

Board of Education
Public Meeting Agenda

Wednesday, May 21, 2025 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_QhGTxLZsRbSBNGb-F1Dutw

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.

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
Richmond Secondary, McRoberts Secondary, and Palmer Secondary
- (b) Briefs
Nil.
- (c) Special Recognition
Nil.

4. Questions from the Public

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

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, April 23, 2025.
- (b) Regular meeting of the board held Wednesday, April 23, 2025 for approval.
- (c) Record of an in-camera special meeting of the board held Wednesday, May 7, 2025.
- (d) Record of an in-camera special meeting of the board held Monday, May 12, 2025.

7. Business Arising from Prior Minutes

- (a) **2025/26 Annual Budget Bylaw – Three Readings**
Report from the Secretary Treasurer attached.

8. New Business

- (a) **Advocacy to Members of Parliament regarding federal programs**

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

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

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

- (i) Minutes of the meeting held on April 16, 2025, are attached for information.

A meeting was held on Wednesday, May 14, 2025. The next meeting is scheduled for Wednesday, June 11, 2025, at 6:00 pm.

- (c) **Facilities and Building Committee**
Chairperson: Ken Hamaguchi
Vice Chairperson: Heather Larson

- (i) Minutes of the meeting held on April 2, 2025, are attached for information.

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

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on April 16, 2025, are attached for information.

A meeting was held on Wednesday, May 14, 2025. The next meeting is scheduled for Wednesday, June 11, 2025, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

- (i) **RECOMMENDATION:** Policy 102: Diversity and Inclusion
Report from the Committee Chairperson attached.
- (ii) **RECOMMENDATION:** Policy 103 Bylaw: Complaints by Students, Parents and the Public
Report from the Committee Chairperson attached.
- (iii) **NOTICE OF MOTION:** Policy 201 Bylaw: Board Operations
Report from the Committee Chairperson attached.
- (iv) Minutes of the meeting held on April 14, 2025, are attached for information.

A meeting was held on Monday, May 12, 2025. The next meeting is scheduled for Monday, June 9, 2025, at 11:00 am.

11. Board Committee and Representative Reports

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

A meeting was held on April 30, 2025. The next meeting is scheduled for September 2025.

(b) **BCSTA**

BCSTA Annual General Meeting was held on April 24-26, 2025.

(c) **BCPSEA**

Nil.

12. Correspondence

(a) For action:

Nil.

(b) For information:

- (i) Letter from the Board of Education to the Minister of Immigration, Citizenship, and Refugees regarding LINC Program dated May 14, 2025.

13. Adjournment

Board of Education

Telephone 604 668 6000

www.sd38.bc.ca

The next meeting is scheduled for Wednesday, June 18, 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.

Date: May 21, 2025
From: Cindy Wang, Secretary Treasurer
Subject: Record of an In-camera Board Meeting held April 23, 2025

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 April 23, 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, April 23, 2025 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee
Superintendent of Schools
Secretary Treasurer
Assistant Superintendent
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. Sargent
D. Tablotney
A. Wong
C. Usih
C. Wang
C. Brautigam
R. Laing
M. Naser
B. Thompson
T. Major
D. Sadler
T. Lee

The Chairperson called the meeting to order at 7:00 pm.

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

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

Trustee Wong: April 28 is the National Day of Mourning, a day to remember and honour those who have lost their lives or have been injured due to workplace accidents. As a mark of respect, flags are flown at half-mast, and ceremonies are held across the country and around the world.

This day also serves as a reminder for us to renew our commitment to creating safer workplaces for all employees. Let's continue to work together to ensure that every worker returns home safely at the end of their workday.

Trustee Sargent: Mental Health Week in Canada takes place this year from May 5 to 11. The theme is *"There's More to Me,"* which encourages people to have open, honest conversations and reminds us that we're all more than what others may see on the surface.

In Richmond, we continue to prioritize mental health across our schools. This includes promoting mental health literacy—helping students and staff understand how to take care of their mental well-being, recognize when something might be wrong, and to know where to go for help.

As part of the Board's Strategic Plan to support resilient and healthy life-long learners, our schools offer ongoing supports and activities throughout the year. Mental Health Week is one way we continue to show our commitment to the well-being of students and staff.

Trustee Belleza: May serves as a special opportunity to celebrate both Asian and Jewish heritage month. Schools recognize the rich contributions and cultural diversity of these communities in our schools and district by incorporating diverse curricula and resources as students build pride in their varied identities, and strength from our collective diversity. Our goal is to foster a deeper understanding, respect and appreciation for the histories, traditions, and experiences of Asian and Jewish members of our community by creating inclusive environments that honor the richness of our diverse society for all.

(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

Trustee Sargent proposed adding "Language Instruction for Newcomers to Canada (LINQ) Funding Rollback by Immigration, Refugees and Citizenship Canada (IRCC) and Potential Advocacy Letter" to the agenda. The Chairperson noted this addition as Item 8 (c) under New Business.

059/2025 MOVED BY R. BELLEZA AND SECONDED D. YANG:

THAT the Wednesday, April 23, 2025 regular agenda of the Board of Education be adopted as circulated.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) Presentations

McRoberts Secondary School

The Superintendent highlighted that each board meeting features students sharing their learning. Assistant Superintendent Nasser noted that McRoberts Secondary School would present on financial literacy, aligning with Strategic Priority 1 – Inspired Learners. She then invited McRoberts' Vice Principal to introduce the staff and students, who presented on financial literacy, outlining five key themes and inviting trustees and staff to participate in the activity.

Trustees commended the students for their impressive presentations, thanking them for sharing their learning experiences. They also thanked the staff for leading the presentation.

(b) Briefs

Nil.

(c) Special Recognition

Nil.

4. Questions from the Public

There were no questions from the public.

5. Executive

The Superintendent highlighted the following:

- Appreciation for staff dedication to student success;
- Minister of Education and Child Care's visit to Boyd Secondary, where students shared how Indigenous Gathering Spaces foster belonging;
- An update on the Middle Years Programme (MYP), with the report included in the agenda package;
- Progress on the strategic plan engagement process, with community sessions nearly complete; and
- Recognition of Chairperson Hamaguchi for receiving the King Charles III Coronation Medal for his commitment to the community and public education.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, March 12, 2025 was included for information.
- (b) Regular meeting of the board held Wednesday, March 12, 2025

060/2025 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:

THAT the Board of Education approve the Minutes of Wednesday, March 12, 2025 regular meeting as circulated.

