

**Board of Education**  
**Public Meeting Agenda**

**Wednesday, February 19, 2025 – 7:00 pm**  
**1st Floor Boardroom**

[https://sd38.zoom.us/webinar/register/WN\\_VvFQVA2pQM-AN-iPMbPiMw](https://sd38.zoom.us/webinar/register/WN_VvFQVA2pQM-AN-iPMbPiMw)

*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.

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**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**

- (a) **Update from the Superintendent of Schools**
- (b) **Colts Program Transition**  
Report from Assistant Superintendent Thompson attached.
- (c) **JustB4 Program**  
Report from Assistant Superintendent Naser attached.

**6. Approval of Minutes of Prior Meetings**

- (a) Record of an in-camera meeting of the board held Wednesday, January 22, 2025.
- (b) Regular meeting of the board held Wednesday, January 22, 2025 for approval.

**7. Business Arising from Prior Minutes**

- (a) **2024/25 Amended Annual Budget Bylaw – Three Readings**  
Report from the Secretary Treasurer attached.

**8. New Business**

- (a) **Revised 2025/26 Annual Budget Timeline**  
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: Rod Belleza*

The next meeting is scheduled for Tuesday, March 4, 2025.

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

- (i) Minutes of the meeting held on January 15, 2025, are attached for information.

A meeting was held on Wednesday, February 12, 2025. The next meeting is scheduled for Wednesday, April 16, 2025, at 6:00 pm.

(c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Heather Larson*

- (i) Minutes of the meeting held on January 8, 2025, are attached for information.

A meeting was held on Wednesday, February 5, 2025. The next meeting is scheduled for Wednesday, March 5, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Debbie Tablotney*

- (i) Minutes of the meeting held on January 15, 2025, are attached for information.

A meeting was held on Wednesday, February 12, 2025. The next meeting is scheduled for Wednesday, April 16, 2025, at 10:00 am.

(e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: David Yang*

- (i) **RECOMMENDATION:** Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff Report from the Committee Chairperson attached.

- (ii) **NOTICE OF MOTION:** Policy 105/105-R District Code of Conduct Report from the Committee Chairperson attached.

- (iii) Minutes of the meeting held on January 13, 2025, are attached for information.

A meeting was held on Monday, February 10, 2025. The next meeting is scheduled for Monday, April 14, 2025, at 11:00 am.

**11. Board Committee and Representative Reports**

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

A meeting was held on January 29, 2025. The next meeting is scheduled for April 30, 2025 at 9:30 am.

(b) **BCSTA**

The Provincial Council meeting will be held on February 22, 2025.

(c) **BCPSEA**

The Annual General Meeting was held on January 30-31, 2025.

**12. Correspondence**

(a) For action:

Nil.

(b) For information:

Nil.

**13. Adjournment**

## Board of Education

Telephone 604 668 6000

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**The next meeting is scheduled for Wednesday, March 12, 2025**

### **Contact Persons regarding agenda items:**

**Superintendent, Mr. Christopher 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 2024-2025**

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

## Report to the Board of Education (Public)

**Date:** February 19, 2025  
**From:** Braunwyn Thompson, Assistant Superintendent  
**Subject:** **Colts Program Transition**

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The following report is for information only. No further action on the part of the Board of Education is required at this time.

In Spring and Fall of 2022, a review of the District's Alternate Programs was completed, and the final report was provided to the District in Spring of 2023. The Colts Young Parent Program was included in this review. The report and recommendations were presented to Education Committee on June 14, 2023. Education Committee made a recommendation at the June 21, 2023, board meeting for approval which was carried.

*"THAT the Board of Education (Richmond) direct staff to proceed with the recommendations contained the Alternate Program Review report."*

The Colts Young Parent Program began in 1991 at Richmond Secondary School. The purpose of the program was to provide educational programming and a pathway to graduation for students who were pregnant or parenting. The Alternate Program Review recommendations included a review of the financial implications of operating what has essentially become an adult program with lower per pupil funding and a very low staffing ratio, and whether the program should continue to service a significant number of adult students in the future.

District staff have been reviewing and monitoring the student enrollment, academic graduation planning, and funding implications of the Colts program. As of January 8, 2025, there are nine students currently engaged in the Colts Program. Eight of these students are adult age and one is school age. The projection for 2025/26 is that there will be no school age students.

The Richmond School District is committed to continually reviewing educational programs and responding to the needs of our learners. Based on the information above, staff are coordinating the following transition plan for the educational program currently provided in the Colts program.

1. District staff will work with the Colts program staff, current students, and Continuing Education staff to provide an individualized transition to the Adult Graduation Program at the Continuing Education Adult Education Centre. This transition of this educational program will be completed by the end of December 2025.
2. Staff will work with community agencies to individualize transitions for current Colts students to adult services for mental health and parenting support.
3. Future potential students will be provided individual registration support and, depending on enrollment age and individual needs, placement in an education program at either the Adult Education Centre, their home school, or through the alternate programs available at the Minoru

Site. This individualized process will be overseen by the District Administrator – Student Services.

Respectfully Submitted:

*Braunwyn Thompson*  
*Assistant Superintendent*



## Report to the Board of Education (Public)

**Date:** February 19, 2025  
**From:** Maryam Naser, Assistant Superintendent  
**Subject:** **JustB4 Program**

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The following report is for information only. No further action on the part of the Board of Education is required at this time.

### **BACKGROUND**

The JustB4 program is a licensed half-day preschool initiative designed by the Ministry of Education and Child Care as a pilot to support children in the year before they enter kindergarten.

Since 2022, the district has offered the JustB4 program at two locations: Walter Lee and Grauer, where it is co-located with the StrongStart program. The Ministry has provided \$50,000 in annual funding throughout the pilot to support initial start-up costs. The 2024/25 school year marks the final year of this grant funding, providing an opportunity to assess the program's alignment with evolving community needs.

Since its inception, the JustB4 program has consistently operated below its enrollment capacity, with enrollment declining each year. Community scans indicate a decreased need for preschool and growing demand for child care services. As a result, the district will conclude the JustB4 program when the Ministry of Education and Child Care pilot ends on June 30, 2025.

This transition allows the district to repurpose space to better serve community needs. The Woodward StrongStart centre, which has the lowest daily attendance, will be relocated to Grauer Elementary, where demand is higher. The newly available space at Woodward will be used to pursue child care licensing, supporting the district's focus on expanding child care options.

Staff are committed to ensuring clear and effective communication throughout this transition process, ensuring the district continues to meet current and future community needs.

*Respectfully Submitted,*  
*Maryam Naser, Assistant Superintendent*

**Date:** February 19, 2025  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** **Record of an In-camera Board Meeting held January 22, 2025**

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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 January 22, 2025.

|   |                                      |
|---|--------------------------------------|
| (a) Briefs and Presentations:                   | Nil.                                 |
| (b) Executive:                                  | Administrative items were discussed. |
| (c) Business Arising out of Minutes:            | Administrative items were discussed. |
| (d) New Business:                               | Administrative items were discussed. |
| (e) Standing Committee Reports:                 | Administrative items were discussed. |
| (f) Board Committee and Representative Reports: | Administrative items were discussed. |
| (g) Correspondence:                             | Administrative items were discussed. |
| (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, January 22, 2025 – 7:00 pm**  
**1<sup>st</sup> Floor Boardroom and via Zoom**

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**Present:**

|   |              |
|---|--------------|
| Chairperson                               | K. Hamaguchi |
| Vice Chairperson                          | D. Yang      |
| Trustee                                   | R. Belleza   |
| Trustee                                   | H. Larson    |
| Trustee                                   | D. Sargent   |
| Trustee                                   | D. Tablotney |
| Trustee                                   | A. Wong      |
| Superintendent of Schools                 | C. Usih      |
| Secretary Treasurer                       | C. Wang      |
| Assistant Superintendent                  | C. Brautigam |
| Assistant Superintendent                  | R. Laing     |
| Assistant Superintendent                  | M. Naser     |
| Assistant Superintendent                  | B. Thompson  |
| Executive Director, Human Resources       | T. Major     |
| Director, Communications & Marketing      | D. Sadler    |
| Executive Assistant (Recording Secretary) | T. Lee       |

The Chairperson called the meeting to order at 6:59 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**

Nil.

**(b) Announcements**

**Trustee Yang:** Briefs regarding the 2025/26 Annual Budget will be accepted without prior notice at the February 19, 2025 and March 12, 2025 regular meetings of the Board. Please note that budget updates will be made available on the District's Budget website. All budget feedback will be considered by the Board as part of the budget process which is anticipated to be completed by April 23, 2025.

**Trustee Sargent:** January 27 marks the anniversary of the liberation of Auschwitz-Birkenau concentration camp and is recognized globally as International Holocaust Remembrance Day. On this solemn day, the Richmond School District pays tribute to the memory of the victims of the Holocaust and honors the survivors who have courageously shared their stories. The district remains steadfast in its commitment to supporting those who identify as being part of the Jewish faith and to fostering learning environments that combat antisemitism and all forms of intolerance, ensuring these lessons are carried forward for future generations.

**Trustee Larson:** January 29 marks the anniversary of the 2017 attack on the Islamic Cultural Centre and Mosque in Sainte-Foy, Québec—one of the deadliest mass shootings in Canadian history. On this day, the Richmond School District remembers the victims, their families, and the survivors of this tragic event. Aligned with our Strategic Plan and Priority 2: Equity and Inclusion, we commit to taking a stand against all forms of hate and discrimination, including Anti-Islamic hate, by fostering learning about anti-oppression, human rights, and social justice in our schools and classrooms. Together, we strive to create inclusive and compassionate environments where every individual feels safe, valued, and respected.

**Trustee Wong:** The Richmond School District wishes everyone a happy and prosperous Lunar New Year. This special time of celebration brings families together to honor traditions, share food, and exchange gifts, symbolizing joy and renewal. We also take this opportunity to recognize the invaluable contributions of East and Southeast Asian communities to our diverse and inclusive society, which enriches our schools and broader community.

**Trustee Tablotney:** Every February, Canadians are invited to participate in Black History Month festivities and events that honour the legacy and contributions of Black Canadians and their communities. In our district, Black History Month is an opportunity to teach, learn, and celebrate Black excellence by highlighting the resilience, innovation, and determination of Black individuals and communities. As part of our Strategic Priority of Equity and Inclusion, students and staff will engage in meaningful learning opportunities that explore Black history, culture, and achievements. Throughout the month, schools will share their learning, fostering a sense of community and collective celebration of Black excellence.

(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**

**011/2025 MOVED BY D. SARGENT AND SECONDED D. YANG:**

**THAT** the Wednesday, January 22, 2025 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**

There were no questions from the public.

**5. Executive**

The Superintendent welcomed students to the boardroom and invited Assistant Superintendent Thompson to introduce students and staff from Talmey Elementary. They presented their community mural project, which integrates literacy and visual arts and aligns with Strategic Priorities 1 – Inspired Learners and 2 – Equity & Inclusion. The mural, inspired by *The Big Book of Belonging*, features contributions from students, staff, and parents, incorporating "I Am From" poetry inspired by author George Ella Lyon. Trustees were then invited to contribute to the mural.

Trustees thanked the students for sharing their stories, and the Superintendent expressed his appreciation for their impactful project.

**6. Approval of Minutes of Prior Meetings**

(a) A record of an in-camera meeting of the board held Wednesday, December 11, 2024 was included for information.

(b) Regular meeting of the board held Wednesday, December 11, 2024

**012/2025 MOVED BY D. SARGENT AND SECONDED BY D. YANG:**

**THAT** the Board of Education approve the Minutes of Wednesday, December 11, 2024 regular meeting as circulated.

**CARRIED**

(c) A record of an in-camera special meeting of the board held Monday, December 23, 2024 was included for information.

**7. Business Arising from Prior Minutes**

Nil.

**8. New Business**

**(a) Strategic Plan Engagement Timelines – Shaping the Next Five Years, Together**

The Superintendent spoke to his report as included in the agenda package and introduced a video that highlighted the engagement timeline and consultation process.

Trustees thanked the Superintendent and staff for their efforts in engaging the community and for their work on the video. The Director, Communications & Marketing then addressed trustees' questions regarding the distribution of the video.

**013/2025 MOVED BY D. SARGENT AND SECONDED BY A. WONG:**

**THAT** the Board of Education approve the 2025-2030 Strategic Plan Engagement Timelines outlined in Appendix A.

**CARRIED**

**(b) 2025/26 Annual Budget Consultation**

The Secretary Treasurer presented her report as included in the agenda package and then shared a video presentation on the annual budget and budget consultation process.

**9. Questions from the Public**

The President, Richmond Teachers' Association (RTA) highlighted the importance of funding and advocacy. The Secretary Treasurer then responded to her question regarding the delayed amended budget. The President, RTA also welcomed the opportunity for education partners to join the board if meetings with MLAs or the Minister of Education and Child Care take place.

The President, Richmond District Parents Association inquired about Board Authority Authorized (BAA) courses, specifically whether parents can advocate for or apply for their child's school to offer these courses. Additionally, she requested if staff could share the Strategic Plan Engagement Timelines and 2025/26 Annual Budget Consultation videos so they can be shared at the next RDPA meeting.

**10. Standing Committee Reports**

**(a) Audit Committee**

*Chairperson: David Yang*

*Vice Chairperson: Rod Belleza*

A meeting was held on Tuesday, January 7, 2025. The next meeting is scheduled for Tuesday, March 4, 2025.

