

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

**Wednesday, April 23, 2025 – 7:00 pm**  
**1st Floor Boardroom**

[https://sd38.zoom.us/webinar/register/WN\\_HuHyJVomSdixtFfIATkzqw](https://sd38.zoom.us/webinar/register/WN_HuHyJVomSdixtFfIATkzqw)

*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 hən̓q̓əmi̓n̓əḥ̓ 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  
McRoberts Secondary School
- (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) **Middle Years Program Update**  
Report from Assistant Superintendent Thompson attached.

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

- (a) Record of an in-camera meeting of the board held Wednesday, March 12, 2025.
- (b) Regular meeting of the board held Wednesday, March 12, 2025 for approval.
- (c) Record of an in-camera special meeting of the board held Monday, April 7, 2025.

**7. Business Arising from Prior Minutes**

- (a) **2025/26 Annual Budget Update**  
Report from the Secretary Treasurer attached.

**RECOMMENDATION 1: THAT** the Board of Education (Richmond) move into a committee of the whole to allow for all members of the public in attendance to have the opportunity to participate in the discussion on the 2025/26 annual budget and that the Superintendent facilitate the discussion.

**RECOMMENDATION 2: THAT** the Board of Education (Richmond) rise and report from the committee of the whole discussion on the 2025/26 annual budget.

- (b) **2025/26 Capital Bylaw – Three Readings**  
Report from the Secretary Treasurer and Director Facilities Services attached.
- (c) **RECOMMENDATION – Board Approved Bus Riders for 2025/26 School Year**  
Report from the Secretary Treasurer, Director, Facilities Services, and Manager, Transportation, Assets and Safety attached.

**8. New Business**

- (a) **Review of School Site Acquisition Charge Regulation**  
Report from the Secretary Treasurer attached.
- (b) **2025/26 School Site Acquisition Charge Bylaw – Three Readings**  
Report from the Secretary Treasurer attached.

**9. Questions from the Public**

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

## 10. Standing Committee Reports

### (a) **Audit Committee**

*Chairperson: David Yang*

*Vice Chairperson: Rod Belleza*

The next meeting is scheduled for Tuesday, May 6, 2025.

### (b) **Education Committee**

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

- (i) Minutes of the meeting held on February 12, 2025, are attached for information.

A meeting was held on Wednesday, April 16, 2025. The next meeting is scheduled for Wednesday, May 14, 2025, at 6:00 pm.

### (c) **Facilities and Building Committee**

*Chairperson: Ken Hamaguchi*

*Vice Chairperson: Heather Larson*

- (i) Minutes of the meeting held on March 5, 2025, are attached for information.

A meeting was held on Wednesday, April 2, 2025. The next meeting is scheduled for Wednesday, May 7, 2025, at 4:30 pm.

### (d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Debbie Tablotney*

- (i) **RECOMMENDATION:** Trustee Expenses for the Three Months Ended March 31, 2025. Report from the Committee Chairperson attached.

- (ii) Minutes of the meeting held on February 12, 2025, are attached for information.

A meeting was held on Wednesday, April 16, 2025. The next meeting is scheduled for Wednesday, May 14, 2025, at 10:00 am.

### (e) **Policy Committee**

*Chairperson: Debbie Tablotney*

*Vice Chairperson: David Yang*

- (i) **NOTICE OF MOTION:** Policy 102 Diversity and Inclusion Report from the Committee Chairperson attached.

- (ii) **NOTICE OF MOTION:** Policy 103 Bylaw: Complaints by Students, Parents and the Public Report from the Committee Chairperson attached.

(iii) Minutes of the meeting held on February 10, 2025, are attached for information.

A meeting was held on Monday, April 14, 2025. The next meeting is scheduled for Monday, May 12, 2025, at 11:00 am.

#### **11. Board Committee and Representative Reports**

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

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

(b) **BCSTA**

BCSTA Annual General Meeting is scheduled for April 24-26, 2025 at the Westin Bayshore Vancouver.

(c) **BCPSEA**

Nil.

#### **12. Correspondence**

(a) For action:

Correspondence from CUPE Local 716 dated April 8, 2025 regarding National Day of Mourning on April 28, 2025.

(b) For information:

(i) Budget Brief from President, Richmond Teachers' Association dated March 12, 2025.

(ii) Letter from the Board of Education to the BCSTA President regarding Review of School Site Acquisition Charge Regulation dated April 10, 2025.

#### **13. Adjournment**



**Board of Education**

**Telephone 604 668 6000**

[www.sd38.bc.ca](http://www.sd38.bc.ca)

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**The next meeting is scheduled for Wednesday, May 21, 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

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

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

## Report to the Board of Education (Public)

**Date:** April 23, 2025

**From:** Braunwyn Thompson – Assistant Superintendent

**Subject:** **Middle Years Program (MYP) Update**

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This report is provided for information purposes. No further action is needed.

A review of the District's Program Options, including the Middle Years Program (MYP) at Hugh Boyd Secondary, was conducted from January 2023 to January 2024. A summary of findings and recommendations from the final report was presented to the Education Committee on November 13, 2024, incorporating feedback from students, parents, and staff.

Introduced in 2013, the Middle Years Program (MYP) at Hugh Boyd Secondary School aimed to create a cohesive vision for the school and its students. MYP is part of the International Baccalaureate (IB) Program, which includes the Primary Years Program (not offered in Richmond School District) and the IB Diploma Program at Richmond Secondary School.

Feedback from the program review highlighted the need to reconsider the continuation of MYP, which is currently mandatory for all students in Grades 8-10 at Hugh Boyd. While parent respondents generally expressed satisfaction, many students, staff, and some parents questioned the program's relevance and the additional requirements, given the significant overlap with the BC curriculum. The provincial redesigned curriculum now offers similar focuses, making some aspects of MYP, such as the Grade 10 personal project, seem unnecessary and perhaps onerous.

With the implementation of the redesigned BC curriculum over the last few years as well as the recently revised assessment practices for K-12, the provincial curriculum is more closely aligned with MYP teaching, learning and assessment strategies. Given the extensive similarities between the Middle Years Program philosophy, instructional styles and assessment methods and those of BC's redesigned curriculum, the program review recommended that the district consider whether continuing to provide MYP at Boyd still meets the needs of its Grade 8-10 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 and in the program options review, staff are working with the school team at Boyd to communicate the discontinuation of the MYP program at Hugh Boyd effective June 30, 2025. The International Baccalaureate (IB) Diploma Program at Richmond Secondary will continue to provide a program option for Grade 11 and 12 students across the Richmond School District who are interested in engaging with IB curriculum and programming.

Respectfully Submitted,

*Braunwyn Thompson*  
*Assistant Superintendent*

**Date:** April 23, 2025  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** **Record of an In-camera Board Meeting held March 12, 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 March 12, 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, March 12, 2025 – 7:00 pm**  
**1<sup>st</sup> Floor Boardroom and via Zoom**

**Present:**

Chairperson  
Vice Chairperson  
Trustee  
Trustee  
Trustee  
Superintendent of Schools  
Secretary Treasurer  
Assistant Superintendent  
Assistant Superintendent  
Assistant Superintendent  
Executive Director, Human Resources  
Director, Communications & Marketing  
Executive Assistant (Recording Secretary)

K. Hamaguchi  
D. Yang  
R. Belleza  
H. Larson  
D. Tablotney  
C. Usih  
C. Wang  
C. Brautigam  
R. Laing  
M. Naser  
B. Thompson  
T. Major  
D. Sadler  
T. Lee

**Regrets:**

Trustee  
Trustee

D. Sargent  
A. Wong

The Chairperson called the meeting to order at 7:01 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:** Earth Day, observed annually on April 22, is a global event dedicated to environmental protection. Since its inception in 1970, it has grown into a worldwide movement advocating for a healthier, more sustainable planet. The 2025 theme, "Our Power,

Our Planet,” highlights the connection between climate action and clean energy, emphasizing the role of individuals and communities in driving meaningful environmental change.

Across our district, schools will participate in a variety of classroom and school-wide activities to mark Earth Day. Many Green Teams, led by students, are spearheading environmental initiatives that promote sustainability. Anderson Elementary is hosting a two-day celebration at Garden City Park, bringing together community partners and educators to connect students with nature through the Miyawaki Pocket Forest and place-based learning experiences.

Earth Day aligns with Strategic Plan Priority One: Inspired Learners, emphasizing student engagement in global citizenship and environmental responsibility. Beyond April 22, our schools continue to foster environmental awareness and action throughout the year, demonstrating our commitment to a sustainable future—today and every day.

**Trustee Belleza:** Briefs regarding the 2025/26 Annual Budget will be accepted without prior notice at the April 23, 2025 regular meeting 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 May 21, 2025.

**Trustee Larson:** April is Sikh Heritage Month in Canada, a time to recognize and celebrate the rich history, culture, and contributions of Sikh Canadians. Sikh values of equality, service, and justice have positively shaped our communities and schools. This month provides an opportunity to deepen our understanding of Sikh heritage and foster inclusivity and respect for all. We extend our appreciation to Sikh students, staff, and families for their invaluable contributions to our district. Let us all take this time to learn, reflect, and celebrate the vibrant Sikh community.

**(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**

**043/2025 MOVED BY D. YANG AND SECONDED R. BELLEZA:**

**THAT** the Wednesday, March 12, 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**

The President of the Richmond Teachers' Association requested to present a brief during item 9 on the agenda, the second opportunity for "Questions from the Public."

**5. Executive**

The Superintendent highlighted the following:

- The school year is progressing quickly, with this being the last week before spring break.
- An update on the 2025-2030 Strategic Plan engagement process, noting that feedback has been received and commending education partner groups for their input. He also mentioned that community public open houses will be held in April."

Assistant Superintendent Brautigam introduced secondary students and district staff to share information about Student Voice initiatives, which align with Strategic Priority 5 – A Connected Learning Community. They highlighted that the key focus for this year is "Belonging" and presented on three initiatives that reflect this focus: the President's Council, TABLE 38, and the Student Voice Forum. They also shared a recap video of the Student Voice Forum.

Trustees thanked the students for their presentation, and the students responded to various questions from the trustees.

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

- (a) A record of an in-camera meeting of the board held Wednesday, February 19, 2025 was included for information.
- (b) Regular meeting of the board held Wednesday, February 19, 2025

**044/2025 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:**

**THAT** the Board of Education approve the Minutes of Wednesday February 19, 2025 regular meeting as circulated.

**CARRIED**

## **7. Business Arising from Prior Minutes**

### **(a) Strategic Plan – Quarterly Update Strategic Priority 4 and 5**

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

## **8. New Business**

### **(a) Long Range Facilities Plan (LRFP)**

The Secretary Treasurer spoke to her report as included in the agenda package and acknowledged the work of the Manager of Facilities Planning and Assistant Manager of Planning in developing the LRFP.

Trustees expressed appreciation to the planning staff, partner groups, and the public who provided feedback. A discussion followed, highlighting key areas of focus in the LRFP.

**045/2025 MOVED BY K. HAMAGUCHI AND SECONDED BY D. YANG:**

**THAT** the Board of Education approve the 2025 Long Range Facilities Plan as presented in the attachment to this report.

**CARRIED**

## **9. Questions from the Public**

A budget brief was presented by Liz Baverstock, President, Richmond Teachers' Association. Ms. Baverstock highlighted the focuses in her Budget Brief including continued support for recruitment and retention initiatives, literacy and numeracy programs in both elementary and secondary schools, the continuation and expansion of the Indigenous Graduation Coach pilot, closely monitoring inflationary pressures on consumable and learning resources, providing FTE support for small secondary schools, maintaining support for Indigenous-focused graduation courses and First People's principles of learning, addressing overcrowded elementary schools, and continuing support for sustainability and climate action projects.

The President, Richmond District Parent's Association raised a parent concern regarding school boundaries. The Chairperson and Superintendent then provided information on the district complaints and concerns process.

## **10. Standing Committee Reports**

### **(a) Audit Committee**

*Chairperson: David Yang*

*Vice Chairperson: Rod Belleza*



A meeting was held on Tuesday, March 4, 2025. The next meeting is scheduled for Tuesday, May 6, 2025.

(b) **Education Committee**

*Chairperson: Heather Larson*

*Vice Chairperson: David Yang*

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 February 5, 2025, were attached for information.

A meeting was held on Wednesday March 5, 2025. The next meeting is scheduled for Wednesday, April 2, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

*Chairperson: Donna Sargent*

*Vice Chairperson: Debbie Tablotney*

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 105/105-R District Code of Conduct

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

**046/2025      MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:**

**THAT** the Board of Education approve minor revisions to ***Policy 105/105-R: District Code of Conduct***, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

**CARRIED**

(ii) 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**

Nil.

(b) **BCSTA**

The Provincial Council meeting was held on February 22, 2025. BCSTA AGM will be held on April 24-26, 2025 – Trustees have been registered.

(c) **BCPSEA**

Nil.

**12. Correspondence**

(a) For action:

Nil.

(b) For information:

Nil.

**13. Adjournment**

**047/2025 MOVED BY D. YANG AND SECONDED BY H. LARSON:**

**THAT** the regular meeting of Wednesday, March 12, 2025 of the Board of Education be adjourned at 9:21 pm.

**CARRIED**

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K. HAMAGUCHI  
Chairperson

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C. WANG  
Secretary Treasurer

**Date:** April 23, 2025

**From:** Cindy Wang, Secretary Treasurer

**Subject:** **Record of an In-camera Special Board Meeting held April 7, 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 special meeting of the Board held April 7, 2025.

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

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

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- 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.

## Report to the Board of Education (Public)

**Date:** April 23, 2025  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** 2025/26 Annual Budget Update

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

### DISCUSSION

#### 2025/26 Annual Budget Process Overview and Strategic Focus

In accordance with the *School Act*, boards of education must prepare and submit a balanced annual budget to the Minister of Education and Child Care by June 30 each year. The budget must comply with the *Accounting Practices Order*, *Financial Planning and Reporting Policy*, and *Public Sector Accounting Board (PSAB)* standards.

The Richmond School District is committed to a transparent, inclusive budget development process that reflects feedback from education partners and aligns with the district's strategic priorities and goals. The 2025/26 operating budget centers on two key priorities:

1. Focus on the learners – continue delivering high quality public education in classrooms.
2. Enhance organizational effectiveness – ensure long-term sustainability and demonstrate fiscal accountability.

#### Budget Summary

The projected three-year base operating budget for 2025/26 is approximately \$286 million, with an anticipated \$2.5 million shortfall. The base budget is built on key assumptions related to revenues and expenditures. (See attached **2025/26 Annual Budget Strategies** for details.)

		Amended			
Operating Budget		2024/25	2025/26	2026/27	2027/28
Revenue					
	Ministry Operating Grant	252,588,106	258,195,693	261,679,968	265,266,123
	Other Ministry Grants	5,673,036	3,729,767	3,731,067	3,731,067
	Other Fees and Revenue	24,087,858	21,707,176	22,496,695	22,604,713
<b>Total Revenue</b>		<b>282,349,000</b>	<b>283,632,636</b>	<b>287,907,730</b>	<b>291,601,903</b>
Expenses					
	Salaries	200,704,297	202,655,931	205,164,295	207,526,466
	Benefits	54,476,784	55,411,209	56,506,319	57,570,969
	Services and Supplies	24,167,919	25,060,404	25,753,213	26,491,737
<b>Total Expenses</b>		<b>279,349,000</b>	<b>283,127,544</b>	<b>287,423,827</b>	<b>291,589,172</b>
	Local Capital	(3,000,000)	(3,000,000)	(3,000,000)	(3,000,000)
<b>Net Surplus (Shortfall)</b>		<b>-</b>	<b>(2,494,908)</b>	<b>(2,516,097)</b>	<b>(2,987,269)</b>
<b>Net Surplus (Shortfall) as a % of Operating Budget</b>			<b>-0.9%</b>	<b>-0.9%</b>	<b>-1.0%</b>

## **Budget Proposals**

The preliminary three-year base budget includes budget proposals that uphold student learning while enhancing organizational effectiveness. (Refer to **2025/26 Annual Budget Strategies** for details.)