CARRIED

- (c) A record of an in-camera special meeting of the board held Monday, April 7, 2025 was included for information.

7. Business Arising from Prior Minutes

- (a) **2025/26 Annual Budget Update**

061/2025 MOVED BY H. LARSON AND SECONDED BY D. TABLOTNEY:

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

CARRIED

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

The Secretary Treasurer presented her report, highlighting the 2025/26 Budget process and noting that the budget strategies are included in the agenda package.

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

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

Ms. Baverstock highlighted budget challenges due to insufficient funding, expressing concern over potential cuts and reduced support for staff. She emphasized the need for more resources, particularly for mental health support, specialized staff, and addressing the teacher shortage, stressing the importance of continued advocacy for increased funding to ensure equitable support for students and teachers.

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

Ms. Robinson and Ms. Williams presented on proposed budget considerations, including:

- Prioritizing Education Assistant allocation to support students with diverse needs;
- Addressing vacancy reviews;
- Managing substitution costs; and
- Improving recruitment and retention strategies for staff.

They then addressed questions from trustees regarding their presentation. For questions related to young workers and library technicians, the respective individuals were invited to provide further responses.

Trustees thanked the partner group presidents for their briefs.

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

062/2025 MOVED BY D. SARGENT AND SECONDED BY D. YANG:

THAT the Board of Education rise and report from the committee of the whole discussion on the 2025/26 annual budget.

CARRIED

063/2025 MOVED BY H. LARSON AND SECONDED BY A. WONG:

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

CARRIED

(b) 2025/26 Capital Bylaw – Three Readings

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

There was unanimous consensus that three readings of the 2025/26 Capital Bylaw take place.

The Chairperson then read the first reading of the 2025/26 Capital Bylaw in full:

**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.***

064/2025 FIRST READING MOVED BY D. YANG AND SECONDED BY D. SARGENT:

CARRIED

The Chairperson then read the second reading of the bylaw in summary:

THAT the Board of Education (Richmond) approve CAPITAL BYLAW No. 2025/26-CPSD38-01. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute the Annual Program Funding Agreement, and to proceed the approved projects diligently according to all applicable laws, regulations and Ministry policies.

Trustee Yang expressed gratitude for the project funding from the Ministry and highlighted that the seismic mitigation project is a notable missing component, emphasizing the continued importance of advocating for these critical projects.

065/2025 SECOND READING MOVED BY R. BELLEZA AND SECONDED BY H. LARSON:

CARRIED

The Chairperson then read the third reading of the bylaw in summary:

THAT the Board of Education (Richmond) approve CAPITAL BYLAW No. 2025/26-CPSD38-01. Through the Bylaw, the Board agrees to authorize the Secretary Treasurer to execute the Annual Program Funding Agreement, and to proceed the approved projects diligently according to all applicable laws, regulations and Ministry policies.

066/2025 THIRD AND FINAL READING MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

CARRIED

The 2025/26 Capital Bylaw having been read a first, second and third time, is passed and adopted this 23rd day of April 2025.

(c) RECOMMENDATION – Board Approved Bus Riders for 2025/26 School Year

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

She then addressed a trustee's question regarding the bus routes and pick-up stops.

067/2025 MOVED BY H. LARSON AND SECONDED BY A. WONG:

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.

CARRIED

8. New Business

(a) Review of School Site Acquisition Charge (SSAC) Regulation

The Secretary Treasurer spoke to her report as included in the agenda package and highlighted that the Board had sent an advocacy letter to BCSTA requesting a review of the SSAC regulation. There were no further questions or comments.

(b) 2025/26 School Site Acquisition Charge Bylaw – Three Readings

The Secretary Treasurer noted the report is included in the agenda package.

There was unanimous consensus that three readings of the 2025/26 School Site Acquisition Charge (SSAC) Bylaw take place.

The Chairperson invited the Vice Chairperson to present the three readings.

The Chairperson then read the first reading of the 2025/26 SSAC Bylaw in full:

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 25th 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:

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

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:

Prescribed Category of Eligible Development (BC Reg 17/00)	D (Factor set by BC Reg 17/00)	School Site Acquisition Charge SSAC = [(A x B) / C] x D <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.

068/2025 FIRST READING MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:

CARRIED

The Vice Chairperson then read the second reading of the bylaw in summary:

The SSAC Bylaw No. 2025-1 to set the School Site Acquisition Charge for 2025/26 are adopted to approve the annual Eligible School Site Proposal in accordance with the Local Government Act.

The Secretary Treasurer then clarified in response to a trustee's question that any site acquisition charges collected from local development must be used exclusively for school site acquisition and cannot be allocated for any other purposes.

069/2025 SECOND READING MOVED BY D. SARGENT AND SECONDED BY H. LARSON:

CARRIED

The Chairperson then read the third reading of the bylaw in summary:

The SSAC Bylaw No. 2025-1 to set the School Site Acquisition Charge for 2025/26 are adopted to approve the annual Eligible School Site Proposal in accordance with the Local Government Act.

070/2025 THIRD AND FINAL READING MOVED BY A. WONG AND SECONDED BY D. TABLOTNEY:

CARRIED

The 2025/26 SSAC Bylaw having been read a first, second and third time, is passed and adopted this 23rd day of April 2025.

(c) **Language Instruction for Newcomers to Canada (LINQ) Funding Rollback by Immigration, Refugees and Citizenship Canada (IRCC) and Potential Advocacy Letter**

Trustee Sargent noted the IRCC's rollback of LINC funding for language support to refugees and immigrants, effective March 31, 2025, and emphasized the importance of acknowledging its impact. The Secretary Treasurer added the program served about 100 students annually and was delivered by contract staff at a district site through federal funding. A motion was then presented:

Main Motion:

071/2025 MOVED BY D. SARGENT AND SECONDED BY A. WONG:

THAT the Board of Education write an advocacy letter to the Federal Government Immigration, Refugees and Citizenship Canada (IRCC) to ask for continued funding to support the families that currently were supported by Language Instruction for Newcomers to Canada (LINC) funding and in the letter state the impact that it is having on our community.