(b) **Education Committee**

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

(i) **RECOMMENDATION:** Board Authority Authorized (BAA) Courses

Assistant Superintendent Naser responded to various questions from trustees, including the Ministry requirements and process for offering courses in the 2025/26 school year, the local demand for these courses, and the frequency with which they can be offered.

Trustees expressed their appreciation to staff for their efforts in offering and updating BAA courses.

**014/2025      MOVED BY H. LARSON AND SECONDED BY D. SARGENT:**

**THAT** the Richmond Board of Education approve the attached newly developed Board Authority Authorized Courses for implementation in the 2025/26 school year.

**CARRIED**

(ii) Minutes of the meeting held on November 13, 2024, were attached for information.

A meeting was held on Wednesday, January 15, 2025. The next meeting is scheduled for Wednesday, February 12, 2025, at 6:00 pm.

(c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Heather Larson*

The Committee Chairperson provided an update on the last meeting and highlighted his visit to Dixon Elementary School.

(i) Minutes of the meeting held on December 4, 2024, were attached for information.

A meeting was held on Wednesday, January 8, 2025. The next meeting is scheduled for Wednesday, February 5, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Debbie Tablotney*

(i) **RECOMMENDATION:** Trustee Expenses for 3 Months Ended December 31, 2024.

**015/2025      MOVED BY D. SARGENT AND SECONDED BY H. LARSON:**

**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, 2024, in the amount of \$5,473.42.

**CARRIED**

(ii) **RECOMMENDATION:** 2025/26 Facility Rental Rates.

The Committee Chairperson highlighted that rental rates are set on a cost-recovery basis, ensuring the community can continue to use the facilities while covering operating costs.

Discussion then followed regarding the proposed increase in facility rental rates.

**016/2025      MOVED BY D. SARGENT AND SECONDED BY A. WONG:**

**THAT** the Board of Education approve the non-commercial (not-for-profit) and commercial (for profit) facility rental rates, reflecting a five per cent increase for the 2025/26 school year, as presented herein.

**CARRIED**

NEGATIVE: D. YANG

(iii) Minutes of the meeting held on November 13, 2024, were attached for information.

A meeting was held on Wednesday, January 15, 2025. The next meeting is scheduled for Wednesday, February 12, 2025, at 10:00 am.

(e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: David Yang*

(i) **RECOMMENDATION:** Policy 103 Bylaw: Complaints by Students, Parents & the Public.

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

The Superintendent then responded to a trustee's question regarding the complaint processes and the sharing of complaints with trustees.

**017/2025      MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:**

**THAT** the Policy Committee recommends to the Board of Education that the draft rewrite of ***Policy 103 Bylaw: Complaints and Appeals by***



**Students, Parents and the Public** be referred to the Partner Group Review process from January 23, 2025, to March 23, 2025.

**CARRIED**

- (ii) A Notice of Motion for the February 19, 2025 Public Board meeting regarding Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff was attached for information.
- (iii) Minutes of the meeting held on December 2, 2024, were attached for information.

A meeting was held on Monday, January 13, 2025. The next meeting is scheduled for Monday, February 10, 2025, at 11:00 am.

**11. Board Committee and Representative Reports**

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

The next meeting will be held on January 29, 2025 at 9:30 am.

(b) **BCSTA**

Trustee Larson noted she will be attending the Provincial Council meeting on February 22, 2025.

(c) **BCPSEA**

Trustee Tablotney noted she will be attending the Annual General Meeting on January 30-31, 2025.

**12. Correspondence**

(a) For action:

Nil.

(b) For information:

Nil.

**13. Adjournment**

**018/2025 MOVED BY D. YANG AND SECONDED BY R. BELLEZA:**

**THAT** the regular meeting of Wednesday, January 22, 2025 of the Board of Education be adjourned at 8:33 pm.

**CARRIED**

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K. HAMAGUCHI  
Chairperson

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C. WANG  
Secretary Treasurer

DRAFT

## Report to the Board of Education (Public)

**Date:** February 19, 2025  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** **2024/25 Amended Annual Budget Bylaw**

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### RECOMMENDATION

**THAT** the Board of Education (Richmond) approve the 2024/25 Amended Annual Budget Bylaw by way of three readings and that the Board authorizes the Chairperson of the Board, Superintendent and Secretary Treasurer to sign the 2024/25 Amended Annual Budget Bylaw and submit the 2024/25 Amended Annual Budget Bylaw together with the 2024/25 Amended Annual Budget to the Ministry of Education and Child Care by February 28, 2025.

### BACKGROUND

As directed by the Ministry of Education and Child Care, the 2024/25 Amended Annual Budget (attached) has been prepared in accordance with the Public Sector Accounting Board (PSAB) standards for not-for-profit organizations, 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 Board of Education is therefore required to approve the 2024/25 Amended Annual Budget Bylaw in the amount of \$376,372,750, which is comprised of the Operating, Special Purpose, and Capital Funds. The 2024/25 Amended Annual Budget reflects the Operating Grant announced by the Ministry of Education and Child Care based on the September 30, 2024 student enrolment. The February and May 2025 counts are based on estimates.

### 2024/25 AMENDED BUDGET HIGHLIGHTS – OPERATING FUND

#### Revenues: (Schedules 2 & 2A)

Overall, the 2024/25 Amended Annual Budget Operating Fund revenue is \$282.3 million, \$4.3 million higher than that was reported the 2024/25 Annual Budget. It is mainly the result of:

- \$4.3 million increase in Operating Grant due to enrolment growth (\$1.4 million), increase in Inclusive Education Level 1 to 3 (\$1.4 million), increase in English as a Second Language student enrolment (\$0.3 million), increase in summer learning (\$0.6 million) and increase in salary differential funding (\$0.6 million);
- \$2.5 million increase in Labour Settlement Funding;
- \$0.8 million decrease in Integrated Child and Youth Team (ICY) Funding. The 2024/2025 ICY funding, for July 2024 to March 2025, was received in June 2024 and carried forward for the 2024/2025 school year;

- \$1.7 million decrease in international tuition revenue due to lower long term international students;
- \$0.3 million increase in Continuing Education revenue due to increase in registration for summer school (\$0.1 million) and continuing education (\$0.2 million);
- \$0.5 million one-time increase in miscellaneous income due to the settlement of the Microsoft Class Action;
- \$0.1 million increase in rental revenue due to increased demand for use of school facilities; and
- \$0.9 million decrease in investment income due to lower interest rates.

**Expenses: (Schedules 2, 2B & 2C)**

Overall, the 2024/25 Amended Annual Budget Operating Fund expenditure is \$279.3 million, an increase of \$4.3 million compared to the total expenses reported in the 2024/25 Annual Budget. It is mainly the result of:

- \$1.7 million increase in teacher salaries due to increase in student enrolment (\$0.5 million for net 4.8 FTE enrolling teachers and \$1.2 million for salary increases);
- \$0.3 million increase in administrators and other professional salaries (\$0.7 million for salary increase and \$0.4 million decrease relating to the decrease in the Integrated Child and Youth Team (ICY) Funding for 2024/25. The 2024/25 ICY funding, for July 2024 to March 2025, was received in June 2024 and carried forward for the 2024/25 school year);
- \$0.6 million increase in educational assistant salaries due to the increase in the number of students with disability and diverse needs (\$0.4 million for 6.3 FTE positions and \$0.2 million for salary increase);
- \$0.2 million increase in support staff salaries (\$0.3 million for salary increase, \$0.1 million increase for 2.0 FTE BSW positions, and \$0.2 million decrease relating to the decrease in the Integrated Child and Youth Team (ICY) Funding for 2024/25. The 2024/25 ICY funding, for July 2024 to March 2025, was received in June 2024 and carried forward for the 2024/25 school year);
- \$0.8 million increase in substitutes salaries due to increase in sick and other leaves;
- \$1.0 million increase in benefit costs due to increase in employer statutory costs and employer benefit costs;
- \$0.4 million decrease in international student medical and homestay placement fees due to a decrease in international student enrolment;
- \$0.2 million increase in insurance premiums;
- \$0.1 million one-time increase for the development of 2025-2030 Strategic Plan; and
- \$0.2 million decrease in utility costs due to decrease in usage.

**Transfer to Local Capital: (Schedule 2)**

Overall, the 2024/25 Amended Annual Budget Operating Fund includes a transfer of \$3.0 million to Local Capital, which remains unchanged from the 2024/25 Annual Budget.

**2024/25 AMENDED BUDGET HIGHLIGHTS – SPECIAL PURPOSE FUND: (Schedules 3 & 3A)**

Overall, the 2024/25 Amended Annual Budget Special Purpose Fund grant revenue received is \$68.8 million, \$2.5 million higher than the revenue reported in the 2024/25 Annual Budget. It is mainly the result of:

- Increase in the CEF Staffing funding (\$0.8 million);
- Increase in the CEF Remedy funding (\$0.4 million);
- Increase in the Provincial Early Years funding (\$0.9 million);
- Increase in School Generated Funds (\$0.7 million); and
- Decrease in LINC/SWIS funding (\$0.3 million) due to the discontinuation of the LINC program.

The corresponding expenses of the Special Purpose Fund are adjusted accordingly.

**2024/25 AMENDED BUDGET HIGHLIGHTS – CAPITAL FUND: (Schedule 4)**

The total capital fund included in the 2024/25 Amended Budget is \$26.2 million. The transfer to Local Capital from the Operating Fund (\$3.0 million) is reflected in the Capital Fund.

Respectfully submitted,

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

Amended Annual Budget

## **School District No. 38 (Richmond)**

June 30, 2025

# School District No. 38 (Richmond)

June 30, 2025

## Table of Contents

|   |    |
|---|----|
| Bylaw .....   | 1  |
| Amended Annual Budget - Revenue and Expense - Statement 2 .....   | 2  |
| Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....                      | 4  |
| Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1 ..... | 5  |
| Amended Annual Budget - Operating Revenue and Expense - Schedule 2 .....                                | 6  |
| Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source .....                     | 7  |
| Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object .....                     | 8  |
| Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object .....           | 9  |
| Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....                          | 11 |
| Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds .....                            | 12 |
| Amended Annual Budget - Capital Revenue and Expense - Schedule 4 .....                                  | 15 |

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

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the "Board") to adopt the Amended 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 Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Amended 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 \$376,372,750 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 19th DAY OF FEBRUARY, 2025;

READ A SECOND TIME THE 19th DAY OF FEBRUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 19th DAY OF FEBRUARY, 2025;

---

**Chairperson of the Board**

( Corporate Seal )

---

**Secretary Treasurer**

I HEREBY CERTIFY this to be a true original of School District No. 38 (Richmond) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the 19th DAY OF FEBRUARY, 2025.

---

**Secretary Treasurer**



# School District No. 38 (Richmond)

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

|   | 2025 Amended<br>Annual Budget | 2025<br>Annual Budget |
|---|-------------------------------|-----------------------|
| <b>Ministry Operating Grant Funded FTE's</b>                  |                               |                       |
| School-Age  | 22,676.750                    | 22,513.625            |
| Adult   | 57.750                        | 52.250                |
| Other   | 784.563                       | 650.000               |
| <b>Total Ministry Operating Grant Funded FTE's</b>            | <b>23,519.063</b>             | <b>23,215.875</b>     |
| <b>Revenues</b>   |                               |                       |
|   | \$                            | \$                    |
| Provincial Grants   |                               |                       |
| Ministry of Education and Child Care                          | 318,801,925                   | 309,228,244           |
| Other   | 52,800                        | 87,917                |
| Federal Grants  | 1,749,140                     | 2,002,904             |
| Tuition   | 18,544,632                    | 19,942,508            |
| Other Revenue   | 9,824,804                     | 7,853,430             |
| Rentals and Leases  | 1,813,622                     | 1,687,036             |
| Investment Income   | 3,661,896                     | 5,078,194             |
| Amortization of Deferred Capital Revenue                      | 12,189,174                    | 11,646,438            |
| <b>Total Revenue</b>  | <b>366,637,993</b>            | <b>357,526,671</b>    |
| <b>Expenses</b>   |                               |                       |
| Instruction   | 304,410,305                   | 295,857,305           |
| District Administration                                       | 10,008,126                    | 9,737,405             |
| Operations and Maintenance                                    | 52,521,283                    | 52,541,069            |
| Transportation and Housing                                    | 2,055,594                     | 2,011,142             |
| Debt Services   | 258,413                       | 413,515               |
| <b>Total Expense</b>  | <b>369,253,721</b>            | <b>360,560,436</b>    |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>(2,615,728)</b>            | <b>(3,033,765)</b>    |
| <b>Budgeted Surplus (Deficit), for the year comprised of:</b> |                               |                       |
| Operating Fund Surplus (Deficit)                              |                               |                       |
| Special Purpose Fund Surplus (Deficit)                        |                               |                       |
| Capital Fund Surplus (Deficit)                                | (2,615,728)                   | (3,033,765)           |
| <b>Budgeted Surplus (Deficit), for the year</b>               | <b>(2,615,728)</b>            | <b>(3,033,765)</b>    |

# School District No. 38 (Richmond)

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

|   | 2025 Amended<br>Annual Budget | 2025<br>Annual Budget |
|---|-------------------------------|-----------------------|
| <b>Budget Bylaw Amount</b>  |                               |                       |
| Operating - Total Expense   | 279,349,000                   | 275,034,406           |
| Special Purpose Funds - Total Expense                               | 69,848,932                    | 65,077,508            |
| Special Purpose Funds - Tangible Capital Assets Purchased           | 903,791                       | 903,791               |
| Capital Fund - Total Expense  | 20,055,789                    | 20,448,522            |
| Capital Fund - Tangible Capital Assets Purchased from Local Capital | 6,215,238                     | 3,828,062             |
| <b>Total Budget Bylaw Amount</b>                                    | <b>376,372,750</b>            | <b>365,292,289</b>    |

