue	65,981,299	65,978,670
Expenses		
Instruction	63,303,310	63,337,037
District Administration	1,097,459	1,069,053
Operations and Maintenance	676,739	668,789
Total Expense	65,077,508	65,074,879
Net Revenue (Expense)	903,791	903,791
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(903,791)	(903,791)
Total Net Transfers	(903,791)	(903,791)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 38 (Richmond)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	1,069,950	5,905,246	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	829,289	879,315			224,000	90,650	298,472	862,931	5,404,593
Federal Grants									
Other			20,000	6,800,000					
Investment Income			30,000						
	829,289	879,315	50,000	6,800,000	224,000	90,650	298,472	862,931	5,404,593
Less: Allocated to Revenue	829,289	879,315	80,000	6,500,000	224,000	90,650	298,472	862,931	5,404,593
Deferred Revenue, end of year	-	-	1,039,950	6,205,246	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	829,289	879,315			224,000	90,650	298,472	862,931	5,404,593
Federal Grants									
Other Revenue			50,000	6,500,000					
Investment Income			30,000						
	829,289	879,315	80,000	6,500,000	224,000	90,650	298,472	862,931	5,404,593
Expenses									
Salaries									
Teachers						56,082	105,743		
Principals and Vice Principals								80,626	
Educational Assistants		726,226			191,168	19,811		396,152	2,356,956
Support Staff									580,205
Other Professionals									391,041
Substitutes							16,843		941,171
	-	726,226	-	-	191,168	75,893	122,586	396,152	4,349,999
Employee Benefits		153,089			32,832	14,757	28,426	106,961	909,514
Services and Supplies	70,578		80,000	6,500,000			147,460	359,818	
	70,578	879,315	80,000	6,500,000	224,000	90,650	298,472	862,931	5,259,513
Net Revenue (Expense) before Interfund Transfers	758,711	-	-	-	-	-	-	-	145,080
Interfund Transfers									
Tangible Capital Assets Purchased	(758,711)								(145,080)
	(758,711)	-	-	-	-	-	-	-	(145,080)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 38 (Richmond)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	43,885,038	48,000	11,250	25,000		50,000	19,000	175,000	2,410,619
Federal Grants									
Other						80,000			
Investment Income									
	43,885,038	48,000	11,250	25,000	-	130,000	19,000	175,000	2,410,619
Less: Allocated to Revenue	43,885,038	48,000	11,250	25,000	-	130,000	19,000	175,000	2,410,619
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	43,885,038	48,000	11,250	25,000		50,000	19,000	175,000	2,410,619
Federal Grants									
Other Revenue						80,000			
Investment Income									
	43,885,038	48,000	11,250	25,000	-	130,000	19,000	175,000	2,410,619
Expenses									
Salaries									
Teachers	34,801,774								
Principals and Vice Principals								156,175	
Educational Assistants						85,589			
Support Staff									
Other Professionals									91,612
Substitutes									
	34,801,774	-	-	-	-	85,589	-	156,175	91,612
Employee Benefits	9,083,264					23,109		18,825	24,736
Services and Supplies		48,000	11,250	25,000		21,302	19,000		2,294,271
	43,885,038	48,000	11,250	25,000	-	130,000	19,000	175,000	2,410,619
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 38 (Richmond)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Health Career Dual Credit Expansion	Provincial Resource Program	Provincial Early Years	Educational Trust Fund	LINC/ SWIS	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	335,931	-	7,311,127
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	25,000	1,104,297	595,941			56,938,395
Federal Grants					2,002,904	2,002,904
Other				400,000		7,300,000
Investment Income				5,000		35,000
	25,000	1,104,297	595,941	405,000	2,002,904	66,276,299
Less: Allocated to Revenue	25,000	1,104,297	595,941	380,000	2,002,904	65,981,299
Deferred Revenue, end of year	-	-	-	360,931	-	7,606,127
Revenues						
Provincial Grants - Ministry of Education and Child Care	25,000	1,104,297	595,941			56,938,395
Federal Grants					2,002,904	2,002,904
Other Revenue				375,000		7,005,000
Investment Income				5,000		35,000
	25,000	1,104,297	595,941	380,000	2,002,904	65,981,299
Expenses						
Salaries						
Teachers		594,478	278,317		114,068	35,950,462
Principals and Vice Principals					154,952	391,753
Educational Assistants						3,775,902
Support Staff		23,434	33,090		597,609	1,234,338
Other Professionals						482,653
Substitutes					334,758	1,292,772
	-	617,912	311,407	-	1,201,387	43,127,880
Employee Benefits		166,835	84,890		311,555	10,958,793
Services and Supplies	25,000	319,550	199,644	380,000	489,962	10,990,835
	25,000	1,104,297	595,941	380,000	2,002,904	65,077,508
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	903,791
Interfund Transfers						
Tangible Capital Assets Purchased						(903,791)
	-	-	-	-	-	(903,791)
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 38 (Richmond)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Other Revenue			-	32,000
Investment Income		1,864,528	1,864,528	1,900,000
Amortization of Deferred Capital Revenue	11,646,438		11,646,438	11,023,319
Total Revenue	11,646,438	1,864,528	13,510,966	12,955,319
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	19,629,517		19,629,517	18,578,749
Transportation and Housing	405,490		405,490	417,685
Debt Services				
Capital Lease Interest		413,515	413,515	240,000
Total Expense	20,035,007	413,515	20,448,522	19,236,434
Net Revenue (Expense)	(8,388,569)	1,451,013	(6,937,556)	(6,281,115)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	903,791		903,791	903,791
Local Capital		3,000,000	3,000,000	5,800,000
Total Net Transfers	903,791	3,000,000	3,903,791	6,703,791
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	3,828,062	(3,828,062)	-	
Principal Payment				
Capital Lease	2,913,616	(2,913,616)	-	
Total Other Adjustments to Fund Balances	6,741,678	(6,741,678)	-	
Budgeted Surplus (Deficit), for the year	(743,100)	(2,290,665)	(3,033,765)	422,676

Richmond School District

FISCAL PLAN

2024/25 – 2026/27



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Message From the Board of Education

The Board of Education is committed to cultivating a safe and welcoming community that inspires all learners within the Richmond School District. In fulfilling its diverse responsibilities, the board plays a vital role in the governance and oversight of the K-12 education system. Beyond establishing policies and regulations and approving the annual budget, the board's responsibilities are multifaceted and encompass a broader scope of strategic leadership and oversight. Additionally, trustees



Board of Education. From top left to right: Ken Hamaguchi, Donna Sargent, David Yang, Heather Larson, Debbie Tablotney, Alice Wong and Rod Belleza.

actively advocate for the betterment of the education system, including government funding to support the district's educational, operational and capital needs that best serve the learning community.

In preparing the 2024/25 Annual Budget, we have been guided by our district's vision, mission and values, drawing insights from our Strategic Plan, as well as the strategic priorities and goals of the district, to further inform our work. The budget reflects a commitment to fostering inspired learners and ensures the delivery of exceptional public education system wide. We have striven to provide essential support that best serve our students' learning needs, emphasizing the significance of maintaining staffing levels and resources in our schools and classrooms. These considerations, among others, aim to prioritize the educational well-being of all students while ensuring long-term fiscal sustainability and stability.

On behalf of the Board of Education, I extend heartfelt appreciation to our community and education partners for their invaluable contributions to the 2024/25 Annual Budget. Your feedback and engagement are crucial as we strive to ensure that our budget remains student-centered, fiscally responsible and aligned with the district's strategic priorities and goals. We deeply value your ongoing support and dedication to providing a high-quality education for our students.

Sincerely,

Heather Larson, Chairperson
On Behalf of the Board of Education (Richmond)

Executive Summary

The development of the 2024/25 Annual Budget entails a comprehensive consultation process outlined in the budget process section of this Fiscal Plan. This process included extensive engagements with education partner groups and discussions during various board and committee meetings. Budgetary decisions were guided by principles established by the Board of Education in collaboration with education partner groups, aiming at supporting the district's five priorities: inspired learners, equity and inclusion, optimized facilities and technology, a progressive workplace, and a connected learning community.

Built upon a solid financial foundation, with projected enrolment growth and effective financial resource management over the recent years, the district formulated a responsible financial plan for the upcoming school year. This plan incorporates measures to ensure teaching and supporting structures are in place across the system, considering operational efficiency, to ensure students have access to high quality education.

The total annual budget for the fiscal year 2024/25 is estimated at approximately \$365 million, encompassing budgeted amounts for the operating fund, special purpose fund and capital fund. Aligned with the district's strategic plan, the budget emphasizes the delivery of high-quality education to all students while exercising fiscal prudence.

Approximately 75 per cent of the total budget is allocated to the operating budget, projected to reach \$275 million. The operating budget allocation covers various expenses related to instructional programs, district administration, facilities operations and maintenance, and student transportation. The funding source is primarily attributed to provincial education operating grants, which is approximately \$252 million or 91 per cent of the total operating revenue. Other revenue sources include international tuition revenue, rental revenue and investment income, which amount to approximately \$26 million or 9 per cent of the total operating revenues.

Significant initiatives integrated within the operating budget aim to achieve education excellence for all students, including areas such as additional teaching positions, Indigenous graduation requirement courses, learning services for students with additional and complex needs, facilities and custodial services, as well as administrative support for large elementary schools. These initiatives contribute to cultivating a dynamic and inclusive learning community conducive to providing high quality education for all students.

The district's operating budget is built on several assumptions regarding revenue and expense projections, anticipating growth in enrolment for domestic funded students while expecting stability in enrolment for international fee-paying students over the next year. In response, the district plans to augment staffing levels for teaching staff positions in accordance with the collective agreement, as well as educational assistant positions to meet diverse student needs. Additionally, the operating expenses include salary increases for teachers and support staff resulting from provincial collective agreement settlements. Consequently, substitute and benefit costs are projected to rise accordingly.

The special purpose fund budget, totaling \$66 million, encompasses separate funds designated for special purposes, such as the Classroom Enhancement Fund and Feeding Futures School Food Program. These funds are allocated to resources to ensure their intended purposes are fulfilled and contribute to student success within the best learning environment possible.

The capital fund budget, totaling \$24 million, is allocated to support both board-funded and government-funded capital acquisition aimed at providing safe, healthy, functional and technologically equipped school facilities. These investments uphold the district’s commitment to delivering high quality education to all students by ensuring they have access to well-maintained and modern learning environments.

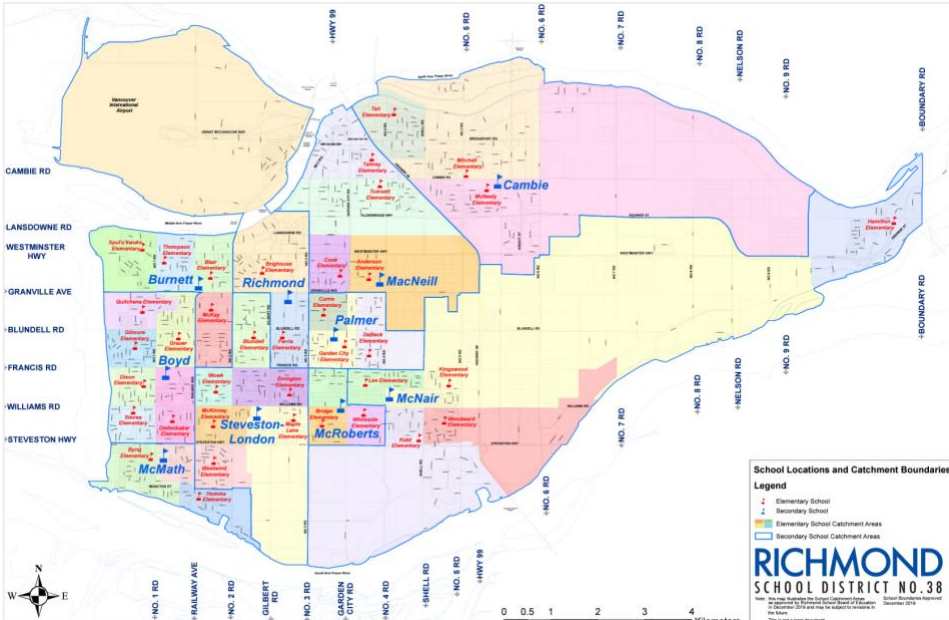
The 2024/25 Annual Budget reaffirms the district’s dedication to fostering student success while upholding fiscal responsibility and sustainability. The district has implemented rigorous financial monitoring and budgetary control measures to ensure the effective provision of high-quality education to students. With an unwavering focus on nurturing inspired learners, ensuring student success, and maintaining financial accountability, the district remains committed to continue providing exceptional education to its students.

District Overview

The Richmond School District acknowledges and thanks the First Peoples of the hən̓q̓əmi̓nəm language group on whose traditional and unceded territories we teach, learn and live. The district is a vibrant learning community that fosters students’ engagement, creativity and well-being in inclusive learning environments.

The district provides a wide variety of learning opportunities for over 23,000 students from Kindergarten through Grade 12 to help them develop the attitudes, skills and knowledge which will prepare them for an exciting and productive future.

The Richmond School District consists of 48 schools, including 38 elementary schools and 10 secondary schools. Our schools offer a wide range of educational programs, services and support to help each student to achieve success.



School Locations and Catchment Boundaries

Board of Education

The Board of Education is comprised of seven elected trustees who represent the interests of the community and advocate for the educational needs of students. The board is a legislative body responsible for overseeing the provision of public education within the school district. The board is governed by the *School Act*, that outlines its roles and responsibilities, as well as the powers and duties it exercises in relation to the delivery of public education.

The board has complex roles and performs many important and valuable responsibilities, most notably to support and ensure quality learning opportunities and well-being for all students. The board is responsible for governing the system and overseeing the educational, operational and ministerial requirements of the district.

The Board of Education anticipates, identifies and addresses emerging needs and issues within the school district. The board corresponds with key educational leaders, municipal government, and provincial ministries and authorities about policy, legislation and decisions that impact students. The board advocates on behalf of the citizens of Richmond for the benefit of the education of its children. Responsibility for day-to-day operations is delegated to the Superintendent of Schools and further to the administrative, teaching and support staff of the district.

The board is committed to transparency and has fully adopted the Ministry of Education and Child Care's requirements for financial governance which includes the development of the annual budget that is guided by its vision framework and encompasses a comprehensive consultative budget process.

The Board of Education plays a vital role in shaping and delivering public education in its community, ensuring that students receive a high-quality education that prepares them for success in life.



Rod Belleza

Ken Hamaguchi

Heather Larson

Donna Sargent



Debbie Tablotney

Alice Wong

David Yang

Vision, Mission and Values

The Board of Education recognizes the power of the vision, mission, and values statements in transforming learning and leading in the district. As a result of our shared commitment, implementation of the vision, mission, and values statements are the joint responsibility of the board, students and staff.

Vision: The Richmond School District is the best place to learn and lead.

Our vision is one that is held by every member of our learning community – our students and parents, staff and our community partners. It drives us to constantly strive for excellence. It leads us to see potential in all and to ensure a positive, engaging and inspirational learning environment filled with potential and possibilities. We are proud of the education we provide, and we encourage all members of the district to be both learners and leaders.

Mission: The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.

Safety, acceptance and engagement are fundamental to the Richmond School District, and are the foundation of what we model, teach and do to ensure the development of lifelong learners and leaders. It is our responsibility to ensure that all of our students and staff enjoy and benefit from their time with us and are supported to reach their full potential.

Values: The values that will guide our work together to achieve our vision and mission are collaboration, creativity, curiosity, resilience, respect and equity, for all.

These values guide our operations and form the culture of our schools and workplaces. By upholding them, we continually strive for an environment that supports all to achieve their full potential. The values are reflected in the work we do and serve as a standard for how we individually and collectively interact within our schools, the district and the community.

Strategic Plan

The Board of Education is committed to supporting the educational journey of every student in the district. We recognize that the world is in a state of continual change, and we must therefore adapt our learning environments to ensure that every student can thrive and be successful. Through thoughtful planning and deliberate action, we believe that we can inspire and support everyone in our educational community to be lifelong learners.

Through comprehensive community and partner groups engagement and consultation, five priorities were identified as requiring the attention of the board and the district over the next five years. All goals, objectives and actions articulated in the plan address these strategic priorities. Over the next five years, this plan will guide our decision-making. Our commitment is to continue to adapt and be flexible to achieve the goals that were outlined in the Strategic Plan.