Discussion ensued regarding the motion.

Motion to Table:

072/2025 MOVED BY D. Yang:

THAT the Board of Education table the motion to the May 21, 2025 Public Board Meeting.

A seconder was not obtained, and the motion was not considered.

Main Motion:

Following discussion, trustees returned to the main motion and voted.

CARRIED

9. Questions from the Public

The President, Richmond Parents District Association inquired about the possibility of installing new traffic signs in the school pick-up and drop-off areas. The Superintendent responded that the district would need to coordinate with the City of Richmond on this matter.

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, were 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, were 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.

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

073/2025 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:

WHEREAS the Board of 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.

CARRIED

- (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) A Notice of Motion for the May 21, 2025 Public Board Meeting regarding Policy 102 Diversity and Inclusion was attached for information.
- (ii) A Notice of Motion for the May 21, 2025 Public Board Meeting regarding Policy 103 Bylaw: Complaints by Students, Parents and the Public was attached for information.
- (iii) Minutes of the meeting held on February 10, 2025, were 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.

074/2025 MOVED BY H. LARSON AND SECONDED BY D. YANG:

WHEREAS the Board of Education wishes to express support to CUPE Local 716 for their desire to recognize death and injury of workers on the job;

BE IT RESOLVED THAT the Board of Education officially recognize April 28th as the National Day of Recognition for Workers Killed or Injured on the Job with a one-minute cessation of work at 11 am on Monday, April 28, 2025;

AND FURTHER THAT flags in the district be lowered to half-mast on that day.

CARRIED

(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

075/2025 MOVED BY R. BELLEZA AND SECONDED BY A. WONG:

THAT the regular meeting of Wednesday, April 23, 2025 of the Board of Education be adjourned at 9:23 pm.

CARRIED

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer

Date: May 21, 2025

From: Cindy Wang, Secretary Treasurer

Subject: **Record of an In-camera Special Board Meeting held May 7, 2025**

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 May 7, 2025.

- | | | |
|-----|---|--------------------------------------|
| (a) | Briefs and Presentations: | Nil. |
| (b) | Executive: | Nil. |
| (c) | Business Arising out of Minutes: | Administrative items were discussed. |
| (d) | New Business: | Nil. |
| (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.

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.

Date: May 21, 2025

From: Cindy Wang, Secretary Treasurer

Subject: **Record of an In-camera Special Board Meeting held May 12, 2025**

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 May 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.

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;
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- 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: May 21, 2025
FROM: Cindy Wang, Secretary Treasurer
SUBJECT: 2025/26 Annual Budget Bylaw

RECOMMENDATION:

THAT the Board of Education (the Board) approve the 2025/26 Annual Budget Bylaw by way of three readings.

AND FURTHER THAT the Board authorize the Chairperson of the Board, Superintendent and Secretary Treasurer to sign and submit the 2025/26 Annual Budget to the Ministry of Education and Child Care before June 30, 2025.

BACKGROUND:

The *School Act* and Ministry's K-12 Public School Financial Reporting Policy require 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.

The 2025/26 Annual Budget has been prepared in accordance with Public Sector Accounting Board Standards and Section 23.1 of the *Budget Transparency and Accountability Act* of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Treasury Board of the Province of British Columbia.

The 2025/26 Annual Budget was developed through a formal engagement process guided by the principles established by the Board in consultation with education partner groups. The budget allocations were carefully considered to align with the district's strategic priorities and goals as outlined in the Strategic Plan. The overarching goal is to continue delivery of exceptional public education while exercising fiscal responsibility and stewardship of public resources.

BUDGET OVERVIEW:

The consolidated annual budget for the 2025/26 school year is estimated at approximately \$372 million, including \$281 million for the operating fund, \$67 million for the special purpose fund, and \$24 million for the capital fund.

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 the classrooms. The remaining

operating budgets are allocated to facilities and technology operations and maintenance (12%), central administration (3%), and student transportation (1%).

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 estimate is based on projected student enrolment and the best information available during the budget development process; actual grant revenue may vary depending on actual confirmed enrolment as of September 2025. Additional revenue sources include international education tuition fees, rental revenue and investment income.

For the 2025/26 school year, the district is projecting a preliminary operating budget shortfall of approximately \$2.5 million. This anticipated shortfall is primarily attributed to a projected decline in international tuition revenue and investment income, combined with rising operating costs. The projected tuition revenue decrease is linked to 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 prioritize the learners by continuing to deliver high quality public education in the classrooms, while maintaining the district's commitment to long-term financial sustainability. To address the budget shortfall and navigate the current economic climate, it is prudent for the district to continuously review its organizational effectiveness and make adjustments to operations and programs, ensuring that student learning remains the top priority. Further details on each of the following points can be found in the attached fiscal plan.

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

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

- Reduce non-school department discretionary and non-contractual supplies and services by 10 per cent
- 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

CONCLUSION:

The 2025/26 Annual Budget reflects the district's commitment to supporting student success while upholding fiscal responsibility and long-term sustainability. The district remains focused on allocating resources to classrooms to ensure the continued delivery of high quality public education for all students, while maintaining the long-term sustainability of educational programs, services and support systems.

Respectfully submitted,

Cindy Wang
Secretary Treasurer, MSc, CPA-CA

Attachments:

1. *2025/26 Annual Budget Bylaw*
2. *2025/26 Annual Budget Financial Statements*
3. *Fiscal Plan 2025/26 – 2027/28*

Annual Budget

School District No. 38 (Richmond)

June 30, 2026

School District No. 38 (Richmond)

June 30, 2026

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$371,871,761 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 21st DAY OF MAY, 2025;

READ A SECOND TIME THE 21st DAY OF MAY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF MAY, 2025;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 38 (Richmond) Annual Budget Bylaw 2025/2026, adopted by the Board the 21st DAY OF MAY, 2025.