## 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)

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
 Year Ended June 30, 2025

|   | 2025 Amended<br>Annual Budget | 2025<br>Annual Budget |
|---|-------------------------------|-----------------------|
|   | \$                            | \$                    |
| <b>Surplus (Deficit) for the year</b>                     | <b>(2,615,728)</b>            | <b>(3,033,765)</b>    |
| <b>Effect of change in Tangible Capital Assets</b>        |                               |                       |
| Acquisition of Tangible Capital Assets                    |                               |                       |
| From Operating and Special Purpose Funds                  | (903,791)                     | (903,791)             |
| From Local Capital  | (6,215,238)                   | (3,828,062)           |
| From Deferred Capital Revenue                             | (47,675,582)                  | (53,135,824)          |
| From Capital Leases                                       | (2,830,604)                   | (3,696,075)           |
| <b>Total Acquisition of Tangible Capital Assets</b>       | <b>(57,625,215)</b>           | <b>(61,563,752)</b>   |
| Amortization of Tangible Capital Assets                   | 19,797,376                    | 20,035,007            |
| <b>Total Effect of change in Tangible Capital Assets</b>  | <b>(37,827,839)</b>           | <b>(41,528,745)</b>   |
|   | -                             | -                     |
| <b>(Increase) Decrease in Net Financial Assets (Debt)</b> | <b>(40,443,567)</b>           | <b>(44,562,510)</b>   |

# School District No. 38 (Richmond)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2025

|  | Operating<br>Fund | Special Purpose<br>Fund | Capital<br>Fund    | 2025 Amended<br>Annual Budget |
|--|-------------------|-------------------------|--------------------|-------------------------------|
|  | \$                | \$                      | \$                 | \$                            |
| <b>Accumulated Surplus (Deficit), beginning of year</b>    | 14,704,050        | -                       | 158,533,077        | <b>173,237,127</b>            |
| <b>Changes for the year</b>                                |                   |                         |                    |                               |
| Net Revenue (Expense) for the year                         | 3,000,000         | 903,791                 | (6,519,519)        | <b>(2,615,728)</b>            |
| Interfund Transfers  |                   |                         |                    |                               |
| Tangible Capital Assets Purchased                          |                   | (903,791)               | 903,791            | -                             |
| Local Capital  | (3,000,000)       |                         | 3,000,000          | -                             |
| <b>Net Changes for the year</b>                            | -                 | -                       | (2,615,728)        | <b>(2,615,728)</b>            |
| <b>Budgeted Accumulated Surplus (Deficit), end of year</b> | <b>14,704,050</b> | <b>-</b>                | <b>155,917,349</b> | <b>170,621,399</b>            |

# School District No. 38 (Richmond)

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

|   | 2025 Amended<br>Annual Budget | 2025<br>Annual Budget |
|---|-------------------------------|-----------------------|
|   | \$                            | \$                    |
| <b>Revenues</b>                                 |                               |                       |
| Provincial Grants                               |                               |                       |
| Ministry of Education and Child Care            | 258,208,342                   | 252,289,849           |
| Other   | 52,800                        | 87,917                |
| Tuition   | 18,544,632                    | 19,942,508            |
| Other Revenue                                   | 1,435,804                     | 848,430               |
| Rentals and Leases                              | 1,813,622                     | 1,687,036             |
| Investment Income                               | 2,293,800                     | 3,178,666             |
| <b>Total Revenue</b>                            | <b>282,349,000</b>            | <b>278,034,406</b>    |
| <b>Expenses</b>                                 |                               |                       |
| Instruction                                     | 235,964,479                   | 232,553,995           |
| District Administration                         | 9,067,681                     | 8,639,946             |
| Operations and Maintenance                      | 32,697,647                    | 32,234,813            |
| Transportation and Housing                      | 1,619,193                     | 1,605,652             |
| <b>Total Expense</b>                            | <b>279,349,000</b>            | <b>275,034,406</b>    |
| <b>Net Revenue (Expense)</b>                    | <b>3,000,000</b>              | <b>3,000,000</b>      |
| <b>Net Transfers (to) from other funds</b>      |                               |                       |
| Local Capital                                   | (3,000,000)                   | (3,000,000)           |
| <b>Total Net Transfers</b>                      | <b>(3,000,000)</b>            | <b>(3,000,000)</b>    |
| <b>Budgeted Surplus (Deficit), for the year</b> | <b>-</b>                      | <b>-</b>              |

# School District No. 38 (Richmond)

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

|   | 2025 Amended<br>Annual Budget | 2025<br>Annual Budget |
|---|-------------------------------|-----------------------|
|   | \$                            | \$                    |
| <b>Provincial Grants - Ministry of Education and Child Care</b>       |                               |                       |
| Operating Grant, Ministry of Education and Child Care                 | 252,588,106                   | 248,336,889           |
| Other Ministry of Education and Child Care Grants                     |                               |                       |
| Pay Equity  | 2,215,706                     | 2,215,706             |
| Funding for Graduated Adults  | 331,443                       | 404,915               |
| Student Transportation Fund   | 21,608                        | 21,608                |
| Support Staff Benefits Grant  | 230,836                       | 230,836               |
| FSA Scorer Grant  | 27,292                        | 27,292                |
| Labour Settlement Funding   | 2,523,122                     | -                     |
| Integrated Child and Youth Teams                                      | 270,229                       | 1,049,435             |
| Early Learning Framework (ELF) Implementation                         | -                             | 3,168                 |
| <b>Total Provincial Grants - Ministry of Education and Child Care</b> | <b>258,208,342</b>            | <b>252,289,849</b>    |
| <b>Provincial Grants - Other</b>                                      | <b>52,800</b>                 | <b>87,917</b>         |
| <b>Tuition</b>  |                               |                       |
| Summer School Fees  | 376,890                       | 254,260               |
| Continuing Education  | 1,365,492                     | 1,164,998             |
| International and Out of Province Students                            | 16,802,250                    | 18,523,250            |
| <b>Total Tuition</b>  | <b>18,544,632</b>             | <b>19,942,508</b>     |
| <b>Other Revenues</b>   |                               |                       |
| Other School District/Education Authorities                           | 612,430                       | 542,430               |
| Miscellaneous   |                               |                       |
| Cafeteria   | 305,000                       | 305,000               |
| Miscellaneous   | 1,000                         | 1,000                 |
| Microsoft Class Action Settlement                                     | 517,374                       | -                     |
| <b>Total Other Revenue</b>  | <b>1,435,804</b>              | <b>848,430</b>        |
| <b>Rentals and Leases</b>   | <b>1,813,622</b>              | <b>1,687,036</b>      |
| <b>Investment Income</b>  | <b>2,293,800</b>              | <b>3,178,666</b>      |
| <b>Total Operating Revenue</b>  | <b>282,349,000</b>            | <b>278,034,406</b>    |

# School District No. 38 (Richmond)

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

|                                     | 2025 Amended<br>Annual Budget | 2025<br>Annual Budget |
|-------------------------------------|-------------------------------|-----------------------|
|                                     | \$                            | \$                    |
| <b>Salaries</b>                     |                               |                       |
| Teachers                            | 116,683,302                   | 114,977,639           |
| Principals and Vice Principals      | 15,245,382                    | 14,962,716            |
| Educational Assistants              | 22,586,240                    | 21,954,536            |
| Support Staff                       | 25,875,394                    | 25,665,467            |
| Other Professionals                 | 7,765,708                     | 7,755,626             |
| Substitutes                         | 12,548,271                    | 11,802,718            |
| <b>Total Salaries</b>               | <b>200,704,297</b>            | <b>197,118,702</b>    |
| <b>Employee Benefits</b>            | <b>54,476,784</b>             | <b>53,466,375</b>     |
| <b>Total Salaries and Benefits</b>  | <b>255,181,081</b>            | <b>250,585,077</b>    |
| <b>Services and Supplies</b>        |                               |                       |
| Services                            | 7,985,429                     | 8,072,694             |
| Student Transportation              | 15,623                        | 15,623                |
| Professional Development and Travel | 1,386,235                     | 1,381,185             |
| Rentals and Leases                  | 320,456                       | 320,456               |
| Dues and Fees                       | 160,527                       | 160,527               |
| Insurance                           | 884,857                       | 671,334               |
| Supplies                            | 9,054,077                     | 9,264,835             |
| Utilities                           | 4,360,715                     | 4,562,675             |
| <b>Total Services and Supplies</b>  | <b>24,167,919</b>             | <b>24,449,329</b>     |
| <b>Total Operating Expense</b>      | <b>279,349,000</b>            | <b>275,034,406</b>    |

# School District No. 38 (Richmond)

Amended 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     |
|---|--------------------|---|---------------------------------|------------------------|------------------------------|----------------------|--------------------|
|   | \$                 | \$                                      | \$                              | \$                     | \$                           | \$                   | \$                 |
| <b>1 Instruction</b>                            |                    |   |                                 |                        |                              |                      |                    |
| 1.02 Regular Instruction                        | 89,389,055         | 3,035,079                               |                                 | 1,544,429              |                              | 9,601,381            | 103,569,944        |
| 1.03 Career Programs                            | 234,591            |   |                                 | 600,559                |                              |                      | 835,150            |
| 1.07 Library Services                           | 2,003,413          |   |                                 | 677,657                |                              |                      | 2,681,070          |
| 1.08 Counselling                                | 2,971,787          |   |                                 |                        |                              |                      | 2,971,787          |
| 1.10 Inclusive Education                        | 9,120,364          |   | 22,427,188                      | 54,976                 | 131,389                      | 1,274,150            | 33,008,067         |
| 1.20 Early Learning and Child Care              |                    |   |                                 | 24,394                 |                              |                      | 24,394             |
| 1.30 English Language Learning                  | 6,580,489          |   |                                 | 206,852                |                              |                      | 6,787,341          |
| 1.31 Indigenous Education                       | 351,406            |   |                                 | 40,603                 |                              |                      | 392,009            |
| 1.41 School Administration                      |                    | 11,653,816                              |                                 | 5,743,556              |                              | 372,710              | 17,770,082         |
| 1.60 Summer School                              | 1,067,823          | 131,153                                 | 159,052                         | 31,919                 |                              | 44,979               | 1,434,926          |
| 1.61 Continuing Education                       | 622,660            | 250,106                                 |                                 | 135,987                | 101,315                      | 474,000              | 1,584,068          |
| 1.62 International and Out of Province Students | 4,341,714          |   |                                 | 206,271                | 900,879                      | 14,260               | 5,463,124          |
| 1.64 Other                                      |                    |   |                                 | 40,350                 |                              |                      | 40,350             |
| <b>Total Function 1</b>                         | <b>116,683,302</b> | <b>15,070,154</b>                       | <b>22,586,240</b>               | <b>9,307,553</b>       | <b>1,133,583</b>             | <b>11,781,480</b>    | <b>176,562,312</b> |
| <b>4 District Administration</b>                |                    |   |                                 |                        |                              |                      |                    |
| 4.11 Educational Administration                 |                    |   |                                 | 359,594                | 2,530,986                    | 13,626               | 2,904,206          |
| 4.40 School District Governance                 |                    |   |                                 |                        | 230,368                      |                      | 230,368            |
| 4.41 Business Administration                    |                    | 175,228                                 |                                 | 1,096,986              | 2,056,820                    | 2,256                | 3,331,290          |
| <b>Total Function 4</b>                         | <b>-</b>           | <b>175,228</b>                          | <b>-</b>                        | <b>1,456,580</b>       | <b>4,818,174</b>             | <b>15,882</b>        | <b>6,465,864</b>   |
| <b>5 Operations and Maintenance</b>             |                    |   |                                 |                        |                              |                      |                    |
| 5.41 Operations and Maintenance Administration  |                    |   |                                 | 306,761                | 1,813,951                    | 1,254                | 2,121,966          |
| 5.50 Maintenance Operations                     |                    |   |                                 | 12,979,750             |                              | 623,171              | 13,602,921         |
| 5.52 Maintenance of Grounds                     |                    |   |                                 | 992,157                |                              |                      | 992,157            |
| 5.56 Utilities                                  |                    |   |                                 |                        |                              |                      | -                  |
| <b>Total Function 5</b>                         | <b>-</b>           | <b>-</b>                                | <b>-</b>                        | <b>14,278,668</b>      | <b>1,813,951</b>             | <b>624,425</b>       | <b>16,717,044</b>  |
| <b>7 Transportation and Housing</b>             |                    |   |                                 |                        |                              |                      |                    |
| 7.70 Student Transportation                     |                    |   |                                 | 832,593                |                              | 126,484              | 959,077            |
| <b>Total Function 7</b>                         | <b>-</b>           | <b>-</b>                                | <b>-</b>                        | <b>832,593</b>         | <b>-</b>                     | <b>126,484</b>       | <b>959,077</b>     |
| <b>9 Debt Services</b>                          |                    |   |                                 |                        |                              |                      |                    |
| <b>Total Function 9</b>                         | <b>-</b>           | <b>-</b>                                | <b>-</b>                        | <b>-</b>               | <b>-</b>                     | <b>-</b>             | <b>-</b>           |
| <b>Total Functions 1 - 9</b>                    | <b>116,683,302</b> | <b>15,245,382</b>                       | <b>22,586,240</b>               | <b>25,875,394</b>      | <b>7,765,708</b>             | <b>12,548,271</b>    | <b>200,704,297</b> |