The five strategic priorities are presented in the following chart:



Budget Guiding Principles

The district is committed to developing its annual budget by following a set of guiding principles to ensure transparent budget planning and resource allocation that is directly aligned with our strategic priorities and goals. It is based on a constructive model that coordinates budget planning and resource allocation activities through inclusive stakeholder consultation and feedback based on our collective vision, goals and objectives.

These guiding principles include:

- The budget will support and align to the board’s strategic plan and priorities and reflect the board’s commitment to responsible long term fiscal planning;
- Budget processes will be inclusive, transparent and will encourage stakeholder and community input;
- All budget decisions will be focused on creating and maintaining educational programs and services for students which maximize opportunities for learning;
- Budget decisions will support a culture of innovation and responsiveness to system change, while maintaining cost effectiveness and long term sustainability;
- Business and operational services and systems required to support schools and students will be based on best practices and maintained in an efficient and cost-effective manner; and
- Budget decisions will be based on accurate, relevant data and information.

The budget guiding principles ensure that the budget process is an integral part of the district’s collaborative operating culture.

Budget Process and Planning Cycle

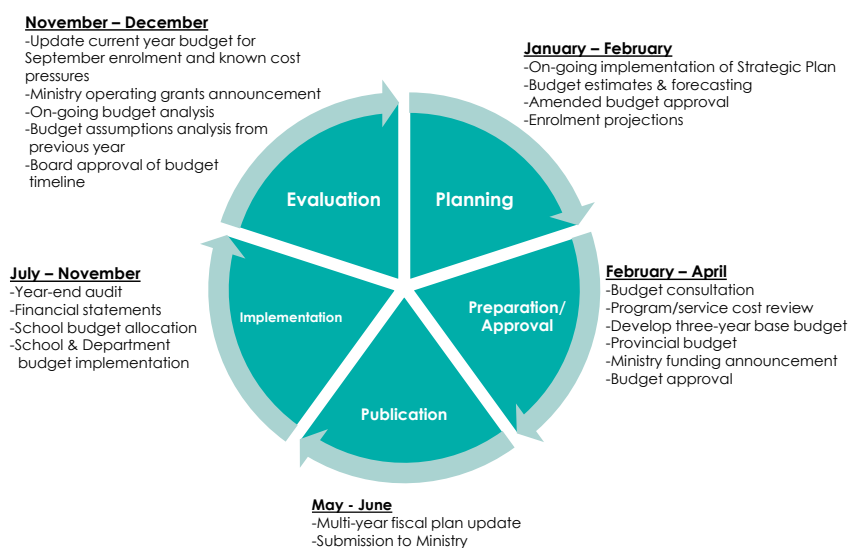
The district operates under the authority of the *School Act* of British Columbia (the *School Act*) as a corporation and receives about 87 per cent of revenue from the Government of British Columbia through the Ministry of Education and Child Care. In accordance with the *School Act*, school districts must approve a balanced budget for the upcoming school year and submit it to the Ministry of Education and Child Care before June 30 each year.

The district has developed the 2024/25 Annual Budget that supports its vision, mission and values, and considers its priorities and goals of the strategic plan. The district’s strategic priorities and resource allocation are centred around inspired learners and learning needs for all students.

The district’s budget was prepared in accordance with the *Budget Transparency and Accountability Act* supplemented by regulations 257/2010 and 198/2011 issued by the Treasury Board of the Province of British Columbia, which establish government’s financial reporting and accountability framework. Additionally, the budget process follows Board Policy 601 Budget, 621 Financial Reporting, and 631 Accumulated Operating Surplus and Capital Reserves.

The district initiates its annual budget process in January, engaging education partners and the community in a collaborative way. By the end of April, the process concludes with the approval of the annual budget by the board. This timely process ensures the district’s adherence to contractual obligations and meets the annual staffing timelines consistently.

Once the Annual Budget is approved, it is continuously updated for known changes to the estimates and projections of revenues and expenses, and current information on emerging trends impacting the district’s financial positions. These changes are consolidated into the Amended Budget approved by the board and submitted to the ministry by February 28 of the fiscal year.



Budget Process and Planning Cycle Timeline

Budget Consultation

The budget consultation process has been an ongoing dialogue between the board and its partner groups to shape the fiscal priorities for the upcoming school year. The consultation process facilitates valuable community input into the district’s fiscal allocation and decision-making processes. The board extended multiple opportunities to partner groups and the public to articulate their priorities and budget requests before the annual budget’s approval in late April 2024. The table below provides details regarding the consultation process and the timeline of various engagement opportunities.

Date	Meeting	Goal
November 22, 2023	Public Board Meeting	Board approval of 2024/25 budget process and timeline.
January 8, 2024	Trustee Budget Workshop	An opportunity for Trustees to review and discuss preliminary 2024/25 budget information.
January 15, 2024	Budget Advisory Working Group Meeting	Preliminary budget information presentation to the Board and partner groups for feedback and questions; round table discussions on the alignment between the fiscal plan and strategic plan priorities and goals.
February 8, 2024	Richmond Leadership Team (RLT) Meeting Budget Consultation	Preliminary budget information presented to RLT for feedback and input.
February 21, 2024	Public Board Meeting	Board approval of 2023/24 Amended Budget.
February 21, 2024	Public Board Meeting	RTA and CUPE Budget Brief presentations.
March 7, 2024	Budget Advisory Working Group Meeting	Preliminary three-year base budget and draft budget proposals presentation to the Board and education partner groups for feedback and input.
March 13, 2024	Public Board Meeting – Annual Budget Committee of the Whole	The public and education partners are invited to comment on the annual budget and budget proposals during the Committee of the Whole of the Public Board meeting.
April 2, 2024	Trustee Budget Workshop	An opportunity for Trustees to deliberate on draft budget proposals; staff finalize the annual budget documents following the Trustee Workshop.
April 24, 2024	Public Board Meeting	Final Board approval through three readings of the 2024/25 Annual Budget Bylaw.

Additionally, community members had opportunities to share feedback or ask questions via email sd38budgetfeedback@sd38.bc.ca or in writing to the Office of the Secretary Treasurer, Board of Education of School District No. 38, 7811 Granville Avenue, Richmond, BC V6Y 3E3.

Enrolment

Approximately 91 per cent of the district's operational funding is sourced from the Ministry of Education and Child Care, with student enrolment serving as the primary determinant factor. Consequently, the district carefully evaluates student enrolment trends during its annual budgeting process.

By February 15 each year, school districts are required to provide projected student enrolment data for the upcoming school year to the Ministry, which then utilizes the data to determine operational grants to districts. This procedure ensures that school districts receive the necessary financial support to sustain its education programs and services to students in the province.

Using a blended enrolment projection model, the district forecasts student enrolment by integrating a number of parameters. This methodology incorporates localized insights in growth and demographic trends within individual school catchment areas into a broader cohort survival analysis based on historical enrolment patterns and demographic metrics. This approach integrating a five-year average student retention rate enhances the accuracy of enrolment projections.

Furthermore, the district considers housing development and completion statistics in the City of Richmond, encompassing densification and major development in the city centre areas, as well as neighborhood infill projects. This holistic assessment enables the district to gauge potential fluctuations in student population attributable to residential development changes in the city.

Additionally, demographic data from Statistics Canada and BC Statistics, along with kindergarten enrolment projections and federal immigration policy changes, inform the enrolment forecast process. Moreover, the district factors in socio-economic and political influences on inter-provincial migration and student demographic shifts to refine its projections further.

Ultimately, these multifaceted considerations contribute to the development of a robust enrolment growth forecast model, serving as a main driver in the district's annual budgetary development process. These projections include enrolment figures for domestic funded students, international fee-paying students, students with additional and complex needs, students with English Language Learners, and Indigenous students, over the next three years.

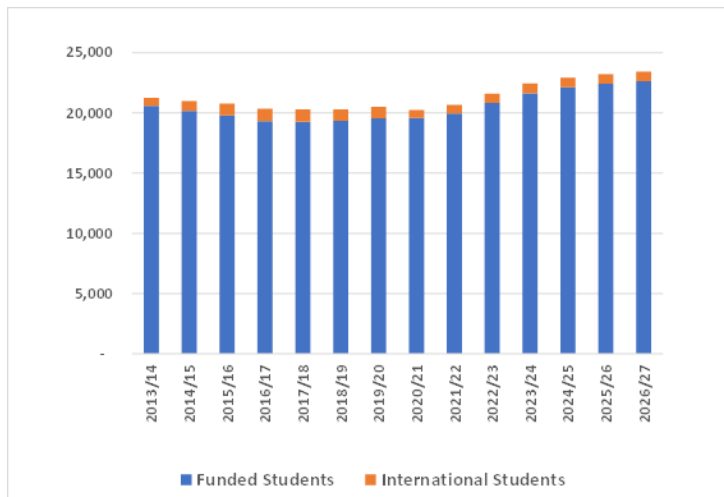
The total domestic funded student enrolment is projected to grow by 2.3 per cent in 2024/25, followed by an increase of 1.2 per cent in 2025/26 and 1.0 per cent in 2026/27. Similarly, the total enrolment for students requiring additional support is projected to grow at a rate of 2.2 per cent in 2024/25, followed by an increase of 1.4 per cent in 2025/26, and a further increase of 1.0 per cent in 2026/27.

The district anticipates stable student enrolment for the international fee-paying students following the healthy recovery post-pandemic. The projected enrolment of international students is 875 for each of the next three school years.

Enrolment Summary - September	2022/23 Actual	2023/24 Actual	2024/25 Budget	2025/26 Projected	2026/27 Projected
September Enrolment FTE					
Standard (Regular) Schools	20,753.69	21,635.50	22,147.00	22,419.00	22,639.00
Continuing Education	3.00	5.13	5.13	5.00	5.00
Alternate Schools	82.00	82.00	84.00	84.00	84.00
Online Learning	150.50	177.06	165.00	165.00	165.00
Total School-Age Enrolment	20,989.19	21,899.69	22,401.13	22,673.00	22,893.00
February Enrolment FTE	124.56	80.25	90.75	90.75	90.75
May Enrolment FTE	64.56	62.00	61.00	61.00	61.00
Total Enrolment FTE	21,178.31	22,041.94	22,551.88	22,824.75	23,044.75
Unique Student Needs - September					
Level 1 Diverse Needs	10.00	13.00	13.00	13.00	12.00
Level 2 Diverse Needs	927.00	1,011.00	1,055.00	1,090.00	1,120.00
Level 3 Diverse Needs	132.00	152.00	155.00	158.00	161.00
English Language Learning (ELL)	6,840.00	7,438.00	7,576.00	7,669.00	7,745.00
Indigenous Education	255.00	255.00	255.00	255.00	255.00
Adult Education	21.38	18.19	15.00	15.00	15.00

Enrolment Summary

Over the past ten years, the enrolment trend has exhibited volatility as illustrated in the graph below. Fluctuations in student enrolment figures have been attributable to various factors, including the city’s development and growth, shift in local and provincial economic conditions, changes in immigration policies, and recovery from the global pandemic.



10 Year Enrolment Trend

In response to these enrolment changes, the district has had to adjust its staffing levels and budget allocations accordingly. Moving forward, the district will remain vigilant in monitoring enrolment trends and will adjust its budgetary assumptions as necessary to ensure that resources are prioritized to support student learning.

Staffing

Teacher staffing and support staff are crucial components of the education system. The collective agreements govern the terms and conditions of employment for teachers and support staff. The district's staffing levels are directly related to various factors including student enrolment, student educational needs, grant funding availability and organizational capacity. The district's focus on hiring qualified staff is essential to provide high quality education to students.

The table below presents the projected total staffing levels, in full-time equivalent (FTE), for the next three years summarized by employee group. It is important to note that the actual staffing levels needed will be confirmed once the actual student enrolment is known in September. The financial impact of staffing on the budget can be found in the Operating Fund Budget section of this fiscal plan.

	2023/24	2024/25	2025/26	2026/27
All Staffing Groups – FTE	Amended Budget	Budget	Projected	Projected
Teachers	1,500.42	1,520.02	1,527.22	1,535.42
Administrators	97.01	97.51	97.51	97.51
Educational Assistants	499.82	511.38	522.15	531.44
Support Staff	465.27	471.00	472.20	473.20
Other Professionals	66.00	67.00	67.00	66.00
Other Professionals-Trustees	7.00	7.00	7.00	7.00
TOTAL STAFFING	2,635.52	2,673.91	2,693.08	2,710.57

Teacher staffing: is budgeted to increase for 2024/25 by 19.6 FTEs, which include the following categories.

16.2 FTE enrolling teachers due to student enrolment increase.

3.0 FTE teacher allocation for Indigenous-Focused Graduation requirement (one-time).

0.4 FTE teacher for the Special Purpose Fund – Provincial Early Years.

Teacher staffing is forecasted to increase by 10.2 FTEs in 2025/26 and 8.2 FTEs in 2026/27 due to projected student enrolment increases. In addition, the one-time teacher allocation for Indigenous-focused graduation of 3.0 FTE will be reversed in 2025/26.

	2023/24	2024/25	2025/26	2026/27
Teachers	Amended Budget	Budget	Projected	Projected
Operating Fund	1,138.21	1,157.41	1,164.61	1,172.81
Classroom Enhancement Fund	353.01	353.01	353.01	353.01
Special Purpose Fund (exclude CEF)	9.20	9.60	9.60	9.60
TOTAL	1,500.42	1,520.02	1,527.22	1,535.42

Administrator staffing is budgeted to increase for 2024/25 by 0.5 FTE due to significant enrolment increases in large elementary schools. Administrator staffing is forecasted to remain steady for 2025/26 and 2026/27.

	2023/24	2024/25	2025/26	2026/27
	Amended Budget	Budget	Projected	Projected
Administrators				
Operating Fund	94.50	95.00	95.00	95.00
Classroom Enhancement Fund	0.51	0.51	0.51	0.51
Special Purpose Fund (exclude CEF)	2.00	2.00	2.00	2.00
TOTAL	97.01	97.51	97.51	97.51

Educational Assistants staffing is budgeted to increase for 2024/25 by 11.56 FTEs due to increase in the number of students requiring additional needs. The Educational Assistants staffing is forecasted to increase by 10.77 FTEs in 2025/26 and 9.29 FTEs in 2026/27 due to projected enrolment increase for student with diverse needs.

	2023/24	2024/25	2025/26	2026/27
	Amended Budget	Budget	Projected	Projected
Educational Assistants				
Operating Fund	440.35	451.91	462.68	471.97
Classroom Enhancement Fund	45.09	45.09	45.09	45.09
Special Purpose Fund (exclude CEF)	14.38	14.38	14.38	14.38
TOTAL	499.82	511.38	522.15	531.44

Support Staff staffing is budgeted to increase for 2024/25 by 5.73 FTE, which includes the following categories.

2.4 FTE School Administrative Assistants.

1.5 FTE Custodial Services positions.

1.83 FTE District Administrative Assistant.

0.6 FTE Community School Coordinator in operating fund.

(0.6) FTE Community School Coordinator special purpose fund (reallocated to operating fund due to reduction in funding for this position in special purpose fund).

Support Staff staffing is forecasted to increase by 1.2 FTEs in 2025/26 and 1.0 FTEs in 2026/27 for school administrative assistants due to projected student enrolment increases.

	2023/24	2024/25	2025/26	2026/27
	Amended Budget	Budget	Projected	Projected
Support Staff				
Operating Fund	435.10	441.43	442.63	443.63
Classroom Enhancement Fund	9.80	9.80	9.80	9.80
Special Purpose Fund (exclude CEF)	15.37	14.77	14.77	14.77
Capital Fund	5.00	5.00	5.00	5.00
TOTAL	465.27	471.00	472.20	473.20

Other Professional staffing is budgeted to increase for 2024/25 by 1.0 FTE for the new Director of Instruction position.

Other Professional staffing is forecasted to remain steady for 2025/26 and decrease by 1.0 FTE for 2026/27, due to the Special Purpose Fund - Feeding Futures School Food Program 3-year funding commitment ending.