Secretary Treasurer

School District No. 38 (Richmond)

Annual Budget - Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	22,851.000	22,676.750
Adult	57.750	57.750
Other	742.781	784.563
Total Ministry Operating Grant Funded FTE's	23,651.531	23,519.063
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	319,584,101	318,801,925
Other	52,800	52,800
Federal Grants	1,191,448	1,749,140
Tuition	17,762,882	18,544,632
Other Revenue	8,884,120	9,824,804
Rentals and Leases	1,773,749	1,813,622
Investment Income	1,651,163	3,661,896
Amortization of Deferred Capital Revenue	13,029,178	12,189,174
Total Revenue	363,929,441	366,637,993
Expenses		
Instruction	302,307,236	304,410,305
District Administration	9,649,379	10,008,126
Operations and Maintenance	53,522,294	52,521,283
Transportation and Housing	2,046,607	2,055,594
Debt Services	207,710	258,413
Total Expense	367,733,226	369,253,721
Budgeted Surplus (Deficit), for the year	(3,803,785)	(2,615,728)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(3,803,785)	(2,615,728)
Budgeted Surplus (Deficit), for the year	(3,803,785)	(2,615,728)

School District No. 38 (Richmond)

Annual Budget - Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	280,632,636	279,349,000
Special Purpose Funds - Total Expense	66,029,098	69,848,932
Special Purpose Funds - Tangible Capital Assets Purchased	903,791	903,791
Capital Fund - Total Expense	21,071,492	20,055,789
Capital Fund - Tangible Capital Assets Purchased from Local Capital	3,234,744	6,215,238
Total Budget Bylaw Amount	371,871,761	376,372,750

Approved by the Board

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

Signature of the Superintendent	Date Signed
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Signature of the Secretary Treasurer	Date Signed
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School District No. 38 (Richmond)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(3,803,785)	(2,615,728)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(903,791)	(903,791)
From Local Capital	(3,234,744)	(6,215,238)
From Deferred Capital Revenue	(52,080,947)	(47,675,582)
From Capital Leases	(300,000)	(2,830,604)
Total Acquisition of Tangible Capital Assets	(56,519,482)	(57,625,215)
Amortization of Tangible Capital Assets	20,863,782	19,797,376
Total Effect of change in Tangible Capital Assets	(35,655,700)	(37,827,839)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(39,459,485)	(40,443,567)

School District No. 38 (Richmond)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	261,872,660	258,208,342
Other	52,800	52,800
Tuition	17,762,882	18,544,632
Other Revenue	869,920	1,435,804
Rentals and Leases	1,773,749	1,813,622
Investment Income	1,300,625	2,293,800
Total Revenue	283,632,636	282,349,000
Expenses		
Instruction	237,636,032	235,964,479
District Administration	8,730,185	9,067,681
Operations and Maintenance	32,656,156	32,697,647
Transportation and Housing	1,610,263	1,619,193
Total Expense	280,632,636	279,349,000
Net Revenue (Expense)	3,000,000	3,000,000
Net Transfers (to) from other funds		
Local Capital	(3,000,000)	(3,000,000)
Total Net Transfers	(3,000,000)	(3,000,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 38 (Richmond)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	258,195,693	252,588,106
Other Ministry of Education and Child Care Grants		
Pay Equity	2,215,706	2,215,706
Funding for Graduated Adults	331,443	331,443
Student Transportation Fund	21,608	21,608
Support Staff Benefits Grant	-	230,836
FSA Scorer Grant	27,292	27,292
Labour Settlement Funding	-	2,523,122
Integrated Child and Youth Teams	1,080,918	270,229
Total Provincial Grants - Ministry of Education and Child Care	261,872,660	258,208,342
Provincial Grants - Other	52,800	52,800
Tuition		
Summer School Fees	376,890	376,890
Continuing Education	1,365,492	1,365,492
International and Out of Province Students	16,020,500	16,802,250
Total Tuition	17,762,882	18,544,632
Other Revenues		
Other School District/Education Authorities	555,990	612,430
Miscellaneous		
Cafeteria	312,930	305,000
Miscellaneous	1,000	1,000
Microsoft Class Action Settlement	-	517,374
Total Other Revenue	869,920	1,435,804
Rentals and Leases	1,773,749	1,813,622
Investment Income	1,300,625	2,293,800
Total Operating Revenue	283,632,636	282,349,000

School District No. 38 (Richmond)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	117,270,422	116,683,302
Principals and Vice Principals	14,887,174	15,245,382
Educational Assistants	23,098,950	22,586,240
Support Staff	25,996,623	25,875,394
Other Professionals	7,946,392	7,765,708
Substitutes	12,360,023	12,548,271
Total Salaries	201,559,584	200,704,297
Employee Benefits	55,097,762	54,476,784
Total Salaries and Benefits	256,657,346	255,181,081
Services and Supplies		
Services	7,393,039	7,985,429
Student Transportation	15,070	15,623
Professional Development and Travel	1,642,637	1,386,235
Rentals and Leases	320,114	320,456
Dues and Fees	164,219	160,527
Insurance	877,197	884,857
Supplies	8,999,514	9,054,077
Utilities	4,563,500	4,360,715
Total Services and Supplies	23,975,290	24,167,919
Total Operating Expense	280,632,636	279,349,000

School District No. 38 (Richmond)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	90,278,452	2,950,886		1,544,429		9,474,662	104,248,429
1.03 Career Programs	234,591			600,559			835,150
1.07 Library Services	2,003,413			626,963			2,630,376
1.08 Counselling	2,971,787						2,971,787
1.10 Inclusive Education	9,020,364		22,947,851	219,905	525,556	1,274,995	33,988,671
1.20 Early Learning and Child Care							-
1.30 English Language Learning	6,580,489			206,852			6,787,341
1.31 Indigenous Education	339,421			40,603			380,024
1.41 School Administration		11,308,588		5,743,556		312,710	17,364,854
1.60 Summer School	1,014,432	125,436	151,099	31,919		42,730	1,365,616
1.61 Continuing Education	622,660	327,036		135,987	101,315	474,000	1,660,998
1.62 International and Out of Province Students	4,204,813			206,271	900,879	14,260	5,326,223
1.64 Other				40,350			40,350
Total Function 1	117,270,422	14,711,946	23,098,950	9,397,394	1,527,750	11,593,357	177,599,819
4 District Administration							
4.11 Educational Administration				359,594	2,391,687	13,626	2,764,907
4.40 School District Governance					237,939		237,939
4.41 Business Administration		175,228		1,096,986	1,975,065	2,256	3,249,535
Total Function 4	-	175,228	-	1,456,580	4,604,691	15,882	6,252,381
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				306,761	1,813,951	1,129	2,121,841
5.50 Maintenance Operations				13,011,138		623,171	13,634,309
5.52 Maintenance of Grounds				992,157			992,157
5.56 Utilities							-
Total Function 5	-	-	-	14,310,056	1,813,951	624,300	16,748,307
7 Transportation and Housing							
7.70 Student Transportation				832,593		126,484	959,077
Total Function 7	-	-	-	832,593	-	126,484	959,077
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	117,270,422	14,887,174	23,098,950	25,996,623	7,946,392	12,360,023	201,559,584