# School District No. 38 (Richmond)

Amended 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 Amended Annual Budget | 2025 Annual Budget |
|---|--------------------|-------------------|-----------------------------|-----------------------|----------------------------|--------------------|
|   | \$                 | \$                | \$                          | \$                    | \$                         | \$                 |
| <b>1 Instruction</b>                            |                    |                   |                             |                       |                            |                    |
| 1.02 Regular Instruction                        | 103,569,944        | 28,254,152        | 131,824,096                 | 4,986,522             | 136,810,618                | 134,057,963        |
| 1.03 Career Programs                            | 835,150            | 227,773           | 1,062,923                   | 518,022               | 1,580,945                  | 1,510,979          |
| 1.07 Library Services                           | 2,681,070          | 731,215           | 3,412,285                   | 436,438               | 3,848,723                  | 3,568,246          |
| 1.08 Counselling                                | 2,971,787          | 810,503           | 3,782,290                   | 9,302                 | 3,791,592                  | 3,744,784          |
| 1.10 Inclusive Education                        | 33,008,067         | 9,002,374         | 42,010,441                  | 889,242               | 42,899,683                 | 42,236,432         |
| 1.20 Early Learning and Child Care              | 24,394             | 5,736             | 30,130                      |                       | 30,130                     | 28,152             |
| 1.30 English Language Learning                  | 6,787,341          | 1,851,129         | 8,638,470                   | 46,048                | 8,684,518                  | 8,851,690          |
| 1.31 Indigenous Education                       | 392,009            | 106,914           | 498,923                     | 114,736               | 613,659                    | 592,478            |
| 1.41 School Administration                      | 17,770,082         | 4,846,480         | 22,616,562                  | 551,512               | 23,168,074                 | 22,854,952         |
| 1.60 Summer School                              | 1,434,926          | 291,453           | 1,726,379                   | 39,101                | 1,765,480                  | 1,479,242          |
| 1.61 Continuing Education                       | 1,584,068          | 315,644           | 1,899,712                   | 189,121               | 2,088,833                  | 1,906,349          |
| 1.62 International and Out of Province Students | 5,463,124          | 1,481,599         | 6,944,723                   | 3,674,824             | 10,619,547                 | 11,663,246         |
| 1.64 Other                                      | 40,350             | 11,005            | 51,355                      | 11,322                | 62,677                     | 59,482             |
| <b>Total Function 1</b>                         | <b>176,562,312</b> | <b>47,935,977</b> | <b>224,498,289</b>          | <b>11,466,190</b>     | <b>235,964,479</b>         | <b>232,553,995</b> |
| <b>4 District Administration</b>                |                    |                   |                             |                       |                            |                    |
| 4.11 Educational Administration                 | 2,904,206          | 792,071           | 3,696,277                   | 392,978               | 4,089,255                  | 3,908,986          |
| 4.40 School District Governance                 | 230,368            | 17,301            | 247,669                     | 219,243               | 466,912                    | 408,306            |
| 4.41 Business Administration                    | 3,331,290          | 908,551           | 4,239,841                   | 271,673               | 4,511,514                  | 4,322,654          |
| <b>Total Function 4</b>                         | <b>6,465,864</b>   | <b>1,717,923</b>  | <b>8,183,787</b>            | <b>883,894</b>        | <b>9,067,681</b>           | <b>8,639,946</b>   |
| <b>5 Operations and Maintenance</b>             |                    |                   |                             |                       |                            |                    |
| 5.41 Operations and Maintenance Administration  | 2,121,966          | 578,729           | 2,700,695                   | 1,385,834             | 4,086,529                  | 3,811,638          |
| 5.50 Maintenance Operations                     | 13,602,921         | 3,711,990         | 17,314,911                  | 5,373,500             | 22,688,411                 | 22,360,262         |
| 5.52 Maintenance of Grounds                     | 992,157            | 270,593           | 1,262,750                   | 299,242               | 1,561,992                  | 1,500,238          |
| 5.56 Utilities                                  | -                  | -                 | -                           | 4,360,715             | 4,360,715                  | 4,562,675          |
| <b>Total Function 5</b>                         | <b>16,717,044</b>  | <b>4,561,312</b>  | <b>21,278,356</b>           | <b>11,419,291</b>     | <b>32,697,647</b>          | <b>32,234,813</b>  |
| <b>7 Transportation and Housing</b>             |                    |                   |                             |                       |                            |                    |
| 7.70 Student Transportation                     | 959,077            | 261,572           | 1,220,649                   | 398,544               | 1,619,193                  | 1,605,652          |
| <b>Total Function 7</b>                         | <b>959,077</b>     | <b>261,572</b>    | <b>1,220,649</b>            | <b>398,544</b>        | <b>1,619,193</b>           | <b>1,605,652</b>   |
| <b>9 Debt Services</b>                          |                    |                   |                             |                       |                            |                    |
| <b>Total Function 9</b>                         | <b>-</b>           | <b>-</b>          | <b>-</b>                    | <b>-</b>              | <b>-</b>                   | <b>-</b>           |
| <b>Total Functions 1 - 9</b>                    | <b>200,704,297</b> | <b>54,476,784</b> | <b>255,181,081</b>          | <b>24,167,919</b>     | <b>279,349,000</b>         | <b>275,034,406</b> |

# School District No. 38 (Richmond)

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

|   | <b>2025 Amended<br/>Annual Budget</b> | 2025<br>Annual Budget |
|---|---------------------------------------|-----------------------|
|   | \$                                    | \$                    |
| <b>Revenues</b>                                 |                                       |                       |
| Provincial Grants                               |                                       |                       |
| Ministry of Education and Child Care            | <b>60,593,583</b>                     | 56,938,395            |
| Federal Grants                                  | <b>1,749,140</b>                      | 2,002,904             |
| Other Revenue                                   | <b>8,389,000</b>                      | 7,005,000             |
| Investment Income                               | <b>21,000</b>                         | 35,000                |
| <b>Total Revenue</b>                            | <b>70,752,723</b>                     | 65,981,299            |
| <b>Expenses</b>                                 |                                       |                       |
| Instruction                                     | <b>68,445,826</b>                     | 63,303,310            |
| District Administration                         | <b>940,445</b>                        | 1,097,459             |
| Operations and Maintenance                      | <b>462,661</b>                        | 676,739               |
| <b>Total Expense</b>                            | <b>69,848,932</b>                     | 65,077,508            |
| <b>Net Revenue (Expense)</b>                    | <b>903,791</b>                        | 903,791               |
| <b>Net Transfers (to) from other funds</b>      |                                       |                       |
| Tangible Capital Assets Purchased               | <b>(903,791)</b>                      | (903,791)             |
| <b>Total Net Transfers</b>                      | <b>(903,791)</b>                      | (903,791)             |
| <b>Budgeted Surplus (Deficit), for the year</b> | <b>-</b>                              | -                     |

**School District No. 38 (Richmond)**

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

|  | Annual<br>Facility<br>Grant | Learning<br>Improvement<br>Fund | Scholarships<br>and<br>Bursaries | School<br>Generated<br>Funds | Strong<br>Start | Ready,<br>Set,<br>Learn | OLEP    | CommunityLINK | Classroom<br>Enhancement<br>Fund - Overhead |
|--|-----------------------------|---------------------------------|----------------------------------|------------------------------|-----------------|-------------------------|---------|---------------|---|
|  | \$                          | \$                              | \$                               | \$                           | \$              |                         | \$      | \$            | \$  |
| <b>Deferred Revenue, beginning of year</b>               | -                           | 22,727                          | 1,126,807                        | 6,295,700                    | 18,894          | 8,075                   | -       | -             | -   |
| <b>Add:</b> Restricted Grants                            |                             |                                 |                                  |                              |                 |                         |         |               |   |
| Provincial Grants - Ministry of Education and Child Care | 829,289                     | 879,303                         |                                  |                              | 224,000         | 93,100                  | 382,342 | 869,538       | 5,522,243                                   |
| Federal Grants   |                             |                                 |                                  |                              |                 |                         |         |               |   |
| Other  |                             |                                 | 2,000                            | 7,500,000                    |                 |                         |         |               |   |
| Investment Income  |                             |                                 | 20,000                           |                              |                 |                         |         |               |   |
|  | 829,289                     | 879,303                         | 22,000                           | 7,500,000                    | 224,000         | 93,100                  | 382,342 | 869,538       | 5,522,243                                   |
| <b>Less:</b> Allocated to Revenue Recovered              | 829,289                     | 902,030                         | 80,000                           | 7,800,000                    | 242,894         | 101,175                 | 382,342 | 869,538       | 5,522,243                                   |
| <b>Deferred Revenue, end of year</b>                     | -                           | -                               | <b>1,068,807</b>                 | <b>5,995,700</b>             | -               | -                       | -       | -             | -   |
| <b>Revenues</b>  |                             |                                 |                                  |                              |                 |                         |         |               |   |
| Provincial Grants - Ministry of Education and Child Care | 829,289                     | 902,030                         |                                  |                              | 242,894         | 101,175                 | 382,342 | 869,538       | 5,522,243                                   |
| Federal Grants   |                             |                                 |                                  |                              |                 |                         |         |               |   |
| Other Revenue  |                             |                                 | 60,000                           | 7,800,000                    |                 |                         |         |               |   |
| Investment Income  |                             |                                 | 20,000                           |                              |                 |                         |         |               |   |
|  | 829,289                     | 902,030                         | 80,000                           | 7,800,000                    | 242,894         | 101,175                 | 382,342 | 869,538       | 5,522,243                                   |
| <b>Expenses</b>  |                             |                                 |                                  |                              |                 |                         |         |               |   |
| Salaries   |                             |                                 |                                  |                              |                 |                         |         |               |   |
| Teachers   |                             |                                 |                                  |                              |                 |                         | 88,036  |               |   |
| Principals and Vice Principals                           |                             |                                 |                                  |                              |                 |                         |         | 27,811        |   |
| Educational Assistants                                   |                             | 745,008                         |                                  |                              | 195,015         | 30,000                  |         | 400,091       | 2,424,476                                   |
| Support Staff  |                             |                                 |                                  |                              |                 |                         |         |               | 521,382                                     |
| Other Professionals                                      |                             |                                 |                                  |                              |                 |                         |         |               | 411,256                                     |
| Substitutes  |                             |                                 |                                  |                              |                 |                         | 16,700  |               | 995,167                                     |
|  | -                           | 745,008                         | -                                | -                            | 195,015         | 30,000                  | 104,736 | 400,091       | 4,380,092                                   |
| Employee Benefits  |                             | 157,022                         |                                  |                              | 47,879          | 8,700                   | 23,770  | 108,025       | 997,071                                     |
| Services and Supplies                                    | 70,578                      |                                 | 80,000                           | 7,800,000                    |                 | 62,475                  | 253,836 | 361,422       |   |
|  | 70,578                      | 902,030                         | 80,000                           | 7,800,000                    | 242,894         | 101,175                 | 382,342 | 869,538       | 5,377,163                                   |
| <b>Net Revenue (Expense) before Interfund Transfers</b>  | 758,711                     | -                               | -                                | -                            | -               | -                       | -       | -             | 145,080                                     |
| <b>Interfund Transfers</b>                               |                             |                                 |                                  |                              |                 |                         |         |               |   |
| Tangible Capital Assets Purchased                        | (758,711)                   |                                 |                                  |                              |                 |                         |         |               | (145,080)                                   |
|  | (758,711)                   | -                               | -                                | -                            | -               | -                       | -       | -             | (145,080)                                   |
| <b>Net Revenue (Expense)</b>                             | -                           | -                               | -                                | -                            | -               | -                       | -       | -             | -   |