### **1. Focus on the learners – continue delivering high-quality public education in classrooms**

- Ensure staffing allocation and support in the classrooms, including:
  - Teacher allocation to support student learning and align with Collective Agreement requirements
  - Education Assistant allocation to support students with disabilities and diverse abilities and align with student enrolment projections
  - Allocation for custodial services
- Close Indigenous student achievement gap in the graduation years
- Literacy and numeracy support for elementary and secondary teachers
- Support student mental health and well-being

### **2. Enhance organizational effectiveness – ensure long-term sustainability and demonstrate fiscal accountability**

- Reduce non-school departmental discretionary and supplies and services budget by 10 per cent
- Maintain school budget at the 2024/25 level (no increases)
- Reduce substitute costs
- Review vacant positions in district departments:
  - a) District Administrator IT (1.0 FTE)
  - b) Vacant Facilities Services – Carpentry (1.0 FTE)
  - c) Library Technician (1.0 FTE)
  - d) Teacher Consultant ADST (1.0 FTE)
  - e) Teacher Consultant Science and Sustainability (1.0 FTE)
- District program options review:
  - a) Early Learning Clerical (0.5 FTE) and Early Learning Administrator (0.2 FTE)
  - b) District Administrator Portfolios (1.0 FTE)
  - c) Colt Young Parent Program (1.0 FTE)
  - d) Middle Years Program: administrative fees and coordinator blocks (0.8 FTE)

## **CONCLUSION**

The Richmond School District remains a vibrant, diverse, and high-performing learning community—recognized for one of the strongest student achievement rates in B.C. The district remains focused on maximizing classroom resources and sustaining high-quality public education through responsible financial stewardship.

The district's budget process is designed to be open, inclusive, and responsive. It provides multiple opportunities for staff, education partners, and the public to contribute feedback that helps shape budget decisions and resource allocation. Following the consultation period, all feedback will be reviewed and presented to the board for final consideration.

Respectfully submitted,

*Cindy Wang MSc, CPA-CA*

*Secretary Treasurer*

*Attachment: 2025/26 Annual Budget Strategies*

## **2025/26 ANNUAL BUDGET STRATEGIES**

### **INTRODUCTION**

The Richmond School District is a vibrant and dynamic learning community that fosters student engagement, creativity and well-being in inclusive learning environments. Located on the traditional and unceded territories of the hən̓qəmin̓əm̓ speaking peoples, the district proudly serves a diverse population from around the world.

The district comprised of 48 schools, 38 elementary schools and 10 secondary schools, that collectively support the learning and success of over 24,000 students. Our schools offer a broad range of educational programs, services and support designed to meet the needs of all learners.

As part of the 2025/26 annual budget process, the district has engaged extensively with our education partners to ensure a transparent and collaborative approach. The 2025/26 operating budget focuses on two key priorities:

1. Focus on the learners – continue delivering high quality public education in classrooms.
2. Enhance organizational effectiveness – ensure long-term sustainability and demonstrate fiscal accountability.

The Annual Budget is structured as a multi-year fiscal plan, which serves as a strategic financial framework for the district. The multi-year fiscal plan is intended to:

- Ensure the district can maintain its commitments to students, staff and the broader community while adapting to changing fiscal realities.
- Provide long-term financial stability and predictability.
- Support informed decision-making by anticipating future funding challenges and opportunities.

This document serves as a high-level overview, outlining:

- The operational context of the Richmond School District.
- Financial and operational assumptions are incorporated into the budget for the Board of Education's consideration.
- Strategies to remain focused on priorities while addressing the gap between projected operating revenues and expenses.

### **ORGANIZATIONAL SUMMARY**

#### **Vision**

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

#### **Mission**

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

#### **Values**

The Richmond School District's values that will guide our work together to achieve our vision and mission are collaboration, creativity, curiosity, resilience, respect and equity, for all.

### **Strategic Plan Alignment**

The district's Multi-Year Fiscal Plan aligns with the district's 2020-2025 Strategic Plan and provincial requirements, ensuring financial sustainability while supporting the board's mandate for kindergarten to Grade 12 education. The district's five strategic priorities are:

- Inspired Learners – Fostering curiosity, creativity and a passion for lifelong learning.
- Equity and Inclusion – Ensuring all students have access to inclusive and supportive learning environments.
- Optimized Facilities and Technology – Investing in modern, safe and innovative learning spaces.
- A Progressive Workplace – Attracting, retaining and supporting a highly skilled and diverse workforce.
- A Connected Learning Community – Strengthening partnerships and engagement with families, staff and the broader community.

### **Policy Alignment**

The School Act and the Ministry's K-12 Public School Financial Reporting Policy requires boards of education to prepare a balanced annual budget, ensuring responsible financial management that supports long-term planning, mitigates financial risks and maintains consistent services for students. A balanced annual budget means that revenues, along with accumulated operating surplus and capital reserves, fully cover operating expenses, tangible capital asset acquisitions, and planned reductions of prior-year shortfalls if any.

Aligned with this, Board Policy 631 and 631-R on Accumulated Operating Surplus and Capital Reserves ensures the district's financial health by safeguarding against forecasting risks and unforeseen circumstances that could negatively impact student education. The unrestricted accumulated operating surplus and local capital reserve balance is maintained within 2-4% of the district's annual operating budget, ensuring financial flexibility and sustainability.

### **OPERATING BUDGET**

#### **Operating Budget**

The 2025/26 education operating grant allocation model remains consistent with the previous year. This year's grant formula includes a general rate increase, reflecting the incorporation of labour settlement funding, previously provided through separate grants, into the basic education and grants for students with unique needs.

The district receives approximately 92% of its total operating revenue from the Ministry of Education and Child Care. For 2025/26, total operating grant revenue from the Ministry is projected to be approximately \$262 million. This is based on projected student enrolment, and the actual grant revenue may vary depending on actual enrolment as of September 2025.

A significant portion of the operating budget (84%) is allocated to the instructional programs, ensuring that resources and services are directed to support student learning in classrooms. The remaining operating budgets are allocated to facilities and technology operations and maintenance (12%), central administration (3%), and student transportation (1%).

For the 2025/26 school year, the district is projecting a \$2.5 million operating budget shortfall. This anticipated shortfall is primarily due to projected lower tuition revenue and investment income, along with increasing operating costs. The projected tuition revenue decrease is linked to a projected lower fee-paying student enrolment; while lower interest rates are expected to reduce investment income.

Additionally, the operating budget includes unfunded cost pressures, such as increases in employee benefit cost, supplies and services cost increase due to inflationary factors, and salary step increments.

### **Budget Strategies**

The 2025/26 Annual Budget strategies are aimed to focus on the learners and to continue delivering high quality public education in the classrooms, while ensuring the district remains on a long-term sustainable path. The budget strategies aim to maximize resources for student services while upholding fiscal accountability and financial sustainability for the upcoming school years and many more to come.

To address the budget shortfall and navigate the current economic climate, the district must continuously review its organizational effectiveness and make adjustments to operations and programs, ensuring that student learning remains the top priority.

### **Focus on the learners – continue delivering high quality public education in classrooms**

- Ensure staffing allocation in the classrooms
  - Teacher allocation to support student learning and align with collective agreement.
  - Education Assistant allocation to support students with additional needs.
  - Increase in custodial services.
- Close Indigenous student achievement gap in the graduation years.
- Literacy and numeracy support for elementary and secondary classroom teachers.
- Support student mental health and well-being.

Budget Strategy	Current Context	Recommendations
Teacher Allocation	To support student learning and align with collective agreement.	Continue providing staffing allocations based on collective agreement ratios, and the needs of the school (estimated increase of 4.0 FTEs based on enrolment projection; actual may vary pending September 2025 actual enrolment).
Educational Assistant Allocation	To support students with disabilities and diverse abilities.	Continue providing required allocations to classrooms and align with the student enrolment projections (estimated increase of 10.2 FTEs based on enrolment projection; actual may vary pending September 2025 actual enrolment).
Custodial Services	To support safe and healthy learning environment in schools.	Continue providing required custodial services to schools (estimated increase of 2.0 FTEs based on increase in areas).
Close Indigenous Student Achievement Gap	Indigenous Learners are a priority population in British Columbia. In Richmond, graduation rates in 2023/24 were 95% for the total population and 76% for Indigenous students.	Reallocate the FTE equivalent of 10 blocks of inclusive learning district staffing to secondary schools to support a block of Indigenous graduation coaching in each secondary school. This block of support in each school aims to support narrowing the graduation rate gap by providing targeted graduation coaching support directly in secondary schools for Indigenous learners.
Literacy and Numeracy Support for Teachers	Literacy and numeracy are foundational to full participation in school and life beyond the classroom. In 2024/2025, the RTA	Reinstate literacy and numeracy consultant positions coming to the end of term. Reallocate the FTE from a third consultant position to provide dedicated time in all secondary schools for literacy instruction and assessment support.



	supported time in schools for literacy and numeracy initiatives.	
Support Student Mental health and Well-being	Supporting students' mental health and well-being is foundational for learning and growth.	Continue allocations for school based and district based mental health support positions. Adjust the portfolio of one FTE of district-based consultant role to provide K-12 implementation support for the Physical and Health Education (PHE) Curriculum. The PHE curriculum includes learning objectives connected to mental health and well-being, substance abuse, decision-making, and sexual health education.

**Enhance organizational effectiveness – ensure long-term sustainability and demonstrate fiscal accountability**

- Reduce non-school department discretionary and non-contractual supplies and services by 10%
- Maintain school budget at the 2024/25 level (no increases)
- Reduce substitute costs
- Review vacant positions in district departments:
  - District Administrator IT (1.0 FTE)
  - Facilities Services – Carpentry (1.0 FTE)
  - Library Technician (1.0 FTE)
  - Teacher Consultant ADST (1.0 FTE)
  - Teacher Consultant Science and Sustainability (1.0 FTE)
- District program options review:
  - Early Learning Clerical (0.5 FTE) and Early Learning Principal (0.2 FTE)
  - District Administration Portfolios (1.0 FTE)
  - Colt Young Parent Program
  - Middle Years Program (MYP)
- Multi-year fiscal plan: looking ahead
  - Review Station Stretch lease agreement (LRFP implementation)
  - Review system administration
  - Transition Richmond Virtual School (RVS) to Continuing Education
  - Continue reviewing district program options

<b>Budget Strategy</b>	<b>Current Context</b>	<b>Recommendation</b>	<b>Impact Assessment</b>
Reduce non-school department discretionary and non-contractual supplies and services budget by 10%	<ul style="list-style-type: none"> <li>- Department supplies and services budget is largely carried forward from year to year with minimal adjustments.</li> <li>- It tends to reflect historical spending patterns rather than current operational needs or strategic priorities.</li> </ul>	Budget managers review discretionary spending (non-contractual) to reduce expenditure and reallocate resources to priority areas and align with broader organizational goals.	<ul style="list-style-type: none"> <li>- Minimal impact on classrooms.</li> <li>- Optimizing resource allocation while maintaining essential educational and operational services, and adapting to changing fiscal landscape.</li> </ul>

Maintain school budget at the 2024/25 level (no increases)	School budget has been receiving increases based on Vancouver Consumer Price Index each year over the last three years.	Flat line school budget for Containers 1, 2, 3, and 5.	Optimizing resource allocation while maintaining essential educational and operational services, and adapting to changing fiscal landscape.
Reduce substitute costs	Currently all absences are automatically replaced for coverage from the first day of absence.	In schools where there are two or more administrative assistants, replacement coverage will begin on the third consecutive day of absence.	Dual or more administrative assistant schools will have colleagues on site for one to two days of backfill.

Review Vacant Positions in District Departments:			
Budget Strategy	Current Context	Recommendation	Impact Assessment
District Administrator IT	Vacant on July 1, 2025	No replacement	Responsibilities will be redistributed to ensure continuity of support for schools and students.
Facilities Carpentry	Vacant	No replacement	Posting was open since summer 2024; existing Carpentry Team to provide continuity of support for school service requests.
Library Technician	Resignation	No replacement	Duties will be redistributed by existing staff to ensure equitable support for all school libraries.
Teacher Consultant ADST	Term is ending	No replacement	No reduction in curriculum support; Teacher Coordinator will support classroom teachers.
Teacher Consultant Science and Sustainability	Term is ending	No replacement	Existing teacher consultant team will continue to provide support across curriculum; Early Learning Consultant will support outdoor learning.
<b>Total projected cost reduction: \$650K</b> All district department vacancies resulting from retirement and resignation will undergo a review and only be filled if deemed critical to student services and district operations.			

District Program Options Review:			
Budget Strategy	Current Context	Recommendation	Impact Assessment
Early Learning Clerical and Principal	- The JustB4 program will end on June 30, 2025, and the Seamless Day program concluded on June 30, 2024. This will result in a reduction in	- Reduce clerical and administrative FTE in early learning.	Sufficient clerical and administrative support will remain in place to support early learning programs planned for 2025/26.

	clerical and administrative duties.		
District Administration Portfolios	Over time, additional blocks of time have been provided to school administrators to support various district portfolios, of which some are no longer required.	Realigning school-based admin allocation to enrolment ratios and reduce district admin time by 1.0 FTE.	District staff will provide ongoing support to schools.
Colt Young Parent Program	Colt Young Parent educational program will be transitioning to the Adult Education Centre; the teacher position will no longer be needed.	Reduction of 1.0 FTE.	Current students are being supported to transition to adult graduation courses for September 2025.
Middle Years Program (MYP) Fees and Coordinator Blocks	The MYP program was introduced to Boyd in 2013 with a goal to create a cohesive learning community for Grade 8-10 students. The MYP program is no longer vastly different than the revised BC Curriculum and assessment practices.	Recommendation to discontinue MYP as of June 30, 2025.  Reduction of administrative fees to International Baccalaureate Program and reduction of 0.8 FTE.	Program review in 2024 collected input from students, parents, and staff through surveys and focus groups.  Grade 8-10 students will continue to follow BC Curriculum courses and requirements.
<b>Total projected cost reduction: \$520K</b>			

<b>Multi-year Fiscal Plan – Looking Ahead:</b>			
<b>Budget Strategy</b>	<b>Current Context</b>	<b>Recommendation</b>	<b>Impact Assessment</b>
Review Station Stretch Lease Agreement	<ul style="list-style-type: none"> <li>- Review program location along with the LRFP implementation.</li> <li>- Five-year lease term ending 2027/28</li> <li>- Annual lease is under \$300k</li> <li>- Leased location may not be sustainable.</li> </ul>	Review options of transitioning to a district owned location.	To allow program location review and impact assessment with extended timeline for consultation prior to board approval.
Review Central System Administration	- Superintendent will undertake a further review of system administration in addition to elimination of former deputy superintendent position.	Provide recommendation to the board by February 2026.	To further support schools and district operations, and to enhance organizational effectiveness within a fiscally responsible budget framework.
RVS Transition to Continuing Education	- The Richmond Virtual School and Continuing Education departments complement each	Restructure the Continuing Education Department to include Richmond Virtual School.	To improve organizational effectiveness and

	other, allowing for shared administrative support.		provide support for staff and students.
Continue Review of District Program Options	- Following the <a href="#">Program Options Review</a> and its recommendations, staff will review district programs options to ensure they align with strategic priorities and are sustainable in the long term.	To align with current community needs and support long-term sustainability.	To ensure program options are equitable, sustainable, and reflective of community interests and needs.

## BUDGET ASSUMPTIONS AND DISCUSSIONS

### General Assumptions

- Compliance with Ministry budget and financial reporting policies and requirements.
- Compliance with board policies on financial management and budgeting processes.
- Budget is built in consultation with education partners.
- Consistent education funding model from the Ministry of Education and Child Care.

### Revenue Assumptions

- Ministry funding reflects projected enrolment.
- Slower growth in total domestic and international student enrolment compared to the last three school years.
- Enrolment projection for domestic funded student: 2025/26: 0.75%, 2026/27: 1.24%, 2027/28: 1.29%.
- Enrolment projection for students requiring additional support: 2025/26: 1.8%, 2026/27: 1.5%, 2027/28: 1.4%.
- Enrolment projection for international students: 2025/26: 722, 2026/27: 722, 2027/28: 722.
- Declining investment income due to lower interest rate compared to the previous year.
- Facility rental revenue remain stable and rental rates cover direct costs.