School District No. 38 (Richmond)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	104,248,429	28,648,169	132,896,598	5,299,073	138,195,671	136,810,618
1.03 Career Programs	835,150	229,432	1,064,582	454,111	1,518,693	1,580,945
1.07 Library Services	2,630,376	722,614	3,352,990	439,975	3,792,965	3,848,723
1.08 Counselling	2,971,787	816,406	3,788,193	8,589	3,796,782	3,791,592
1.10 Inclusive Education	33,988,671	9,337,331	43,326,002	909,339	44,235,341	42,899,683
1.20 Early Learning and Child Care	-	-	-	-	-	30,130
1.30 English Language Learning	6,787,341	1,864,611	8,651,952	42,521	8,694,473	8,684,518
1.31 Indigenous Education	380,024	104,400	484,424	105,946	590,370	613,659
1.41 School Administration	17,364,854	4,770,454	22,135,308	523,090	22,658,398	23,168,074
1.60 Summer School	1,365,616	279,752	1,645,368	39,101	1,684,469	1,765,480
1.61 Continuing Education	1,660,998	324,745	1,985,743	170,542	2,156,285	2,088,833
1.62 International and Out of Province Students	5,326,223	1,454,059	6,780,282	3,469,252	10,249,534	10,619,547
1.64 Other	40,350	11,085	51,435	11,616	63,051	62,677
Total Function 1	177,599,819	48,563,058	226,162,877	11,473,155	237,636,032	235,964,479
4 District Administration						
4.11 Educational Administration	2,764,907	759,572	3,524,479	270,551	3,795,030	4,089,255
4.40 School District Governance	237,939	17,869	255,808	240,790	496,598	466,912
4.41 Business Administration	3,249,535	892,709	4,142,244	296,313	4,438,557	4,511,514
Total Function 4	6,252,381	1,670,150	7,922,531	807,654	8,730,185	9,067,681
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	2,121,841	582,910	2,704,751	1,302,121	4,006,872	4,086,529
5.50 Maintenance Operations	13,634,309	3,745,603	17,379,912	5,147,444	22,527,356	22,688,411
5.52 Maintenance of Grounds	992,157	272,564	1,264,721	293,707	1,558,428	1,561,992
5.56 Utilities	-	-	-	4,563,500	4,563,500	4,360,715
Total Function 5	16,748,307	4,601,077	21,349,384	11,306,772	32,656,156	32,697,647
7 Transportation and Housing						
7.70 Student Transportation	959,077	263,477	1,222,554	387,709	1,610,263	1,619,193
Total Function 7	959,077	263,477	1,222,554	387,709	1,610,263	1,619,193
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	201,559,584	55,097,762	256,657,346	23,975,290	280,632,636	279,349,000

School District No. 38 (Richmond)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	57,711,441	60,593,583
Federal Grants	1,191,448	1,749,140
Other Revenue	8,014,200	8,389,000
Investment Income	15,800	21,000
Total Revenue	66,932,889	70,752,723
Expenses		
Instruction	64,671,204	68,445,826
District Administration	919,194	940,445
Operations and Maintenance	438,700	462,661
Total Expense	66,029,098	69,848,932
Net Revenue (Expense)	903,791	903,791
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(903,791)	(903,791)
Total Net Transfers	(903,791)	(903,791)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 38 (Richmond)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	1,068,807	5,995,700	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	829,289	892,537			224,000	93,100	382,342	869,538	5,522,243
Federal Grants									
Other			1,000	7,000,000					
Investment Income			15,000						
	829,289	892,537	16,000	7,000,000	224,000	93,100	382,342	869,538	5,522,243
Less: Allocated to Revenue	829,289	892,537	80,000	7,500,000	224,000	93,100	382,342	869,538	5,522,243
Deferred Revenue, end of year	-	-	1,004,807	5,495,700	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	829,289	892,537			224,000	93,100	382,342	869,538	5,522,243
Federal Grants									
Other Revenue			65,000	7,500,000					
Investment Income			15,000						
	829,289	892,537	80,000	7,500,000	224,000	93,100	382,342	869,538	5,522,243
Expenses									
Salaries									
Teachers							88,036		27,811
Principals and Vice Principals									2,424,476
Educational Assistants		737,146			175,962	29,684		400,091	521,382
Support Staff									411,256
Other Professionals									995,167
Substitutes							19,000		4,380,092
	-	737,146	-	-	175,962	29,684	107,036	400,091	997,071
Employee Benefits		155,391			48,038	8,104	23,770	108,025	5,377,163
Services and Supplies	70,578		80,000	7,500,000		55,312	251,536	361,422	
	70,578	892,537	80,000	7,500,000	224,000	93,100	382,342	869,538	
Net Revenue (Expense) before Interfund Transfers	758,711	-	-	-	-	-	-	-	145,080
Interfund Transfers									
Tangible Capital Assets Purchased	(758,711)								(145,080)
	(758,711)	-	-	-	-	-	-	-	(145,080)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 38 (Richmond)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Provincial Resource Program	Provincial Early Years	Educational Trust Fund
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	307,586
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	44,682,306	48,000	11,250	19,000	175,000	2,442,836	970,000	550,000	
Federal Grants									
Other									350,000
Investment Income									800
	44,682,306	48,000	11,250	19,000	175,000	2,442,836	970,000	550,000	350,800
Less: Allocated to Revenue	44,682,306	48,000	11,250	19,000	175,000	2,442,836	970,000	550,000	450,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	208,386
Revenues									
Provincial Grants - Ministry of Education and Child Care	44,682,306	48,000	11,250	19,000	175,000	2,442,836	970,000	550,000	
Federal Grants									
Other Revenue									449,200
Investment Income									800
	44,682,306	48,000	11,250	19,000	175,000	2,442,836	970,000	550,000	450,000
Expenses									
Salaries									
Teachers	35,149,706						620,403	251,900	
Principals and Vice Principals					137,795				
Educational Assistants									
Support Staff							24,876	34,470	
Other Professionals						92,510			
Substitutes									
	35,149,706	-	-	-	137,795	92,510	645,279	286,370	-
Employee Benefits	9,532,600				37,205	24,978	176,162	78,180	
Services and Supplies		48,000	11,250	19,000		2,325,348	148,559	185,450	450,000
	44,682,306	48,000	11,250	19,000	175,000	2,442,836	970,000	550,000	450,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 38 (Richmond)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	SWIS	TOTAL
	\$	\$
Deferred Revenue, beginning of year	-	7,372,093
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care		57,711,441
Federal Grants	1,191,448	1,191,448
Other		7,351,000
Investment Income		15,800
	1,191,448	66,269,689
Less: Allocated to Revenue	1,191,448	66,932,889
Deferred Revenue, end of year	-	6,708,893
Revenues		
Provincial Grants - Ministry of Education and Child Care		57,711,441
Federal Grants	1,191,448	1,191,448
Other Revenue		8,014,200
Investment Income		15,800
	1,191,448	66,932,889
Expenses		
Salaries		
Teachers		36,110,045
Principals and Vice Principals	94,025	259,631
Educational Assistants		3,767,359
Support Staff	672,382	1,253,110
Other Professionals		503,766
Substitutes		1,014,167
	766,407	42,908,078
Employee Benefits	230,701	11,420,225
Services and Supplies	194,340	11,700,795
	1,191,448	66,029,098
Net Revenue (Expense) before Interfund Transfers	-	903,791
Interfund Transfers		
Tangible Capital Assets Purchased		(903,791)
	-	(903,791)
Net Revenue (Expense)	-	-