**School District No. 38 (Richmond)**

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

|  | Classroom<br>Enhancement<br>Fund - Staffing | Classroom<br>Enhancement<br>Fund - Remedies | Mental<br>Health<br>in Schools | Changing<br>Results for<br>Young Children | Early Childhood<br>Education Dual<br>Credit Program | Student &<br>Family<br>Affordability | JUST<br>B4 | SEY2KT<br>(Early Years to<br>Kindergarten) | ECL<br>Early Care<br>& Learning |
|--|---|---|--------------------------------|---|---|--------------------------------------|------------|--|---------------------------------|
|  | \$  | \$  | \$                             | \$  | \$  | \$                                   | \$         | \$   | \$                              |
| <b>Deferred Revenue, beginning of year</b>               | -   | -   | 29,079                         | 9,844                                     | 51,251  | 772,191                              | -          | 15,309                                     | -                               |
| <b>Add:</b> Restricted Grants                            |   |   |                                |   |   |                                      |            |  |                                 |
| Provincial Grants - Ministry of Education and Child Care | 44,682,306                                  | 366,930                                     | 48,000                         | 11,250                                    | 45,000  |                                      | 50,000     | 19,000                                     | 175,000                         |
| Federal Grants   |   |   |                                |   |   |                                      |            |  |                                 |
| Other  |   |   |                                |   |   |                                      | 80,000     |  |                                 |
| Investment Income  |   |   |                                |   |   |                                      |            |  |                                 |
|  | 44,682,306                                  | 366,930                                     | 48,000                         | 11,250                                    | 45,000  | -                                    | 130,000    | 19,000                                     | 175,000                         |
| <b>Less:</b> Allocated to Revenue Recovered              | 44,682,306                                  | 366,930                                     | 77,079                         | 21,094                                    | 96,251  | 772,191                              | 130,000    | 34,309                                     | 175,000                         |
| <b>Deferred Revenue, end of year</b>                     | -   | -   | -                              | -   | -   | -                                    | -          | -  | -                               |
| <b>Revenues</b>  |   |   |                                |   |   |                                      |            |  |                                 |
| Provincial Grants - Ministry of Education and Child Care | 44,682,306                                  | 366,930                                     | 77,079                         | 21,094                                    | 96,251  | 772,191                              | 50,000     | 34,309                                     | 175,000                         |
| Federal Grants   |   |   |                                |   |   |                                      |            |  |                                 |
| Other Revenue  |   |   |                                |   |   |                                      | 80,000     |  |                                 |
| Investment Income  |   |   |                                |   |   |                                      |            |  |                                 |
|  | 44,682,306                                  | 366,930                                     | 77,079                         | 21,094                                    | 96,251  | 772,191                              | 130,000    | 34,309                                     | 175,000                         |
| <b>Expenses</b>  |   |   |                                |   |   |                                      |            |  |                                 |
| Salaries   |   |   |                                |   |   |                                      |            |  |                                 |
| Teachers   | 35,149,706                                  |   |                                |   |   |                                      |            |  |                                 |
| Principals and Vice Principals                           |   |   |                                |   |   |                                      |            |  | 137,795                         |
| Educational Assistants                                   |   |   |                                |   |   |                                      | 75,006     |  |                                 |
| Support Staff  |   |   |                                |   |   |                                      | 31,286     |  |                                 |
| Other Professionals                                      |   |   |                                |   |   |                                      |            |  |                                 |
| Substitutes  |   | 303,250                                     |                                |   |   |                                      |            |  |                                 |
|  | 35,149,706                                  | 303,250                                     | -                              | -   | -   | -                                    | 106,292    | -  | 137,795                         |
| Employee Benefits  | 9,532,600                                   | 63,680                                      |                                |   |   | 772,191                              | 23,708     |  | 37,205                          |
| Services and Supplies                                    |   |   | 77,079                         | 21,094                                    | 96,251  |                                      |            | 34,309                                     |                                 |
|  | 44,682,306                                  | 366,930                                     | 77,079                         | 21,094                                    | 96,251  | 772,191                              | 130,000    | 34,309                                     | 175,000                         |
| <b>Net Revenue (Expense) before Interfund Transfers</b>  | -   | -   | -                              | -   | -   | -                                    | -          | -  | -                               |
| <b>Interfund Transfers</b>                               |   |   |                                |   |   |                                      |            |  |                                 |
| Tangible Capital Assets Purchased                        | -   | -   | -                              | -   | -   | -                                    | -          | -  | -                               |
| <b>Net Revenue (Expense)</b>                             | -   | -   | -                              | -   | -   | -                                    | -          | -  | -                               |

**School District No. 38 (Richmond)**

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

|  | <b>Feeding<br/>Futures<br/>Fund</b> | <b>Health<br/>Career<br/>Grants</b> | <b>Provincial<br/>Resource<br/>Program</b> | <b>Provincial<br/>Early<br/>Years</b> | <b>Educational<br/>Trust<br/>Fund</b> | <b>LINC/<br/>SWIS</b> | <b>TOTAL</b>      |
|--|-------------------------------------|-------------------------------------|--|---------------------------------------|---------------------------------------|-----------------------|-------------------|
|  | \$                                  | \$                                  | \$   | \$                                    | \$                                    | \$                    | \$                |
| <b>Deferred Revenue, beginning of year</b>               | 499,113                             | 22,889                              | 93,292                                     | 150,038                               | 356,586                               | 80,447                | <b>9,552,242</b>  |
| <b>Add:</b> Restricted Grants                            |                                     |                                     |  |                                       |                                       |                       |                   |
| Provincial Grants - Ministry of Education and Child Care | 2,410,619                           | 25,000                              | 1,048,332                                  | 1,462,959                             |                                       |                       | <b>59,144,211</b> |
| Federal Grants   |                                     |                                     |  |                                       |                                       | 1,668,693             | <b>1,668,693</b>  |
| Other  |                                     |                                     |  |                                       | 400,000                               |                       | <b>7,982,000</b>  |
| Investment Income  |                                     |                                     |  |                                       | 1,000                                 |                       | <b>21,000</b>     |
|  | 2,410,619                           | 25,000                              | 1,048,332                                  | 1,462,959                             | 401,000                               | 1,668,693             | <b>68,815,904</b> |
| <b>Less:</b> Allocated to Revenue                        | 2,909,732                           | 47,889                              | 1,048,332                                  | 1,462,959                             | 450,000                               | 1,749,140             | <b>70,752,723</b> |
| Recovered  |                                     |                                     | 93,292                                     | 150,038                               |                                       |                       | <b>243,330</b>    |
| <b>Deferred Revenue, end of year</b>                     | -                                   | -                                   | -  | -                                     | <b>307,586</b>                        | -                     | <b>7,372,093</b>  |
| <b>Revenues</b>  |                                     |                                     |  |                                       |                                       |                       |                   |
| Provincial Grants - Ministry of Education and Child Care | 2,909,732                           | 47,889                              | 1,048,332                                  | 1,462,959                             |                                       |                       | <b>60,593,583</b> |
| Federal Grants   |                                     |                                     |  |                                       |                                       | 1,749,140             | <b>1,749,140</b>  |
| Other Revenue  |                                     |                                     |  |                                       | 449,000                               |                       | <b>8,389,000</b>  |
| Investment Income  |                                     |                                     |  |                                       | 1,000                                 |                       | <b>21,000</b>     |
|  | 2,909,732                           | 47,889                              | 1,048,332                                  | 1,462,959                             | 450,000                               | 1,749,140             | <b>70,752,723</b> |
| <b>Expenses</b>  |                                     |                                     |  |                                       |                                       |                       |                   |
| Salaries   |                                     |                                     |  |                                       |                                       |                       |                   |
| Teachers   |                                     |                                     | 594,478                                    | 756,146                               |                                       |                       | <b>36,588,366</b> |
| Principals and Vice Principals                           |                                     |                                     |  |                                       |                                       | 170,955               | <b>336,561</b>    |
| Educational Assistants                                   |                                     |                                     |  |                                       |                                       |                       | <b>3,869,596</b>  |
| Support Staff  |                                     |                                     | 23,434                                     | 95,149                                |                                       | 769,147               | <b>1,440,398</b>  |
| Other Professionals                                      | 92,510                              |                                     |  |                                       |                                       |                       | <b>503,766</b>    |
| Substitutes  |                                     |                                     |  |                                       |                                       | 228,664               | <b>1,543,781</b>  |
|  | 92,510                              | -                                   | 617,912                                    | 851,295                               | -                                     | 1,168,766             | <b>44,282,468</b> |
| Employee Benefits  | 24,978                              |                                     | 166,835                                    | 228,824                               |                                       | 314,355               | <b>12,506,843</b> |
| Services and Supplies                                    | 2,792,244                           | 47,889                              | 263,585                                    | 382,840                               | 450,000                               | 266,019               | <b>13,059,621</b> |
|  | 2,909,732                           | 47,889                              | 1,048,332                                  | 1,462,959                             | 450,000                               | 1,749,140             | <b>69,848,932</b> |
| <b>Net Revenue (Expense) before Interfund Transfers</b>  | -                                   | -                                   | -  | -                                     | -                                     | -                     | <b>903,791</b>    |
| <b>Interfund Transfers</b>                               |                                     |                                     |  |                                       |                                       |                       |                   |
| Tangible Capital Assets Purchased                        |                                     |                                     |  |                                       |                                       |                       | <b>(903,791)</b>  |
|  | -                                   | -                                   | -  | -                                     | -                                     | -                     | <b>(903,791)</b>  |
| <b>Net Revenue (Expense)</b>                             | -                                   | -                                   | -  | -                                     | -                                     | -                     | <b>-</b>          |

# School District No. 38 (Richmond)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

|  | 2025 Amended Annual Budget             |                    |                    | 2025<br>Annual Budget |
|--|--|--------------------|--------------------|-----------------------|
|  | Invested in Tangible<br>Capital Assets | Local<br>Capital   | Fund<br>Balance    |                       |
|  | \$                                     | \$                 | \$                 | \$                    |
| <b>Revenues</b>                                      |  |                    |                    |                       |
| Investment Income                                    |  | 1,347,096          | <b>1,347,096</b>   | 1,864,528             |
| Amortization of Deferred Capital Revenue             | 12,189,174                             |                    | <b>12,189,174</b>  | 11,646,438            |
| <b>Total Revenue</b>                                 | <b>12,189,174</b>                      | <b>1,347,096</b>   | <b>13,536,270</b>  | 13,510,966            |
| <b>Expenses</b>                                      |  |                    |                    |                       |
| Amortization of Tangible Capital Assets              |  |                    |                    |                       |
| Operations and Maintenance                           | 19,360,975                             |                    | <b>19,360,975</b>  | 19,629,517            |
| Transportation and Housing                           | 436,401                                |                    | <b>436,401</b>     | 405,490               |
| Debt Services  |  |                    |                    |                       |
| Capital Lease Interest                               |  | 258,413            | <b>258,413</b>     | 413,515               |
| <b>Total Expense</b>                                 | <b>19,797,376</b>                      | <b>258,413</b>     | <b>20,055,789</b>  | 20,448,522            |
| <b>Net Revenue (Expense)</b>                         | <b>(7,608,202)</b>                     | <b>1,088,683</b>   | <b>(6,519,519)</b> | (6,937,556)           |
| <b>Net Transfers (to) from other funds</b>           |  |                    |                    |                       |
| Tangible Capital Assets Purchased                    | 903,791                                |                    | <b>903,791</b>     | 903,791               |
| Local Capital  |  | 3,000,000          | <b>3,000,000</b>   | 3,000,000             |
| <b>Total Net Transfers</b>                           | <b>903,791</b>                         | <b>3,000,000</b>   | <b>3,903,791</b>   | 3,903,791             |
| <b>Other Adjustments to Fund Balances</b>            |  |                    |                    |                       |
| Tangible Capital Assets Purchased from Local Capital | 6,215,238                              | (6,215,238)        | -                  |                       |
| Principal Payment                                    |  |                    |                    |                       |
| Capital Lease  | 2,028,935                              | (2,028,935)        | -                  |                       |
| <b>Total Other Adjustments to Fund Balances</b>      | <b>8,244,173</b>                       | <b>(8,244,173)</b> | <b>-</b>           |                       |
| <b>Budgeted Surplus (Deficit), for the year</b>      | <b>1,539,762</b>                       | <b>(4,155,490)</b> | <b>(2,615,728)</b> | (3,033,765)           |

## Report to the Board of Education (Public)

**Date:** February 19, 2025  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** Revised 2025/26 Annual Budget Timeline

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### RECOMMENDATION

**THAT** the Board of Education (the Board) approve the revised 2025/26 Annual Budget timeline as presented in this report.

### DISCUSSION

The Board of Education initially approved the 2025/26 Annual Budget timeline in its November 20, 2024, meeting, with a planned approval by the end of April. District staff recommend extending the budget approval timeline to the end of May. The proposed change is aligned with the budget guiding principles of transparency, accountability, and prudent financial planning. This extension allows additional time for public consultation and ensures budget decisions reflect enrollment projections, revenue estimates, and the provincial funding announcement in mid-March. The revised timeline will maintain alignment with staffing processes while improving accuracy in financial planning.

### Annual Budget Process

As required by the School Act, Boards of Education must approve a balanced budget and submit it to the Ministry of Education and Child Care by June 30. The budget aligns with the District's vision, mission, and strategic priorities that are centered around student learning. It is developed in accordance with legislative and policy requirements, including the Budget Transparency and Accountability Act, as well as Board Policies 601 (Budget), 621 (Financial Reporting), and 631 (Accumulated Operating Surplus and Capital Reserves).

With the proposed extension, the Board will approve the budget by the end of May, ensuring financial decisions incorporate the most current data. Following approval, the District will continue to adjust for funding changes and emerging needs with revisions integrated into the Amended Budget, which will be approved by the Board and submitted to the Ministry by February.

### Budget Consultation

The Board is committed to a collaborative and transparent budget process, engaging educational partner groups and the public to provide feedback. The additional time for consultation will allow for more meaningful input before the final budget is approved in May.