	2023/24	2024/25	2025/26	2026/27
	Amended Budget	Budget	Projected	Projected
Other Professionals				
Operating Fund	55.50	56.50	56.50	56.50
Operating Fund - Trustees	7.00	7.00	7.00	7.00
Classroom Enhancement Fund	3.00	3.00	3.00	3.00
Special Purpose Fund (exclude CEF)	1.00	1.00	1.00	-
Capital Fund	6.50	6.50	6.50	6.50
TOTAL	73.00	74.00	74.00	73.00

Operating Fund Budget

The operating budget encompasses expenditures incurred for the instructional programs, school and district administration, facilities operations and maintenance, and transportation in the district. These programs are funded by revenues sourced from the Ministry of Education and Child Care, international program revenues, rental revenues, investment income and other miscellaneous revenues.

Operating Fund Budget Summary

The following table provides a summary of the prior year's operating revenues and expenditures, the current year amended budget, the 2024/25 annual budget and a forecast for the following two years. The table also includes interfund transfers.

Operating Fund	2022/23 Actual	2023/24 Amended Budget	2024/25 Budget	2025/26 Projected	2026/27 Projected
Revenues					
Provincial Grants-Ministry of Education and Child Care	217,760,487	241,890,605	252,289,849	255,770,382	258,575,952
Provincial Grants-Other	386,849	87,917	87,917	54,100	54,100
Tuition	16,819,979	20,155,758	19,942,508	19,942,508	19,942,508
Other Revenue	925,039	823,991	848,430	869,991	890,891
Rentals and Leases	1,537,002	1,617,788	1,687,036	1,737,933	1,783,087
Investment Income	3,205,999	3,652,295	3,178,666	3,479,533	3,795,837
Total Revenue	240,635,355	268,228,354	278,034,406	281,854,447	285,042,375
Expenses					
Salaries and Benefits	209,957,758	239,251,752	250,585,077	253,710,965	256,179,199
Services and Supplies	21,491,957	23,176,602	24,449,329	25,350,521	26,235,303
Total Expenses	231,449,715	262,428,354	275,034,406	279,061,486	282,414,502
Net Revenue (Expense)	9,185,640	5,800,000	3,000,000	2,792,961	2,627,873
Interfund Transfers	(7,857,986)	(5,800,000)	(3,000,000)	(3,000,000)	(3,000,000)
Operating Surplus (Deficit) for the Year	1,327,654	-	-	(207,039)	(372,127)
Use of Appropriated Surplus	-	-	-	-	-
Operating Surplus (Deficit)	1,327,654	-	-	(207,039)	(372,127)

The operating budget includes a range of strategic initiatives designed to enhance the quality of education provided to students. These initiatives encompass a variety of areas, including the implementation of new Indigenous graduation requirement courses, learning services for students,

facilities and custodial services, administrative support for large elementary schools, anti-racism training, and the implementation of the enterprise risk management policy. These initiatives will contribute to creating a safe and inclusive environment, ensuring that all students have access to high quality education that meets their needs.

Operating Fund Revenues

Provincial operating grant revenue anticipated from the ministry represents approximately 91 per cent of the district's total revenue for 2024/25. The next most significant source of revenue is the tuition revenue from students registered through the Richmond International Education program, representing approximately seven per cent of the total revenue. The remaining revenue is comprised of sources such as facility rental, interest revenue and miscellaneous income.

Operating Fund Revenue	2022/23 Actual	2023/24 Amended Budget	2024/25 Budget	2025/26 Projected	2026/27 Projected
Provincial Grants-Ministry of Education and Child Care					
Operating Grant, Ministry of Education and Child Care	205,683,445	234,586,866	248,336,889	251,817,422	254,622,992
Other Ministry of Education and Child Care Grants	12,077,042	7,303,739	3,952,960	3,952,960	3,952,960
Provincial Grants-Other	262,614	386,849	87,917	87,917	54,100
Tuition					
Summer School	254,179	254,260	254,260	254,260	254,260
Continuing Education	937,846	1,164,998	1,164,998	1,164,998	1,164,998
International and Out of Province Students	15,627,954	18,736,500	18,523,250	18,523,250	18,523,250
Other Revenue					
Other School District/Education Authorities	504,000	529,200	542,430	555,991	569,891
Cafeteria	289,082	293,791	305,000	313,000	320,000
Recognition of Unrestricted School Generated Funds	130,000	-	-	-	-
Miscellaneous	1,957	1,000	1,000	1,000	1,000
Rentals and Leases	1,537,002	1,617,788	1,687,036	1,737,933	1,783,087
Investment Income	3,205,999	3,652,295	3,178,666	3,479,533	3,795,837
Total Operating Revenue	240,635,355	268,228,354	278,034,406	281,854,447	285,042,375

Operating Grant Revenue is funded by the Ministry of Education and Child Care based on student FTE enrolment and the corresponding per student rate. Grant revenues have been adjusted to reflect the projected enrolment based on the per student grant funding for each category.

Operating Grant Revenue	2022/23 Actual	2023/24 Amended Budget	2024/25 Budget	2025/26 Projected	2026/27 Projected
Basic Allocation - September					
Standard (Regular) Schools	163,642,826	186,606,188	197,440,505	199,865,385	201,826,685
Continuing Education	23,655	44,203	45,689	44,575	44,575
Alternate Schools	646,570	707,250	731,030	748,860	748,860
Online Learning	957,180	1,232,355	1,188,000	1,188,000	1,188,000
Homeschoolers	11,000	9,000	9,000	11,000	11,000
Course Challenges	8,118	17,550	18,135	9,207	9,207
Supplemental for Unique Student Needs - September					
Diverse Needs - Level 1	448,500	637,910	659,490	659,490	608,760
Diverse Needs - Level 2	19,726,560	23,536,080	25,393,850	26,236,300	26,958,400
Diverse Needs - Level 3	1,419,000	1,787,520	1,884,800	1,921,280	1,957,760
English Language Learning	10,841,400	12,904,930	13,598,920	13,765,855	13,902,275
Indigenous Education	399,075	436,050	451,350	451,350	451,350
Adult Education	107,516	100,122	85,350	85,350	85,350
Summer Learning	1,599,738	1,900,770	1,854,752	1,854,752	1,854,752
February Enrolment Count	1,318,456	646,526	744,198	744,198	744,198
May Enrolment Count	477,412	422,385	429,655	429,655	429,655
Equity of Opportunity Supplement	936,433	1,066,826	1,175,452	1,175,452	1,175,452
Salary Differential	1,778,825	1,112,867	1,018,523	1,018,523	1,018,523
Unique Geographic Factors	1,159,137	1,229,431	1,351,843	1,351,843	1,351,843
Curriculum and Learning Support Fund	182,044	188,903	197,097	197,097	197,097
Indigenous Education Councils	-	-	59,250	59,250	59,250
Total Operating Grant Revenue	205,683,445	234,586,866	248,336,889	251,817,422	254,622,992

On March 14, 2024, the Ministry of Education and Child Care announced the preliminary operating grant allocations to school districts for the 2024/25 school year. The ministry is increasing the basic per-student allocation for standard, alternate and continuing education school students by 3.4 per cent for the next school year. Other operating grant rate increases for students with unique needs include a 3.4 per cent increase for students with diverse needs, a 3.5 per cent increase for Indigenous Education Targeted Funding, and a 3.5 per cent increase for English Language Learners (ELL).

The grant rate increases are primarily driven by salary increases for unionized employees that are being included in the operating grant funding formula. The total estimated operating grant revenue for the district for the 2024/25 school year is approximately \$248.3 million based on the enrolment projected at the time of the annual budget development. The grant revenue is subject to change due to the actual enrolment on September 30. The impact on the district's budget will be updated and approved by the board during the district's amended budget process.

Tuition Revenue comprises summer school, continuing education, and international and out of province students. International education revenue accounts for 93 per cent of all tuition revenue. The district relies heavily on the international education program to provide a significant source of additional revenue to support the operations of the district. The international education program enrolment utilizes space in classrooms that would otherwise go unused by students who reside within the boundaries of the district.

The international education program experienced a significant downturn during the pandemic in

2020/21 and 2021/22. A gradual recovery has taken place in 2022/23 and 2023/24. International student enrolment is projected to remain steady at 875 for 2024/25, 2025/26 and 2026/27.

Rental Revenue is projected to remain steady over the next three years, given the increasing demand for rental space in schools.

Investment Income has recovered from the pandemic lows as interest rates increased over the past year. The interest rates are expected to remain at these levels with a slight decrease in 2024/25.

Operating Fund Expenses

The operating fund expenses include the day-to-day costs of running the district, such as salaries and benefits for employees, utilities, maintenance and repairs, supplies and materials, technology expenses, transportation costs, and other miscellaneous expenses.

Effective management of operating expenses is crucial for the district to maintain financial stability and ensure that resources are allocated efficiently and effectively to support student success. The table below represents an overview of the district operating fund expenses in terms of types of expenses. The most significant component of the district's operating expenses is salaries and benefits, which comprise approximately 91 per cent of the total operating budget. The remaining nine per cent goes to services, supplies and other expenses.

Operating Fund Expenses	2022/23 Actual	2023/24 Amended Budget	2024/25 Budget	2054/65 Projected	2026/27 Projected
Salaries					
Teachers	95,722,095	110,891,415	114,977,639	115,938,703	116,711,323
Administrators	13,548,423	14,604,331	14,962,716	14,962,716	14,962,716
Educational Assistants	17,292,212	20,831,222	21,954,536	22,503,494	22,976,734
Support Staff	22,037,389	24,640,785	25,665,467	25,719,852	25,765,173
Other Professionals	6,403,064	7,243,161	7,755,626	7,724,085	7,732,207
Substitutes	11,587,316	11,574,561	11,802,718	12,140,144	12,462,028
Total Salaries	166,590,499	189,785,475	197,118,702	198,988,994	200,610,181
Benefits					
	43,367,259	49,466,277	53,466,375	54,721,971	55,569,018
Total Salaries and Benefits	209,957,758	239,251,752	250,585,077	253,710,965	256,179,199
Services and Supplies					
Services	8,625,974	7,801,877	8,072,694	8,378,642	8,677,977
Student Transportation	14,189	15,022	15,623	16,170	16,704
Professional Development	790,324	1,265,800	1,381,185	1,436,988	1,491,691
Rentals and Leases	262,883	319,558	320,456	331,672	342,617
Dues and Fees	127,904	154,387	160,527	166,406	172,151
Insurance	591,255	671,334	671,334	693,592	715,464
Supplies	7,160,213	8,581,538	9,264,835	9,626,819	9,976,172
Utilities	3,919,215	4,367,086	4,562,675	4,700,232	4,842,527
Total Services and Supplies	21,491,957	23,176,602	24,449,329	25,350,521	26,235,303
Total Operating Expenses	231,449,715	262,428,354	275,034,406	279,061,486	282,414,502

Salaries and Benefits are the largest operating expense for the district accounting for 91 per cent of the total operating expenditure. Employee salaries and benefits have been adjusted to reflect:

- Employee salary increases as established in the provincially negotiated wage settlement.
- Teacher grid step salary increments, as well as top up for teachers at the top step of grids.
- Increases in staffing positions, including enrolling teacher FTEs, educational assistant FTEs, administration time allocation for elementary schools, as well as increases in other positions for district wide strategic initiatives.
- Increases in substitute salaries to reflect increased rates of absenteeism as well as negotiated wage increases that also apply to teachers on call and casual staff.
- Benefits cost increases comprised of statutory and contractual costs. Statutory benefit costs include CPP, EI, Pension, WorkSafeBC, and Employer Health Tax (EHT). These costs are variable based on earnings and specific rates. Contractual benefit costs include such costs as employer paid premiums for extended health, dental, and the Employee Assistance Plan (EAP).

Services and Supplies have been adjusted to reflect the following budget factors:

- General cost escalation and inflationary factor of six per cent for services and supplies.
- Increase in utility costs for electricity, natural gas, propane, and water and sewer.
- Increase in the carbon tax.

Interfund Transfers

Interfund transfers are the reallocation of funds between the operating and capital funds. There are two features to interfund transfers.

The first feature is to appropriately record capital assets that are purchased with operating funds. The transfer of the costs will ensure proper account treatment to amortize the cost of the assets over its useful life.

The second feature is to provide funding for capital purchases not funded by the ministry. Such purchases include portable classrooms, technology upgrades, computer leases, and vehicle and equipment replacement.

Accumulated Surplus

Policy 631-R ensures the financial health of the district and protects the district from financial forecasting risk and unforeseen circumstances which would negatively impact the education of students. Following the ministry's definition provided in its K-12 Accumulated Surplus Reporting Policy, the district has two categories of internally restricted operating surplus. The accumulated surplus funds are restricted due to the nature of constraint and restricted for operations spanning multiple school years.

Funds Restricted due to the Nature of Constraints are funds that are internally restricted to enable the district to meet its obligations and commitments, including: contractual obligations arisen from the collective agreements, targeted grants received from the ministry for specific purposes, school generated funds, and board approved budget appropriations.

Restricted for Operations Spanning Multiple School Years are funds to support effective operational

planning where surplus funds have been carried over to future years for effective implementation of educational programs and operational initiatives.

Educational programs include the following:

- Curriculum implementation and learning to support literacy, curriculum implementation, innovation, fine arts, music, French immersion, and learning resources.
- Diversity, Equity, and Inclusion to foster creativity, fresh perspectives, and understanding.
- Inclusive Learning to support students with diverse needs.
- Leadership and professional development to support on-going training and development for teachers, administrators, support staff, and management staff in the district.
- School funds to support programs, initiatives, and operations at the school level.
- Student leadership development to promote opportunities for students to develop leadership qualities that make a positive impact on the community.

Operational initiatives include the following:

- Technology Projects to update the technology infrastructure of the district.
- Emergency preparedness to support the district’s Emergency Preparedness Plan, focusing on district response to critical incidents, natural disasters, and emergency situations.
- Facilities and Classroom Setup to support start-ups of classrooms and facilities.
- Employee Mental Health and Wellness to support all employees in their health and well-being, including mental health support, career counselling/coaching, nutrition and sleep optimization, immunizations, first aid training and on-site health testing.
- Purchase Order Commitments to ensure funds are available for goods and services ordered but anticipated to arrive in the coming year.

Multi-Year Operating Accumulated Surplus Plan	Opening Balance	Planned Use	Closing Balance
Schedule of Accumulated Operating Surplus	July 1, 2023	2023/24	June 30, 2024
Internally Restricted Surplus			
Restricted Due to the Nature of Constraints on the Fund			
Contractual Obligations-Progressive Workplace, Inspired Learners	395,919	(100,000)	295,919
Targeted Funding – Inspired Learners, Equity and Inclusion	1,614,120	(500,000)	1,114,120
School Generated Funds	2,400,000	(100,000)	2,300,000
	4,410,039	(700,000)	3,710,039
Restricted for Anticipated Unusual Expenses			
Addressing Learning Impacts-Inspired Learners, Equity and Inclusion	1,000,000	(500,000)	500,000
Emergency Preparedness Initiatives-Optimized Facilities and Technology, Progressive Workplace	1,860,000	(300,000)	1,560,000
	2,860,000	(800,000)	2,060,000
Restricted for Operations Spanning Multiple School Years			
Support for Educational Plans – Inspired Learners, Equity and Inclusion	2,025,462	(700,000)	1,325,462
School Funds – Inspired Learners, Equity and Inclusion	2,193,554	(300,000)	1,893,554
Support for Operational Initiatives – Optimized Facilities and Technology, Progressive Workplace	1,736,571	(500,000)	1,236,571
Purchase Order Commitments	446,173	(446,173)	-
	6,401,760	(1,946,173)	4,455,587
Total Internally Restricted Operating Fund Surplus	13,671,799	(3,446,173)	10,225,626
Unrestricted Operating Surplus (Deficit)	770,220	-	770,220
Total Operating Fund Surplus (Deficit)	14,442,019	(3,446,173)	10,995,846

Special Purpose Fund Budget

Special Purpose Funds are targeted funding designated for specific purposes. The annual funding received varies from year to year and the ministry's funding is not always confirmed at the time of the annual budget.

Pursuant to Sections 156(4) and (5) of the *School Act*, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund.