### Expense Assumptions – Staffing Costs

- Teaching positions to support projected enrolment growth.
- Educational assistant positions to support students with additional needs.
- Salary increases align with collective agreement settlement.
- Salary step increments for teachers, administrators and exempt staff.
- Benefit increases due to salary increase, rate increases and higher benefit usage.
- Substitute cost increases.

### Expense Assumptions – Supplies and Service Costs

- General inflationary cost increases.
- Utilities rate increases (electricity, natural gas, water/sewage, and insurance).
- Cost increases in services and contracts (e.g. rental expenses, software and licensing fees).
- Regular local capital transfer to cover the cost of asset replacement and update. Estimate of \$3.0M capital transfer for school- and district-funded capital purchases to maintain learning and operational equipment and spaces.

### Financial Reserve Projections

- Ending 2024/25 with approximately \$5.7 million in estimated fund balance including emergency reserves, unrestricted capital and unrestricted operating reserves.

### **Operational & Financial Risks**

- Potential decline in international student enrolment due to geo-political and federal government policy shifts.
- Further decline in investment income due to potential continued decrease in interest rates.
- Continued increase in supplies and services costs due to tariff, negatively impacting supplies and services across the district.

### **SPECIAL PURPOSE FUND**

- The special purpose fund is comprised of separate funds established to track revenues and expenses associated with programs that have specific objectives set out by the funding providers. For 2025/26, total projected special purpose fund is approximately \$67 million.
- The 2025/26 Annual Budget includes the following major special purpose funds:
  - Classroom Enhancement Fund: including staffing, overhead and remedies
  - Annual Facilities Grant (AFG)
  - Feeding Futures Fund
  - Community Link Grants
- Classroom Enhancement Fund remains a critical funding source for the district to provide the staffing required in the classrooms. The total CEF is projected to be approximately \$50 million in the 2025/26 school year.

### **CAPITAL FUND**

- The capital fund includes capital expenditures related to land, buildings, computer hardware software, vehicles and equipment that are funded from capital grants, local capital and operating fund and special purpose funds.
- For 2025/26, the total projected budget for the capital fund is approximately \$24 million.

### **CONCLUSION**

Richmond School District is a vibrant and diverse learning community, recognized for achieving one of the highest student achievement rates in British Columbia. In the face of ongoing global policy shifts and financial uncertainty, the district remains committed to meeting the needs of all learners by maximizing resources for classrooms, while collaborating with education partners to maintain a sustainable fiscal path for the long-term success of the organization.

## Report to the Board of Education (Public)

**Date:** April 23, 2025

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

**Subject:** Capital Plan Bylaw No. 2025/26-CPSD38-01

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### RECOMMENDATION

**THAT** the Board of Education adopt Capital Plan Bylaw No. 2025/26-CPSD38-01 by way of three readings.

### BACKGROUND

On March 25, 2025, the Ministry of Education and Child Care (MECC) responded to the school district's 2025/26 Annual Five-Year Capital Plan and provided direction for implementing approved capital projects. As per the attached Capital Plan Response Letter, the following projects were supported by the Ministry to proceed to the next stage.

#### Minor Capital Projects

- School Enhancement Program (SEP)
  - Electrical Upgrades – Generator supply and install (Hugh Boyd Secondary) \$508,000
  - HVAC Upgrades – Dust collector replacement (Steveston-London Secondary) \$1,044,000
- Carbon Neutral Capital Program (CNCP)
  - Electrical Upgrades – LED lighting upgrade (Hugh Boyd Secondary) \$516,000
- Food Infrastructure Program (FIP)
  - Kitchen and Equipment Upgrades (various schools) \$99,000
- Building Envelope Program (BEP)
  - Building Envelope Upgrades (James Thompson) TBD

#### Major Capital Projects

- No new projects

Along with the Capital Response Letter, the Ministry also provided the Annual Program Funding Agreement (APFA) which outlines the ministry and board obligations associated with the approved minor capital projects for the 2025/26 fiscal year as listed above.

### CONCLUSION

In accordance with Section 143 of the *School Act*, boards of education are required to adopt a capital bylaw for the approved 2025/26 Five-Year Capital Plan as identified in the Ministry's Capital Plan Response Letter (attached). The bylaw authorizes the Secretary Treasurer to execute the Annual Programs Funding Agreement supporting the above projects.

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

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

*Kristopher Wilkins, BEng*  
*Director, Facilities Services*

*Attachments:*

- Capital Project Bylaw No. 2025/26-CPSD38-01
- Ministry Capital Plan Response Letter dated March 25, 2025
- Annual Program Funding Agreement

**CAPITAL BYLAW NO. 2025/26-CPSD38-01**  
**CAPITAL PLAN 2025/26**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 25, 2025*, is hereby adopted.
- 2. This Capital Bylaw may be cited as ***School District No. 38 (Richmond) Capital Bylaw No. 2025/26-CPSD38-01***.

READ A FIRST TIME THE 23<sup>rd</sup> DAY OF *APRIL 2025*;  
READ A SECOND TIME THE 23<sup>rd</sup> DAY OF *APRIL 2025*;  
READ A THIRD TIME, PASSED THE 23<sup>rd</sup> DAY OF *APRIL 2025*.

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Board Chair

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Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District No. 38 (Richmond) Capital Bylaw No. 2025/26-CPSD38-01* adopted by the Board the 23<sup>rd</sup> day of *April 2025*.

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Secretary-Treasurer





March 25, 2025

Ref: 23223

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

**Capital Plan Bylaw No. 2025/26-CPSD38-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

**MAJOR CAPITAL PROJECTS**

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

## **MINOR CAPITAL PROJECTS**

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)

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

Facility Name	Program Project Description	Amount Funded by Ministry
Hugh Boyd Secondary	SEP - Electrical Upgrades	\$508,000
Steveston-London Secondary	SEP - HVAC Upgrades	\$1,044,000
Hugh Boyd Secondary	CNCP - Electrical Upgrades	\$516,000
Blundell Elementary, F A Tomsett Elementary, James Gilmore Elementary, Kathleen McNeely Elementary, Kingswood Elementary, Quilchena Elementary, R C Talmey Elementary, Robert J Tait Elementary, Walter Lee Elementary, William Cook Elementary	FIP - Kitchen and Equipment Upgrades	\$99,000
James Thompson Elementary	BEP - Building Envelope Upgrades	TBD

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

BC Housing will contact you regarding the next steps with BEP project development.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca)

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw

Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

### **SCHOOL SITE ACQUISITION CHARGE**

As part of the Board's 2025/26 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

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

Please contact Regional Director [Travis Tormala](#) with any questions regarding School Site Acquisition Charges.

### **2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS**

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
  - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
  - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.



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

Sincerely,

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

Damien Crowell, Executive Director  
Education and Child Care Capital Branch  
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital  
Branch  
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital  
Branch

## **ANNUAL PROGRAMS FUNDING AGREEMENT**

This Annual Programs Funding Agreement dated for reference the 15th day of March 2025, is in effect for the 2025/26 fiscal year period of April 1, 2025 to March 31, 2026.

BETWEEN: **His Majesty the King in Right of the Province of British Columbia**,  
represented by the Minister of Infrastructure (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 38 (Richmond)** (the "Board")

OF THE SECOND PART.

The parties agree as follows:

### **1. DEFINITIONS**

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Infrastructure, and includes the respective Ministry Deputy Minister and/or any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Infrastructure of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

## **2. SCHEDULES**

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts

## **3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS**

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

<b>Facility Name</b>	<b>Program Project Description</b>	<b>Amount Funded by Ministry</b>
Hugh Boyd Secondary	SEP - Electrical Upgrades	\$508,000
Steveston-London Secondary	SEP - HVAC Upgrades	\$1,044,000
Hugh Boyd Secondary	CNCP - Electrical Upgrades	\$516,000
Blundell Elementary, F A Tomsett Elementary, James Gilmore Elementary, Kathleen McNeely Elementary, Kingswood Elementary, Quilchena Elementary, R C Talmey Elementary, Robert J Tait Elementary, Walter Lee Elementary, William Cook Elementary	FIP - Kitchen and Equipment Upgrades	\$99,000
James Thompson Elementary	BEP - Building Envelope Upgrades	TBD

Please contact Branch Director Michael Nyikes with any questions regarding Minor Capital Projects.

- 3.02 The Ministry may consider, under special circumstances, providing more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project(s) in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
  - b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
  - c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.
- 3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
  - b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

#### **4. BOARD OBLIGATIONS**

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
  - i) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;



- ii) delivery within budget;
    - iii) completion by March 31, 2026;
    - iv) scope details are fully met upon completion;
    - v) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
  - b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
  - c) procure the Project in accordance with the Capital Asset Management Framework;
  - d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
  - e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts" (provided as Schedule A). This protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the bus standing offer as defined and made available through the Ministry (if applicable).
- 4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).



**5. EVENT OF FORCE MAJEURE**

**5.01 In the Event of Force Majeure:**

- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
- b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
- c) the course of action must be agreed to by the Ministry and the Board.
- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

**6. PUBLIC ANNOUNCEMENTS**

- 6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts” (provided as Schedule A).

**7. NOTICE**

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

School District No. 38 (Richmond)  
7811 Granville Ave, Richmond, BC, V6J 5K8  
Attention: Cindy Wang, Secretary-Treasurer  
Email: ciwang@sd38.bc.ca

- b) if to the Ministry:

Ministry of Infrastructure  
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1  
Attention: Education & Child Care Capital Branch (Minor Capital Projects)  
Email: CMB@gov.bc.ca

- 7.02 Any such notice or communication will be considered to have been received:
- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
  - b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
    - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
    - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.
- 7.03 Delivery by mail will not be considered timely notice under this Agreement.
- 7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King                   )  
in Right of the Province of British Columbia               )  
by a duly authorized designate of the                        )  
Minister of Infrastructure                                        )

\_\_\_\_\_  
Authorized Signatory (For the Minister of Infrastructure)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**                               )  
**of Education of School District**                               )  
**No. 38 (Richmond)** by its duly                                 )  
authorized signatories    )

\_\_\_\_\_  
Signatory (Secretary Treasurer)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date Signed (Month/Day/Year)

## SCHEDULE A

### **COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS BETWEEN THE MINISTRY OF INFRASTRUCTURE (INF) AND SCHOOL DISTRICTS**

#### News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, INF will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

#### Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the INF Capital Plan **may** be requested to be identified by signage prominently displayed at the site. INF will notify a school district(s) if this is the case.

**If requested**, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
1. GCPE will have their graphics department create a construction sign;
2. GCPE graphics department will create and send the approved file to Kings Printer for print production;
3. Kings Printer will notify GCPE when the sign is ready;
4. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
5. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
6. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

#### Official Ceremonies

INF will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

#### Plaques

INF **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by INF. Cost of the plaque is to be funded from the approved project budget.



## Report to the Board of Education (Public)

**Date:** April 23, 2025

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

**SUBJECT:** Board Approved Bus Riders for 2025/26 School Year

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### RECOMMENDATION

**THAT** bus service for those students at schools served by the district's transportation system, for whom safety concerns for travel to and from school have been identified, continue for the 2025/26 school year.

**AND FURTHER THAT** the Superintendent and designate review transportation service annually to determine whether the safety concerns are still applicable and report back to the Board.

### POLICY CONSIDERATIONS

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

#### 1. Eligible Riders

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

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

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

#### 2. Inclusive Learning Riders

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

#### 3. Board Approved Riders

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

#### 4. Courtesy Riders

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

Board resolution.

Courtesy riders are approved, upon application, by the Superintendent or designate and must renew their application annually. Courtesy rider seats may be provided on buses traveling established routes if those seats are not required for eligible or board approved riders. Established bus routes and schedules will not be altered to accommodate courtesy riders.

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

## 2024/2025 BACKGROUND

Of the 378 students (382 in 2023/2024) who use the district's bus service in 2024/25, there are 276 students (264 in 2023/2024) who are eligible riders, 66 students (76 in 2023/2024) who are inclusive learning riders, **23 students** (36 in 2023/2024) who are **board approved riders**, and 13 students (18 in 2023/2024) who are courtesy riders.

There are 22 sites the district provides bus service to. The details for each site are listed below:

Site	Eligible Riders	Inclusive Learning Riders	Board Approved Riders	Courtesy Riders	Totals
Blundell Learning Centre		8			8
Boyd		7			7
Bridge		0			0
Brighthouse <sup>1</sup>			23		23
Burnett <sup>2</sup>		7			7
Cambie	7	3			10
Cook		1			1
Errington Learning Centre		6			6
Garden City		1		1	2
Kidd		1			1
Kingswood	8				8
MacNeill + Aspen		9			9
McMath		4			4
McNair <sup>3</sup>	236	8		9	253
McNeely	15			3	18
McRoberts		3			3

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<sup>1</sup> Currently 23 students receive board approved bus service to Brighthouse from the Burkeville neighbourhood. These students live within the walk distance, however, due to the nature of the traffic volumes along the walk route to Brighthouse, it was deemed that a safety issue existed and that the students should receive bus service.

<sup>2</sup> Seven (7) students from the Exploration program receives bus service in the morning to Burnett.

<sup>3</sup> Of the 9 courtesy riders, eight (8) reside in New Westminster, receiving bus service to McNair from Hamilton in the 2024/25 school year.

Site	Eligible Riders	Inclusive Learning Riders	Board Approved Riders	Courtesy Riders	Totals
Palmer		2			2
Richmond		2			2
Steveston-London		2			2
Talmey		1			1
Thompson		1			1
Woodward	2				2
<b>Total Riders</b>	<b>276</b>	<b>66</b>	<b>23</b>	<b>13</b>	<b>378</b>

Transportation is continuing to implement recommendations from the independent Inclusive Student Transportation review in 2023. With the community growth in the Hamilton area, demand for bus services has increased. We are expecting to exceed our current capacity in 2025/26 for the Hamilton area, and we are planning to devote additional bus capacity or alter our routes accordingly.

### CONCLUSION

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

For courtesy riders, service could be discontinued if space is not available. Manager Transportation, Assets and Safety, as the designate of the Superintendent, is authorized to approve the application of those courtesy riders that meet the conditions set out in Policy 522-R.

*Cindy Wang*  
Secretary Treasurer

*Kristopher Wilkins*  
Director, Facilities Services

*Joel Canlas*  
Manager, Transportation, Assets and Safety

## Report to the Board of Education (Public)

**Date:** April 23, 2025

**From:** Cindy Wang, Secretary Treasurer

**Subject:** Review of School Site Acquisition Charge Regulation

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

### BACKGROUND

During its in-camera meeting on April 7, 2025, the Board of Education approved the following motion for submission to the BCSTA Annual General Meeting scheduled for April 24, 2025: **THAT BCSTA advocate to the Ministry of Infrastructure and Ministry of Municipal Affairs for a review of the School Site Acquisition Charge (SSAC) provisions within the Local Government Act and associated regulations to meet the rising costs of new school site acquisitions.**

The *Local Government Act*, sections 571 to 581, enables the school site acquisition charges (SSAC) to be levied on residential development on a per-dwelling basis. These charges are collected by local governments and transferred to school boards quarterly. The funds collected help cover the cost of acquiring new school sites necessitated by residential development.

The SSAC is intended to fund up to 35% of site acquisition costs for new schools, with the provincial government covering the remaining 65%. However, in recent site acquisitions, school boards have been directed by the government to use their capital reserves to fund the balance of SSAC for site purchases.

The *School Site Acquisition Charge Regulation* (the *Regulation*, BC REG 17/00, 2000) prescribes the formula and maximum allowable SSAC rates for different categories of eligible developments. The table below outlines the maximum SSAC rate prescribed in the *Regulation*.