School District No. 38 (Richmond)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2026

Schedule 4

	2026 Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		334,738	334,738	1,347,096
Amortization of Deferred Capital Revenue	13,029,178		13,029,178	12,189,174
Total Revenue	13,029,178	334,738	13,363,916	13,536,270
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	20,427,438		20,427,438	19,360,975
Transportation and Housing	436,344		436,344	436,401
Debt Services				
Capital Lease Interest		207,710	207,710	258,413
Total Expense	20,863,782	207,710	21,071,492	20,055,789
Net Revenue (Expense)	(7,834,604)	127,028	(7,707,576)	(6,519,519)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	903,791		903,791	903,791
Local Capital		3,000,000	3,000,000	3,000,000
Total Net Transfers	903,791	3,000,000	3,903,791	3,903,791
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	3,234,744	(3,234,744)	-	
Principal Payment				
Capital Lease	1,235,094	(1,235,094)	-	
Total Other Adjustments to Fund Balances	4,469,838	(4,469,838)	-	
Budgeted Surplus (Deficit), for the year	(2,460,975)	(1,342,810)	(3,803,785)	(2,615,728)

Richmond School District

FISCAL PLAN

2025/26 – 2027/28



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Message From the Board of Education

The Board of Education is committed to supporting student success and well-being through an education system that is inclusive, responsive and sustainable. As stewards of public education in Richmond, we are proud to serve a vibrant and diverse learning community, located on the traditional and unceded territories of the Hən̓q̓əmin̓əm' speaking peoples.

Each year, through the annual budget process, we strive to ensure financial decisions reflect our educational values, strategic priorities and the expectations of our community.

The 2025/26 Annual Budget is a reflection of this ongoing commitment. Developed through extensive engagement with our education partners, the budget is guided by two overarching priorities: (1) focusing on the learners by continuing to deliver high-quality education in classrooms, and (2) enhancing organizational effectiveness to ensure long-term sustainability and fiscal accountability.

This year's budget places strong emphasis on classrooms and inclusive learning supports with targeted investments to strengthen Indigenous student achievement, continue our work in student mental health and well-being, and reinforce foundational skills in literacy and numeracy. At the same time, we remain committed to responsible financial stewardship through ongoing reviews of district operations, and thoughtful reallocation of resources to maximize impact on student learning.

As we look ahead, the Richmond School District will continue to uphold the values of collaboration, creativity, curiosity, resilience, respect and equity. These values will guide our collective effort and support our vision of being the best place to learn and lead.

On behalf of the Board of Education, we extend our sincere gratitude to all education partners, families, staff, students and community members for your ongoing support and input. Together, we remain committed to our shared goal of fostering a learning community where all students thrive and succeed.

Sincerely,

Ken Hamaguchi, Chairperson

On Behalf of the Board of Education (Richmond)



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

Executive Summary and Budget Strategies

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 hən̓q̓əmiñəḥ speaking peoples, the district proudly serves a diverse population from around the world.

The district is 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 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.

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.

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

Consolidated Annual Budget

The total annual budget for the fiscal year 2025/26 is estimated at approximately \$372 million, including \$281 million for the operating fund, \$67 million for the special purpose fund, and \$24 million for the capital fund.

Operating Fund Budget

Total operating budget is projected to be \$281 million, attributing to approximately 75% of the total annual budget. The operating budget allocation covers various expenses for the instructional programs, facilities operations and maintenance, student transportation, and district administration. The primary funding source for operating fund is ministry education operating grants, projected to be \$262 million or 92% of the total operating revenue. This is based on projected student enrolment, and the actual grant

revenue may vary depending on actual enrolment as of September 2025. Other revenue sources include international tuition fee revenue, rental revenue and investment income, which amount to approximately \$22 million or 8% of the total operating revenues.

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.

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.