Special Purpose Fund	2022/23 Actual	2023/24 Amended Budget	2024/25 Budget	Variance	Comments
Ministry of Education and Child Care Funded					
Annual Facility Grant (AFG)	829,289	829,289	829,289	-	
Learning Improvement Fund (LIF)	852,667	938,707	879,315	(59,392)	
Strong Start	234,597	288,533	224,000	(64,533)	
Ready, Set, Learn	127,242	126,333	90,650	(35,683)	
Official Languages in Education French Programs (OLEP)	476,612	298,472	298,472	-	
Community LINK	854,922	849,718	862,931	13,213	
Classroom Enhancement - Staffing	37,750,149	43,024,547	43,885,038	860,491	
Classroom Enhancement - Remedy	608,635	402,692	-	(402,692)	Funding TBD
Classroom Enhancement - Overhead	5,022,390	5,298,621	5,404,593	105,972	
Mental Health in Schools	105,420	94,332	48,000	(46,332)	
Changing Results for Young Children	221	27,879	11,250	(16,629)	
Ventilation Fund (Federal)	66,332	-	-	-	One-time grant
Early Childhood Education Dual Credit	2,178	67,822	25,000	(42,822)	
Health Career Dual Credit Expansion	-	-	25,000	25,000	One-time grant
Student and Family Affordability	1,444,459	515,667	-	(515,667)	
Just B4 Program	113,720	143,163	130,000	(13,163)	
Strengthening Early Years to Kindergarten Transition (SEY2KT)	2,137	35,863	19,000	(16,863)	
Early Care and Learning	163,985	186,015	175,000	(11,015)	
Feeding Futures School Food Program	-	2,372,391	2,410,619	38,228	
Provincial Resource Program	853,903	970,138	1,104,297	134,159	
Provincial Early Years	469,556	545,584	595,941	50,357	
Federal Funded					
LINC/SWIS	1,705,717	2,002,904	2,002,904	-	
Other					
Scholarships and Bursaries	6,250	80,000	80,000	-	
School Generated Funds	6,407,625	6,500,000	6,500,000	-	
Educational Trust Fund	361,474	380,000	380,000	-	
Total Special Purpose Fund	58,459,480	65,978,670	65,981,299	2,629	

A summary statement of the detailed expenses is captured below, including the expected underspent amount.

Special Purpose Fund Summary	2022/23 Actual	2023/24 Amended Budget	2024/25 Budget	Variance
Deferred Revenue, Beginning of Year	7,807,115	8,186,374	7,311,127	(875,247)
Total Contributions Received	59,091,455	65,375,397	66,276,299	900,902
Less: Allocated to Revenue or Recovered by MECC	(58,712,196)	(66,250,644)	(65,981,299)	269,345
Deferred Revenue, End of Year	8,186,374	7,311,127	7,606,127	295,000
Total Allocated to Revenue	58,459,480	65,978,670	65,981,299	2,629
Total Expenses	(57,530,218)	(65,074,879)	(65,077,508)	(2,629)
Interfund Transfers	(929,262)	(903,791)	(903,791)	-
Net Revenue (Expense)	-	-	-	-

Special Purpose Fund Summary

Special Purpose Fund	Designated Use
Annual Facility Grant (AFG)	Routine maintenance of school facilities, including roofing.
Learning Improvement Fund (LIF)	Supplementary funding to school districts for additional education assistants.
Strong Start	Early learning program for preschool children (birth to age five), located in schools, accompanied by parent, other adult family member or caregiver.
Ready, Set, Learn	Support early learning and development for families and their three to five-year-old children and facilitate a smooth transition to kindergarten.
Official Languages in Education French Programs (OLEP)	Support French Immersion and Core French programs.
Community Link	Support programs to improve educational performances of vulnerable students, including academic achievement and social, emotional, and behavioural functioning.
Classroom Enhancement - Staffing, Remedy and Overhead	Funding to implement the Memorandum of Understanding pursuant to Letter of Understanding No. 17 to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement.
Mental Health in Schools	Support mental health initiatives, resources and programs for students, educators, and families within their school communities.
Changing Results for Young Children	Support district capacity building in high quality early learning and care experiences for children.
Ventilation Fund (Federal)	COVID-19 pandemic response funding from the provincial government (one-time funding). Specifically, this funding is used for school ventilation system improvements.
Early Childhood Education Dual	Support personalized learning and transition pathways from K-12 to

Credit	post-secondary study for the early childhood education program.
Health Career Dual Credit Expansion	Support personalized learning and transition pathways from K-12 to post-secondary study focused on health careers aligned with regional workforce demands.
Student and Family Affordability	Increase food security for students and their families, and support students, parents, and guardians with affordability concerns (one-time funding).
Just B4 Program	Support increased opportunities for childcare programs on school grounds.
Strengthening Early Years to Kindergarten Transition (SEY2KT)	Support the transition of children from community based early learning to kindergarten in schools.
Early Care and Learning	Support the expansion of childcare on school grounds.
Feeding Futures School Food Program	Support to increase food security for students by expanding or creating school food programs.
Provincial Resource Program	Outreach program to support school districts around B.C. with respect to ensuring equitable access and enhanced educational opportunities for students with visual and hearing impairments.
Provincial Early Years	Support diverse and struggling learners.
LINC/SWIS	Support settlement services for immigrants, refugees, and other eligible clients to meet their settlement or ongoing needs after arriving in Canada. Programs are Language Instruction for Newcomers to Canada (LINC) and Settlement Workers in Schools (SWIS).
Scholarships and Bursaries	The district manages various scholarship and memorial funds on behalf of families and groups of individuals wishing to provide funding for specific educational initiatives and in memoriam.
School Generated Funds	These funds are collected and managed directly at our schools with financial oversight by the district. Such funds include fundraising, school trips, PAC donations, etc.
Educational Trust Fund	These funds are collected and managed by the district. Such funds include Breakfast Club, Feed-U-Cate, etc.

Classroom Enhancement Fund

On March 10, 2017, the Ministry of Education, the BC Public Schools Employers Association, and the BC Teachers' Federation ratified a Memorandum of Agreement (MoA #17) pursuant to Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. The Memorandum of Agreement fully and finally resolves all matters related to the implementation of the 2016 Supreme Court of Canada decision. The ratification of the agreement resulted in the establishment of the Classroom Enhancement Fund (CEF) to address the additional teachers and corresponding overhead costs associated with this MoA.

The Classroom Enhancement Fund is comprised of three components: teacher staffing, overhead costs, and remedy.

In mid-October, school districts are required to submit their final staffing plans that reflect actual staffing. Submissions are reviewed and final allocations are confirmed along with the operating grant in mid-December. Remedy funding is announced in December.

	2022/23 Actual		2023/24 Amended		2024/25 Budget		Variance	
	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Classroom Enhancement Fund Summary								
CEF Staffing	338.16	37,750,149	353.01	43,024,547	353.01	43,885,038	-	860,491
CEF Overhead	59.36	5,022,390	58.40	5,298,621	58.40	5,404,593	-	105,972
CEF Remedy	-	608,635	-	402,692	-	-	-	(402,692)
Total Classroom Enhancement Fund	397.52	43,381,174	411.41	48,725,860	411.41	49,289,631	-	563,771

	2022/23 Actual		2023/24 Amended		2024/25 Budget		Variance	
	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Classroom Enhancement Fund								
Teachers	338.16	30,294,069	353.01	34,119,386	353.01	34,801,774	-	682,388
Administrators	1.10	163,566	0.51	79,045	0.51	80,626	-	1,581
Educational Assistants	45.46	2,111,385	45.09	2,310,741	45.09	2,356,956	-	46,215
Support Staff	9.80	527,745	9.80	568,828	9.80	580,205	-	11,377
Other Professionals	3.00	362,132	3.00	383,374	3.00	391,041	-	7,667
Substitutes	-	949,483	-	1,287,684	-	941,171	-	(346,513)
Fringe Benefits	-	8,553,914	-	9,831,722	-	9,992,778	-	161,056
Services and Supplies	-	273,798	-	-	-	-	-	-
Interfund Transfer	-	145,082	-	145,080	-	145,080	-	-
Total Classroom Enhancement Fund	397.52	43,381,174	411.41	48,725,860	411.41	49,289,631	-	563,771

Capital Fund Budget

The capital fund budget represents the district's financial allocation for capital activities aimed at a healthy and functional learning environment for students and staff. It includes expenditures associated with land, buildings, technology, vehicles and equipment, funded by different funding sources such as Ministry of Education and Child Care capital grants, local capital fund balances, operating fund balances, and special purpose funds.

Aligned with the district's strategic plan, Priority 3 Optimized Facilities and Technology, the activities funded by the capital fund budget prioritize the enhancement and optimization of school facilities and technology. This strategic focus aims to cultivate a learning environment that is secure, accessible, and conducive to fostering innovation and creativity.

The capital fund budget includes all capital expenditures pertaining to facilities and equipment, financed through capital grants from Ministry of Education and Child Care capital grants, operating funds, and special purpose funds. The projected total capital fund budget amounts to \$24 million.

In accordance with the Accounting Practice Order of the Ministry of Education and Child Care, an annual deficit within the capital fund is permissible, as long as the annual deficit does not exceed the Local Capital reserve balance of the prior year. This deficit primarily stems from amortization expenses and the acquisition of capital assets exceeding the amortization of deferred capital revenue and budgeted local capital revenue. This provision enables the district to sustain investments in critical capital projects and uphold essential facilities and equipment to deliver high quality education to students.

Long Range Facilities Plan

The district's facilities planning follows the directions set forth in the Long Range Facilities Plan (LRFP), which was approved by the Board of Education in June 2019. The LRFP serves as a comprehensive framework guiding critical capital decisions aimed at optimizing facility usage, determining program locations, managing enrolment pressures, and addressing maintenance priorities across the district.

Informed by the LRFP, the district's annual Five-Year Capital Plan, submitted to the Ministry before the end of June each year, aligns capital investment priorities with the district's operational and educational needs. The LRFP integrates the following considerations to guide the district's capital investment and activities:

- Educational program and service requirements,
- Current and 15-year projections in enrolment and demographics,
- Operating capacities, utilization, and conditions of existing facilities,
- Current and anticipated changes in land use,
- Anticipated new initiatives required by both district and government programming changes, and
- Transportation of students following board policies.

Five-Year Capital Plan

Every year, the district drafts a Five-Year Capital Plan and submits it to the Ministry of Education and Child Care prior to June 30. This annual plan serves as a basis for the Ministry to evaluate and designate priority capital projects eligible for inclusion in the government's capital plan for the ensuing fiscal year. Additionally, the Five-Year Capital Plan contributes to the overall K-12 public education long-term capital planning initiatives.

The district's Five-Year Capital Plan consists of the following categories:

- **Major Capital Programs:** include seismic mitigation program, school expansion program, school replacement program, and new school program.
- **Minor Capital Funding Programs:** include school enhancement program, carbon neutral capital program, school bus acquisition program, and playground equipment program.
- **Building Envelope Program:** include government approved projects to remediate damages to school buildings due to premature building envelope failure based on assessment reports facilitated by the government.

Capital Revenues

The district's capital revenues are funded through the following sources:

- **Bylaw Capital:** This category includes Ministry of Education and Child Care capital grants drawn on Certificates of Approval (COA) for various capital projects. It includes allocations for specific projects, the capital portion of the Annual Facility Grant, funding for Carbon Neutral Capital Projects, and playground equipment funding.
- **Annual Facility Grant:** The Ministry of Education and Child Care provides the Annual Facility Grant (AFG) to cover designated school capital or major maintenance upgrades. These upgrades may include roof replacements, mechanical and HVAC improvements, flooring enhancements, site enhancements, paving and lighting upgrades, as well as exterior painting upgrades. For the 2024/25 school year, the Ministry has allocated approximately \$4.5 million for the capital portion of the AFG grant, representing a 2.5 per cent change or \$0.11 million increase compared to the previous school year.
- **School Site Acquisition Charge (SSAC):** These funds comprise funding amounts collected by the district from the local developers as defined by the *Local Government Act*. Local governments collect these charges from developers for new residential parcels and multiple family residential units. The collected funds are solely designated for the purchase of Ministry approved sites for new schools as outlined in the LRFP and Five-Year Capital Plan.
- **Local Capital Reserve:** This reserve consists of the board's local capital reserves, transferred from the district's operating fund. The fund is reserved for local capital expenditures, with the balance restricted for district funded projects, such as computer leases, technology infrastructure replacement, portable classroom relocation or acquisition, vehicle fleet replacement and equipment replacement.
- **Transfer from Operating Fund:** Funds are transferred from the operating fund to capital fund to support district capital projects when capital assets are needed to be replaced with local capital reserve. This transfer is reflected as an inter-fund transfer between statements contained in the consolidated budget.

Major Capital Projects

The table below presents a list of existing major capital projects, funded by the Ministry of Education and Child Care, that are anticipated to be completed during the fiscal period from 2024/25 to 2026/27 school year.

Facility Name	Project Description	Anticipated Completion Date
Samuel Brighthouse Elementary	Modular Classroom Additions	September 2024
Cook Elementary	Modular Classroom Additions	September 2024
Alfred Dixon Elementary	Seismic Upgrade	September 2026
John G. Diefenbaker Elementary	Seismic Upgrade	April 2028
James Whiteside Elementary	Childcare Facilities	September 2024
James McKinney Elementary	Childcare Facilities	September 2024
William Bridge Elementary	Childcare Facilities	September 2024
Adult Education Centre	Childcare Facilities	September 2024

Local Capital Reserve

The board is responsible for ensuring the district is protected financially from extraordinary circumstances that would negatively impact district operations, facilities and technology infrastructure. To discharge this responsibility, the board has established contingency reserve from available operating surplus, which will be used to mitigate any negative impact such circumstances may cause.

In addition, the existing budget often is not sufficient to support the procurement or life-cycle replacement of district assets that are not specifically funded by the Ministry. In many cases, these capital asset replacements are costly and require large sum of funds, which require the district to accumulate funds through local capital reserves over a number of fiscal years.

The budget required to complete building maintenance projects identified through facility condition assessments far exceeds the annual facilities grant and the capital funding for building enhancement projects. This means the deferred maintenance for district facilities continues to grow and facility condition index for district facilities continues to decline.

Therefore, major equipment or structure failure must be prepared for by setting up the contingency reserve and future capital projects. These include, but are not limited to, the following project types: information technology equipment and infrastructure replacement, server replacement, district fleet replacement, shop equipment replacement, building envelope remediation, roof repairs or replacement, and boiler replacements.

Schedule of Local Capital Reserve	Opening Balance	Planned Use	Closing Balance
	July 1, 2023	2023/24	June 30, 2024
Capital Lease Obligations	8,583,102	-	8,583,102

Current Capital Projects	19,952,023	(940,441)	19,011,582
Future Capital Projects	14,498,889	(6,802,400)	7,696,489
Contingency Reserve	2,000,000	-	2,000,000
Under Review by Board	3,847,395	51,767	3,899,162
Total Local Capital Reserve	48,881,409	(7,691,074)	41,190,335

Asset Retirement Obligations (ARO)

The Public Sector Accounting Standards Board issued a new standard that came into effect on how to account for future asset retirement obligations. The standard is applicable to fiscal years beginning on or after April 1, 2022.

The standard defines an ARO as the legal obligation associated with the retirement of a tangible capital asset primarily associated with the removal and disposal of hazard materials, such as asbestos and environmental hazardous materials. The application of this standard has no impact on the operating fund of the district and minimal impact on the capital accounts.

Financial Stability and Other Significant Factors

Recruitment and Retention

In alignment with the Strategic Plan Priority Four, the district focuses on staff recruitment and retention within different employee groups. Specifically, the Human Resource (HR) Department have implemented a variety of initiatives through a multi-pronged recruitment and retention strategy.

- Recruitment and attraction: improving recruitment branding, job fairs, online and social-media recruitment strategy and outreach to attract and source high-quality applicants.
- Improving candidate experience: reviewing and improving recruitment processes, interview guides, and providing support and resources for hiring managers.
- Planning for future recruitment: increasing capacity for practicum placements (both RTA and CUPE) and strengthening relationships with post-secondary institutions, as well as delivering presentation within the district for Grade 11 and 12 career planning classes. Providing teacher practicum supplementary professional learning opportunities to foster affiliation and support readiness.

In collaboration with partner groups, HR has been implementing innovative approaches to fill positions and recruit employees for teaching and support staff positions. Included in the 2024/25 operating budget is an additional 25 contracted positions of TTOCs to alleviate daily teacher shortages.

The Continuing Education Department continues to offer Richmond Educational Assistant Program (REAP), which serves as a source for EA candidates and contributes to the district’s recruitment needs. The REAP offers both part-time and full-time programs, with students enrolled and expected to graduate in fall 2024 and early 2025.