Residential Density	Maximum SSAC rate (BC REG 17/00)
Low Density (< 21 units per hectare)	\$1,000
Medium Low Density (21 - 50 units per hectare)	\$900
Medium Density (51 - 125 units per hectare)	\$800
Medium High Density (126 - 200 units per hectare)	\$700
High Density (> 200 units per hectare)	\$600

### RATIONALE – INADEQUACY OF SSACS

The SSAC rates have been capped at no more than \$1,000 per single family residential unit since the introduction of the Regulation in 2000. SSACs have not kept up with appreciating land values and have no relationship with land values in different geographic areas of the province. The SSAC cap has severely limited school boards' ability to collect the necessary funds for new school site acquisitions, not meeting the intended goal of funding 35% of the total acquisition costs. This has directly resulted in the inadequacy of SSACs and delays in land acquisition for schools.



In a BCSTA 2020 discussion paper, *School Site Land Acquisitions: Issues and Solutions*, it stated that “development should be covering close to if not 100% of the cost of land acquisition for the public services needed to support that development through much increased SSACs which are more frequently reviewed and adjusted to reflect current land values”. The paper highlighted the concerns related to SSACs and recommended legislative and regulatory changes for the provincial government’s consideration.

Since then, land values across British Columbia have continued to rise significantly, further exposing the inadequacy of current maximum allowable SSAC rates. Without immediate action to adjust SSACs to reflect actual land costs, school boards will face increasing difficulty in securing necessary school sites in rapidly growing areas. A timely review of the legislative and regulatory framework governing the SSAC is critical to ensure school infrastructure keeps pace with development in the growing areas of the province.

### **ANALYSIS**

In contrast, municipal governments have access to more flexible development tools under the *Local Government Act*, including Development Cost Charges (DCC) and Amenity Cost Charges (ACC). The legislation and regulations governing these charges offer municipalities greater flexibility than the SSAC framework. Unlike SSACs, DCC and ACC rates can be set to reflect the cost of specific needs of each area and DCC rates are indexed to inflation to keep pace with rising costs.

Development Cost Charges (DCCs) help fund essential infrastructure such as water, sewer, roads and parkland to support the new development. Municipal governments have the flexibility to tailor DCCs to the cost of specific projects identified in their long-term capital plans, with rates based on unit, lot or floor space.

Amenity Cost Charges (ACCs), introduced in Fall 2023, allow municipal governments to collect funds from new developments to support community amenities like recreation centres, daycares and libraries. Municipalities can apply ACCs across their jurisdiction or tailor them to specific areas, with rates set per unit, lot or floor space, considering the costs and phasing of amenities.

### **CONCLUSION**

In November 2023, the Provincial Government enacted Bill 44 and 47, triggering significant changes to housing policy by mandating increased density in most metropolitan areas. The new legislation is aimed at improving housing affordability through expanded supply, requiring municipalities to revise their Official Community Plans by the end of 2025 to reflect the new density requirements.

These changes will place significant pressure on public infrastructure, especially school facilities. There is an urgent need for the provincial government to review School Site Acquisition Charges (SSAC) to address the growing demand for school spaces and escalating land values, and to align the SSAC Regulation with these new regulations and market conditions.

The Board of Education of School District No. 38 (Richmond) strongly urges the BCSTA to advocate for an immediate review of the SSAC provisions within the *Local Government Act* and associated regulations, and to increase the maximum allowable SSAC rates to reflect the significant rising costs of land acquisition across British Columbia.

*Respectfully submitted,*

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

## Report to the Board of Education (Public)

**Date:** April 23, 2025  
**From:** Cindy Wang, Secretary Treasurer  
**Subject:** 2025/26 School Site Acquisition Charge Bylaw

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### RECOMMENDATION

**THAT** the Board of Education adopted the SSAC Bylaw No. 2025-1 to set the 2025/26 School Site Acquisition Charge by way of three readings.

### BACKGROUND

The School Site Acquisition Charge (SSAC) is established through the authority of Sections 571 to 581 of the *Local Government Act* (LGA). The SSAC is a charge per dwelling unit to be paid by residential developers. The *School Site Acquisition Charge Regulation* (the Regulation) prescribes the formulas and maximum rates to determine the SSAC rates per development unit.

The charge collected by local government is transferred to school districts to help them fund new school site acquisition as a result of the new residential developments. The intent of the SSAC is to raise funds to cover 35 per cent of the school site acquisition costs required to accommodate the student growth due to new residential developments over a 10-year period as estimated in the annual Eligible School Site Proposal (ESSP).

The LGA requires the Board of Education to adopt a bylaw to set the SSAC charges within 60 days of receipt of the approval of the Five-Year Capital Plan from the Ministry.

### ANALYSIS

The Board of Education has recently approved the 2025 Long Range Facilities Plan (LRFP). This plan includes the latest information associated with new housing development and its impact on enrolment growth within the school district, particularly a school facility strategy to address the growth particularly in the City Centre Area. The school facility strategy includes a combination of expansions to existing schools and new schools.

The SSAC rates are based on the total value of the land required to meet the Eligible School Sites Proposal. Pursuant to the approved 2024/25 ESSP, the Board of Education expects two new school sites will be required in the city centre area to accommodate student growth resulted from new residential developments.

According to ministry school site standards and consultation with the City of Richmond, the eligible school sites expected to be purchased within 10 years will require a combined total of approximately 2.8 hectares and are estimated to cost a combined total of \$105 million.

### CONSULTATION

Pursuant to the School Site Acquisition provisions of the *Local Government Act*, the 2024/25 ESSP was prepared in consultation with local government and developer stakeholders and approved

through resolution by the Board of Education. The ESSP resolution has been accepted by local government, including City of Richmond and Metro Vancouver, pursuant to the Act.

The district's ten-year residential unit projections are based on information provided by the City of Richmond. District planning staff continually consult with development stakeholders to update the enrolment projection due to the timing and impact of planned residential developments on school aged population.

### **FINANCIAL IMPACT**

The funds are collected by the City of Richmond on behalf of the school district and remitted quarterly. The funds can only be used for school site acquisitions. The charges are based on the value of the land required and the density category for residential development applications received by the City and the charge is calculated on a per-dwelling unit basis according to the Regulation.

The SSAC charges are currently set at the maximum allowable rate pursuant to Provincial School Site Acquisition Regulations. SSAC Bylaw 2025-1 will result in no changes to current SSAC rates:

<b>Residential Density</b>	<b>Current SSAC rate</b>	<b>2025/26 SSAC rate</b>
Low Density ( < 21 units per hectare)	\$1,000	\$1,000
Medium Low Density (21 - 50 units per hectare)	\$900	\$900
Medium Density (51 - 125 units per hectare)	\$800	\$800
Medium High Density (126 - 200 units per hectare)	\$700	\$700
High Density ( > 200 units per hectare)	\$600	\$600

### **CONCLUSION**

Based on the information discussed above, it is recommended that the Board of Education adopt SSAC Bylaw 2025-1 to set the School Site Acquisition Charge for 2025/26.

*Respectfully submitted,*

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

Attachment: School Site Acquisition Charge (SSAC) Bylaw No. 2025-1

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

**SSAC BYLAW NO. 2025-1 TO SET THE 2025/26 SCHOOL SITE ACQUISITION CHARGE**

**WHEREAS**, School District No. 38 (Richmond) (hereafter called the “Board”) is an eligible school district pursuant to Division 10.1 of the Local Government Act for which the Board has indicated an eligible school site requirements in its approved 2025/26 Five-Year Capital Plan;

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

**AND WHEREAS**, the site acquisition component of the 2025/26 Five-Year Capital Plan for School District No. 38 (Richmond) was approved by the Minister of Infrastructure on the 25<sup>th</sup> day of March, 2025 with the Minister requiring that the School Site Acquisition Charge Capital Bylaw be adopted by the Board within 60 days;

**NOW THEREFORE**, the Board enacts as follows:

1. This bylaw may be cited as School District No. 38 (Richmond) Capital Bylaw to set the 2025/26 School Site Acquisition Charge.
2. “Eligible Development” means
  - (a) A subdivision of land in School District No. 38 (Richmond); or
  - (b) Any new construction, alteration, or extension in School District No. 38 that increases the number of self-contained units on a parcel.
3. Pursuant to Division 10.1 of the Local Government Act, the Board establishes the charges applicable to the prescribed categories of eligible development for the School District in accordance with the following formula:

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

Where	SSAC = the school site acquisition charge applicable to each prescribed category of eligible development
	A = \$105,000,000 (the approved value of land required to meet the Boards eligible school site requirements)
	B = 35 percent [pursuant to Section 937.5(1)]
	C = 15,420 (the number of approved eligible development units); and
	D = a factor set by provincial regulation for each prescribed category of eligible development.

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

<b>Prescribed Category of Eligible Development (BC Reg 17/00)</b>	<b>D (Factor set by BC Reg 17/00)</b>	<b>School Site Acquisition Charge</b> <b>SSAC = [(A x B) / C] x D</b> <i>(The SSAC rate is capped at maximum allowed pursuant to Provincial Regulations)</i>
Low Density (< 21 units/ha)	1.25	\$1,000 per unit
Medium Low Density (21-50 units/ha)	1.125	\$900 per unit
Medium Density (51-125 units/ha)	1.000	\$800 per unit
Medium High Density (126-200 units/ha)	0.875	\$700 per unit
High Density (> 200 units/ha)	0.750	\$600 per unit

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

READ A FIRST TIME THE 23<sup>rd</sup> DAY OF APRIL 2025

READ A SECOND TIME THE 23<sup>rd</sup> DAY OF APRIL 2025

READ A THIRD AND FINAL TIME THE 23<sup>rd</sup> DAY OF APRIL 2025

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Board Chairperson

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Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 38 (Richmond) SSAC Bylaw No. 2025-1 adopted by the Board the 23rd day of April, 2025.

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Secretary Treasurer

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

**Wednesday, February 12, 2025 – 6:00 pm**  
**Via Zoom**

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**Present:**

Chairperson	H. Larson
Vice Chairperson	D. Yang
Alternate	A. Wong
Trustee	D. Tablotney
Superintendent	C. Usih
Assistant Superintendent	M. Naser
Assistant Superintendent	R. Laing
Director of Instruction	W. Walker
Curriculum Coordination	C. Loat
Teacher Consultant	J. Tang
Teacher	V. Advani
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	L. Leung
Representative, Richmond Management and Professional Staff	S. Glanzmann
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	S. Khan

**Absent:**

Trustee Member	D. Sargent
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The meeting was called to order at 6:00 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hə́nqəmínə́m 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, January 15, 2025, were approved as circulated.

**3. Artificial Intelligence**

Assistant Superintendent Maryam Naser introduced Director of Instruction Wennie Waker who presented on Artificial Intelligence (AI) in schools. In addition, Curriculum Coordinator Chris Loat, Teacher Consultant Jonathan Tang and Teacher Vandy Advani joined in the presentation. They informed the committee on the generative AI guidelines and guiding principles, the utilization of AI tools to support teaching and learning, and generative AI pilot in schools. Chris Loat and Jonathan Tang discussed professional development that has been provided to staff, how AI tools are being integrated in secondary schools, and they shared their experiences and feedback with these tools. Jonathan Tang provided perspectives from teachers and students on the generative AI pilot, where two AI tools are being utilized in an elementary setting. Teacher Vandy Advani provided her experience and feedback with the use of AI tools at the elementary classroom level and with students.

Trustees asked questions regarding to quality of translation with AI, and expressed gratitude to staff for their work and support in the utilization of AI tools.

Partner groups asked for clarification on the use of AI tools in classrooms, and acceptable use of technology in classrooms.

**4. Next Meeting Date – April 16, 2025 at 6:00pm.**

**5. Adjournment**

The meeting adjourned at 7:03 pm.

*Respectfully Submitted,*

*Heather Larson  
Chairperson, Education Committee*



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

**Wednesday, March 5, 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, Richmond Project Team	J. Ho
Director, Facilities Services	K. Wilkins
President, Richmond Teachers' Association	L. Baverstock
2nd Vice President, Richmond Teachers' Association	F. Marsic
President, Richmond District Parents Association	C. Huang
President, Richmond Association of School Administrators	N. Widdess
Vice President, Richmond Association of School Administrators	A. Goulas
Executive Assistant (Recording Secretary)	T. Lee

The meeting was called to order at 4:34 pm.

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

**1. Approval of Agenda**

The agenda was adopted as circulated.

**2. Approval of Minutes**

Minutes from the February 5, 2025 meeting was approved as circulated.

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

The Director, Richmond Project Team noted that the report was included in the agenda package.

Following a question from the President, Richmond Teachers' Association (RTA) regarding the City Centre schools and the recently released Budget 2025 from the Government of BC, a discussion ensued about advocacy efforts and the meetings the Board had with the Minister of Infrastructure and the Minister of Education and Child Care.

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

The Director, Richmond Project Team noted that the report was included in the agenda package.

The President, RTA then asked a question regarding seismic safety and earthquake preparedness. The Superintendent responded, noting that a committee is being formed with representatives from every department for emergency preparedness and communications, with more details to be provided soon.

The Director, Richmond Project Team then responded to the President, Richmond District Parents Association question regarding seismic upgrades to schools in the district.

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

The Director, Facilities Services noted that the report was included in the agenda package and responded to a question from the President, RTA regarding project updates on the Richmond Secondary sewage backup and restoration.

The Director, Richmond Project Team then responded to a trustee's question regarding energy conservation measures for electricity and natural gas, as well as incentives and recognition for schools that meet their goals.

The President, RTA raised a concern about the lack of staff washrooms at Richmond Secondary, with only two toilets available due to two washrooms being out of service as a result of the recent sewage backup. The issue was linked to accessibility, and it was suggested that accessibility be included in the district's operations activities, with involvement from partner groups to ensure these concerns are addressed and tracked moving forward. A discussion followed regarding staff bathroom facilities.

**6. Minutes for Information**

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

Minutes of Meeting held January 8, 2025 were attached for information.

**7. Next Meeting Date – April 2, 2025 at 4:30 pm**

**8. Adjournment**

The meeting adjourned at 5:07 pm.

*Respectfully Submitted,*

*Ken Hamaguchi  
Chairperson, Facilities and Building Committee*

## Report to the Board of Education (Public)

**Date:** April 16, 2025

**From:** Donna Sargent, Trustee, Chairperson of Finance and Legal Committee

**Subject:** Trustees' Expenses for the Three Months Ending March 31, 2025

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### RECOMMENDATION

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

**BE IT RESOLVED** that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended March 31, 2025, in the amount of \$4,435.30.

### BACKGROUND

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

During the three-month period ended March 31, 2025, the Trustees incurred a total of \$4,435.30 in expenses associated with their roles and responsibilities. These expenses were reimbursed to trustees to carry out their duties and responsibilities.

### CONCLUSION

In compliance with the provisions of the *School Act*, Finance and Legal Committee recommends the Board's approval of Trustees' expenses for the three months ended March 31, 2025.

Respectfully submitted,

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

# TRUSTEES EXPENSES

DATE	DESCRIPTION	R. BELLEZA	K. HAMAGUCHI	H. LARSON	D. SARGENT	D. TABLOTNEY	A. WONG	D. YANG	TOTAL
2025-01-02	Cell phone reimbursement - Jan 2025		50.00	50.00		50.00	11.20	50.00	211.20
2025-02-12	Cell phone reimbursement - Feb 2025		50.00	50.00		50.00	11.20	50.00	211.20
2025-03-12	Cell phone reimbursement - Mar 2025		50.00	50.00		50.00	11.20	50.00	211.20
2025-01-15	Network of Inquiry and Indigenous Education - May 9-10, 2025 registration			498.75					498.75
2025-02-26	2025 BCPSEA AGM - Jan 30-31, 2025 - accommodation					234.12			234.12
2025-03-12	Rotary Lunar New Year Gala-Feb 9, 2025	108.00							108.00
2025-03-28	BCSTA Trustee Academy-Nov 21-22, 2024 accommodation	497.22	248.61	497.22	497.22	497.22	497.22		2,734.71
2025-03-31	BCSTA Trustee Academy-Nov 21, 2024 dinner	37.69	37.69	37.69	37.69	37.68	37.68		226.12
	<b>TOTALS PAID: Jan 1 to March 31, 2025</b>	<b>642.91</b>	<b>436.30</b>	<b>1,183.66</b>	<b>534.91</b>	<b>919.02</b>	<b>568.50</b>	<b>150.00</b>	<b>4,435.30</b>

## Finance and Legal Committee

### Public Meeting Minutes

**Wednesday, February 12, 2025 – 10:00 am**  
**Via Zoom**

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**Present:**

Chairperson	D. Sargent
Vice Chairperson	D. Tablotney
Trustee Member	K. Hamaguchi
Trustee Alternate	A. Wong
Superintendent of Schools	C. Usih
Secretary Treasurer	C. Wang
Assistant Secretary Treasurer	M. Fu
Executive Director, Human Resources	T. Major
1st Vice President, Richmond Teachers' Association	S. Wenglowksi
2nd Vice President, Richmond Teachers' Association	F. Marsic
President, Canadian Union of Public Employees 716	S. Robinson
President, Richmond District Parents Association	C. Huang
Representative, Richmond Management and Professional Staff	R. Corbin
Executive Assistant (Recording Secretary)	T. Lee

The meeting was called to order at 9:59 am.