The district's operating budget is built on a number of assumptions associated with the revenue and expense projections, anticipating growth in enrolment for domestic funded students while expecting a slight decline in enrolment of international fee-paying students over the three year period. In response, operating budget focuses on providing the staffing levels in the classrooms to align with the collective agreement and student needs. The district plans to augment staffing levels for teaching staff positions in accordance with the collective agreement, as well as educational assistant positions to meet diverse student needs. Additionally, the operating expenses include salary increases due to teacher grid movement, increases for employee benefits, and small increases for substitute costs.

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 (CEF): 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.

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	Impact Assessment
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

	supported time in schools for literacy and numeracy initiatives.	and assessment support.
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 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

Budget Strategy	Current Context	Recommendation	Impact Assessment
Reduce non-school department discretionary and non-contractual supplies and services budget by 10%	<ul style="list-style-type: none"> - Department supplies and services budget is largely carried forward from year to year with minimal adjustments. - It tends to reflect historical spending patterns rather than current operational needs or strategic priorities. 	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"> - Minimal impact on classrooms. - Optimizing resource allocation while maintaining essential educational and operational services, and adapting to changing fiscal landscape.
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.
Total projected cost reduction: \$650K 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 clerical and administrative duties.	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.
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	<p>The MYP program was introduced to Boyd in 2013 with a goal to create a cohesive learning community for Grade 8-10 students.</p> <p>The MYP program is no longer vastly different than the revised BC Curriculum and assessment practices.</p>	<p>- Recommendation to discontinue MYP as of June 30, 2025.</p> <p>- Reduction of administrative fees to International Baccalaureate Program and reduction of 0.8 FTE.</p>	<p>- Program review in 2024 collected input from students, parents, and staff through surveys and focus groups.</p> <p>- Grade 8-10 students will continue to follow BC Curriculum courses and requirements.</p>
Total projected cost reduction: \$520K			

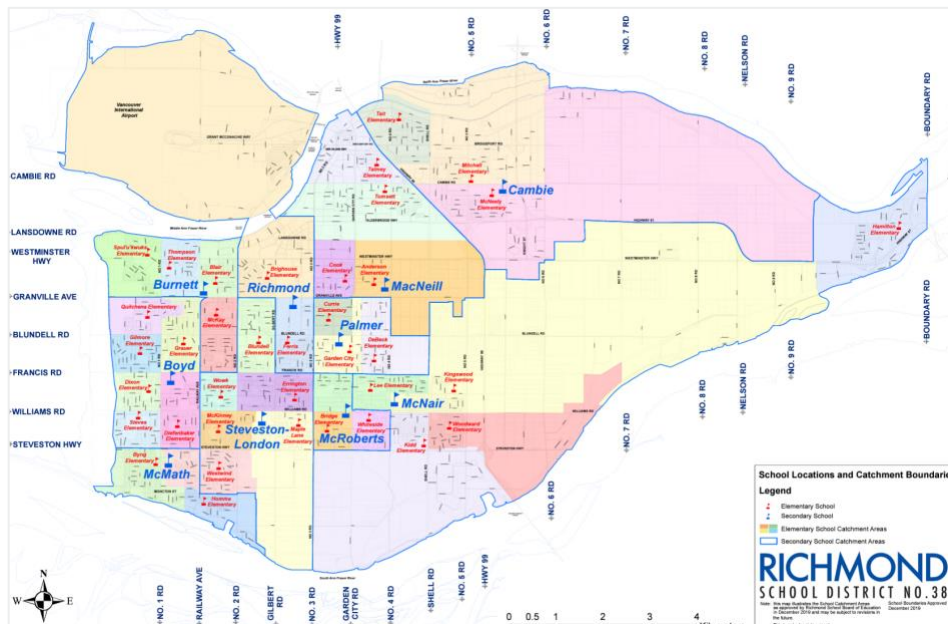
Multi-year Fiscal Plan – Looking Ahead:			
Budget Strategy	Current Context	Recommendation	Impact Assessment
Review Station Stretch Lease Agreement	<ul style="list-style-type: none"> - Review program location along with the LRFP implementation - Five-year lease term ending 2027/28; annual lease is under \$300k - Leased location may not be sustainable 	Review options for 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 recommendations 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 other, allowing for shared administrative support.	Restructure the Continuing Education Department to include Richmond Virtual School.	To improve organizational effectiveness and provide support for staff and students.
Continue Review of District Program Options	Following the Program Options Review 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.

District Overview

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

The district provides a wide variety of learning opportunities for over 24,000 students from Kindergarten through Grade 12 to help them develop the attitudes, skills and knowledge which will prepare them for an exciting and productive future.

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



School Locations and Catchment Boundaries

Board of Education

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

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

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

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

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



Rod Belleza

Ken Hamaguchi

Heather Larson

Donna Sargent



Debbie Tablotney

Alice Wong

David Yang

Vision, Mission and Values

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

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

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

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

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

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

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

Strategic Plan

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

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

The five strategic priorities are presented in the following chart:



Budget Development Guiding Principles

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

These guiding principles include:

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

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

Budget Process and Planning Cycle

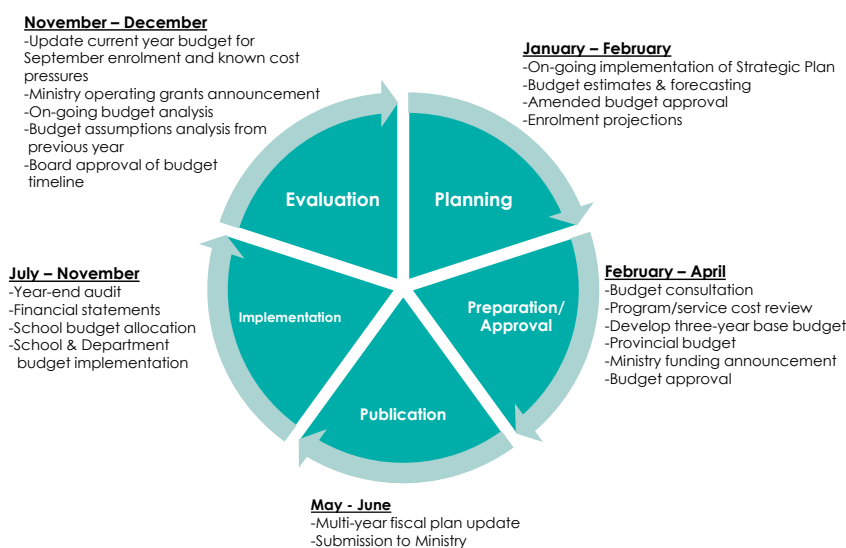
The district operates under the authority of the *School Act* of British Columbia (the *School Act*) as a corporation and receives about 88% of revenue from the Government of British Columbia through the Ministry of Education and Child Care. In accordance with the *School Act*, school districts must approve a balanced budget for the upcoming school year and submit it to the Ministry of Education and Child Care before June 30 each year.