Despite the significant efforts exerted by the HR Department, the district will continue to face challenges in filling vacancies. Additionally, recruitment for Educational Assistants, support staff, management and other professional staff remains ongoing. The district continues to encounter challenges due to

heightened competition in compensation and working conditions within public sector entities and the broader employment market. Addressing these challenges remains a top priority for the district.

The staffing challenges not only impact student learning but also have potential impacts on staff and families. A stronger provincial strategy may be necessary to expand the capacity of teacher education programs, and to increase retention efforts, particularly through competitive compensation packages that align with employment market within both the public sector and broader market.

City Centre School Space Shortage

The City Centre area of Richmond is currently served by four elementary schools: Samuel Brighthouse, William Cook, RC Talmey, and FA Tomsett. These schools are currently operating beyond their capacity. Student enrolment in the four City Centre elementary schools grew by 15 per cent in 2022 and 12 per cent in 2023. The momentum of the growth is expected to persist due to the concentration of approximately 85 per cent of Richmond's recently approved and active housing development applications in the City Centre area. Significant space pressure due to enrolment growth is anticipated at these schools for the foreseeable future.

To accommodate rapid enrolment growth in Richmond City Centre, the District's Capital Plan includes a combination of additions to maximize the utilization of existing City Centre elementary school sites as well as two new elementary schools to serve the citizens in this area. Significant local capital reserve funds have been set aside for relocating and potentially purchasing portable classrooms to address space shortage on a temporary basis. Capital support from the province is required for city centre school site acquisition.

Ministry Grant Revenue

The ministry grant revenues are the largest source of revenue to support the district's operating expenses. The Ministry provides funding based on student enrolment, unique student needs as well as other supplemental funding.

For the 2024/25 operating grant funding formula, the Ministry is increasing the basic per-student allocation by 3.4 per cent. Other operating grant rate increases for students with unique needs include a 3.4 per cent increase for Students with Diverse Needs, a 3.5 per cent increase for Indigenous Education Targeted Funding, and a 3.5 per cent increase for English Language Learners (ELL). The grant rate increases are primarily driven by salary increases for unionized employees that are being included in the operating grant funding formula.

While the Ministry provides funding increases for costs associated with the labour settlement, a number of staffing related costs remain unfunded. The Ministry does not normally provide specific funding for step increments for teachers, administrators and other professional and management staff. Benefit costs are also rising and are contractual in nature and therefore cannot be avoided or reduced.

Employer contributions to Canada Pension Plan (CPP), Employment Insurance (EI), and Employer Health Tax (EHT) have been increasing over the past five years and will continue to rise based on larger salary base. Other employee benefits, including enhanced health care, dental and WorkSafe premiums, have also experienced significant increase and will continue to rise over the next three years.

School districts are required to allocate funding to cover the cost associated with the aforementioned compensation increments and benefit increases. The district continues monitoring the impact of these unfunded staffing cost components and follows prudent financial planning practices to ensure there are sufficient financial resources to cover increasing costs.

International Education Program Revenue

The International Education Program provides a significant source of revenue to support the educational programs in the district. The global pandemic had a significant impact on the international education program in the 2020/21 and 2021/22 school years. The international fee-paying enrolment revenue experienced a 30 per cent decline (or about 280 students) during the pandemic. In 2023/24, enrolment has recovered to a total of 950 student FTEs due to pent-up demand. The program is anticipated to stabilize at 875 student FTEs over the next three years.

The Richmond International Education (RIE) department is dedicated to maintaining a vibrant, diverse, and comprehensive program, including short-term and long-term study options, group programs, and summer camp programs. Despite the evolving demographics, with a growing diversity among international students, the primary sources of enrolment continue to originate from countries in East Asia.

The program continues to face challenges pertaining to homestay availability. Other potential challenges that may affect RIE include: international and geopolitical dynamics, Immigration Refugees and Citizenship Canada (IRCC) entry requirements, document processing times, increased competition, cost of living, currency exchange rates, international travel availability, and potential school space availability. Given past experience of international revenue volatility and its significance in supporting the district's various initiatives, it is prudent for the board to maintain a contingency fund to bridge negative budget impact due to any unforeseen revenue decline of this program.

Contact Management

This report is designed to provide community and partner groups with a general overview of the district's budget plan and to demonstrate the district's accountability for the public funds it receives. If you have any questions about this report or need additional information, please contact

SD38BudgetFeedback@sd38.bc.ca.

For more information on the budget process, please visit: (<https://sd38.bc.ca/our-district/budget-finance>)

For more information on the strategic plan, please visit: (<https://sd38.bc.ca/board-education/strategic-plan-2020-2025>)



Richmond School District

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V6Y 3E3

Report to the Board of Education (Public)

Date: April 24, 2024

From: Cindy Wang, Secretary Treasurer
Kristopher Wilkins, Director, Facilities Services

Subject: **Capital Plan Bylaw No. 2024/25-CPSD38-01**

RECOMMENDATION

THAT the Board of Education adopt Capital Plan Bylaw No. 2024/25-CPSD38-01 by way of three readings.

BACKGROUND

On April 9, 2024, the Ministry of Education and Child Care (MECC) responded to the school district's 2024/25 Annual Five-Year Capital Plan submission for major and minor capital programs and provided direction for implementing approved capital projects. As per the attached Capital Plan Response Letter, the following projects were supported by the Ministry to proceed to the next stage.

Major Capital Projects

- Seismic Mitigation Program (SMP)
 - John G. Diefenbaker Elementary (Final Business case with Ministry)

Minor Capital Projects

- School Enhancement Program (SEP)
 - HVAC Upgrades – Chiller Replacement (A.R. MacNeill Secondary School)
- Carbon Neutral Capital Program (CNCP)
 - Electrical Upgrades – LED Lighting Upgrade (R.C. Palmer Secondary School)
- Playground Equipment Program (PEP)
 - Accessible Playground Equipment (James Thompson Elementary School)
- Food Infrastructure Program (FIP)
 - Kitchen Equipment and Upgrade (A.R. MacNeill, Hugh Boyd, Hugh McRoberts, Matthew McNair, R.A. McMath, R.C. Palmer, Richmond, Steveston-London)

Along with the Capital Response Letter, the Ministry also provided the Annual Program Funding Agreement (APFA) which outlines the Ministry and Board obligations associated with the approved minor capital projects for the 2024/25 fiscal year as listed above.

CONCLUSION

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a single Capital Bylaw for its approved 2024/25 Five-Year Capital Plan as identified in the Ministry's Capital Plan Response Letter (attached). The Bylaw authorizes the Secretary Treasurer to execute the Annual Programs Funding Agreement covering the above projects.

The Capital Bylaw and Annual Program Funding Agreement (APFA) must be signed, dated and submitted to the Ministry's Capital Management Branch as soon as possible in order for the Ministry to issue certificate of approvals as defined in the APFA.

Cindy Wang
Secretary Treasurer, MSc, CPA-CA

Kristopher Wilkins, BEng
Director, Facilities Services

Attachments:

- Capital Project Bylaw No. 2024/25-CPSD38-01
- Ministry Capital Plan Response Letter dated April 9, 2024

CAPITAL BYLAW NO. 2024/25-CPSD38-01
CAPITAL PLAN 2024/25

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 38 (*Richmond*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *April 09, 2024*, is hereby adopted.
- 2. This Capital Bylaw may be cited as ***School District No. 38 (Richmond) Capital Bylaw No. 2024/25-CPSD38-01.***

READ A FIRST TIME THE 24th DAY OF *APRIL 2024*;
READ A SECOND TIME THE 24th DAY OF *APRIL 2024*;
READ A THIRD TIME, PASSED THE 24th DAY OF *APRIL 2024*.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District No. 38 (Richmond) Capital Bylaw No. 2024/25-CPSD38-01* adopted by the Board the 24th day of *April 2024*.

Secretary-Treasurer



April 9, 2024

Ref: 297946

To: Secretary-Treasurer and Superintendent
School District No. 38 (Richmond)

Capital Plan Bylaw No. 2024/25-CPSD38-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District’s 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts’ Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
 - Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- **Playground Equipment Program (PEP)**
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150384	John G Diefenbaker Elementary	Seismic	Final business case (PDR) with Ministry for funding approval.

Ministry of
Education and Child Care

Capital Management Branch
Resource Management Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
A R Macneill Secondary	SEP - HVAC Upgrades	\$944,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
R C Palmer Secondary	CNCP - Electrical Upgrades	\$476,500	Proceed to design, tender & construction. To be completed by March 31, 2025.
James Thompson Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
A R Macneill Secondary, Hugh Boyd Secondary, Hugh McRoberts Secondary, Matthew Mcnair Secondary, R A McMath Secondary, R C Palmer Secondary, Richmond Secondary, Steveston-London Secondary	FIP - Kitchen Equipment and Upgrade	\$120,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2024/25.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Specific questions about SSAC should be directed to Regional Director [Travis Tormala](#).

Sincerely,

A handwritten signature in blue ink that reads "Damien Crowell". The signature is written in a cursive style.

Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

Report to the Board of Education (Public)

Date: April 24, 2024

From: Cindy Wang, Secretary Treasurer
Kristopher Wilkins, Director, Facilities Services
Joel Canlas, Manager, Transportation, Assets and Safety

Subject: Board Approved Bus Riders for 2024/25 School Year

RECOMMENDATION

THAT bus service for those students at schools served by the District's transportation system, for whom safety concerns have been identified, continue for the 2024/25 school year;

AND FURTHER THAT bus service will be reviewed and reported to the Board for approval annually in accordance with Policy 522 and 522-R.

POLICY CONSIDERATIONS

Board Policy 522 and Regulation 522-R provide guidelines for the transportation of students to and from school. The regulation outlines the following criteria used to determine eligibility for bus service:

1. Eligible Riders

School bus transportation will normally be provided free of charge to:

- (a) A primary (K-3) student residing more than 4.0 km from his/her catchment area school; or
- (b) A student in Grades 4 - 12 residing more than 4.8 km from his/her catchment area school.

These distances shall be measured by the nearest passable road from a public school in which there is a grade and placement for the student(s).

2. Inclusive Learning Riders

A student with a disability that prevents them from travelling to and from school safely by personal or public transportation may qualify for bus transportation or transportation assistance. The Superintendent or designate will determine when such arrangements are to be made under the advice of the student's physician and/or the district medical health officer. Whenever it is reasonable to do so, making the student independent of this special assistance will be an element of the Individual Education Plan.

3. Board Approved Riders

The Board may, by resolution, provide transportation or transportation assistance to students from a particular area under exceptional circumstances beyond the control of the students and their families that are not covered by this regulation.

4. Courtesy Riders

A courtesy rider is a student registered in the Richmond School District who is granted transportation to and from school despite being neither eligible as defined above nor subject to a

Board resolution. Courtesy riders are approved, upon application, by the Superintendent or designate and must renew their application annually.

Courtesy rides may be terminated at any time. In this case, the Transportation Department will provide written notice as early as possible, and no less than two weeks before the ride is terminated.

Courtesy rider seats may be provided on buses traveling established routes if those seats are not required for eligible or board approved riders. Established bus routes and schedules will not be altered to accommodate courtesy riders.

BACKGROUND

Of the 394 students (382 in 2022/23) who use the District’s bus service in 2023/24, there are 264 students (255 in 2022/23) who are eligible riders, 76 students (62 in 2022/23) who are inclusive learning riders, 36 students (38 in 2023/24) who are Board approved riders, and 18 students (27 in 2022/23) who are courtesy riders.

There are 21 sites the District provides bus service to. The details for each site are listed below:

Site	Eligible Riders	Inclusive Learning Riders	Board Approved Riders	Courtesy Riders	Totals
Blundell Learning Centre		11			11
Boyd		7			7
Bridge		1			1
Brighthouse ¹			36		36
Burnett ²		16		2	18
Cambie	7	2			9
Dixon		2			2
Errington Learning Centre		4			4
Garden City		1			1
Kidd		1			1
Kingswood	11	1			12
MacNeill + Aspen		11		2	13
McMath		3			3
McNair ³	226	10		11	247
McNeely	15			3	18
McRoberts		1			1
Palmer		2			2
Richmond		1			1
Steveston-London		1			1

¹ Currently 36 students receive bus service to Brighthouse from the Burkeville neighbourhood. These students live within the walk distance, however, due to the nature of the traffic volumes along the walk route to Brighthouse, it was deemed that a safety issue existed and that the students should receive bus service.

² 16 students from the Exploration program receives bus service in the morning to Burnett.

³ Currently 8 courtesy riders residing in New Westminster receive bus service to McNair from Hamilton daily. This is an arrangement made by the District to maintain cohorts of elementary students through their secondary school years.

Site	Eligible Riders	Inclusive Learning Riders	Board Approved Riders	Courtesy Riders	Totals
Westwind		1			1
Woodward	5				5
Total Riders	264	76	36	18	394

Further to the independent Inclusive Student Transportation Review in 2023, Transportation Department and Learning Services staff will review the current policies and regulations as recommended for the next annual report in April 2025. Additionally, the Transportation Department expects increase in demand for bus services due to forecasted enrollment growth.

CONCLUSION

The continuation of bus service for students whose walk to school would be subject to safety concerns would be desirable. An annual review will be undertaken by staff to determine whether the safety concerns have been addressed, and Board approval should be sought annually for these students.

For those students who are within the walk limits and for whom no safety concerns exist, service could be continued if space permits and if no route changes are required. Manager Transportation, Assets and Safety, as the designate of the Superintendent, is authorized to approve the application of those courtesy riders that meet the conditions set out in Policy 522-R.

Cindy Wang
Secretary Treasurer

Kristopher Wilkins
Director, Facilities Services

Joel Canlas
Manager, Transportation, Assets and Safety

Report to the Board of Education (Public)

Date: April 24, 2024
From: Cindy Wang, Secretary Treasurer
Subject: **2024/25 School Site Acquisition Charge Bylaw**

RECOMMENDATION

THAT the Board of Education adopt the SSAC Bylaw No. 2024-1 to set the 2024/25 School Site Acquisition Charge (SSAC) by way of three readings.

BACKGROUND

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

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

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

ANALYSIS

The projected growth of new housing and its impact on enrolment growth at schools has been included in the District's Long Range Facilities Plan (LRFP), which provides a facilities expansion strategy to address the growth in the school district. The LRFP includes a combination of classroom additions to existing schools and construction of new schools in the City Centre Area.

The SSAC rates are based on the total value of the land required to meet the Eligible School Site Proposal. Pursuant to the approved 2023/2024 Eligible School Site Proposal, the Board of Education expects one new school site to be purchased in the vicinity of Lansdowne Centre within the City Centre Area, in addition to another new school plus planned expansions to several schools in the City Centre Area to accommodate student growth resulted from new residential development in the School District.

Based on the school area standards recommended by the Ministry of Education and Child Care, a site acquisition of approximately two (2) hectares in the City Centre area is expected within the next 10 years, at a cost of approximately \$75 million.

CONSULTATION

Pursuant to the School Site Acquisition provisions of the Local Government Act, the 2023/24 ESSP was prepared in consultation with local government and developer stakeholders and approved through resolution by the Board of Education. The ESSP resolution has been accepted by local government, including City of Richmond and Metro Vancouver, pursuant to the Act.

The District’s 10 year residential unit projections are based on information provided by the City of Richmond. Also, District planning staff continually consult with development stakeholders to estimate potential timing of planned residential development and impact on the enrolment projections for schools.

FINANCIAL IMPACT

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

The SSAC charges are currently set at the maximum allowable rate following the regulation. SSAC Bylaw No. 2024-1 will result in no changes to current SSAC rates:

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

CONCLUSION

Based on the information discussed above, it is recommended that the Board of Education adopt SSAC Bylaw 2024-1 to set the School Site Acquisition charge for 2024/25.