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

#### **1. Adopt Agenda**

The Chairperson proposed adding "Budget Timeline" as item 5 on the agenda. The agenda was adopted as amended.

#### **2. Approve Minutes**

The minutes of the public meeting held Wednesday, January 15, 2025, were approved as circulated.

#### **3. Human Resources Update**

The Executive Director, Human Resources, spoke to her report as included in the agenda package. There were no further questions or comments.

**4. 2024/25 Amended Annual Budget Bylaw**

The Assistant Secretary Treasurer provided information on the 2024/25 Amended Annual Budget which consists of the Operating, Special Purpose, and Capital Funds. She also explained significant changes in the 2024/25 Amended Annual Budget, as compared to the 2024/25 Annual Budget.

Trustees thanked staff for their work and expressed appreciation for the transparency of the process. There were no further questions or comments.

**5. Budget Timeline**

The Secretary Treasurer acknowledge the Assistant Secretary Treasurer and her team for their work. She then updated the Committee on the 2025/26 budget process, noting that staff will recommend at the February 19, 2025 public board meeting to extend the budget approval timeline from April to May, allowing more time for public consultation and finalizing projections, pending the provincial funding announcement in mid-March. There were no further questions or comments.

**6. Next Meeting Date – Wednesday, April 16, 2025 at 10:00 am**

**7. Adjournment**

The meeting adjourned at 10:20 am.

*Respectfully Submitted,*

*Donna Sargent  
Chairperson, Finance and Legal Committee*

## Report to the Board of Education (Public)

**Date:** April 23, 2025

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

**Subject:** **Policy 102: Diversity and Inclusion**

### NOTICE OF MOTION TO MAY 21, 2025 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the May 21, 2025 Public meeting of the Board of Education to approve revised **Policy 102: Diversity and Inclusion**.

#### BACKGROUND:

At the December 11, 2024 public meeting of the Board of Education, the Board approved Policy 102 for entry into the partner group review process. The Partner Group review process took place from December 12, 2024 to February 28, 2025. In addition to feedback from Partner Group representatives at the December 2, 2024 public meeting of the Policy Committee, feedback was received from the RTA during the review timeline and incorporated into the revised policy.

As outlined below, the policy has been in discussion at Policy Committee since November 12, 2024 and has benefitted from significant discussion and revision since then. The final version of the revised policy reflects that discussion.

#### TIMELINE:

Dates	Meeting	Comments
November 12, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft policy revisions attached. Opportunity for trustee review and feedback.
December 2, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation to place into Partner Group Review Process from December 12, 2024, to February 28, 2025.
December 11, 2024	Board of Education (Public)	Board approval for entry into Partner Group Review process from December 12, 2024, to February 28, 2025.
December 12, 2024 to February 28, 2025		Partner Group review process.
April 14, 2025	Policy Committee (Public)	Updated draft policy incorporating partner group input brought to Policy Committee (Public). Possible

		Notice of Motion for approval at April Board meeting.
April 23, 2025	Board of Education (Public)	Possible Notice of Motion for final approval of revised policy at May Board meeting.
May 21, 2025	Board of Education (Public)	Possible Board approval of revised policy.

**CONCLUSION:**

The process and timeline described in this report has provided the necessary opportunities for Trustee members of the committee and Partner Group representatives to fully engage in the revision process, and the result is a proposed revised policy that reflects current district practice.

*Respectfully submitted,*

*Debbie Tablotney  
Trustee, Chairperson of Policy Committee*

*Attachments:*

- 1. Revised draft Policy 102 (track changes)*
- 2. Revised draft Policy 102 (clean)*



## DISTRICT PHILOSOPHY

## Policy 102

### **Diversity, Equity, and Inclusion**

The Board of Education is focused on removing systemic barriers to ensure that each person's needs are equitably recognized and addressed. In doing so, the Board of Education is committed to providing the supports and opportunities individuals require to achieve their fullest potential.

The Richmond School District is committed to the principles of diversity, equity and inclusion, and is on a path toward reconciliation, decolonization, antiracism, and anti-oppression. The Richmond Board of Education recognizes the uniqueness of Indigenous students, families, and employees and is committed to working with Indigenous rights holders to advance these principles.

The Board of Education upholds the values and objectives contained in the [Canadian Charter of Rights and Freedoms](#), in particular [Subsections 15\(1\) and \(2\)](#), the [Canadian Human Rights Act](#), the [Truth and Reconciliation Commission Calls to Action](#), and all other applicable laws and legislation. See appendix below.

The documents referenced and linked above, and in the appendix below, guide all interactions and decisions so that all -letter and spirit of the Canadian Charter of Rights and Freedoms shall be observed, supported, and enforced so that all members of the school district community community may work and learn together to develop a deep appreciation of all people.

together in an atmosphere of celebration and respect for individual differences.  
Specifically, the Richmond School District will:

- a. Include the principles of diversity, equity, and inclusion in the District's policies, procedures, and relations with employees, students, parents, and the greater community.
- b. Advance the Truth and Reconciliation Calls to Action by working collaboratively with Indigenous rights holders, Elders, community partners, staff, and students to increase learning and understanding by implementing the First People's Principles of Learning.
- c. Increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of our diverse communities.
- d. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias.
- e. Incorporate policies that support an inclusive and equitable working and learning environment.
- f. Ensure every student, employee, parent/guardian/caregiver, volunteer, and community partner understands their responsibility for creating a climate where all members of the school district community feel they are welcome and that they belong.
- g. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate fully in their learning.

#### **Definitions:**

Anti-oppression Seeks to minimize and/or eliminate the harm from unjust experiences and

Adopted: 07 December 2009

Revised:

discrimination and equalize power imbalances.

Antiracism      The deliberate act of opposing racism and promoting a society that is thoughtful, inclusive and just.

Decolonization      A process by which non-Indigenous people recognize and accept Canada's colonial history, including how that history impacted and continues to impact Indigenous Peoples. Decolonization must include Indigenous and non-Indigenous people working together toward a future that includes all.

Diversity      Legally protected differences such as race, age, disability, sexual orientation and gender identity and expression. Diversity also includes such 'non-visible' qualities including thought, perspectives, education, socio-economic status and life experiences.

Equity      The fair treatment of all people, so that the norms, practices, and policies ensure identity is not predictive of opportunities or outcomes. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances and adjusts and addresses imbalances so that the end result is equal.

Inclusion      The affirmation and appreciation of all identities, the intersectionality of those identities, and the practice of creating environments where all people experience a true sense of belonging.

Intersectionality      The understanding of how forms of discrimination (such as racism, sexism and classism) can combine, overlap or intersect and further impact individuals.

Partner Group      In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for the Canadian Union of Public Employees (CUPE) 716, the Richmond Association of School Administrators (RASA), the Richmond District Parents Association (RDPA), the Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers' Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner groups and voice from all members of the school community including students, parents/guardians/caregivers, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

Reconciliation      Establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in Canada by building awareness of the past, acknowledgement of the harm that has been inflicted, and atonement for the causes and action with a commitment to change.

Systemic Barriers      Policies, practices or procedures that perpetuate inequities and result in some people being excluded or receiving unequal access.

Adopted: 07 December 2009  
Revised:

~~A policy of nondiscrimination, as defined under the Canadian Charter of Rights and Freedoms, shall prevail in all matters of employment, promotion and assignment of staff, and in provision of facilities and access for those with disabilities.~~

Commented [CB1]: Deleted because this information is contained in Policy 400-R3

~~The Board of Education (Richmond) is committed to providing an inclusive environment that is safe and supportive for all students and staff.~~

~~The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community. Consequently, it supports inter-cultural education for staff and students, and will promote cultural celebration and respect for human rights and freedoms through its educational programs. The Board will encourage student leadership in the promotion of mutual knowledge and respect amongst members of the school community and the development of an inclusive culture in schools. The Board is committed to working in partnership with parents and to effective communication with parents and community members. Consequently, it will encourage educational staff to actively support two-way communication with parents and will seek the assistance of individuals and groups within the community who can enhance school and district communication. When necessary, appropriate and possible, the Board will provide interpretation or translation services.~~

Commented [CB2]: Deleted because this information is contained in Policy 512.14.1-G

#### **Appendix:**

##### Supportive Documents

Accessible British Columbia Act

British Columbia Declaration on the Rights of Indigenous Peoples Act

British Columbia Government Anti-racism Definitions

British Columbia Human Rights Code

BC's K-12 Anti-Racism Action Plan

British Columbia Tripartite Education Agreement

Canadian Charter of Rights and Freedoms, [Subsections 15(1) and (2)][Subsections 15(1) and (2)]

Canadian Human Rights Act

Declaration on the Rights of Indigenous Peoples Act (DRIPA)

Federal Federal Employment Equity Act

First Peoples Principles of Learning

Missing and the Murdered Indigenous Women and Girls National Action Plan

Truth and Reconciliation Commission Calls to Action

United Nations Declaration on the Rights of Indigenous Peoples

Canadian Charter of Rights and Freedoms

Employment Standards Act

Human Rights Code

District Position Paper: Learning Services Framework

District Discussion Paper: Inclusion: What Constitutes Support?

District Discussion Paper: Supporting Diversity—Strategies for Inventing a

New Future District Discussion Paper: Role of the Educational Assistant

Parent Handbook: Learning Matters

Adopted: 07 December 2009

Revised:

## DISTRICT PHILOSOPHY

## Policy 102

### Diversity, Equity, and Inclusion

The Board of Education is focused on removing systemic barriers to ensure that each person's needs are equitably recognized and addressed. In doing so, the Board of Education is committed to providing the supports and opportunities individuals require to achieve their fullest potential.

The Richmond School District is committed to the principles of diversity, equity and inclusion, and is on a path toward reconciliation, decolonization, antiracism, and anti-oppression. The Richmond Board of Education recognizes the uniqueness of Indigenous students, families, and employees and is committed to working with Indigenous rights holders to advance these principles.

The Board of Education upholds the values and objectives contained in the [Canadian Charter of Rights and Freedoms](#), in particular [Subsections 15\(1\) and \(2\)](#), [the Canadian Human Rights Act](#), [the Truth and Reconciliation Commission Calls to Action](#), and all other applicable laws and legislation. See appendix below.

The documents referenced and linked above, and in the appendix below, guide all interactions and decisions so that all members of the school district community work and learn together to develop a deep appreciation of all people.

Specifically, the Richmond School District will:

- a. Include the principles of diversity, equity, and inclusion in the District's policies, procedures, and relations with employees, students, parents, and the greater community.
- b. Advance the Truth and Reconciliation Calls to Action by working collaboratively with Indigenous rights holders, Elders, community partners, staff, and students to increase learning and understanding by implementing the [First People's Principles of Learning](#).
- c. Increase awareness of, and appreciation for the racial, cultural, spiritual, religious, and linguistic diversity of our diverse communities.
- d. Incorporate policies, operating and hiring practices, procedures, and structures, free of all forms of discrimination, inequities, and racial bias.
- e. Incorporate policies that support an inclusive and equitable working and learning environment.
- f. Ensure every student, employee, parent/guardian/caregiver, volunteer, and community partner understands their responsibility for creating a climate where all members of the school district community feel they are welcome and that they belong.
- g. Seek to identify, remove, and prevent barriers that inhibit the ability of students to participate fully in their learning

## **Definitions:**

Anti-oppression	Seeks to minimize and/or eliminate the harm from unjust experiences and discrimination and equalize power imbalances.
Antiracism	The deliberate act of opposing racism and promoting a society that is thoughtful, inclusive and just.
Decolonization	A process by which non-Indigenous people recognize and accept Canada's colonial history, including how that history impacted and continues to impact Indigenous Peoples. Decolonization must include Indigenous and non-Indigenous people working together toward a future that includes all.
Diversity	Legally protected differences such as race, age, disability, sexual orientation and gender identity and expression. Diversity also includes such 'non-visible' qualities including thought, perspectives, education, socio-economic status and life experiences.
Equity	The fair treatment of all people, so that the norms, practices, and policies ensure identity is not predictive of opportunities or outcomes. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances and adjusts and addresses imbalances so that the end result is equal.
Inclusion	The affirmation and appreciation of all identities, the intersectionality of those identities, and the practice of creating environments where all people experience a true sense of belonging.
Intersectionality	The understanding of how forms of discrimination (such as racism, sexism and classism) can combine, overlap or intersect and further impact individuals.
Partner Group	In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for the Canadian Union of Public Employees (CUPE) 716, the Richmond Association of School Administrators (RASA), the Richmond District Parents Association (RDPA), the Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers' Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner groups and voice from all members of the school community including students, parents/guardians/caregivers, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

**Reconciliation** Establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in Canada by building awareness of the past, acknowledgement of the harm that has been inflicted, and atonement for the causes and action with a commitment to change.

**Systemic Barriers** Policies, practices or procedures that perpetuate inequities and result in some people being excluded or receiving unequal access.

**Appendix:**

[Accessible British Columbia Act](#)

[British Columbia Declaration on the Rights of Indigenous Peoples Act](#)

[British Columbia Government Anti-racism Definitions](#)

[British Columbia Human Rights Code](#)

[BCs K-12 Anti-Racism Action Plan](#)

[British Columbia Tripartite Education Agreement](#)

[Canadian Charter of Rights and Freedoms, \[Subsections 15\(1\) and \(2\)\]](#)

[Canadian Human Rights Act](#)

[Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[Federal Employment Equity Act](#)

[First Peoples Principles of Learning](#)

[Missing and the Murdered Indigenous Women and Girls National Action Plan](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

## Report to the Board of Education (Public)

**Date:** April 23, 2025

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

**Subject:** **Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public**

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### NOTICE OF MOTION TO MAY 21, 2025 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the May 21, 2025 Public meeting of the Board of Education to approve the rewrite of ***Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public.***

#### BACKGROUND:

From time to time, staff will bring forward a rewrite to an existing policy and/or regulation for Policy Committee's consideration. Ultimately, all policy development, rewrites, or revisions require the support of Policy Committee and approval at a public meeting of the Board of Education.

Staff have conducted a review of Complaints and Appeals Policies from a number of metro districts and other jurisdiction, and supporting information from the Ministry of Education and Child Care. Also, the Office of the Ombudsperson has developed a guide to assist public sector organizations with policy development in this area.

The current Policy 103 Bylaw draft is attached and incorporates partner group feedback received during the Partner Group Review process which took place from January 23, 2025, to March 23, 2025.

#### POLICY CONSIDERATIONS:

The draft rewrite to Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public is guided by the need to provide greater clarity to the public, staff, and trustees regarding the distinction between district complaints procedures versus appeal procedures.