The Budget Advisory Working Group (BAWG), comprising representatives from the Richmond Teachers' Association (RTA), CUPE Local 716, Richmond Association of School Administrators (RASA), Richmond Management and Professional Staff (RMAPS), and Richmond District Parents Association (RDPA), plays a key role in the budget consultation process. A revised schedule of budget timeline is outlined in the table below.



| <b>Date</b>              | <b>Meeting</b>  | <b>Goal</b>   |
|--------------------------|---|---|
| <b>November 20, 2024</b> | Public Board Meeting  | Approval of 2025/26 budget process and timeline.  |
| <b>February 10, 2025</b> | Budget Advisory Working Group Meeting                         | The board and education partner groups are presented with preliminary budget information; engage in round table discussions on the alignment between the fiscal plan and district strategic priorities and goals. |
| <b>February 11, 2025</b> | Trustee Budget Workshop                                       | An opportunity for Trustees to review and discuss preliminary 2025/26 budget information.   |
| <b>February 12, 2025</b> | Finance & Legal Committee Meeting                             | Preliminary 2025/26 three-year budget information presented to the Committee In-camera meeting.   |
| <b>February 19, 2025</b> | Public Board Meeting  | Approval of 2024/25 Amended Budget.   |
| <b>March 13, 2025</b>    | Richmond Leadership Team (RLT) Meeting<br>Budget Consultation | Preliminary budget information presented to the RLT for their feedback and input.   |
| <b>April 7, 2025</b>     | Trustee Budget Workshop                                       | An opportunity for Trustees to discuss draft budget proposals.  |
| <b>April 16, 2025</b>    | Budget Advisory Working Group Meeting                         | Preliminary three-year fiscal plan and draft budget proposals presented to educational partner groups for feedback and input.   |
| <b>April 23, 2025</b>    | Public Board Meeting – Annual Budget Committee of the Whole   | The public and educational partners are invited to comment on the preliminary annual budget proposals during the Committee of the Whole in the public board meeting.  |
| <b>May 8, 2025</b>       | Trustee Budget Workshop if needed                             | An opportunity for Trustees to discuss draft budget proposals; staff finalize the annual budget following Trustee Workshop.   |
| <b>May 21, 2025</b>      | Public Board Meeting  | Final approval with three readings of the budget bylaw.   |

Members of the community are encouraged to ask questions and share feedback by emailing [sd38budgetfeedback@sd38.bc.ca](mailto:sd38budgetfeedback@sd38.bc.ca) or by sending written submissions to the Office of the Secretary Treasurer at Richmond School District No. 38, 7811 Granville Avenue, Richmond, BC V6Y 3E3.

## **CONCLUSION**

The District’s Annual Budget is as a financial blueprint to support the implementation of District strategic priorities and goals for the upcoming school year. The budget process offers a valuable opportunity to engage educational partners and the public transparently and inclusively, allowing for input and feedback on the District’s financial plan.

Respectfully submitted,

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



**Education Committee**  
**Public Meeting Minutes**

**Wednesday, January 15, 2025 – 6:00 pm**  
**Via Zoom**

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**Present:**

|  |                |
|--|----------------|
| Chairperson  | H. Larson      |
| Vice Chairperson   | D. Yang        |
| Trustee Member   | D. Sargent     |
| Trustee Alternate  | A. Wong        |
| Superintendent   | C. Usih        |
| Assistant Superintendent                                       | M. Naser       |
| Director of Instruction  | L. Hayes-Brown |
| District Administrator   | S. Loat        |
| Teacher  | S. Ardat       |
| ELL Coordinator  | H. Borthwick   |
| President, CUPE716   | S. Robinson    |
| 1 <sup>st</sup> Vice President, CUPE716                        | N. Williams    |
| Representative, Richmond Association of School Administrators  | A. Pikkarainen |
| Representative, Richmond Association of School Administrators  | K. Li          |
| President, Richmond Teachers' Association                      | L. Baverstock  |
| 3 <sup>rd</sup> Vice President, Richmond Teachers' Association | J. Cho         |
| Representative, Richmond Management and Professional Staff     | S. Glanzmann   |
| President, Richmond District Parents' Association              | C. Huang       |
| 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, November 13, 2024, were approved as circulated.

**3. Board Authority Authorized Courses**

Assistant Superintendent Maryam Naser provided an overview of the Board Authority Authorized (BAA) courses for the 2025/2026 school year. She introduced Director of Instruction Liz Hayes-Brown, Teacher Sarah Ardat, and ELL Coordinator Haley Borthwick who provided information on each course. The committee was provided with a summary of the proposed courses which include ELL 4 Writing and Literature (grades 10-12), Applied Learning Strategies (grades 10-12), Introduction to Medical Science (grade 11), and Recreational Leadership (grade 10). A recommendation was brought forward to the Education committee which reads as follows:

*THAT the Education Committee recommends that the Richmond Board of Education approve the attached newly developed Board Authority Authorized Courses for implementation in the 2025/2026 school year.*

The recommendation was approved by the committee and will be brought forward to the January 22, 2025 Board meeting.

Partner groups asked for clarification in the approval and decision-making process for BAA courses. Trustees expressed their gratitude for bringing forward the BAA courses and asked questions regarding locations for course offerings, accessibility access to courses, and how the ELL 4 Writing and Literature will supplement current ELL courses.

**4. Next Meeting Date – February 12, 2025**

**5. Adjournment**

The meeting adjourned at 6:46 pm.

*Respectfully Submitted,*

*Heather Larson  
Chairperson, Education Committee*

**Facilities and Building Committee**  
**Public Meeting Minutes**

**Wednesday, January 8, 2025 - 4:30 pm**  
**Via Zoom**

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**Present:**

|  |               |
|--|---------------|
| Chairperson  | K. Hamaguchi  |
| Vice Chairperson   | H. Larson     |
| Trustee Member   | R. Belleza    |
| Trustee  | A. Wong       |
| Superintendent of Schools                                      | C. Usih       |
| Secretary Treasurer  | C. Wang       |
| Director, Facilities Services                                  | K. Wilkins    |
| Manager, Facilities Planning                                   | U. Olcay      |
| Assistant Manager, Facilities Planning                         | J. Balderston |
| President, Richmond Teachers' Association                      | L. Baverstock |
| 3rd Vice President/Pro-D Chair, Richmond Teachers' Association | J. Cho        |
| President, Richmond District Parents Association               | C. Huang      |
| Vice President, Richmond District Parents Association          | A. Gong       |
| President, Richmond Association of School Administrators       | N. Widdess    |
| Representative, Richmond Management and Professional Staff     | J. Canlas     |
| Executive Assistant (Recording Secretary)                      | T. Lee        |

The meeting was called to order at 4:31 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hənqəmihəm 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 December 4, 2024 meeting was approved as circulated.

**3. Facilities Planning Update (standing item)**

The Manager, Facilities Planning spoke to the report as included in the agenda package, highlighting updates on the Long Range Facilities Plan consultation process.

The Manager, Facilities Planning then responded to a question from the President, Richmond District Parents Association regarding the January 14, 2025 Online Open House. The Secretary Treasurer then provided information on public registration in response to a trustee's question.

Following a question from a trustee, the Secretary Treasurer outlined the district's approach to addressing enrolment growth in the city centre. She highlighted four classroom expansion projects, noting that two (Samuel Brighthouse and Cook Elementary Schools) have been completed and two others (Tomsett and Talmey Elementary Schools) are currently in progress and are expected to open by September 2025. She also emphasized the district's ongoing collaboration with the Ministry of Education and Child Care, the City of Richmond, and local community partners to explore opportunities for new schools in the area.

**4. Capital Projects Update (standing item)**

The Director, Facilities Services highlighted the major and minor capital projects outlined in the report included in the agenda package. He then responded to trustees' questions regarding the building permit approval process with the City of Richmond and provided additional details on the design and features of the Tomsett Building Addition.

**5. Facilities Services Update (standing item)**

The Director, Facilities Services provided an update on ongoing and completed projects and addressed questions from trustees regarding flooring replacements, the progress and goals of energy and sustainability initiatives in the district, and the district bus service schedule.

In response to a question from the President of the Richmond Teachers' Association, the Director, Facilities Services noted that there were no significant issues related to weather or pests during the winter break. He also responded to an inquiry from the Vice President, Richmond District Parents Association about the metrics used to prioritize projects and work orders.

Discussion then ensued regarding the progress and timeline for installing video surveillance in secondary schools.

**6. Minutes for Information**

**(a) Child Care Development Advisory Committee Meeting**

Minutes of Meeting held November 6, 2024 were attached for information.

**7. Next Meeting Date – February 5, 2025 at 4:30 pm**

**8. Adjournment**

The meeting adjourned at 5:02 pm.

*Respectfully Submitted,*

*Ken Hamaguchi  
Chairperson, Facilities and Building Committee*

## Finance and Legal Committee

### Public Meeting Minutes

Wednesday, January 15, 2025 – 10:00 am  
Via Zoom

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**Present:**

|  |               |
|--|---------------|
| Chairperson  | D. Sargent    |
| Vice Chairperson   | D. Tablotney  |
| Superintendent of Schools                                  | C. Usih       |
| Secretary Treasurer  | C. Wang       |
| Assistant Secretary Treasurer                              | M. Fu         |
| Executive Director, Human Resources                        | T. Major      |
| Manager, Operations and Rentals                            | C. Winters    |
| President, Richmond Teachers' Association                  | L. Baverstock |
| President, Canadian Union of Public Employees 716          | S. Robinson   |
| President, Richmond District Parents Association           | C. Huang      |
| Representative, Richmond Management and Professional Staff | R. Corbin     |
| President, Richmond Association of School Administrators   | N. Widdess    |
| Executive Assistant (Recording Secretary)                  | T. Lee        |

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓nəm 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 13, 2024, were approved as circulated.

**3. Human Resources Update**

The Executive Director, Human Resources (HR), spoke to her report as included in the agenda package and highlighted teacher and educational assistant (EA) recruitment initiatives. Trustees expressed their appreciation to staff for all their work.

**4. 2023/24 Statement of Financial Information**

The Assistant Secretary Treasurer provided an update on the 2023/24 Statement of Financial Information (SOFI) and noted that the statement is now publicly available on the district’s website. There were no further comments or questions.

**5. Trustees’ Expenses for the Three Months Ending December 31, 2024**

The Assistant Secretary Treasurer referred to her report as included in the agenda package.

The Committee Chairperson and the Assistant Secretary Treasurer then responded to a question from the President, Richmond District Parents Association (RDPA) regarding BCSTA Trustee Academy trustee expenses.

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, 2024, in the amount of \$5,473.42.

**6. 2025/26 Facility Rental Rates**

The Manager, Operations and Rentals spoke to the report as included in the agenda package.

Comments followed regarding efforts to keep rates down for the community. The Manager, Operations and Rentals then responded to a question from the President, RDPA, clarifying that school facilities are provided free of charge to parent advisory councils (PACs) and district parent advisory councils (DPAC).

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

**THAT** the Chairperson of the Finance and Legal Committee provide a recommendation to the Board of Education to approve the non-commercial (not-for-profit) and commercial (for profit) facility rental rates, reflecting a five per cent increase for the 2025/26 school year, as presented herein.

**7. Next Meeting Date – Wednesday, February 12, 2025 at 10:00 am**

**8. Adjournment**

The meeting adjourned at 10:18 am.

*Respectfully Submitted,*

*Donna Sargent*  
*Chairperson, Finance and Legal Committee*

## Report to the Board of Education (Public)

**Date:** February 19, 2025

**From:** Debbie Tablotney, Trustee, Chairperson of Policy Committee

**Subject:** **Policy 103: Collaboration and Community**  
**Policy 103-R(A): Foundations for Learning**  
**Policy 103-R(B): Complaints and Appeals by Staff**

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### RECOMMENDATION:

THAT the Board of Education approve minor revisions to **Policy 103: Collaboration and Community**, **Policy 103-R (A): Foundations for Learning**, and **Policy 103-R (B): Complaints and Appeals by Staff**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

### BACKGROUND:

It is anticipated that Policy Committee will be bringing to the board minor revisions to existing policies and/or regulations in accordance with Policy 204-R: Development and Revision of Policy and Regulation, and the Checklist for Policy, Regulations and Guidelines Revision and Development. Ultimately, all minor revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

### POLICY CONSIDERATIONS:

The proposed minor revisions to Policy 103 and 103-R (A) & (B) are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development).

A specific example of the type of language requiring attention throughout the Board's Policy Manual is the often used term, "stakeholder." 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." Policies are being aligned with the Ministry guidance, and the term "stakeholder" is being replaced with "partner group".

In addition, the necessity to review existing Board policies and regulations (described above) provides the opportunity for greater consistency regarding a range of items such as the use of jargon, gender neutral language, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time.

Per Board Policy 204-R, it is recommended not to place the policy revisions into the partner group review process, as the proposed revisions are minor in nature.



**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.

**PROPOSED TIMELINE:**

| <b>Dates</b>      | <b>Meeting</b>               | <b>Comments</b>  |
|-------------------|------------------------------|--|
| December 2, 2024  | Policy Committee (In-camera) | Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.  |
| January 13, 2025  | Policy Committee (Public)    | Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Possible Notice of Motion for approval at the January Board of Education (Public) Meeting. |
| January 22, 2025  | Board of Education (Public)  | Possible Notice of Motion to the January Board of Education (Public) Meeting for final approval at the February board meeting.   |
| February 19, 2025 | Board of Education (Public)  | Recommendation for board approval of revised policy.   |

*Respectfully submitted,*

*Debbie Tablotney*

*Trustee, Chairperson of Policy Committee*

*Attachments:*

- 1. Draft revised Policy 103 and 103-R (A) & (B)*
- 2. Provincial Government Document: Terminology in Indigenous context*
- 3. Checklist for Policy, Regulations and Guidelines Revision and Development*

**DISTRICT PHILOSOPHY**

**Policy 103**

**Collaboration and Community**

Open, respectful communication and collaborative decision making is encouraged in order to promote a sense of common purpose and community amongst trustees, administrators, teachers, support staff, parents/guardians, and students. A common-interest, solution-oriented approach to problem solving shall be encouraged in all aspects of school district activity, and complaint and appeal procedures are provided that ensure fairness when collaborative problem solving is not successful.

DRAFT

## **DISTRICT PHILOSOPHY**

## **Policy 103-R (A)**

### **Foundations for Learning**

Staff will invite and support a partnership with parents/guardians and students in order to better enable all learners and uphold the district statement of philosophy.

Each school will develop brief statements that outline how it will address key issues of common concern to staff, parents/guardians, and students. These issues will include, but not be limited to, attendance, homework, assessment, reporting, communication, conduct, dress, health promotion, emergency procedures, and school closure due to emergent conditions. The statements will be developed collaboratively by staff and parents/guardians, and in secondary schools with the involvement of students. They will be reviewed and communicated at least annually to all members of the school community.