Respectfully submitted

*Cindy Wang
Secretary Treasurer, MSc, CPA-CA*

Attachments:

- School Site Acquisition Charge (SSAC) Bylaw No. 2024-1

SCHOOL DISTRICT NO. 38 (RICHMOND)
7811 GRANVILLE AVENUE, RICHMOND, B.C. V6Y 3E3

SSAC BYLAW NO. 2024-1 TO SET THE SCHOOL SITE ACQUISITION CHARGE

WHEREAS, School District No. 38 (Richmond) (hereafter called the “Board”) is an eligible school district pursuant to Division 10.1 of the Local Government Act for which the Board has indicated an eligible school site requirements in its approved 2024/2025 capital plan;

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

AND WHEREAS, the site acquisition component of the 2024/2025 Five-Year Capital Plan for School District No. 38 (Richmond) was approved by the Minister of Education and Child Care on the 9th day of April, 2024 with the Minister requiring that the School Site Acquisition Charge Capital Bylaw be adopted by the Board within 60 days;

NOW THEREFORE, the Board enacts as follows:

1. This bylaw may be cited as School District No. 38 (Richmond) Capital Bylaw to set the 2024/2025 School Site Acquisition Charge.
2. “Eligible Development” means
 - (a) A subdivision of land in School District No. 38 (Richmond); or
 - (b) Any new construction, alteration, or extension in School District No. 38 that increases the number of self-contained units on a parcel.
3. Pursuant to Division 10.1 of the Local Government Act, the Board establishes the charges applicable to the prescribed categories of eligible development for the School District in accordance with the following formula:

$$SSAC = [(A \times B) / C] \times D$$

WHERE	SSAC =	THE SCHOOL SITE ACQUISITION CHARGE APPLICABLE TO EACH PRESCRIBED CATEGORY OF ELIGIBLE DEVELOPMENT
	A =	\$75,000,000 (THE APPROVED VALUE OF LAND REQUIRED TO MEET THE BOARDS ELIGIBLE SCHOOL SITE REQUIREMENTS)
	B =	35 PERCENT [PURSUANT TO SECTION 937.5(1)]
	C =	16,740 (THE NUMBER OF APPROVED ELIGIBLE DEVELOPMENT UNITS); AND
	D =	A FACTOR SET BY PROVINCIAL REGULATION FOR EACH PRESCRIBED CATEGORY OF ELIGIBLE DEVELOPMENT.

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

PRESCRIBED CATEGORY OF ELIGIBLE DEVELOPMENT (BC REG 17/00)	D (FACTOR SET BY BC REG 17/00)	SCHOOL SITE ACQUISITION CHARGE SSAC = [(A X B) / C] X D (THE SSAC RATE IS CAPPED AT MAXIMUM ALLOWED PURSUANT TO PROVINCIAL REGULATIONS)
LOW DENSITY (< 21 UNITS/HA)	1.25	\$1,000 PER UNIT
MEDIUM LOW DENSITY (21-50 UNITS/HA)	1.125	\$900 PER UNIT
MEDIUM DENSITY (51-125 UNITS/HA)	1.000	\$800 PER UNIT
MEDIUM HIGH DENSITY (126-200 UNITS/HA)	0.875	\$700 PER UNIT
HIGH DENSITY (> 200 UNITS/HA)	0.750	\$600 PER UNIT

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

READ A FIRST TIME THE 24TH DAY OF APRIL 2024;
 READ A SECOND TIME THE 24TH DAY OF APRIL 2024;
 READ A THIRD TIME, PASSED THE 24TH DAY OF APRIL 2024

 Board Chairperson

 Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 38 (Richmond) SSAC Bylaw No. 2024-1 adopted by the Board the 24th day of April, 2024.

 Secretary Treasurer

Education Committee
Public Meeting Minutes

Wednesday, February 14, 2024 – 6:00 pm
Via Zoom

Present:

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Trustee	R. Belleza
Trustee	D. Tablotney
Superintendent	C. Usih
Assistant Superintendent	J. MacMillan
District Administrator	B. Douglas
Teacher Consultant	S. Musani
President, Richmond Teachers' Association	L. Baverstock
3 rd Vice President, Richmond Teachers' Association	J. Cho
Representative, Richmond Association of School Administrators	A. Pikkarainen
Representative, Richmond Association of School Administrators	L. Leung
President, Canadian Union of Public Employees 716	S. Robinson
Executive Assistant (Recording Secretary)	S. Khan

The meeting was called to order at 6:00 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, December 13, 2023, were approved as circulated.

3. Our Mathematics and Numeracy Story: Deepening Math Competencies While Building Numeracy Practice K-12

Assistant Superintendent MacMillan introduced District Administrator, Brooke Douglas, and Teacher Consultant, Shaheen Musani. They provided a presentation on mathematics and numeracy and how the practices are supported across the Richmond School District in K-12. Trustees asked staff to clarify on mathematical tools and curriculum competencies, and asked questions regarding how numeracy relates to student success. Trustees also asked questions around the supports in place for students transitioning from elementary to secondary. Stakeholders asked questions regarding supports and resource implementation in K-7. Trustees and stakeholders expressed their appreciation for all the work staff have completed.

4. Next Meeting Date – Wednesday, April 17, 2024 at 6:00 pm.

5. Adjournment

The meeting adjourned at 6:58 pm.

Respectfully Submitted,

*Heather Larson
Chairperson, Education Committee*

Facilities and Building Committee
Public Meeting Minutes

Wednesday, March 6, 2024 - 4:30 pm
Via Zoom

Present:

Vice Chairperson	D. Tablotney
Trustee Member	H. Larson
Trustee Alternate	D. Sargent
Trustee	R. Belleza
Trustee	A. Wong
Superintendent of Schools	C. Usih
Secretary Treasurer	C. Wang
Director, Richmond Project Team	S. Ahluwalia
Director, Facilities Services	K. Wilkins
President, Richmond Teachers' Association	L. Baverstock
2nd Vice President, Richmond Teachers' Association	F. Marsic
3rd Vice President/Pro-D Chair, Richmond Teachers' Association	J. Cho
Representative, Richmond Management and Professional Staff	J. Canlas
Vice President, Richmond Association of School Administrators	A. Goulas
Executive Assistant (Recording Secretary)	T. Lee

Regrets:

Chairperson	K. Hamaguchi
President, Canadian Union of Public Employees 716	S. Robinson

The meeting was called to order at 4:30 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

1. Approval of Agenda

The agenda was adopted as circulated.

2. Approval of Minutes

Minutes from the February 7, 2024 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

The Director, Richmond Project Team noted there were no further updates to his report, which is included in the agenda package.

The Director, Richmond Project Team then provided additional information to the President, Richmond Teachers' Association (RTA) in response to her question about the upcoming Long Range Facilities Plan update and opportunities for input from partner groups. Following further questions from the President, RTA, he provided details on enrolment projections for City Centre, and noted other areas, such as Kingswood, Kidd, Woodward, will be included in the next meeting report.

The Director, Richmond Project Team then responded to a trustee's question regarding funding for modular building additions and portable classrooms moves. Discussion ensued regarding advocating for City Centre schools.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team spoke to his report as included in the agenda package. He then responded to a question from a trustee on seismic upgrade projects business cases.

5. Facilities Services Update (standing item)

The Director, Facilities Services noted there were no further updates to his report which is included in the agenda package.

Following a question from the 2nd Vice President, RTA, the Director, Facilities Services provided further information on the new field trip booking system.

The President, RTA then inquired regarding the insights gained from the Climate Risk Assessment and electric vehicle chargers in the district.

The Director, Facilities Services then responded to trustees' questions regarding Climate Risk Assessment for sites with geothermal fields and infrastructure upgrades in the district for electric vehicles charging.

6. Next Meeting Date – April 3, 2024 at 4:30 pm

7. Adjournment

The meeting adjourned at 5:06 pm.

Respectfully Submitted,

*Debbie Tablotney
Vice Chairperson, Facilities and Building Committee*

Report to the Board of Education (Public)

Date: April 24, 2024
From: Donna Sargent, Chairperson, Finance and Legal Committee
Subject: Trustees' Expenses for the Three Months Ended March 31, 2024

RECOMMENDATION

WHEREAS the Board of Education of School District No. 38 (Richmond) is paying for expenses incurred by the Trustees in the discharge of their duties,

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended March 31, 2024, in the amount of \$5,729.94.

BACKGROUND

In accordance with the provisions outlined in the *School Act*, the board is required to approve trustee expenses through a formal board resolution. This requirement ensures transparency and accountability of the use of funds.

During the three-month period ended March 31, 2024, the Trustees incurred a total of \$5,729.94 in expenses associated with their roles and responsibilities. These expenses were reimbursed to trustees to carry out their duties and responsibilities.

CONCLUSION

In compliance with the provisions of the *School Act*, Finance and Legal Committee recommends the Board's approval of Trustees' expenses for the three months ended March 31, 2024.

Respectfully submitted,

Donna Sargent, Chairperson
Finance and Legal Committee

Attachment: Trustees' Expenses for the Three Months Ended March 31, 2024

TRUSTEES EXPENSES

DATE	DESCRIPTION	R. BELLEZA	K. HAMAGUCHI	H. LARSON	D. SARGENT	D. TABLOTNEY	A. WONG	D. YANG	TOTAL
2024-01-04	Cell phone reimbursement - Jan 2024		50.00	50.00		50.00	11.20	50.00	211.20
2024-02-14	Cell phone reimbursement - Feb 2024		50.00	50.00		50.00	11.20	50.00	211.20
2024-03-13	Cell phone reimbursement - Mar 2024		50.00	50.00		50.00	11.20	50.00	211.20
2024-02-28	Richmond Bayanihan Society of BC - dinner						45.00		45.00
2024-03-27	BCSTA AGM 2024 - April 18-19, 2024 - accommodation	721.62	721.62	721.62	721.62	721.62	721.62	721.62	5,051.34
	TOTALS PAID: Jan 1 to Mar 31, 2024	721.62	871.62	871.62	721.62	871.62	800.22	871.62	5,729.94

Finance and Legal Committee

Public Meeting Minutes

Wednesday, February 14, 2024 – 10:00 am
Via Zoom

Present:

Chairperson	D. Sargent
Vice Chairperson	K. Hamaguchi
Trustee Member	R. Belleza
Trustee Alternate	A. Wong
Superintendent of Schools	C. Usih*
Secretary Treasurer	C. Wang
Assistant Secretary Treasurer	M. Fu
Assistant Superintendent, Human Resources	C. Stanger
Director, Facilities Services	K. Wilkins
Manager, Operations and Rentals	C. Winters
President, Richmond Teachers' Association	L. Baverstock
1st Vice President, Richmond Teachers' Association	S. Wengloswki*
2nd Vice President, Richmond Teachers' Association	F. Marsic
President, Canadian Union of Public Employees 716	S. Robinson
Representative, Richmond Management and Professional Staff	R. Corbin
Vice President, Richmond Association of School Administrators	A. Goulas
Executive Assistant (Recording Secretary)	T. Lee

*Present for a portion of the meeting

The meeting was called to order at 10:00 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

The minutes of the public meeting held Wednesday, November 15, 2023, were approved as circulated.

3. Human Resources Update

The Assistant Superintendent, Human Resources referred to his report as included in the agenda package.

The President, Richmond Teachers' Association (RTA) noted the appreciation by RTA for the health and well-being support services provided by the district.

The Assistant Superintendent, Human Resources then responded to questions regarding other services the district provides and further details on focused workshops. Discussion then ensued regarding the employee and family assistance program (EFAP) and if it is addressing the needs of staff.

4. 2022/23 Statement of Financial Information

The Assistant Secretary Treasurer provided an update regarding the 2022/23 Statement of Financial Information (SOFI) and noted that the statement has been made publicly available on the district's website.

5. Trustees' Expenses for the 3 Months Ending December 31, 2023

The Assistant Secretary Treasurer referred to her report as included in the agenda package. The Committee agreed to forward the following recommendation to the Board:

WHEREAS the Board of Education of School District No. 38 (Richmond) is paying for expenses incurred by the Trustees in the discharge of their duties,

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended December 31, 2023, in the amount of \$10,514.25.

6. 2023/24 Amended Annual Budget Bylaw

The Assistant Secretary Treasurer provided information on the 2023/24 Amended Annual Budget which consists of the Operating, Special Purpose, and Capital Funds. She also explained significant changes in the 2023/24 Amended Annual Budget, as compared to the 2023/24 Annual Budget.

The Assistant Secretary Treasurer then responded to a question from the President, Richmond Teachers' Association regarding funding for the Integrated Child and Youth Teams.

Following questions from a trustee, the Assistant Secretary Treasurer and Secretary Treasurer provided further information regarding the student enrolment count estimates and the enterprise risk management process for the 2023/24 Amended Annual Budget.

7. 2024/25 Facility Rental Rates

The Director, Facilities Services spoke to his report as included in the agenda package.

The Committee agreed to forward the following **RECOMMENDATION** to the Board:

THAT the Board of Education approve a five per cent (5%) increase to both non-commercial (not-for-profit) and commercial (for profit) facility rental rates for the 2024/2025 fiscal year as presented herein.

8. Next Meeting Date – Wednesday, April 17, 2024 at 10:00 am.

9. Adjournment

The meeting adjourned at 10:48 am.

Respectfully Submitted,

*Donna Sargent
Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: April 24, 2024
From: Debbie Tablotney, Chairperson, Policy Committee
Subject: **Notice of Motion - Policy 200/200-R1 and 200-R2: Trustee Role, Responsibilities and Code of Ethics**

NOTICE OF MOTION TO MAY 22, 2024 MEETING OF THE BOARD OF EDUCATION

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this is a Notice of Motion that a RECOMMENDATION will be presented at the May 22, 2024 Public meeting of the Board of Education to approve revised Policy 200/200-R1 and 200-R2: Trustee Role, Responsibilities and Code of Ethics.

BACKGROUND

The Ministry and BC School Trustees Association (BCSTA) have collaboratively developed provincial criteria for the school trustee code of conduct. The primary goal of this initiative is to offer trustees clear guidance regarding their roles and responsibilities in terms of their conduct. These codes of conduct can aid boards in emphasizing their fundamental duties, which include delivering educational programs and promoting safe and inclusive school and workplace environments.

In June 2023, the Ministry and BCSTA released the criteria for school trustee codes of conduct, including:

- Emphasis on student achievement, equity and well-being;
- Alignment with BCSTA's six principles/standards, including integrity, respect, confidentiality, responsibility, conflict of interest and relationships;
- Alignment with existing provincial and federal legislation, including Criminal Code, BC Human Rights Code, Freedom of Information and Protection of Privacy Act, School Act, Workers' Compensation Act;
- Provisions on:
 - respectful workplaces and relationships with others;
 - anti-racism, reconciliation and relations with local First Nations;
 - acceptable use of social media;
- Policies and procedures for breaches and sanctions with public accountability;
- Mechanisms to regularly review and affirm the code;
- Board training, including with trustee onboarding; and
- Plain language.

Furthermore, a scan of all BC school boards' code of conduct has been completed by the Ministry of Education. Based on the scan, the Board of Education of School District No. 38 (Richmond) has been identified as not having reviewed or updated their trustee code of conduct and not including a breaches and sanctions component.

The Ministry recommended that the Board review and update the trustee code of conduct to align with the new provincial criteria.

POLICY REVIEW AND UPDATE PROCESS

During two trustee workshops held on October 24, 2023 and November 28, 2023, significant progress was made in reviewing and updating the code of conduct. Trustee Workshop #1 included a presentation by Ministry and BCSTA representatives on best practices in the K-12 public education sector, along with an environmental scan by staff to identify best practices in various Boards of Education across the province. Building on this, Trustee Workshop #2 involved a thorough review of the policy and discussions on proposed updates to ensure alignment with the provincial criteria, best practices and board governance needs.

Legal Counsel provided final comments and revisions to ensure compliance with the legal framework governing board policies. Legal Counsel also responded to trustees’ questions on the proposed revisions in the In-camera Policy Committee meeting on February 12, 2024. Their input strengthened the integrity and legality of the code of conduct, mitigating potential risks and ensuring alignment with relevant legislation and regulations.

The final draft of the trustee code of conduct reaffirms its role as a foundational document governing ethical behavior and accountability within the Board as a governing body of the public K-12 system in its jurisdiction.

PROPOSED TIMELINE

September 18, 2023	In-camera Policy Committee meeting	Initial discussion by members of Policy Committee including feedback on proposed timeline and process of of the policy review and update.
October 24, 2023	Trustee Workshop #1	Staff conduct an environmental scan to identify best practices in the codes of conduct of BC school boards’; trustee review of the existing board policy; presentation by Ministry staff on best practices.
November 28, 2023	Trustee Workshop #2	Trustee review of the policy and proposed update.
February 12, 2024	In-camera Policy Committee meeting	Draft policy revision to be shared for feedback from trustees.
April 15, 2024	Public Policy Committee meeting	Revised policy reflecting trustee feedback shared with the Committee. Recommendation for Notice of Motion to April Board meeting for final approval at May Board meeting.
April 24, 2024	Public Board meeting	Notice of motion for approval at May Board meeting.
May 22, 2024	Public Board meeting	Possible final approval of new policy.