#### 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>
November 12, 2024	Policy Committee (In-camera)	Initial discussion with Policy Committee for trustee guidance and input.
December 2, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft 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). Recommendation to place into Partner Group Review Process from January 23, 2025, to March 23, 2025.
January 22, 2025	Board of Education (Public)	Possible Board approval for entry into Partner Group Review process from January 23, 2025, to March 23, 2025.
January 23, 2025, to March 23, 2025		Partner Group Review process
April 14, 2025	Policy Committee (Public)	Final revisions based on Partner Group Review process. Possible Notice of Motion for approval at the April Board of Education (Public) meeting.
April 23, 2025	Board of Education (Public)	Possible Notice of Motion to April Board of Education (Public) meeting for final approval at May board meeting
May 21, 2025	Board of Education (Public)	Recommendation for board approval of revised policy.

*Respectfully submitted,*

*Debbie Tablotney*

*Trustee, Chairperson of Policy Committee*

**Attachments:**

1. *Draft rewrite of Policy 103 Bylaw incorporating partner group feedback (track changes)*
2. *Draft rewrite of Policy 103 Bylaw incorporating partner group feedback (clean)*



**DISTRICT PHILOSOPHY**

**Policy 103 BYLAW**

**BYLAW: Complaints and Appeals by Students, Parents/Guardians, and the Public**

This Bylaw describes procedures to be used by students, parents/guardians, and members of the public to make a complaint, or appeal an ~~an employee~~~~staff~~ decision in accordance with Section 11 of the School Act. Policy and procedures designed to hear complaints or appeals of ~~employee staff~~ decisions will be communicated annually to ~~staff, students, and~~ parents/guardians at each school and published on the district website.

The Board of Education believes that employees are committed to providing safe and welcoming learning environments for all students and parents/guardians.

The Board of Education believes that employee decisions relating to individual students must be guided by a student centered approach, incorporating the principles of fairness, confidentiality, and acting in a timely manner.

Notwithstanding genuine best efforts to communicate openly and seek collaboration in all aspects of school and district life, disagreements will arise from time to time.

**Definitions**

*Complaint*

~~A complaint is an~~ expression of dissatisfaction with an aspect of the organization's programs, services, employees, decisions, and/or responsiveness.

*Appeal*

A review of a decision administered by a higher authority. I  
~~Decisions made by public sector employees can significantly impact an individual or group's rights or interests. Those~~ individuals or groups who receive a decision they believe is unfair, unreasonable, or incorrect may wish to appeal the decision. The right to appeal a decision will vary depending on the organization's governing statutes and the nature of the decision; ~~and the organization's governing statutes.~~

**Complaints**

The board believes that complaints are best dealt with by engaging directly with the person at  
~~the point closest to~~ where the concern first arises and encourages all parties involved to ~~understand the interests of the other parties and~~ make good faith efforts to resolve complaints to mutual satisfaction.

Complaints resolution should be guided by Policy 103: Collaboration and Community, and Policy 105: District Code of Conduct, which reinforce the board's expectations for open, respectful, caring, courteous, and collaborative interactions at all times with a focus on

Adopted: 03 November 2008  
Revised: 05 May 2014

maintaining positive relationships.

Students and/or parents/guardians may be supported by an advocate, support person, or interpreter/translator throughout the resolution processes outlined in this Bylaw.

~~Best efforts will be made to respond to a written complaint within 5 school days.~~

Staff will only respond to anonymous complaints in exceptional circumstances and then only when it can establish firsthand evidence that will permit due and fair process.

## **Complaints Procedure**

When no procedure is provided in legislation, collective agreement, or elsewhere in board policy, the steps outlined below should be followed to resolve a complaint:

### **Step 1: Employee**

Concerned parties should discuss the matter with the employee directly involved. If the employee is the principal, proceed to Step 2. Employees are committed to communicating with parents/guardians about their children. Concerns are often resolved at this step. The board believes issues are most effectively dealt with in a timely manner between the individuals involved. Thus, to resolve a difference, the concerned individual(s) should first contact ~~or meet with~~ the employee who is most closely connected with the issue of concern.

In circumstances where a resolution has not been achieved between the parties, or where the individual(s) feel unable to safely approach the other, proceed to *Step 2: Principal or Designate*.

Employees against whom a complaint is made will be informed of the complaint when appropriate and will have the opportunity to respond and to participate in attempts to resolve the concern.

### **Step 2: Principal or Designate**

Discuss the complaint with the school principal or designate. Principals are committed to providing a safe and welcoming learning environment for all students, parents/guardians, staff, and community members. The principal or designate will work toward a resolution by participating in the discussion to mediate and advise both parties. The principal will ensure that concerned parties are made aware of Policy 103 Bylaw.

In circumstances where a resolution has not been achieved between the parties, or where one individual feels unable to safely approach the other, proceed to Step 3: Assistant Superintendent.

### **Step 3: Assistant Superintendent**

Provide your complaint, in writing, to the assistant superintendent responsible for your school (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the assistant superintendent. The assistant superintendent will work towards a resolution and provide a written response of their review of the matter. ~~Best efforts will be made to respond to a written complaint within 5 school days.~~

In circumstances where a resolution has not been achieved between the parties, or where

Adopted: 03 November 2008

Revised: 05 May 2014

one individual feels unable to safely approach the other, proceed to Step 4: Superintendent of Schools.

#### **Step 4: Superintendent of Schools**

Provide your complaint, in writing, to the superintendent (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the superintendent. The superintendent will review the matter and provide a written final decision to the complaint. Best efforts will be made to respond to a written complaint within 5 school days.

#### **Appeals**

Where there is no successful complaints resolution, and in cases where a decision (or failure to make a decision) of an employee of the board may significantly affect the education, health or safety of a student, the student and/or parent(s)/guardian(s) may give written Notice of Appeal to the Board of Education as outlined in this Bylaw and in accordance with Section 11 of the School Act.

Procedures for hearing an appeal will be applied as outlined in this Bylaw. The board may, in its absolute discretion, refuse to hear an appeal where the student and/or parent(s)/guardian(s) did not first follow the Complaints Procedure.

#### **Notice of Appeal and Time Limits**

An appeal must be started within fifteen (15) business days of the completion of the Complaints Procedure, unless good reasons are shown why the time should be extended.

An appeal is started by completing a Notice of Appeal form and by delivering it by mail, email or personal delivery to the Office of the Secretary Treasurer.

The Notice of Appeal must include:

- a) the name, home address, and school placement of any student(s) involved (including, where appropriate, grade level, and homeroom teacher);
- b) the name and address of the individual(s) making the appeal - if a student under 19 years of age initiates the appeal, the parent(s)/guardian(s) will receive a copy of the appeal;
- c) the complaint decision that is being appealed;
- d) the date on which the student and/or parent(s)/guardian(s) were informed of the decision;
- e) the name of the employee(s) who made the decision being appealed;
- f) the grounds for the appeal and the action requested or relief sought;
- g) a statement, if applicable, of the effect the decision being appealed has on the student's education, health, or safety;
- h) a summary of the steps taken by the student and/or parent(s)/guardian(s) to resolve the matter;
- i) whether the individual(s) making the appeal wishes to present at an appeal hearing in person; and
- j) whether the individual(s) making the appeal require any special accommodation(s) in order to proceed with an appeal.

An employee may assist the individual(s) making the appeal in completing the Notice of

Adopted: 03 November 2008

Revised: 05 May 2014

Appeal form if requested.

The secretary treasurer (or designate) will:

- 1) Receive and review the Notice of Appeal for timeliness and completeness.
- 2) Review the Notice of Appeal with the superintendent for a preliminary determination of the matter of significance, specifically a decision (or failure to make a decision) that significantly affects the education, health or safety of a student.
- 32) Communicate with the individual(s) making the appeal and others on matters related to the Notice of Appeal as needed.
- 43) Provide copies of the Notice of Appeal to the employee(s) whose decision is being questioned and to other individuals involved in the Complaints Procedure as appropriate, and invite their written responses.
- 54) Receive and distribute relevant documents.
- 65) Ensure that other pertinent policies are considered and that complaints related to employees are dealt with in accordance with any relevant legislation, collective agreement, or elsewhere in board policy.
- 76) Prepare a report outlining the issue(s) and the steps taken to resolve the complaint for the board's consideration and distribute the report and supporting documents to the individual(s) making the appeal, the superintendent, and employee(s) involved as appropriate.
- 87) Schedule necessary meetings.

The board will normally consider the secretary treasurer's report at its next board meeting and determine if the concerns outlined meet the criteria necessary to be considered in the Appeal Procedure.

The board recognizes that whether a decision (or failure to make a decision) significantly affects a student's education, health, or safety is a matter for individual consideration. The following examples will typically be grounds for appeal:

- exclusion from school due to a medical condition that endangers others
- suspension from an educational program for more than five (5) school days where resolution has not been achieved by the parties
- transfer of a student from one school to another for disciplinary reasons
- suspension from an educational program where no other program is made available
- requirement to complete a program by distributed learning if there is space in the school or district as part of a disciplinary matter
- placement in an educational program (but not a specific class or course)
- grade promotion or graduation
- failure to provide or consult regarding a student's individual education plan under certain circumstances
- being the recipient of threats of violence, bullying, intimidation, harassment or acts of racism and/or hate by another student
- any other decision the board determines should be considered as an appeal

If the Board of Education in its absolute discretion, is concerned that a decision (or failure to make a decision) of an employee of the board may be significantly affecting the education, health or safety of a student, then the issue will be considered an appeal and dealt with under the terms of this Appeal Procedure.

Adopted: 03 November 2008

Revised: 05 May 2014

## Appeal Procedure

School Act Section 11 appeals are confidential. Appeals and decisions on appeals will be held in-camera. Information and documents about an appeal may only be disclosed in accordance with the School Act, Freedom of Information and Protection of Privacy Act, and applicable board policy.

1. The board will initiate the Appeal Procedure in a timely manner and decide the appeal within 45 days of first receipt of the Notice of Appeal. The individual(s) and any employee(s) whose decision is being appealed will be notified of all meetings.
2. The board will consider the matter at one or more meetings based on written presentations and/or it may hear in person ~~oral~~ presentations.

The board may invite additional written submissions from the individual(s) making the appeal and any of the other participant(s) as deemed necessary. It may establish a committee to investigate the matter further and may call any witness or follow any other line of inquiry it feels appropriate.

No ~~employee~~~~staff member~~(s) who was involved in making the decision being appealed or has investigated or mediated the issue will assist the board with its deliberations on the appeal.

No trustee will decide on an appeal unless they have attended all meetings called to consider or hear the appeal.

- ~~3.~~ Where the board considers it desirable to receive in person ~~oral~~ submissions, the board will set a mutually convenient time, date, and place for this purpose and will invite the individual(s) making the appeal, and superintendent to present their evidence.

3. If either the board or individual(s) making the appeal wishes to have legal representation or have an audio record of the hearing, they must notify the other party at least 7 days prior to the hearing date.

The secretary treasurer will provide all relevant district reports and supporting documents to the individual(s) making the appeal no later than 96 hours before the meeting. All documents that the individual(s) making the appeal intends to rely on must be provided to the Office of the Secretary Treasurer no later than 48 hours before the hearing date.

The unwillingness of one party to attend or present at a hearing will not negate the right of other parties to attend or present.

In person appeal hearings will be held as outlined in this Bylaw.

4. Where the board decides to consider written presentations only, all parties will be informed of the meeting date and asked to submit their documents with the same timeline as for an in person~~oral~~ hearing. The secretary treasurer will assemble documents and assist the board.
5. The board may make any interim decision it considers necessary pending the final decision of the appeal.

Adopted: 03 November 2008

Revised: 05 May 2014

6. The board will make a decision as soon as possible after all the information is gathered and will promptly notify the individual(s) making the appeal and the employee(s) staff involved of the board's decision.

As soon as possible thereafter, the board will approve a written communication to the individual(s) making the appeal confirming the process followed, noting applicable policies, the evidence considered, and confirming the board's decision and the reasons for the decision.

Included in the communication to the individual(s) making the appeal will be notification of the right to appeal to the Ministry of Education and Child Care - Superintendent of Appeals under Section 11.1 of the School Act.

7. A board may make any decision that it considers appropriate in respect of the matter that is appealed under Section 11 of the School Act and, subject to Section 11.1 (1), the decision of the board is final.
8. If, after a Section 11.1 Appeal, the Superintendent of Appeals refers the matter back to the board for reconsideration, with or without direction, the board will begin the process of reconsideration as set out in this Bylaw (Appeal Procedure).

## **HEARING PROCESS FOR AN APPEAL**

The agenda for an appeal hearing will be conducted by the Board Chairperson at an in-camera meeting and will be organized as follows:

- Introductions
- Confirmation of the purpose of the meeting and timelines
- Confirmation that each party has all documents submitted
- Presentation by the individual(s) making the appeal
- Presentation by the superintendent
- Recess: All but trustees and the secretary treasurer leave the hearing room, and trustees formulate questions
- Reconvene: The chairperson asks questions of the parties; parties respond
- Recess and reconvene as needed to formulate additional questions
- Response and summation by the superintendent
- Response and summation by the individual(s) making the appeal
- Participants are informed of the next steps, thanked and excused
- Trustees deliberate as a committee of the whole

All participants will be informed that each is expected to behave respectfully and that retaliation in any form will not be tolerated.

Each party invited to present evidence at the appeal hearing will be provided up to 20 minutes to do so, and up to an additional 10 minutes for summation.

At any time, the board may request further information from the individual(s) making the appeal or the superintendent and may adjourn in order that such information may be obtained.

If the board is satisfied with the information provided, a vote to uphold, deny, or alter the

Adopted: 03 November 2008

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| ~~employee~~staff decision will be conducted. The secretary treasurer records the minutes of the appeal hearing.

Trustees in a committee of the whole contribute to notes to be used to prepare a letter to the individual(s) making the appeal.

Recess to another date. The chairperson notifies the individual(s) making the appeal of the decision and prepares, with the secretary treasurer, a draft letter to the individual(s) making the appeal.

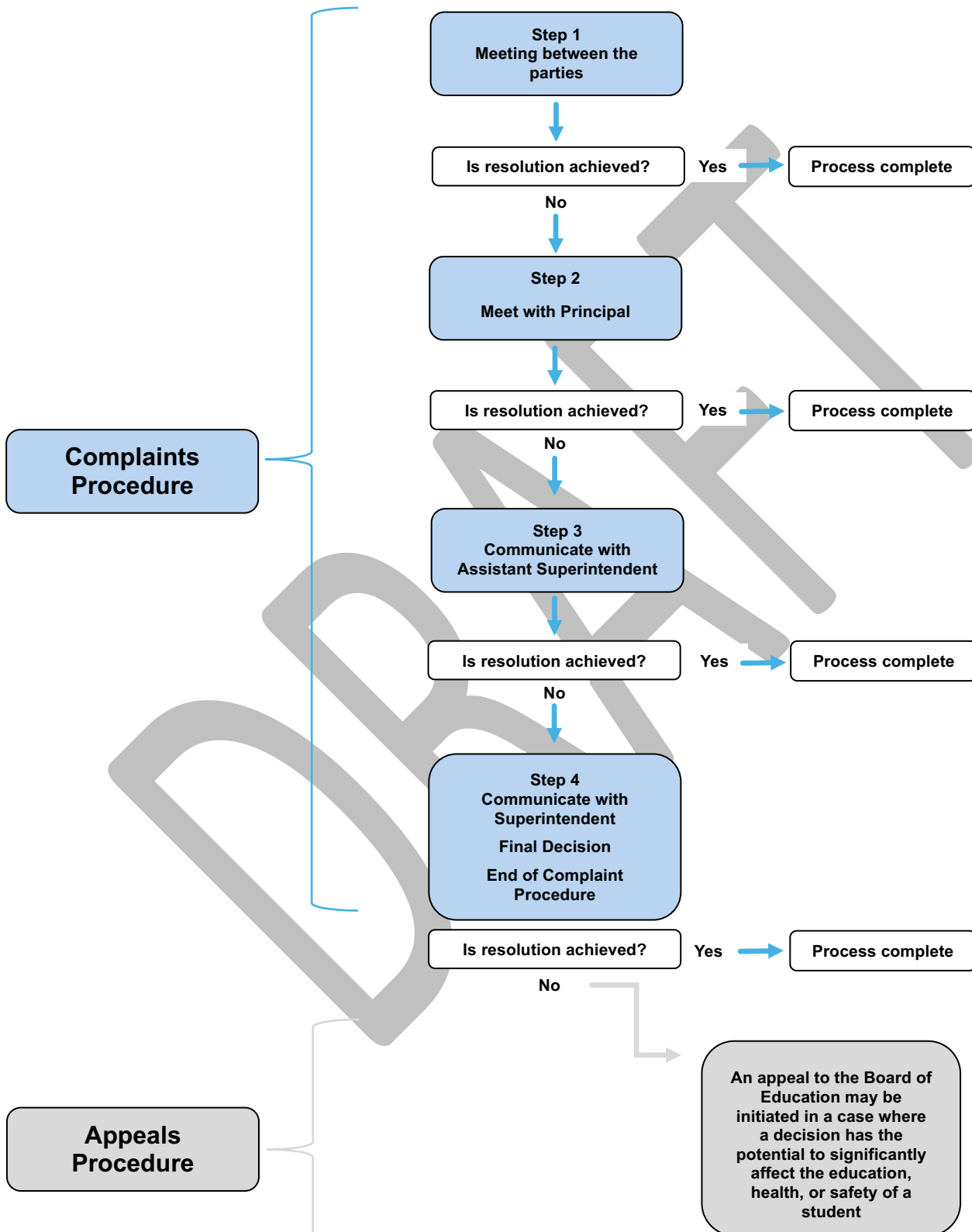
Reconvene, vote on resolutions to accept or amend the letter to the individual(s) making the appeal.