Early in the school year (or for secondary schools organized by semester, early in each semester), teachers will provide students and their parents/guardians with a preview of the intended educational program, including curriculum, instruction, homework, assessment, reporting, student conduct, and communication.

Teachers will also seek information about the background, abilities, and interests of students. Parents/guardians will be invited to share information that may assist the teacher in better understanding their child and supporting their learning.

## DISTRICT PHILOSOPHY

## Policy 103-R (B)

### Complaints and Appeals by Staff

All staff are expected to think critically and exercise independent judgment in order to best contribute to the quality of decision making in the district. At the same time, they are expected to respect both the consensus of colleagues and authority of their supervisors.

Decision making processes will generally include opportunities for discussion amongst those most directly involved in the matter at hand or the implementation of the decision. The broadest consultation possible under the circumstances is encouraged. It is within this consultative process that dissenting opinions should be expressed and duly considered.

Staff are encouraged to seek the advice of their union representative when making a complaint to ensure that the matter is not contractual, in which case it would be dealt with through a grievance procedure as provided for in the relevant collective agreement.

At each step of a complaint or appeal procedure, the matter is to be resolved as quickly as is reasonably possible. Except under exceptional circumstances, there should be a response within two weeks and a resolution within two months.

#### *Complaints*

When a decision causes concern for a staff member, that concern should be verbally expressed directly to the person responsible for the decision. Dissent will be expressed and received respectfully. Retaliation in any form will not be tolerated. Disagreement, however, does not justify disregard for authority.

Under exceptional circumstances in which a staff member believes that a decision has the potential to place themselves, other individuals, or the organization at significant risk, or is significantly at odds with the district's purpose or values, the staff member may register an official written complaint with the immediate supervisor. Health and safety risks should be reported verbally immediately with subsequent written report or complaint as necessary.

The supervisor:

1. Will acknowledge receipt of the complaint in writing;
2. May seek additional information;
3. Will meet with the concerned staff member, and an advocate if desired, provide the staff member with any additional information that has been acquired, respond to the complaint, and entertain questions and further discussion as necessary for clear understanding; and
4. Will provide a written statement of the response after the meeting.

While a complaint process is underway, staff must continue to respect direction provided by the supervisor.

Adopted: 20 April 2009  
Revised:

## *Appeals*

If a staff member remains significantly concerned despite the written response, they may appeal to the next supervisor in the line of authority as follows:

1. Advise the supervisor whose decision is being appealed of the intention to appeal; and
2. Provide the next supervisor in the line of authority with a written statement of appeal based on the previous written complaint and the response, and simultaneously provide a copy of the statement to the supervisor whose decision is being appealed.

This will result in a meeting and response as described above under Complaints.

This process may be repeated up the line of authority in similar fashion if the concerned staff member remains unsatisfied with the response.

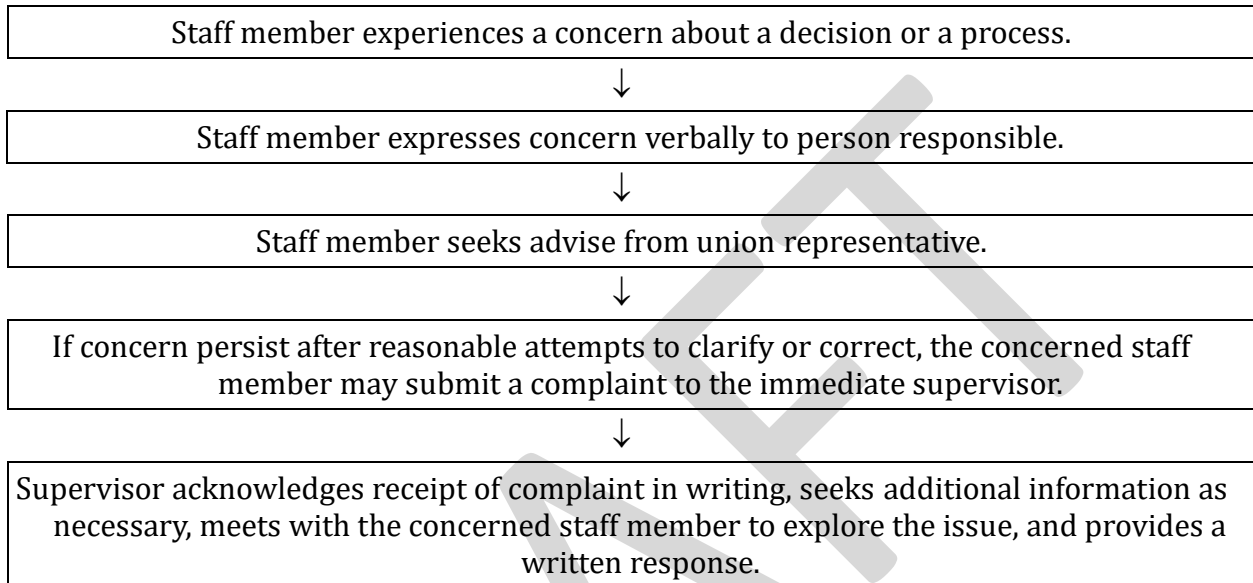
Written complaints and appeals will be submitted in confidence and not copied to other parties. However, a staff member may seek the counsel of others, including union representatives, and may provide a confidential copy of the complaint or appeal to such an individual.

At any point in the complaint or appeal process, a staff member may have the support of an advocate of their choice at meetings, and the supervisor may also have an advocate present. All parties will be informed in advance of such intention.

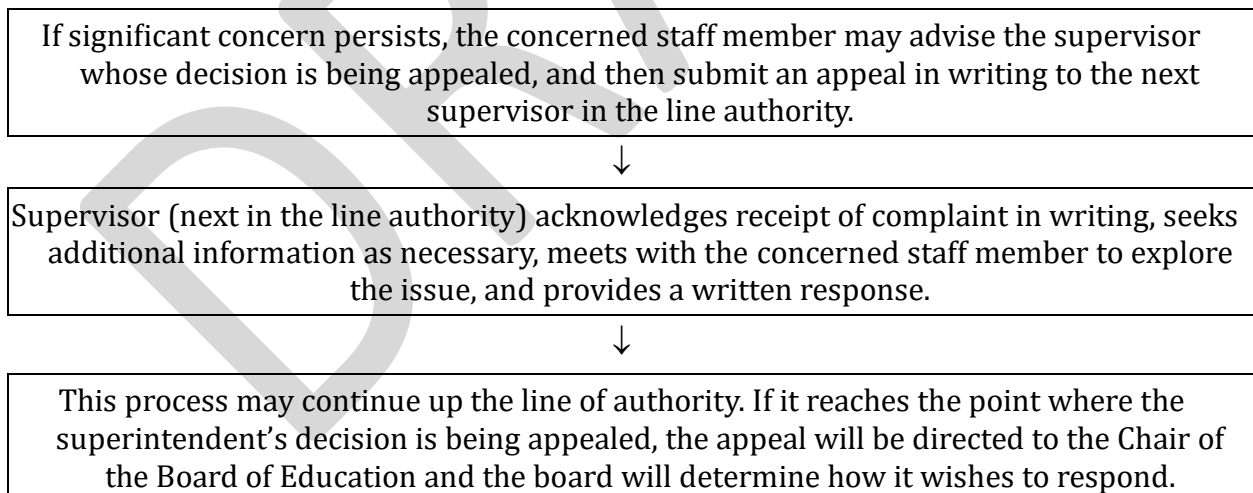
Should an appeal concern the actions of the superintendent, it will be addressed to the Chair of the Board. The chair will advise the board, and the board will determine how best to respond.

## Process Flow for Complaints and Appeals by Staff

### Complaints



### Appeals



# Terminology in Indigenous content

(taken from the [Ministry's Website](#))

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

Last updated: **October 6, 2023**

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## Aboriginal

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

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## 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.

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## 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.'

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## 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.

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## 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"

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## 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.

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## Rights

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

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## 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 (Gitksan 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.

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## 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.

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## **Territory**

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

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## **Treaty Settlement Lands**

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

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## **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.

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## **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.

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## 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'.

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## 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'

## Checklist for Policy, Regulations and Guidelines Revision and Development

This checklist is designed to be used by those with responsibility for developing and revising School District 38 Policies, Regulations and Guidelines to ensure that all SD38 Policies, Regulations and Guidelines are written and revised with diversity, equity and inclusion principles in mind. The checklist is organized into two sections; Structure and Organization, and Content.

### Policy, Regulations and Guidelines Structure and Organization

| The Policy/Regulations/Guidelines include the following;   | Yes | No | Notes (especially where yes/no is not clear) |
|--|-----|----|--|
| The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access  |     |    |  |
| If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked  |     |    |  |
| The following is clear, identifiable and marked with a heading; <ul style="list-style-type: none"> <li>• title</li> <li>• number</li> <li>• purpose of the policy, regulation or guideline</li> <li>• implementation procedures</li> </ul>   |     |    |  |
| This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> <li>• headings</li> <li>• flow charts</li> <li>• bullet points</li> <li>• other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document</li> </ul> |     |    |  |
| If other documents or policies are referenced, they are linked   |     |    |  |
| When an acronym is used, it is defined   |     |    |  |
| A link to accessibility features such as voiceover, and translation is provided  |     |    |  |

| <b>Policy, Regulations and Guidelines Content</b>   |     |    |  |
|---|-----|----|--|
| The Policy, Regulation or Guideline includes the following;   | Yes | No | Notes (especially where yes/no is not clear) |
| The language uses inclusive terminology and is gender inclusive   |     |    |  |
| The intention is clear  |     |    |  |
| It is specific  |     |    |  |
| Applicable guidelines and regulations are linked throughout the document  |     |    |  |
| The policy, regulation or guideline promotes diversity, equity and inclusion as referenced in <a href="#">Strategic Priority 2</a>  |     |    |  |
| The policy, regulation or guideline is aligned with <a href="#">DRIPA</a> (Declaration on the Rights of Indigenous Peoples Act) and <a href="#">TRC</a> (Truth and Reconciliation Commission) Calls to Action                                     |     |    |  |
| The policy, regulation or guideline is aligned with the District's <a href="#">strategic priorities</a>   |     |    |  |
| The policy, regulation or guideline is consistent with relevant legislation   |     |    |  |
| If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked  |     |    |  |
| The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to <a href="#">Policy 204-R</a> is provided regarding the feedback process |     |    |  |
| It is clear who is responsible for implementing this policy, regulation or guideline  |     |    |  |
| A description of the process for implementation is included   |     |    |  |

This checklist is to be reviewed on a periodic basis to ensure it stays current and relevant.

## Report to the Board of Education (Public)

**Date:** February 19, 2025  
**From:** Debbie Tablotney, Trustee, Chairperson of Policy Committee  
**Subject:** **Policy Refresh to align with DEI Checklist: Policy 105/105-R District Code of Conduct**

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### NOTICE OF MOTION TO MARCH 12, 2025 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the March 12, 2025 Public meeting of the Board of Education to approve minor revisions to ***Policy 105 and 105-R: District Code of Conduct***.

#### BACKGROUND:

It is anticipated that Policy Committee will be bringing to the board minor revisions to existing policies and/or regulations in accordance with Policy 204-R: Development and Revision of Policy and Regulation, and the Checklist for Policy, Regulations and Guidelines Revision and Development. Ultimately, all minor revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

#### POLICY CONSIDERATIONS:

The proposed minor revisions to Policy 105 and 105-R are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development).

A specific example of the type of language requiring attention throughout the Board's Policy Manual is the often used term, "stakeholder." 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." Policies are being aligned with the Ministry guidance, and the term "stakeholder" is being replaced with "partner group".

In addition, the necessity to review existing Board policies and regulations (described above) provides the opportunity for greater consistency regarding a range of items such as the use of jargon, gender neutral language, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time.

In accordance with Policy 204-R, it is recommended not to place revised Policy 105/105-R into the partner group review process, as the revisions are minor in nature.



**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.

**PROPOSED TIMELINE:**

| <b>Dates</b>      | <b>Meeting</b>               | <b>Comments</b>  |
|-------------------|------------------------------|--|
| January 13, 2025  | Policy Committee (In-camera) | Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.  |
| February 10, 2025 | Policy Committee (Public)    | Draft minor revisions to policy incorporating trustee feedback submitted to Policy Committee (Public). Possible Notice of Motion for approval at the February Board of Education (Public) Meeting. |
| February 19, 2025 | Board of Education (Public)  | Possible Notice of Motion to the February Board of Education (Public) Meeting for final approval at the March board meeting.   |
| March 12, 2025    | Board of Education (Public)  | Recommendation for board approval of revised policy.   |

*Respectfully submitted,*

*Debbie Tablotney  
Trustee, Chairperson of Policy Committee*

*Attachments:*

- 1. Policy 105 and 105-R with proposed minor revisions (track changes & clean versions)*
- 2. Provincial Government Document: Terminology in Indigenous context*
- 3. Checklist for Policy, Regulations and Guidelines Revision and Development*

Revised draft with  
changes tracked

## DISTRICT PHILOSOPHY

## Policy 105

~~(previously 502.1.1)~~

### District Code of Conduct: How We Learn and Work Together

The Board of Education recognizes and welcomes its obligation to all members of the district community to provide a positive climate and a safe, healthy environment. As we learn and work together, we will truly celebrate and support the rich diversity that is our district community.