CONCLUSION

According to Board Policy 204-R, it is recommended that the proposed policy updates not be part of the partner group review process, as they specifically pertain to board governance matters.

Respectfully submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

Attachments:

- 1. Draft Revised Policy 200 Trustee Role Responsibilities and Code of Ethics*
- 2. Draft Revised Policy 200-R1 Trustee Orientation*
- 3. Draft Proposed Policy 200-R2 Trustee Code of Ethics Breaches and Sanctions*

GOVERNANCE

Policy 200

Trustee Role, Responsibilities and Code of Ethics

Role Of The Trustee

The role of the trustee is to prioritize the educational well-being of children and youth, by fostering a District culture that promotes student achievement, represents the broader needs of the community, and allocates resources responsibly and equitably in the best interest of every student. In recognition of the public trust and responsibility vested in them, Trustees are expected at all times to conduct themselves diligently, ethically, respectfully, impartially and in a manner that will strengthen and promote confidence in public education.

As members of the corporate board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. Trustees must be cognizant that while being an elected government official carries public perceptions of authority, the *School Act* gives no individual authority to trustees. Regardless of this limitation, the actions of individual Trustees can damage the reputation and interests of the Board, and Trustees are accountable for their actions in carrying out their formal and informal responsibilities.

Because the Board's composition will change with each election, the Board believes an orientation program is necessary to ensure continuity and facilitate a smooth transition following an election. To be effective in their role, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. This Policy shall be reviewed by the Board within six months of any election, and on an annual basis thereafter.

Responsibilities of Trustees

In order to carry out their role as a Trustee, Trustees shall:

- Familiarize themselves with District policies, procedures, meeting agendas, and reports as necessary to discharge duties effectively.
- Participate in, and contribute to, the decisions of the Board, unless excluded for conflict of interest or approved absence.
- Support the implementation of the Board's decisions, and follow progress to ensure decisions have the intended outcomes.
- Refer policy questions, or other general issues and concerns not covered by an existing Board policy, to the Board for corporate discussion, decision or delegation.
- When parents or members of the community ask a question or raise a concern about a particular teacher, classroom, principal or school, refer the parent or community member to the Complaints and Appeals Bylaw or to the Superintendent or delegate. Trustees should

Adopted: 15 September 2008
Revised:

avoid direct discussion of the merits of the complaint in order to respect the authority of staff, and to avoid the need for the trustee to declare a conflict in any appeal which comes before the Board in the matter.

- Bring to the attention of the Board any issues that may significantly affect the District
- Exercise authority within defined limits when delegated such responsibility.
- Actively engage in professional development opportunities to enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends.
- Share the materials and ideas gained at trustee development activities and outside meetings with fellow trustees.
- Familiarize themselves with current educational issues and trends as necessary to discharge duties effectively.
- Act as a liaison to assigned schools.
- Attend District or school events when invited and when possible.
- Become familiar with, and adhere to, the Trustee Code of Ethics.

Code of Ethics

In carrying out their responsibilities, Trustees must uphold the highest standards of integrity, accountability, and ethical practice in all aspects of their role, acting in ways that strengthen public trust and inspire confidence in the Board's actions and decisions. This includes the following obligations:

1. Trustees shall abide by District policies, decisions, and all relevant provincial and federal legislation, including the *School Act* and the Oath of Office.
2. Trustees shall respect the confidentiality of in-camera board or committee meetings, interviews, and other privileged or personal information obtained in their capacity as Trustee. Trustees are explicitly prohibited from disclosing confidential, privileged, or personal information to the public or any other individual unless and until the Board has officially made such information public.
3. Trustees shall develop and contribute to a positive, respectful, and safe learning and working culture both within the Board and the District. Trustees shall respect the authority of the Superintendent and staff and ensure fair treatment for students, parents, staff, community members, and fellow trustees.
4. Trustees will not attempt to exercise individual authority with respect to Board matters, except as explicitly permitted by policies of the Board. Committees of Trustees or individual Trustees may not exercise the rights, duties and powers of the Board.
5. Trustees may interact with the Superintendent and staff; however, individual Trustees

Adopted: 15 September 2008
Revised:

must recognize that the authority of the Board to delegate specific and general administrative and management duties to one or more of its employees derives from the Board's corporate status and any assignment of responsibilities must comply with applicable Bylaw or Board policy.

6. Trustees must ensure that they do not purport to speak for the Board in any interactions with the public, media or other entities unless explicitly authorized by Bylaw or Board policy. Trustees will not express opinions on individual staff performance unless explicitly authorized by Bylaw, Board policy or an official Board process, and recognize that only the Board and not individual trustees, may assess the Superintendent's performance.
7. Consistent with their fiduciary obligations, Trustees shall make decisions in the best interests of the Board, based on available facts and their independent judgment. Trustees must not be unduly influenced by any individual or group.
8. Refrain from discussing, voting and influencing decision making on any matter in which they are in conflict. Trustees shall declare any pecuniary conflicts of interest in accordance with the School Act, and must avoid any situation where their decision making or actions could reasonably be seen as being influenced by personal interests, business relationships, or the interests of friends, family or associates.
9. Trustees recognize the public trust in the expenditure of Board funds by exercising financial prudence.
10. Trustees shall work collaboratively with fellow trustees in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall encourage full and open discussion in all matters with their fellow trustees, treating each other with respect and consideration.
11. Trustees must exercise responsible digital citizenship by using social media responsibly, professionally, and accurately, avoiding any dissemination of inaccurate or misleading information, and respecting the Board's obligations under the *Freedom of Information and Protection of Privacy Act*.
12. Trustees shall advocate for the diverse needs of all learners in the community consistent with its obligations under the *Human Rights Code*. This commitment extends to building partnerships with Indigenous communities and local First Nations in the ongoing work of Truth and Reconciliation, and promoting diversity, equity, and inclusion policies within the District.

References:

[School Act](#)

[Freedom of Information and Protection of Privacy Act](#)

[Human Rights Code](#)

Adopted: 15 September 2008
Revised:

GOVERNANCE

Policy 200-R1

Trustee Orientation

1. The District will offer an orientation program prior to January 31 after an election for all newly elected trustees which provides information on such things as:
 - 1.1 Role of the trustee and the Board;
 - 1.2 Organizational structures and procedures of the District;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Existing District initiatives, annual reports, budgets, financial statements, and long-range plans;
 - 1.5 District programs and services;
 - 1.6 The Board's function as an appeal body; and
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
2. The District will fund trustees to attend BCSTA sponsored orientation seminars.
3. The Board Chair and Superintendent shall develop and implement the District's orientation program for newly elected trustees.
4. Incumbent trustees are encouraged to help newly elected trustees become informed about functions, policies, and procedures.

GOVERNANCE

Policy 200-R2

Trustee Code of Ethics Breaches and Sanctions

Trustees shall conduct themselves in an ethical and prudent manner in compliance with Policy 200: Trustee Role, Responsibilities and Code of Ethics. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.

To assist the Board in self-governance, Trustees who wish to report an infraction under the Trustee Code of Ethics [the "Code"] may follow the procedure below.

A Trustee who believes that a fellow Trustee has violated the Code of Ethics is encouraged to seek resolution of the matter through the Informal Complaint process when possible, prior to commencing an official complaint under this policy.

Informal Complaint Process

It is recognized that a contravention of the Code may occur that is relatively minor, or committed inadvertently or due to an error of judgment made in good faith. In such instances the priority shall be to alert the offending Trustee to the violation and their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the official complaint procedure. Both the offending and offended Trustee shall seek resolution in an informal, cooperative fashion marked by mutual respect, seeking to understand with an openness to growth and improvement. Discussions during the Informal Complaint process will not be referred to if the matter proceeds to an Official Complaint.

1. The Trustee who believes a violation has occurred will engage in an individual private conversation with the Trustee affected.
2. Failing resolution through the private conversation the parties will engage the Board Chairperson, or at the Chairperson's option the Chairperson and Vice Chairperson, to gain resolution. If the concern is with the Board Chairperson, the concern should be raised with the Vice Chairperson.
3. The Chairperson, or at the Chairperson's option the Chairperson and Vice Chairperson, will attempt to resolve the matter to the satisfaction of the Trustees involved.

It is recognized that for reasons, which may include the nature of the issue of concern or the manner in which it has come to a Trustee's attention, informal measures may not be appropriate.

If resolution through the Informal Complaint Process is not possible, the Official Complaint Process will be followed. Serious and/or recurring breaches of the Code by a Trustee should be addressed through the Official Complaint Process.

Adopted:

Official Complaint Process

Filing of Complaint

1. A Trustee who wishes to commence an official complaint under the Code shall file a letter of complaint with the Board Chairperson within ninety (90) days following the alleged event occurring or of knowledge of the same and indicate the nature of the complaint and the section or sections of the Code that are alleged to have been violated by the Trustee. If the subject of the official complaint is the Board Chairperson, the letter of complaint shall be filed with the Vice Chairperson. The Trustee who is alleged to have violated the Code and all other Trustees shall be forwarded a confidential copy of the letter of complaint as part of the confidential agenda materials for an in-camera meeting.
2. When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees, the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chairperson or Vice Chairperson (as may be appropriate) only at the discretion of the Board, following the disposition of the complaint by the Board of Education at a Code hearing.
3. Procedural fairness and the rules of natural justice shall govern any proceedings under this Policy. The presiding Chairperson shall ensure fairness in dealing with the complaint by adhering to the following procedures. The procedures may be adapted by direction of the Board in order to address the circumstances of the complaint, provided that any deviation from this process is consistent with the principles of natural justice and procedural fairness. The Board may, in its discretion, call upon legal advisors to assist them at any time on issues arising from the administration and application of this Policy.
4. Unless specifically noted, all decisions of the Board under this policy shall be made by way of ordinary resolution.

Preliminary Board Meeting

5. The Chairperson or Vice Chairperson (the "**presiding Chairperson**", when the Chairperson is the subject of the complaint), shall convene, as soon as is reasonable, an in-camera meeting of the Board to determine whether formal sanction proceedings should be initiated.
6. At this meeting, all relevant information available regarding the allegation will be placed before the Board, including the trustee(s) who is the subject of the complaint.
7. The presiding Chairperson shall outline the content of the complaint, and the trustee(s) involved (as complainant or respondent) shall be provided with an opportunity to address the Board regarding the complaint. The Board will then deliberate (in the absence of the respondent trustee(s)) and will determine whether there is sufficient evidence to conclude that a violation of the Code has or has not occurred, or whether additional information is required before a determination can be made.
8. In the event the Board concludes that further information is required, the meeting

Adopted:

shall be adjourned, and the Board will authorize an appropriate investigation. Depending on the circumstances, including the seriousness of the allegation and the nature and extent of the required information, the investigation may be conducted by a designated trustee, an executive officer of the Board of Education or an independent third party to conduct the investigation. The appointed investigator shall gather all relevant information and documents pertaining to the alleged misconduct for review and decision by the Board of Education. There will be no recommendations made or determination of credibility during the investigation process. Upon completion, the requested information shall be provided to trustees, including the respondent Trustee(s), and a date for the completion of the Preliminary Board Meeting shall be scheduled.

9. At the conclusion of the Preliminary Meeting, the Board shall consider all of the relevant circumstances and determine the appropriate next steps in the process which may include:
 - a. dismissing the complaint without further proceedings;
 - b. referring the matter back for informal resolution or to another more appropriate process;
 - c. referring the matter to a formal disciplinary proceeding.

Formal Disciplinary Meeting

10. Formal disciplinary meetings shall take place at an in-camera Board of Education meeting (the **"meeting"**) convened for that purpose. The Trustee facing discipline shall be provided with at least 72 hours notice of the meeting, and will be provided with full details of the alleged breach(es), and a copy of any documents that will be considered at the meeting.
11. All preliminary matters, including whether adaption to the process for the meeting should be amended or whether one (1) or more Trustees may have a personal interest in making a decision regarding the complaint, shall be dealt with prior to discussion about the complaint during the meeting. A Trustee is deemed to have a personal interest if it could lead a reasonably well-informed outsider to think that their judgment could be influenced by that interest or their personal interest would lead to a "reasonable apprehension of bias". Personal interest would not typically be raised in circumstances where a Trustee has been a witness to conduct that is the subject matter of a complaint since it is expected that all Trustees will conduct themselves in accordance with the Code and in the interests of the School District. If it is determined that a Trustee has a personal interest in making a decision regarding the complaint, the Trustee shall not participate in deliberations or vote in respect of any resolution, however the Trustee shall be present if required to maintain quorum of the Board
12. The process followed at the disciplinary meeting shall be in keeping with the following, which is intended to provide a fair opportunity for both parties to be heard and to respond as appropriate. Neither party is obligated to make submissions or to respond to questions.
 - i. The complaining Trustee shall provide a presentation which may be written or oral or both. The complaining Trustee may opt to rely on the written complaint in place of this presentation;
 - ii. The respondent Trustee shall provide a presentation which may be written or oral or both;

Adopted:

- iii. The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee's presentation;
 - iv. The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee's presentation and subsequent remarks;
 - v. The remaining Trustees shall be given the opportunity to ask questions to both parties;
 - vi. The complaining Trustee shall be given the opportunity to make final comments; and
 - vii. The respondent Trustee shall be given the opportunity to make final comments.
13. Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining Trustees who do not have a conflict (the "**Voting Trustees**") and the Secretary Treasurer or delegate, shall be required to leave the room, and the Voting Trustees shall deliberate in private, without assistance from staff. The Board will determine what, if any, sanctions should be imposed on the offending trustee(s).
14. The presiding Chairperson shall call for a resolution(s) to be placed before the Board and a vote will be conducted. Only the Voting Trustees shall be able to vote on any resolution(s).
15. The presiding Chairperson shall declare the in-camera Board meeting adjourned.
16. All documentation that is related to the Code of Ethics hearing shall be returned to the Secretary Treasurer or designate immediately upon adjournment or conclusion of the Code of Ethics hearing and shall be retained in accordance with legal requirements. This includes all notes taken by Voting Trustees in relation to the submissions or deliberations.
17. In the case of an adjournment for any reasons, no discussion by Trustees whatsoever of the matters heard at the hearing may take place until the meeting is reconvened. Only those members present for all submissions made in a Code of Ethics hearing will be permitted to deliberate or vote in respect of any resolution of a complaint.
18. If a party to a complaint does not attend a Code of Ethics hearing where appropriate notice has been provided, the matter will be adjourned in the first instance. If a complaining Trustee indicates they will not attend a Code of Ethics hearing or does not attend for the second Code of Ethics hearing where appropriate notice has been provided, the complaint will be deemed to be withdrawn. If a respondent Trustee indicates they will not attend a Code of Ethics hearing or does not attend for the second Code of Ethics hearing where appropriate notice has been provided, the Code of Ethics hearing will proceed in the absence of the respondent Trustee and the respondent Trustee will be deemed to have waived participation in the hearing.
19. Any staff support that is necessary or requested under this policy shall be administrative in nature.

Sanctions

Sanctions for a violation of the Code should be imposed in a remedial and restorative manner, and should reflect the seriousness of the breach.

For example, sanctions may include:

1. Having the offending Trustee write a letter of apology;
2. Having the offending Trustee participate in a restorative justice process;
3. Having the offending Trustee participate in specific training, coaching or counselling as directed by the Board;
4. Having the presiding Chairperson write a letter of censure marked "personal and confidential" to the offending Trustee, on the approval of at least a majority of the Voting Trustees at the in-camera meeting of the Board;
5. Having a motion of censure passed by at least a majority of the Voting Trustees at the in-camera meeting of the Board;
6. Having a motion to remove the offending Trustee from one (1), some or all Board committees or other appointments of the Board passed by at least a majority of the Voting Trustees at the closed (in-camera) meeting of the Board.
7. Where a trustee refuses or repeatedly fails to respect the confidentiality of in-camera meetings, the Board may, on the approval of at least a majority of the Voting Trustees, remove the trustee from some or all closed meetings and access to confidential materials for a defined period, and/or until such conditions as the Board deems appropriate are met.

The Board may, in its discretion and by resolution of the Voting Trustees, make public any outcomes(s) of the Official Complaint Process if this is consistent with applicable law, and is considered reasonable and appropriate.