As soon as possible, the parties to the complaint will be issued written notification of the board's decision regarding the appeal.

Adjourn.



## Complaints and Appeals Procedure Flowchart



Adopted: 03 November 2008  
Revised: 05 May 2014



## DISTRICT PHILOSOPHY

## Policy 103 BYLAW

### **BYLAW: Complaints and Appeals by Students, Parents/Guardians, and the Public**

This Bylaw describes procedures to be used by students, parents/guardians, and members of the public to make a complaint, or appeal an employee decision in accordance with [Section 11 of the School Act](#). Policy and procedures designed to hear complaints or appeals of employee decisions will be communicated annually to staff, students, and parents/guardians at each school and published on the district website.

The Board of Education believes that employees are committed to providing safe and welcoming learning environments for all students and parents/guardians.

The Board of Education believes that employee decisions relating to individual students must be guided by a student centered approach, incorporating the principles of fairness, confidentiality, and acting in a timely manner.

Notwithstanding genuine best efforts to communicate openly and seek collaboration in all aspects of school and district life, disagreements will arise from time to time.

#### **Definitions**

##### *Complaint*

An expression of dissatisfaction with an aspect of the organization's programs, services, employees, decisions, and/or responsiveness.

##### *Appeal*

A review of a decision administered by a higher authority. Individuals or groups who receive a decision they believe is unfair, unreasonable, or incorrect may wish to appeal the decision. The right to appeal a decision will vary depending on the organization's governing statutes and the nature of the decision.

#### **Complaints**

The board believes that complaints are best dealt with by engaging directly with the person where the concern first arises and encourages all parties involved to make good faith efforts to resolve complaints to mutual satisfaction.

Complaints resolution should be guided by Policy 103: Collaboration and Community, and Policy 105: District Code of Conduct, which reinforce the board's expectations for open, respectful, caring, courteous, and collaborative interactions at all times with a focus on maintaining positive relationships.

Students and/or parents/guardians may be supported by an advocate, support person, or interpreter/translator throughout the resolution processes outlined in this Bylaw.

Staff will only respond to anonymous complaints in exceptional circumstances and then only

when it can establish firsthand evidence that will permit due and fair process.

## **Complaints Procedure**

When no procedure is provided in legislation, collective agreement, or elsewhere in board policy, the steps outlined below should be followed to resolve a complaint:

### ***Step 1: Employee***

Concerned parties should discuss the matter with the employee directly involved. If the employee is the principal, proceed to Step 2. Employees are committed to communicating with parents/guardians about their children. Concerns are often resolved at this step. The board believes issues are most effectively dealt with in a timely manner between the individuals involved. Thus, to resolve a difference, the concerned individual(s) should first contact the employee who is most closely connected with the issue of concern.

In circumstances where a resolution has not been achieved between the parties, or where the individual(s) feel unable to safely approach the other, proceed to *Step 2: Principal or Designate*.

Employees against whom a complaint is made will be informed of the complaint when appropriate and will have the opportunity to respond and to participate in attempts to resolve the concern.

### ***Step 2: Principal or Designate***

Discuss the complaint with the school principal or designate. Principals are committed to providing a safe and welcoming learning environment for all students, parents/guardians, staff, and community members. The principal or designate will work toward a resolution by participating in the discussion to mediate and advise both parties. The principal will ensure that concerned parties are made aware of Policy 103 Bylaw.

In circumstances where a resolution has not been achieved between the parties, or where one individual feels unable to safely approach the other, proceed to Step 3: Assistant Superintendent.

### ***Step 3: Assistant Superintendent***

Provide your complaint, in writing, to the assistant superintendent responsible for your school (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the assistant superintendent. The assistant superintendent will work towards a resolution and provide a written response of their review of the matter. Best efforts will be made to respond to a written complaint within 5 school days.

In circumstances where a resolution has not been achieved between the parties, or where one individual feels unable to safely approach the other, proceed to Step 4: Superintendent of Schools.

### ***Step 4: Superintendent of Schools***

Provide your complaint, in writing, to the superintendent (contact information can be found on the district website). The student and/or parent(s)/guardian(s) may meet with the superintendent. The superintendent will review the matter and provide a written final decision.

to the complaint. Best efforts will be made to respond to a written complaint within 5 school days.

## **Appeals**

Where there is no successful complaints resolution, and in cases where a decision (or failure to make a decision) of an employee of the board may significantly affect the education, health or safety of a student, the student and/or parent(s)/guardian(s) may give written Notice of Appeal to the Board of Education as outlined in this Bylaw and in accordance with Section 11 of the School Act.

Procedures for hearing an appeal will be applied as outlined in this Bylaw. The board may, in its absolute discretion, refuse to hear an appeal where the student and/or parent(s)/guardian(s) did not first follow the Complaints Procedure.

## **Notice of Appeal and Time Limits**

An appeal must be started within fifteen (15) business days of the completion of the Complaints Procedure, unless good reasons are shown why the time should be extended.

An appeal is started by completing a Notice of Appeal form and by delivering it by mail, email or personal delivery to the Office of the Secretary Treasurer.

The Notice of Appeal must include:

- a) the name, home address, and school placement of any student(s) involved (including, where appropriate, grade level, and homeroom teacher);
- b) the name and address of the individual(s) making the appeal - if a student under 19 years of age initiates the appeal, the parent(s)/guardian(s) will receive a copy of the appeal;
- c) the complaint decision that is being appealed;
- d) the date on which the student and/or parent(s)/guardian(s) were informed of the decision;
- e) the name of the employee(s) who made the decision being appealed;
- f) the grounds for the appeal and the action requested or relief sought;
- g) a statement, if applicable, of the effect the decision being appealed has on the student's education, health, or safety;
- h) a summary of the steps taken by the student and/or parent(s)/guardian(s) to resolve the matter;
- i) whether the individual(s) making the appeal wishes to present at an appeal hearing in person; and
- j) whether the individual(s) making the appeal require any special accommodation(s) in order to proceed with an appeal.

An employee may assist the individual(s) making the appeal in completing the Notice of Appeal form if requested.

The secretary treasurer (or designate) will:

- 1) Receive and review the Notice of Appeal for timeliness and completeness.
- 2) Review the Notice of Appeal with the superintendent for a preliminary determination

Adopted: 03 November 2008  
Revised: 05 May 2014

- of the matter of significance, specifically a decision (or failure to make a decision) that significantly affects the education, health or safety of a student.
- 3) Communicate with the individual(s) making the appeal and others on matters related to the Notice of Appeal as needed.
  - 4) Provide copies of the Notice of Appeal to the employee(s) whose decision is being questioned and to other individuals involved in the Complaints Procedure as appropriate and invite their written responses.
  - 5) Receive and distribute relevant documents.
  - 6) Ensure that other pertinent policies are considered and that complaints related to employees are dealt with in accordance with any relevant legislation, collective agreement, or elsewhere in board policy.
  - 7) Prepare a report outlining the issue(s) and the steps taken to resolve the complaint for the board's consideration and distribute the report and supporting documents to the individual(s) making the appeal, the superintendent, and employee(s) involved as appropriate.
  - 8) Schedule necessary meetings.

The board will normally consider the secretary treasurer's report at its next board meeting and determine if the concerns outlined meet the criteria necessary to be considered in the Appeal Procedure.

The board recognizes that whether a decision (or failure to make a decision) significantly affects a student's education, health, or safety is a matter for individual consideration. The following examples will typically be grounds for appeal:

- exclusion from school due to a medical condition that endangers others
- suspension from an educational program for more than five (5) school days where resolution has not been achieved by the parties
- transfer of a student from one school to another for disciplinary reasons
- suspension from an educational program where no other program is made available
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- grade promotion or graduation
- failure to provide or consult regarding a student's individual education plan under certain circumstances
- being the recipient of threats of violence, bullying, intimidation, harassment or acts of racism and/or hate by another student
- any other decision the board determines should be considered as an appeal

If the Board of Education in its absolute discretion, is concerned that a decision (or failure to make a decision) of an employee of the board may be significantly affecting the education, health or safety of a student, then the issue will be considered an appeal and dealt with under the terms of this Appeal Procedure.

## **Appeal Procedure**

School Act Section 11 appeals are confidential. Appeals and decisions on appeals will be held in-camera. Information and documents about an appeal may only be disclosed in accordance

Adopted: 03 November 2008  
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with the School Act, Freedom of Information and Protection of Privacy Act, and applicable board policy.

1. The board will initiate the Appeal Procedure in a timely manner and decide the appeal within 45 days of first receipt of the Notice of Appeal. The individual(s) and any employee(s) whose decision is being appealed will be notified of all meetings.
2. The board will consider the matter at one or more meetings based on written presentations and/or it may hear in person presentations.

The board may invite additional written submissions from the individual(s) making the appeal and any of the other participant(s) as deemed necessary. It may establish a committee to investigate the matter further and may call any witness or follow any other line of inquiry it feels appropriate.

No employee who was involved in making the decision being appealed or has investigated or mediated the issue will assist the board with its deliberations on the appeal.

No trustee will decide on an appeal unless they have attended all meetings called to consider or hear the appeal.

3. Where the board considers it desirable to receive in person submissions, the board will set a mutually convenient time, date, and place for this purpose and will invite the individual(s) making the appeal, and superintendent to present their evidence. If either the board or individual(s) making the appeal wishes to have legal representation or have an audio record of the hearing, they must notify the other party at least 7 days prior to the hearing date.

The secretary treasurer will provide all relevant district reports and supporting documents to the individual(s) making the appeal no later than 96 hours before the meeting. All documents that the individual(s) making the appeal intends to rely on must be provided to the Office of the Secretary Treasurer no later than 48 hours before the hearing date.

The unwillingness of one party to attend or present at a hearing will not negate the right of other parties to attend or present.

In person appeal hearings will be held as outlined in this Bylaw.

4. Where the board decides to consider written presentations only, all parties will be informed of the meeting date and asked to submit their documents with the same timeline as for an in person hearing. The secretary treasurer will assemble documents and assist the board.
5. The board may make any interim decision it considers necessary pending the final decision of the appeal.
6. The board will make a decision as soon as possible after all the information is gathered and will promptly notify the individual(s) making the appeal and the employee(s) involved of the board's decision.

As soon as possible thereafter, the board will approve a written communication to the

individual(s) making the appeal confirming the process followed, noting applicable policies, the evidence considered, and confirming the board's decision and the reasons for the decision.

Included in the communication to the individual(s) making the appeal will be notification of the right to appeal to the Ministry of Education and Child Care - Superintendent of Appeals under [Section 11.1 of the School Act](#).

7. A board may make any decision that it considers appropriate in respect of the matter that is appealed under Section 11 of the School Act and, subject to Section 11.1 (1), the decision of the board is final.
8. If, after a Section 11.1 Appeal, the Superintendent of Appeals refers the matter back to the board for reconsideration, with or without direction, the board will begin the process of reconsideration as set out in this Bylaw (Appeal Procedure).

## **HEARING PROCESS FOR AN APPEAL**

The agenda for an appeal hearing will be conducted by the Board Chairperson at an in-camera meeting and will be organized as follows:

- Introductions
- Confirmation of the purpose of the meeting and timelines
- Confirmation that each party has all documents submitted
- Presentation by the individual(s) making the appeal
- Presentation by the superintendent
- Recess: All but trustees and the secretary treasurer leave the hearing room, and trustees formulate questions
- Reconvene: The chairperson asks questions of the parties; parties respond
- Recess and reconvene as needed to formulate additional questions
- Response and summation by the superintendent
- Response and summation by the individual(s) making the appeal
- Participants are informed of the next steps, thanked and excused
- Trustees deliberate as a committee of the whole

All participants will be informed that each is expected to behave respectfully and that retaliation in any form will not be tolerated.

Each party invited to present evidence at the appeal hearing will be provided up to 20 minutes to do so, and up to an additional 10 minutes for summation.

At any time, the board may request further information from the individual(s) making the appeal or the superintendent and may adjourn in order that such information may be obtained.

If the board is satisfied with the information provided, a vote to uphold, deny, or alter the employee decision will be conducted. The secretary treasurer records the minutes of the appeal hearing.

Trustees in a committee of the whole contribute to notes to be used to prepare a letter to the individual(s) making the appeal.

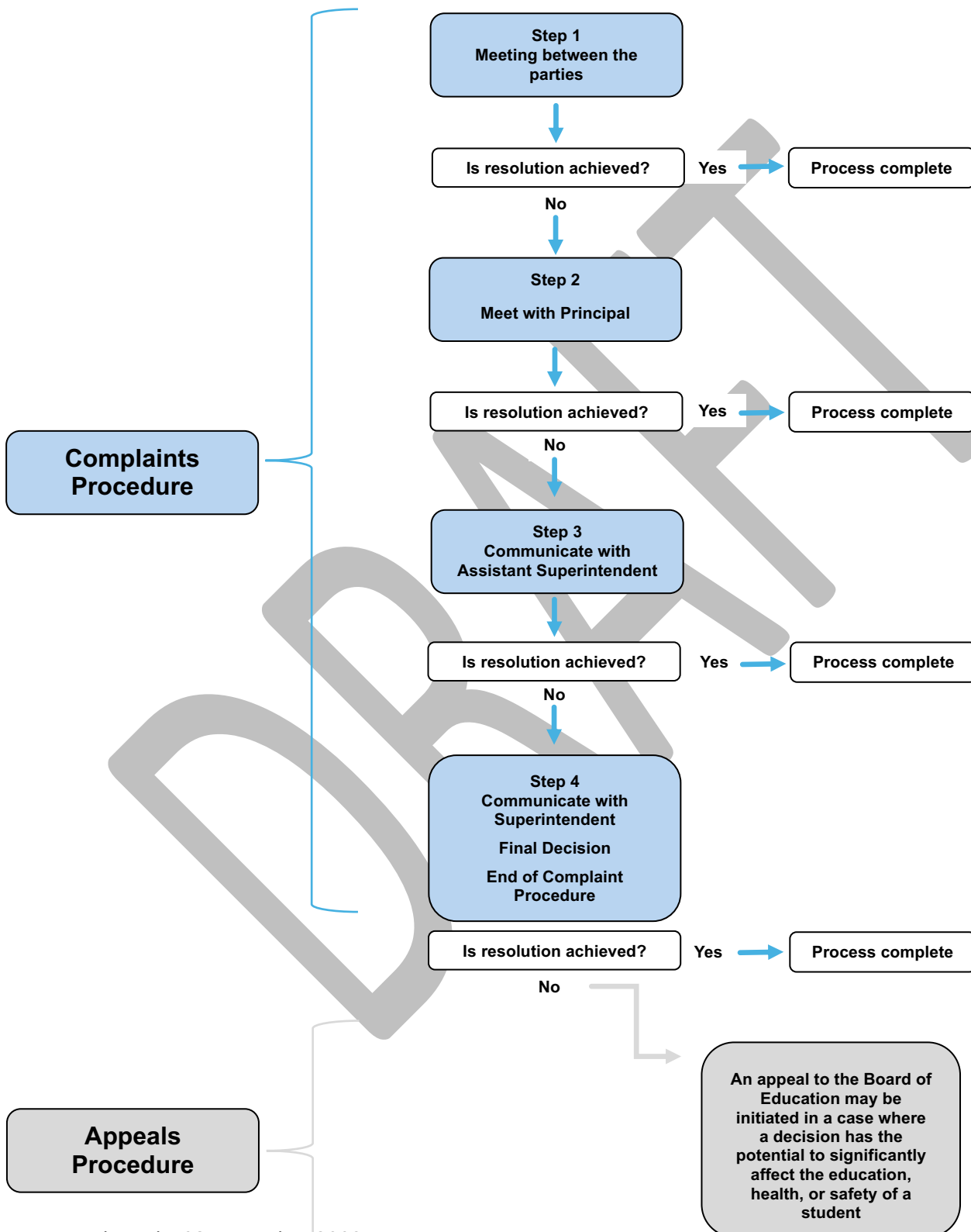
Recess to another date. The chairperson notifies the individual(s) making the appeal of the decision and prepares, with the secretary treasurer, a draft letter to the individual(s) making the appeal.