It is our collective responsibility and expectation that all district community members (students, staff, parents/guardians, and guests) comply with, and enact the purpose and spirit of the British Columbia Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act, including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.\* (BC Human Rights Code, 2017).

To that end, we are committed to the expectation that all members of the district community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property, and the environment.

We will:

- Sshow respect for the diversity of the members of our school and district community.
- Aact in a safe, considerate, and courteous manner at all times.
- Not threaten, harass, intimidate, or assault, in any way, any person within our school district community, through physical violence, print, or electronic media.
- Not be in possession of weapons, dangerous articles, alcohol, or illegal drugs while in school or work.
- Restrict students' use of personal digital devices at school, including during instructional time or learning related activities, to promote online safety and a focused learning environment, unless use is permitted by supervising staff.
- Support the acceptable use of student personal digital devices for accessibility and accommodation needs, medical and health needs, and to support equity of learning outcomes.
- Show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- Respect the non-smoking and non-vaping environment of our schools and school district facilities.

The District Code of Conduct will apply at all school district facilities, and school/district functions regardless of location. In its application, there will be a clear understanding that everyone has a responsibility to ensure that the Code of Conduct is lived daily through being

Adopted: 05 September 1995

Revised: 15 September 2008; 19 June 2017; 19 June 2024

respectful, caring, and courteous. There is also a recognition that each member of the district's community has a duty to report violations.

Any violation will warrant intervention and/or disciplinary action.

DRAFT

Revised draft with  
changes tracked

## DISTRICT PHILOSOPHY

## Policy 105

### District Code of Conduct: How We Learn and Work Together

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Any violation will warrant intervention and/or disciplinary action.

DRAFT

Revised draft with  
changes tracked

## DISTRICT PHILOSOPHY

**Policy 105-R**  
~~(previously 502.1.1-R)~~

### District Code of Conduct: How We Learn and Work Together

It is our collective responsibility to ensure that we are learning and working together positively.

District and school staff will ensure that the Code of Conduct ~~pPolicy and rRegulations and Administrative Guidelines~~ are implemented at each school and district facility.

The District Code of Conduct and any school ~~cCode of cConduct~~ shall be prominently displayed in all schools and district facilities. It is to be communicated and reviewed with students, staff, and parents/guardians at regular intervals (at least once per year).

#### Respect for Human Rights

- All students, staff, trustees, and parents/guardians will be provided with opportunities to develop their knowledge, skills, awareness, and behaviours to identify and eliminate all types of discrimination, harassment, and bullying.
- Schools counsellors will be informed and knowledgeable about expectations pertaining to human rights, discrimination, bullying, and harassment.
- Educational staff will be encouraged to adapt and include current learning resources and strategies to provide opportunities for all students and staff to develop positive awareness and respect for human rights and diversity.
- The ~~dD~~istrict will outline appropriate behaviours and actions in order to prevent discrimination, harassment, and bullying through greater awareness, and dialogue that creates understanding and respect for diversity.
  - This understanding and respect applies to spoken word, gestures, physical actions, visuals, print, or electronic media.
- The ~~dD~~istrict will provide awareness and education for all new employees to enhance sensitivity to human rights issues related to all types of discrimination, harassment, and bullying.
- Information for students and staff will be available to enhance respectful communication and behaviour, including how to demonstrate:
  - Awareness and empathy.
    - To model respect and affirmation.
  - To use appropriate language which is respectful and inclusive in all situations.

Adopted: 05 September 1995

Revised: 20 November 2006; 15 September 2008; 19 June 2017

## Reporting Incidents of Discrimination, Harassment, and Bullying

All members of the district community at each school and district site have collective responsibility and will comply with the expectations of the District's Code of Conduct. Any violation will warrant intervention and/or disciplinary action.

- Allegations of inappropriate language, behaviour, or discrimination will be reported to the teacher, school administrator, or supervisor.
- All appropriate steps will be taken to support and safe guard the person who has made a complaint of a breach of the Code of Conduct. Any witnesses involved in connection to a complaint will be supported as well.
- Response procedures and/or the consequences of a breach of the Code of Conduct will appropriately consider the maturity, ~~as well as,~~ as well as the intellectual, social, and emotional ~~development~~ capacity of the individual(s) involved.
- Special consideration will be given to individuals with disabilities and diverse abilities ~~special needs~~ who may be unable to comply with aspects of the Code of Conduct or other Board policies, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## Respect for Personal / Social Health and Safety

- Respect for Self and Others
  - o All members of the School District community will demonstrate the use of respectful and inclusive language in all settings.
  - o Information and resources will be provided for students, staff, and community to enhance their understanding of personal and social health and safety which will:
    - Build awareness and understanding of mental health and wellness.
    - Educate about restricted and illegal substance use, including the harm and consequences of usage.
  - o All district sites will ~~To~~ ensure that appropriate safe spaces ~~places~~ exist ~~at all district sites~~ to support safety, respect, and privacy.

## Respect for Personal - Public Property and Environment

All members of our School District community are expected to respect personal and district property, such as our facilities, equipment, and the personal articles of others.

Information will be provided to support the appropriate use of furniture, equipment, tools, and facilities.

The Richmond School District continues to be committed to environmental citizenship and expects our district community members to participate positively in the protection and stewardship of our natural resources. Positive environmental behaviour and habits are expected.

Information and awareness regarding sustainable practices will be provided to students, staff, and parents/guardians to ensure that we are all contributing positively to our environment.

Adopted: 05 September 1995

Revised: 20 November 2006; 15 September 2008; 19 June 2017

## Respect ~~foref~~ Ethical and Legal Guidelines

The District Code of Conduct supports how we learn and work together. Other protocols, including, but not limited to, collective agreements, contracts, and provincial and federal laws, also frame how we learn and work together.

All members of our district community will abide by the expectations of the School Act, provincial and federal laws, City of Richmond Bylaws, as well as individual school protocols and processes.

- Individuals involved in a violation will be informed and, if the individual is a student, their parent(s)/~~legal~~ guardian(s) will be informed and asked to work with staff in the process of ~~restitution~~~~remediation~~ and learning.
- Other members of the district or school community may be informed about violations if it is deemed to be ~~necessary~~~~helpful~~, or the violation poses a serious threat to the community as a whole.
- Outcomes and Interventions
  - May vary depending upon a variety of factors pertinent to each case and individual or group, however, consequences may include:
    - A warning and learning conversation.
    - Loss of privileges depending on the situation, for example: time outs, limits to participation, apology, suspensions, etc.
    - Significant violations may result in more serious consequences, including, but not limited to, ~~an over 5 day suspension and resolution meetings~~~~such things as appearing before a Board of Review~~ for students, a disciplinary review for employees, or a police investigation.



## DISTRICT PHILOSOPHY

## Policy 105-R

### District Code of Conduct: How We Learn and Work Together

It is our collective responsibility to ensure that we are learning and working together positively.

District and school staff will ensure that the Code of Conduct policy and regulations are implemented at each school and district facility.

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- Information for students and staff will be available to enhance respectful communication and behaviour, including how to demonstrate:
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    - Significant violations may result in more serious consequences, including, but not limited to, an over 5 day suspension and resolution meeting for students, a disciplinary review for employees, or a police investigation.

# Terminology in Indigenous content

(taken from the [Ministry's Website](#))

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

Last updated: **October 6, 2023**

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## Aboriginal

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

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## 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.

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## 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"

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## 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.

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## Rights

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

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## 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.

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## **Treaty Settlement Lands**

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

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## **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.

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## 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'

## Checklist for Policy, Regulations and Guidelines Revision and Development

This checklist is designed to be used by those with responsibility for developing and revising School District 38 Policies, Regulations and Guidelines to ensure that all SD38 Policies, Regulations and Guidelines are written and revised with diversity, equity and inclusion principles in mind. The checklist is organized into two sections; Structure and Organization, and Content.

### Policy, Regulations and Guidelines Structure and Organization

| The Policy/Regulations/Guidelines include the following;   | Yes | No | Notes (especially where yes/no is not clear) |
|--|-----|----|--|
| The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access  |     |    |  |
| If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked  |     |    |  |
| The following is clear, identifiable and marked with a heading; <ul style="list-style-type: none"> <li>• title</li> <li>• number</li> <li>• purpose of the policy, regulation or guideline</li> <li>• implementation procedures</li> </ul>   |     |    |  |
| This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> <li>• headings</li> <li>• flow charts</li> <li>• bullet points</li> <li>• other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document</li> </ul> |     |    |  |
| If other documents or policies are referenced, they are linked   |     |    |  |
| When an acronym is used, it is defined   |     |    |  |
| A link to accessibility features such as voiceover, and translation is provided  |     |    |  |

| <b>Policy, Regulations and Guidelines Content</b>   |     |    |  |
|---|-----|----|--|
| The Policy, Regulation or Guideline includes the following;   | Yes | No | Notes (especially where yes/no is not clear) |
| The language uses inclusive terminology and is gender inclusive   |     |    |  |
| The intention is clear  |     |    |  |
| It is specific  |     |    |  |
| Applicable guidelines and regulations are linked throughout the document  |     |    |  |
| The policy, regulation or guideline promotes diversity, equity and inclusion as referenced in <a href="#">Strategic Priority 2</a>  |     |    |  |
| The policy, regulation or guideline is aligned with <a href="#">DRIPA</a> (Declaration on the Rights of Indigenous Peoples Act) and <a href="#">TRC</a> (Truth and Reconciliation Commission) Calls to Action                                     |     |    |  |
| The policy, regulation or guideline is aligned with the District's <a href="#">strategic priorities</a>   |     |    |  |
| The policy, regulation or guideline is consistent with relevant legislation   |     |    |  |
| If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked  |     |    |  |
| The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to <a href="#">Policy 204-R</a> is provided regarding the feedback process |     |    |  |
| It is clear who is responsible for implementing this policy, regulation or guideline  |     |    |  |
| A description of the process for implementation is included   |     |    |  |

This checklist is to be reviewed on a periodic basis to ensure it stays current and relevant.

**Policy Committee**  
**Public Meeting Minutes**

**Monday, January 13, 2025 – 11:00 am**  
**Via Zoom**

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**Present:**

|   |               |
|---|---------------|
| Chairperson   | D. Tablotney  |
| Vice Chairperson  | D. Yang       |
| Trustee Member  | A. Wong       |
| Trustee Alternate   | H. Larson     |
| Superintendent  | C. Usih       |
| Assistant Superintendent                                      | R. Laing      |
| President, Richmond Teachers' Association                     | L. Baverstock |
| President, Richmond Association of School Administrators      | N. Widdess    |
| Vice President, Richmond Association of School Administrators | A. Goulas     |
| President, Canadian Union of Public Employees 716             | S. Robinson   |
| Chair, Richmond Management and Administrative Professionals   | K. Gibson*    |
| President, Richmond District Parents Association              | C. Huang      |
| Vice President, Richmond District Parents Association         | A. Gong       |
| Representative, Richmond District Parents Association         | D. Billings   |
| Executive Assistant (Recording Secretary)                     | J. Coronel    |

\*Present for a portion of the meeting

The Chairperson called the meeting to order at 11:00 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmi̓ñəm 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 December 2, 2024 were approved as circulated.

**3. Policy 103 Bylaw: Complaints by Students, Parents and the Public**

Assistant Superintendent Laing spoke to his report as included in the agenda package. He highlighted significant proposed changes to Policy 103 Bylaw and explained the rationale for

rewriting the policy to provide more clarity for students, parents, staff, and members of the public on the complaints and appeals process.

Trustees provided feedback, suggesting consistency in language throughout the policy and the inclusion of a process flow diagram for easy reference. He also inquired about the process by which the board makes a decision on an appeal.

Assistant Superintendent Laing also addressed a question on annual communication of Policy 103 Bylaw and related policies to students and parents/guardians. The President of Richmond Teachers' Association proposed revised language to clarify intent of this statement.

Dean Billings, representative of Richmond District Parents Association inquired about the availability of data on complaints submitted within the district. The Superintendent clarified that it is difficult to quantify complaints submitted given the veracity of complaints that may arise and the issue on confidentiality of information.

The President of Richmond Teachers' Association expressed her appreciation for the clear language in the draft rewrite of Policy 103 Bylaw, noting its alignment with the language in RTA's collective agreement regarding procedures for addressing parental concerns.

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

THAT the Policy Committee recommend to the Board of Education that revised **Policy 103 Bylaw: Complaints by Students, Parents and the Public** be referred to the Partner Group Review Process for the period of January 23, 2025 to March 23, 2025.

*K. Gibson joined the meeting at 11:14 am.*

- 4. Policy Refresh to align with DEI checklist (standing item):**  
**Policy 103: Collaboration and Community**  
**Policy 103-R (A): Foundations for Learning**  
**Policy 103-R (B): Complaints and Appeals by Staff**

The Superintendent spoke to his report as included in the agenda package. He then noted a comment from the President of CUPE 716 on the use the term "child" in draft revised Policy 103-R (A).

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 the January 22, 2025, public meeting that a recommendation for the board's consideration will be presented at the February 19, 2025, public meeting to approve minor revisions to **Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff.**

**5. Status of Current and Anticipated Items**

A Status of Current and Anticipated Items was attached to the agenda package.  
A trustee provided feedback on the definition of terms Policy 102: Diversity and Inclusion, proposing that a stronger emphasis on Anti-racism be included in the revised draft.

**6. Next Meeting Date – Monday, February 10, 2025 at 11:00 am.**

**7. Adjournment**

The meeting adjourned at 11:37 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*