Appeals Process

The decisions of the Board made under this Policy are final. Trustees who have been sanctioned or have had other measures imposed upon them by the Board of Education under this Policy have the right to seek judicial review of the Board's decision, at their own expense.

Adopted:

Report to the Board of Education (Public)

Date: April 24, 2024

From: Debbie Tablotney, Chairperson, Policy Committee

Subject: **Notice of Motion - Proposed Minor Revisions to Policy 204-R: Creation and Revision of Policy and Regulations**

NOTICE OF MOTION TO MAY 22, 2024 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the May 22, 2024 Public meeting of the Board of Education to approve minor revisions to Policy 204-R: Creation and Revision of Policy and Regulations.

BACKGROUND:

From time to time, Policy Committee will bring forward minor revisions to existing policies and/or regulations for the Board's consideration. Ultimately, all revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

The proposed minor revisions to Policy 204-R are guided primarily by the need to align the *Creation and Revision of Policy and Regulation* with new understandings through a DEI lens (i.e., DEI Policy Checklist). Specifically, the provincial government has developed and posted online a document titled ***Terminology in Indigenous context*** which articulates that the term "stakeholder is a common cooperate term for partners which has negative connotations to many Indigenous Peoples." With this understanding, the term partner group is inserted in place of stakeholder.

LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity

For the purposes of carrying out its powers, functions, and duties under the School Act, a board has the power and capacity to determine local policy.

POLICY CONSIDERATIONS:

See draft minor revisions to Policy 204-R attached.

PROCESS:

Following initial discussions at Policy Committee (In-camera), trustee feedback has been incorporated into the draft document, and a revised copy is attached. Per Board Policy 204-R, it is recommended not to place the policy revisions into the partner group review process, since the proposed revisions are minor in nature.

PROPOSED TIMELINE:

Dates	Meeting	Comments
February 12, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
April 15, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
April 24, 2024	Board of Education (Public)	Notice of Motion for approval at the next Board of Education (Public) Meeting.
May 22, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

Attachments:

- 1. Revised Policy 204-R*
- 2. Provincial Government Document: Terminology in Indigenous content*

GOVERNANCE

Policy 204-R

Development and Revision of Policy and Regulations

Policy development is an on-going process. Policies and regulations will be reviewed periodically by the Policy Committee and revised, if necessary, to meet changing needs.

The Board will initiate the development and revision of policy and regulations via the Policy Committee. It may do so at the suggestion of the Superintendent or any other individual or group, or on its own volition.

The Superintendent, via the Policy Committee, will provide the Board with a clear assessment of the need for new or revised policy or regulations, and possible alternatives to fulfill the need.

Prior to Board approval of a policy or regulation, a statement of need, an analysis of implications and alternatives, and a copy of the proposed policy and/or regulation should be circulated to those affected by it for comment, unless, in the opinion of the Board, the new policy or regulation, or the revision to an existing policy or regulation, is too minor to require this process. A minor revision will not change the intent of an existing policy.

The Superintendent will consult with all those affected by a policy or regulation in the process of developing a recommendation for consideration by the Board.

Notice of Motion for any adoption, revision, or suspension of a policy or regulation will be submitted at the regular public Board Meeting prior to the meeting at which the change will be considered.

If a situation arises in which the Board must act quickly, the Chairperson may, with the consent of the Board, waive the requirement of prior notice and the Board may propose, discuss, and adopt a policy or regulations at a single meeting. However, it is the practice of the Board to review such emergency policies and regulations after they have been in force for several months to ensure that the policy and/or regulations are well considered and remain appropriate for continued use.

The formal adoption of policies and regulations will be recorded in the minutes of the public Meeting of the Board at which the adoption vote was taken. Only such written record will constitute the policies and regulations of the Board.

All Board policies and regulations will be recorded in the appropriate section of the online Policy Manual and, in each case the date of Board approval will be shown.

The Superintendent will ensure that notice of new or revised policy or regulations is provided to affected parties (employees, students, parents and/or the public) as appropriate to the topic.

Policies will be posted on the district website. Partner groups will be advised of all new and

revised policies and regulations.

Required Steps For New Policy or Revisions to Existing Policy

-
- 1. Policy Initiated or Amended**

New policy or revisions to existing policy may be initiated by the Superintendent or designate directly or on behalf of Trustees. Once a new policy is identified or changes to an existing policy are required, it comes to Policy Committee for discussion.

 - 2. Policy Reviewed by Policy Committee**

If the Policy Committee is satisfied with the proposed policy and determines it is either a minor revision (e.g., housekeeping) or policy change that does not require partner group input (e.g., legislative mandate, board governance) proceed to Step 5.

If the Policy Committee determines that partner group consultation is required, the Chair of the Policy Committee prepares a Recommendation to the Board for circulation to partner groups for input and feedback with a timeline.

 - 3. Policy Draft or Revision Circulated to Partner Groups for Input and Review**

The draft proposed policy or revision is sent out for circulation to partner groups for input and feedback with a timeline attached.

 - 4. Input on the Response Draft Reviewed by Policy Committee**

Policy Committee makes revisions to the response draft as necessary, based on the input received and if further discussion is needed, Policy Committee makes revisions to the response draft as necessary. Once the Policy Committee is satisfied with the proposed policy or revision to policy, it is attached to the Policy Committee minutes for reference and proceeds to Step 5 Notice of Motion process.

 - 5. Notice of Motion**

The Chair of the Policy Committee prepares a *Notice of Motion* that a **Recommendation** will be coming to the Board for consideration and final approval of the new/revised proposed policy. A copy of the proposed policy is attached to the Policy Committee minutes with the *Notice of Motion* and also to the **Recommendation** at the following Board meeting, to allow all Board members opportunity for final review and comment.
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6. Board Considers Policy

This is the final opportunity for Board input. If anything, other than minor changes to the proposed policy are being considered at this time, the Board should send the policy back to Step 4.

7. Board Approves Policy

Following Board approval, the new/revised policy is posted to the District Website.

DRAFT

Terminology in Indigenous content

Last updated on January 26, 2024

Individuals and Nations may have preferred terminology. Always check first with those you're writing about.

Aboriginal

Legal term in Canada when referring to Aboriginal rights under [s.35 of the Constitution Act, 1982](#).

Band Councils

Use this term only to describe leadership operating under the Indian Act. The term may not be appropriate when self-government agreements such as treaties are in place. Review the Profile of Indigenous Peoples to learn more about the government structure of a Nation.

British Columbians

The term 'British Columbians' is often used to reference people living in B.C. This term excludes Indigenous Peoples who may not identify with it. For many, they identify as members of their own sovereign nations and do not consider themselves part of one that has actively worked to assimilate their people.

'British Columbians' also excludes other groups such as newcomers and refugees. We recommend instead saying 'people living in B.C.'

First Nation(s)

- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being Métis and Inuit
- An individual's heritage which can be a combination of any or all three
- Usually, the term 'First Nations' is plural when used as an adjective and singular or plural as a noun
- First Nations people identify with their ancestral Indigenous origins and do not like to have their identity tied to the federally regulated reserve status, which is a colonial construct through the Indian Act
- Many First Nation communities in Canada are still governed by the Indian Act, and are referred to as [Bands](#)
- First Nation refers to the political governance entity and is made up of members of the First Nation community

Hereditary Chiefs

Hereditary Chiefs inherit their title. Their responsibilities and governing principles are according to the history and cultural values of their community. Hereditary Chiefs are the caretakers of the people and the culture. In addition to governance responsibilities, they may carry or share the responsibility of ensuring the traditions, protocols, songs, and dances of the community are respected and kept alive.

Indigenous

- The term 'Indigenous Peoples' includes First Nations, Inuit and Métis people in Canada
- Although used as a synonym to Aboriginal, Indigenous is the preferred term
- Individuals are more likely to identify with their Nation than the term Indigenous

Inuit and Inuk

- Indigenous people who live in the Arctic regions of what is now Canada, Greenland, United States of America and Siberia
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Métis
- Inuit in Canada are part of the Indian Act and at the same time do not have 'status'. They have their own history of land claims and journey of returning to self-governance
- Inuit in B.C. do not currently have political representation within B.C.
- Inuit – plural, 'we're Inuit'
- Inuit - adjective or collective noun. For example:
 - 'No matter where Inuit live, whether in Nunavut or elsewhere, they share certain ideals, beliefs and ways of life.'[\[1\]](#)
 - 'An Inuit drum'
- Inuk - singular noun referring to an individual. 'This Inuk is a celebrated Inuit musician' is correct, but not 'The musician is an Inuk' or 'They're an Inuk musician'

Métis

- Indigenous peoples with ancestral lineage that can be traced back to the historic Métis Nation Homeland which includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, the Northwest Territories and parts of the northern United States.
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- Nation-specific term with unique culture, language and customs
- Can be singular or plural, noun or adjective

- Métis people possess both First Nations and European ancestry. However, not all people with mixed First Nations and European ancestry are Métis.
- The Métis National Council (MNC), the political organization that represents the Métis Nation federally, defined Métis in 2002 as: “a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation”

Reserve

Lands defined under the Indian Act and held in trust by the Crown. Note that the term ‘reservation’ is used in the United States only.

Rights

Asserted or established rights as referred to under Section 35 of the Constitution and Nation-specific Treaties.

Poles and Posts

‘Totem pole’ is a general term, not all Nations have them. There are different types of poles, statutory figures and posts. Other names for Totem poles can be translated as Clan or House totems. These identify the Clan or Wilp (Gitxsan for House group) that protects and uses the land in that totem’s territory. Traditionally this allowed others to identify the People whose territory they were moving through. It also identified who to ask for permission to use the land for themselves for a time. For example, when they need to hunt/harvest to get a stock of food to keep travelling. Speak with the Nation, Elder, Knowledge Keeper or other knowledgeable individual from the Nation about what kind of pole or post is being discussed and its purpose and history.

Stakeholders

‘Stakeholder’ is a common corporate term for partners which has negative connotations to many Indigenous Peoples. When land acquisition was happening, this term referred to the allotment of land to settlers. Settlers were given wooden stakes to claim their plot of land prior to any treaty or land negotiations with Indigenous Peoples. It's more appropriate to refer to Indigenous Peoples as partners rather than stakeholders. Indigenous Peoples are not stakeholders; they're Aboriginal rights holders whose rights are protected under the Constitution of Canada.

Territory

Territories that Nations have occupied and continue to occupy where they exercise their Indigenous rights.

Treaty Settlement Lands

Lands identified under a treaty over which a First Nation has law-making authority and title.

Two-spirit

Two-spirit people are part of the LGBTQ2S+ community, specific to the Indigenous community. The term ‘Two-spirit’ can be abbreviated as ‘2S.’ An older term, ‘Two-spirited’ may be preferred by some people when referring to themselves.

UN Declaration on the Rights of Indigenous Peoples

When shortening the name of the United Nations Declaration on the Rights of Indigenous Peoples, it's the preference to use the term UN Declaration, and not the acronym UNDRIP.

Outdated terms to avoid

Avoid outdated terms unless they're formalized in organizational, geographical names, or legislation.

- Aboriginal groups
- Aboriginal interest
- Band (Unless referring to a local Nation that uses this term, check with the Nation first for proper reference)
- Eskimo
- Indian (Unless referring to a local Nation that uses this term, such as 'Adams Lake Indian Band'. Or it is part of legislation like the 'Indian Act' or 'Status Indian')
- Native (Unless it is part of an organization name such as 'Native Women's Association of Canada')
- Traditional (i.e. traditional knowledge, traditional territories, makes it seem like it is only applicable to the past and not the present.) When referring to ceremonies, please check with the local Nation's website for assistance on whether to include 'traditional'.
- Tribe (Unless referring to a local Nation that uses this term, such as 'Cowichan Tribes'. 'Tribe' may also be appropriate when working with groups or individuals in the U.S.A.)

Offer context where possible when using the terms listed above, such as, 'Status Indian under the Indian Act'.

Be mindful of the words you're using

Some words have historical connotations which may cause unease or mistrust. Awareness of this historical lens is important when working with Indigenous Peoples. For example:

- 'Executing' and 'execute' are commonly used and can be replaced with 'implement.'
Consider that in 1864, the provincial government asked to meet the Tsilhqot'in Chiefs

and then hanged five of them on October 25, 1864, at a location just north of Quesnel's hospital.

- 'Artifact(s)' and 'curating/curate' are commonly used when describing documents or the work done to compile information. When used out of context it has negative connotations to many Indigenous Peoples. Indigenous communities struggle to reclaim cultural and ceremonial regalia, artwork and tools which were stolen and are displayed publicly or privately. In some cases, there are pieces that were never meant to be seen outside of ceremony and they continue to hang in a museum or a private collection not being honored and cared for by their rightful owners. Using the word(s) out of context sounds like something is being taken, e.g. data, knowledge, ideas, and used without the permission of Indigenous Peoples.

Be curious of the influence of our words. Choose language that reflects consent and Indigenous agency and resiliency. For example:

- 'Leverage' instead of 'take advantage'
- 'Practice' instead of 'use'

Many words can support a positive shift. For example:

- 'Should' may be replaced with 'could'
- 'But' may be replaced with 'and'
- 'Best' may be replaced with 'wise'
- 'Gaps' may be replaced with 'needs'

(source: The Provincial Governments [website](#))

Policy Committee
Public Meeting Minutes

Monday, February 12, 2024 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney
Vice Chairperson	D. Yang
Trustee Member	R. Belleza
Trustee Alternate	H. Larson
Trustee	A. Wong
Trustee	D. Sargent
Superintendent	C. Usih
Deputy Superintendent	R. Ryan
Secretary Treasurer	C. Wang
President, Richmond Teachers' Association	L. Baverstock
2 nd Vice President, Richmond Teachers' Association	F. Marsic
President, Canadian Union of Public Employees 716	S. Robinson
President, Richmond Association of School Administrators	G. Fitt
Vice President, Richmond Association of School Administrators	A. Goulas
Chair, Richmond Management and Professional Staff	K. Gibson
Executive Assistant (Recording Secretary)	J. Coronel

The Chairperson called the meeting to order at 11:02 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held November 14, 2023 were approved as circulated.

3. Policy 701.2-R: Capital Project Design Review Process

The Deputy Superintendent spoke to his report as included in the agenda package.

The Committee then agreed to forward the following **RECOMMENDATION** to the board:

THAT the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at its February 21, 2024, public meeting that a recommendation for the board's consideration will be presented at the March 13, 2024, public meeting to approve the minor revisions to Policy 701.2-R: Capital Project Design Review Process.

4. Update on Premier's Announcement: Restriction on Cell Phone Use in BC Schools

The Superintendent explained that the Premier's announcement regarding the restriction on cell phone use in BC schools is part of the province's measures to keep kids safe from online threats. He also clarified that the restriction is not intended as a ban on cellphone use. All school districts in BC are mandated to have policies in place for the start of the 2024/25 school year, with Guidelines from the province anticipated to be released by the end of March.

The President of Richmond Teachers' Association commented that if a teacher is making the decision to restrict cellphone use in the classroom, it won't be frowned upon when there are good pedagogical reasons for such restriction. She looks forward to the guidelines from the Ministry to provide guidance and support to teachers.

A trustee suggested that a wider consultation process be conducted for the district's policy on cellphone use that will include opportunities for parents and the school community to share their feedback. The Superintendent echoed this statement and assured the Committee that partner groups and parents will be involved in the consultation process.

5. Status of Current and Anticipated Items

An updated status document was provided with the agenda package.

6. Next Meeting Date – Monday, April 15, 2024 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:31 am.

Respectfully Submitted,

*Debbie Tablotney
Chairperson, Policy Committee*

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April 8th, 2024

Cindy Wang
Secretary-Treasurer &
Heather Larson
School Trustee
School District No. 38 (Richmond)
7811 Granville Avenue
Richmond, BC. V6Y 3E3

Dear Cindy and Heather:

Re: April 28th, 2024 Day of Mourning

Sunday, April 28th, 2024 is the National Day of Mourning in Canada. This is a day dedicated to remembering those who have lost their lives, suffered injury or illness on the job, or experienced a work-related tragedy.

As President of CUPE Local 716, I am requesting that the Richmond School Board recognize this day by encouraging our schools and work sites in honouring workers with a moment of silence at 11:00am on Friday, April 26th, 2024. We are also requesting that flags be lowered to half mast at all worksites on this day.

As always, we thank the District and Board for their consideration and attention to this memorable day.

In Solidarity,



President,
CUPE Local 716