Reconvene, vote on resolutions to accept or amend the letter to the individual(s) making the appeal.

As soon as possible, the parties to the complaint will be issued written notification of the board's decision regarding the appeal.

Adjourn.

## Complaints and Appeals Procedure Flowchart



Adopted: 03 November 2008  
Revised: 05 May 2014



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

**Monday, February 10, 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
President, Richmond Teachers' Association	L. Baverstock
2nd Vice President, Richmond Teachers' Association	F. Marsic
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
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. Coroneil

\*Present for a portion of the meeting

The Chairperson called the meeting to order at 11:01 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ 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 January 13, 2025 were approved as circulated.

**3. Policy Refresh to align with DEI checklist (standing item):**  
**Policy 105/105-R: District Code of Conduct**

The Superintendent spoke to his report as included in the agenda package. He clarified that the current policy update is limited to a policy refresh. He then noted feedback from the President,

Richmond Teachers' Association and responded to a question from the President of CUPE 716 inquired regarding the district's scent-free policy.

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 February 19, 2025, public meeting that a recommendation for the board's consideration will be presented at the March 12, 2025, public meeting to approve minor revisions to ***Policy 105 and 105-R: District Code of Conduct***.

*A. Goulas and K. Gibson joined the meeting at 11:10 am.*

*D. Billings left the meeting at 11:10 am.*

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

A Status of Current and Anticipated Items was attached to the agenda package.

**5. Next Meeting Date – Monday, April 14, 2025 at 11:00 am.**

**6. Adjournment**

The meeting adjourned at 11:13 am.

*Respectfully Submitted,*

*Debbie Tablotney  
Chairperson, Policy Committee*

Sea Island Elementary Office  
8-1891 Wellington Crescent  
Richmond, BC V7B1G6  
Tel. 604-273-1651 cupe716.ca

April 8th, 2025

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

Dear Cindy and Ken:

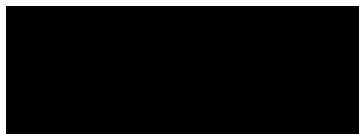
**Re: April 28<sup>th</sup>, 2025 Day of Mourning**

Monday, April 28<sup>th</sup>, 2025 is the National Day of Mourning in Canada. This is a day dedicated to remembering those who have lost their lives, suffered injury or illness on the job, or experienced a work-related tragedy.

As President of CUPE Local 716, I am requesting that the Richmond School Board recognize this day by encouraging our schools and work sites in honouring workers with a moment of silence at 11:00am on Monday, April 28<sup>th</sup>, 2025. We are also requesting that flags be lowered to half-mast at all worksites on this day.

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

In Solidarity,



President,  
CUPE Local 716



**Richmond Teachers' Association**

210 - 7360 Westminster Hwy.

Richmond, BC

V6X 1A1

Tel: 604-278-2539

Fax: 604-278-4320

[www.richmondteachersassociation.ca](http://www.richmondteachersassociation.ca)

March 12, 2025

Board of Education

School District No. 38 (Richmond)

7811 Granville Avenue

Richmond, BC V6Y 3E3

Dear Ken,

**Re: Budget Brief**

On behalf of the Richmond Teachers' Association, we would like to thank you for the opportunity to submit a budget brief for the upcoming 2025-2026 District budget. The RTA recognizes the current budget situation is experiencing cost pressures due to rising costs for benefits, utilities, CPP, EI, EHT and is also facing significant uncertainty with tariffs. In our experience, these cost pressures are never fully accounted for nor fully funded by the Ministry of Education and Child Care. This impact the Board's ability to increase support for the classroom and meaningfully address teacher workload. Without specific attention to these needs, Public Education will have difficulty addressing recruitment, retention and daily staffing shortages. In 2024-2025, daily teacher shortages continue, resulting in specialist teachers being redeployed to cover classroom positions resulting in less support for classrooms.

Despite these funding challenges, the RTA will continue our advocacy to outline budget priorities that should be considered by the Board as part of the 2025-2026 Budget decisions.

### **1. Continuing to support recruitment and retention initiatives including**

Supporting university partnerships and a Richmond cohort model for specialist positions, including counselling, LRT/LA/ELL positions and paid supervised practicum for counselling.

Enhancing university partnerships to support Teacher Candidates with access to workshops and expanded opportunities for extended practicums.

### **2. Support Literacy and Numeracy Initiatives in Elementary and Secondary**

Support is needed to maintain initiatives that were introduced in 2024/2025 through a grievance settlement between Human Resources and the RTA.

**Elementary:** At elementary we request the Board maintains release time funding to allow elementary teachers to collaborate on specific literacy and/or numeracy initiatives. We recommend that the equivalent three hundred days of release time is made available.

**Secondary:** At secondary we request the Board maintains at least one block for Literacy/Numeracy Facilitators at each secondary school. 10 blocks are the equivalent of 1.429 FTE.

Throughout this year, the Board has been privy to presentations by schools that highlight the work of teachers on specific literacy and numeracy initiatives. These presentations have provided the Board with insight into the creativity, inspiration, passion, and vision of teachers who have been provided collaboration time to work on these projects. This request aligns with Strategic Priority 1 – Inspired Learner. If funding is not available, then the RTA requests further exploration by the district to find alternative ways to provide collaboration time within elementary schedules. This may include restructuring of the Inquiry grant process.

### **3. Continue and expand the Indigenous Graduation Coach pilot**

As a priority population, this pilot is providing specific academic support to Indigenous Learners to increase graduation rates. Currently, two blocks have been provided to McNair Secondary to support this initiative and to augment the work of the Indigenous Success Team. The RTA recommends the equivalent of 1.0 FTE is added to support this initiative across Richmond Schools. This initiative directly supports Strategic Priority 1 – Inspired Learners, Strategic Priority 2 – Equity and Inclusion and the recommendations contained in the Equity in Action Project report that was supported by the Board at the January 2023 Board meeting.

#### **4. Inflationary Pressures**

Ensuring inflationary pressures associated with School Based Budgets continue to be addressed with additional focus on consumable supplies and learning resources.

#### **5. Provide FTE support for Small Secondary Schools**

Specific attention is required to address low enrolment pressures in secondary schools where block offerings are important in maintaining neighbourhood enrolment and addressing teacher workload and student access to a diversity of courses. This request is consistent with Strategic Priority 1 – Inspired Learners and Strategic Priority 2 – Equity and Inclusion.

#### **6. Maintain support for Indigenous Focused Graduation Courses and First Peoples Principles of Learning**

Targeted support for learning resources to support First People's Principles of Learning across K-12 must be maintained and enhanced by the district. This includes the continued provision of authentic learning resources and funding to book guest speakers, pay honorariums and support field trips. Because Indigenous Community experiences and offerings are in high demand, we request a district wide approach to secure access to Indigenous focused field trips and experiences such as dance, musical/theatre groups, outdoor learning and other offerings. Teachers are looking for a multi-school approach in a Richmond venue such as Gateway Theatre that allows priority access for Richmond schools. This request is consistent with Strategic Priority 1 – Inspired Learners and Strategic Priority 2 – Equity and Inclusion.

### **Local Capital Projects**

- 1. Support for Overcrowded Elementary Schools** including continuing to seek opportunities to help address space pressures, which includes access to meeting and learning support space, as well as additional multi-purpose space and playground equipment. In the longer term, these pressures will only be addressed by the addition of a new school in City Center. The RTA appreciates the continued and increased advocacy by the Board to secure land and funding. This request aligns with Strategic Priority 1 – “Inspired Learners”, Priority 2 – “Equity and Inclusion” and Priority 3 – “Optimized Facilities and Technology”.
- 2. Continued support for Sustainability and Climate Action Projects** such as solar panels, electric charging stations, and safe storage for electric bikes. We request these climate projects, innovations and successes be more broadly highlighted to the Richmond Community. These projects provide visible and tangible support towards climate action and sustainability. This

request aligns with Strategic Priority 3 – Goal 3 – “The district fosters energy efficient and environmentally sustainable facilities and practices.”

As part of this brief, the RTA also requests the Board continues their advocacy with MLAs, BCSTA and the Ministry of Education and Child Care to highlight the rising cost pressures and to draw specific attention to the election promises made by the NDP government including the provision of a counsellor in every school and an EA in every primary classroom.

The Premier has stated in every mandate letter to cabinet ministers that strong public services, such as health care and education, is a core priority for the government. Priorities for the Ministry of Education and Child Care reiterate the need to make progress on “work to ensure that teachers and schools have access to additional supports in the classroom and beyond, including the expansion of education assistants and counselling resources”. We also note priorities include increasing Indigenous graduation rates, SOGI anti-bullying programs to improve understanding, early interventions to improve numeracy and literacy, accelerating the delivery of new and expanded schools and expediting the certification of new and experienced teachers.

We recognize that these are priorities and values that we share with the Board of Education and the Ministry of Education and Child Care. As partner groups in education, it is our job to advocate for these priorities and to challenge the government to support these goals. The Richmond Teachers Association remains ready to work with the Board on this advocacy.

Thank you for the opportunity to present our suggestions for the 2025-2026 District budget.

Sincerely,



Liz Baverstock,  
President, RTA

cc: Chris Usih, Superintendent of Schools  
Cindy Wang, Secretary-Treasurer  
Steve Wenglowski, 1<sup>st</sup> VP, RTA  
JW Cho, VP, RTA  
Frano Marsic, VP, RTA

April 10, 2025

Carolyn Broady  
President, British Columbia School Trustees Association  
4th floor – 1580 West Broadway  
Vancouver, BC V6J 5K9

**Re: Review of School Site Acquisition Charge Regulation**

Dear Carolyn,

The Board of Education of School District No. 38 (Richmond) has submitted the following proposed motion for consideration at the 2025 British Columbia School Trustees Association (BCSTA) Annual General Meeting:

**THAT** BCSTA advocate to the Ministry of Infrastructure and Ministry of Municipal Affairs for a review of the School Site Acquisition Charge (SSAC) provisions within the Local Government Act and associated regulations to meet the rising costs of new school site acquisitions.

**BACKGROUND**

The *Local Government Act*, sections 571 to 581, enables the school site acquisition charges (SSAC) to be levied on residential development on a per-dwelling basis. These charges are collected by local governments and transferred to school boards quarterly. The funds collected help cover the cost of acquiring new school sites necessitated by residential development.

The SSAC is intended to fund up to 35% of site acquisition costs for new schools, with the provincial government covering the remaining 65%. However, in recent site acquisitions, school boards have been directed by the government to use their capital reserves to fund the balance of SSAC for site purchases.

The *School Site Acquisition Charge Regulation* (the *Regulation*, BC REG 17/00, 2000) prescribes the formula and maximum allowable SSAC rates for different categories of eligible developments. The table below outlines the maximum SSAC rate prescribed in the *Regulation*.

Residential Density	Maximum SSAC rate (BC REG 17/00)
Low Density (< 21 units per hectare)	\$1,000
Medium Low Density (21 - 50 units per hectare)	\$900
Medium Density (51 - 125 units per hectare)	\$800
Medium High Density (126 - 200 units per hectare)	\$700
High Density (> 200 units per hectare)	\$600

**RATIONALE – INADEQUACY OF SSACS**

The SSAC rates have been capped at no more than \$1,000 per single family residential unit since the introduction of the Regulation in 2000. SSACs have not kept up with appreciating land values and have no relationship with land values in different geographic areas of the province. The SSAC cap has severely limited school boards' ability to collect the necessary funds for new school site acquisitions, definitely not meeting the intended goal of funding 35% of the total acquisition costs. This has directly resulted in the inadequacy of SSACs and delays in land acquisition for schools.



In a BCSTA 2020 discussion paper, *School Site Land Acquisitions: Issues and Solutions*, it stated that “development should be covering close to if not 100% of the cost of land acquisition for the public services needed to support that development through much increased SSACs which are more frequently reviewed and adjusted to reflect current land values”. The paper highlighted the concerns related to SSACs and recommended legislative and regulatory changes for the provincial government’s consideration.

Since then, land values across British Columbia have continued to rise significantly, further exposing the inadequacy of current maximum allowable SSAC rates. Without immediate action to adjust SSACs to reflect actual land costs, school boards will face increasing difficulty in securing necessary school sites in rapidly growing areas. A timely review of the legislative and regulatory framework governing the SSAC is critical to ensure school infrastructure keeps pace with development in the growing areas of the province.

### **ANALYSIS**

In contrast, municipal governments have access to more flexible development tools under the *Local Government Act*, including Development Cost Charges (DCC) and Amenity Cost Charges (ACC). The legislation and regulations governing these charges offer municipalities greater flexibility than the SSAC framework. Unlike SSACs, DCC and ACC rates can be set to reflect the cost of specific needs of each area and DCC rates are indexed to inflation to keep pace with rising costs.

Development Cost Charges (DCCs) help fund essential infrastructure such as water, sewer, roads and parkland to support the new development. Municipal governments have the flexibility to tailor DCCs to the cost of specific projects identified in their long-term capital plans, with rates based on unit, lot or floor space.

Amenity Cost Charges (ACCs), introduced in Fall 2023, allow municipal governments to collect funds from new developments to support community amenities like recreation centres, daycares and libraries. Municipalities can apply ACCs across their jurisdiction or tailor them to specific areas, with rates set per unit, lot or floor space, considering the costs and phasing of amenities.

### **CONCLUSION**

In November 2023, the Provincial Government enacted Bill 44 and 47, triggering significant changes to housing policy by mandating increased density in most metropolitan areas. The new legislation is aimed at improving housing affordability through expanded supply, requiring municipalities to revise their Official Community Plans by the end of 2025 to reflect the new density requirements.

These changes will place significant pressure on public infrastructure, especially school facilities. There is an urgent need for the provincial government to review School Site Acquisition Charges (SSAC) to address the growing demand for school spaces and escalating land values, and to align the SSAC Regulation with these new regulations and market conditions.

The Board of Education of School District No. 38 (Richmond) strongly urges the BCSTA to advocate for an immediate review of the SSAC provisions within the *Local Government Act* and associated regulations, and to increase the maximum allowable SSAC rates to reflect the significant rising costs of land acquisition across British Columbia.

Sincerely,



Ken Hamaguchi, Board Chairperson  
On Behalf of the Board of Education (Richmond)

cc: Trustees, Board of Education (Richmond)  
Chief Executive Officer, British Columbia School Trustees Association  
Deputy Chief Executive Officer, British Columbia School Trustees Association  
Superintendent of Schools, Richmond School District No. 38  
Secretary Treasurer, Richmond School District No. 38