The district has developed the 2025/26 Annual Budget that supports its vision, mission and values, and considers its priorities and goals of the strategic plan. The district's strategic priorities and resource allocation are centred around inspired learners and learning needs for all students.

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

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

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



Budget Process and Planning Cycle Timeline

Budget Consultation

The 2025/26 annual budget consultation process continued the board's commitment to ongoing dialogue with education partner groups and the boarder community to help shape fiscal priorities for the upcoming school year. This collaborative process ensured meaningful input into the district's financial planning and decision-making. Throughout spring 2025, the board provided multiple opportunities for education partners and members of the public to share their priorities and submit budget briefs. The public input played a critical role in informing the development of the annual budget. The table below outlines the key milestones of the consultation process and the timeline of engagement activities.

Date	Meeting	Goal
November 20, 2024	Public Board Meeting	Board approval of 2025/26 annual budget process and timeline.
February 10, 2025	Budget Advisory Working Group Meeting	Preliminary budget information presentation to the board and partner groups for feedback and questions; round table discussions on the alignment between the fiscal plan and strategic plan priorities and goals.
February 11, 2025	Trustee Budget Workshop	An opportunity for Trustees to review and discuss Amended Budget 2024/25 and preliminary 2025/26 Annual Budget information.
February 19, 2025	Public Board Meeting	Board approval of revised annual budget process and timeline.
March 13, 2025	Richmond Leadership Team (RLT) Meeting Budget Consultation	Preliminary budget information presented to RLT for feedback and input.
April 7, 2025	Trustee Budget Workshop	An opportunity for Trustees to review and discuss preliminary three-year fiscal plan and draft budget proposals.
April 14, 2025	Budget Advisory Working Group Meeting	Preliminary three-year fiscal plan and draft budget proposals shared with education partners for feedback and input.
April 23, 2025	Public Board Meeting – Annual Budget Committee of the Whole	The public and education partners are invited to comment on the draft annual budget proposals and strategies during the Committee of the Whole of the public board meeting.
May 8, 2025	Trustee Budget Workshop	An opportunity for Trustees to discuss draft budget proposals and public and education partner feedback; staff finalize the annual budget following the workshop.
May 21, 2025	Public Board Meeting	Final board approval of the 2025/26 Annual Budget Bylaw by way of three readings.

Enrolment

Approximately 92% of the district's operational funding is sourced from the Ministry of Education and Child Care, with student enrolment serving as the primary determinant factor. Consequently, the district carefully evaluates student enrolment trends during its annual budgeting process.

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

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

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

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

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

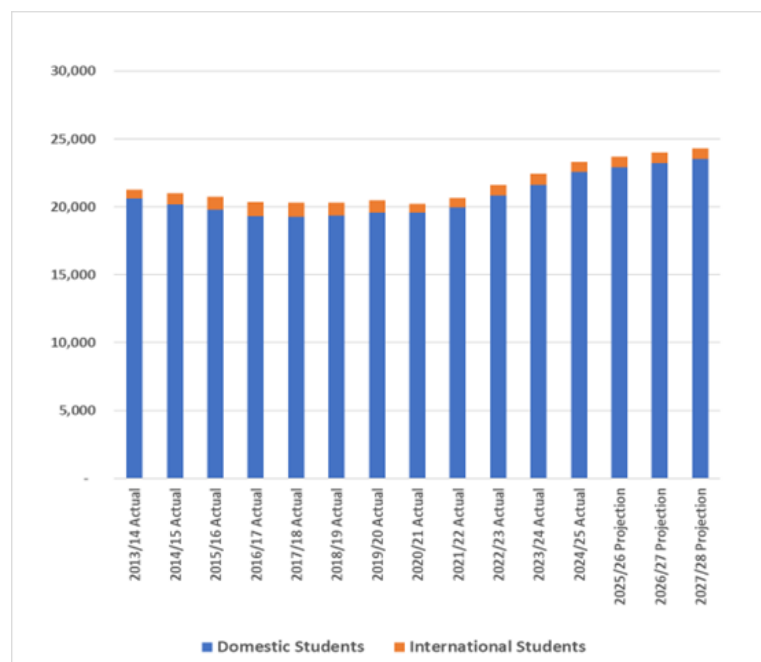
The total domestic funded student enrolment is projected to be 22,898 representing anticipated growth of 0.8% in 2025/26, followed by an increase of 1.2% in 2026/27 and 1.3% in 2027/28. Similarly, the total enrolment for students requiring additional support is projected to grow at a rate of 1.8% in 2025/26, followed by an increase of 1.5% in 2026/27, and a further increase of 1.4% in 2027/28.

The district anticipates a slight decline in student enrolment for the international fee-paying students following the healthy recovery post-pandemic. The projected enrolment of international students is 722 for each of the next three school years.

Enrolment Summary - September	2023/24 Actual	2024/25 Actual	2025/26 Budget	2026/27 Projected	2027/28 Projected
September Enrolment FTE					
Standard (Regular) Schools	21,635.50	22,303.19	22,480.00	22,759.62	23,052.58
Continuing Education	5.13	1.88	1.88	1.88	1.88
Alternate Schools	82.00	71.00	73.00	73.00	73.00
Online Learning	177.06	186.19	181.63	181.63	181.63
Total School-Age Enrolment	21,899.69	22,562.26	22,736.51	23,016.13	23,309.09
February Enrolment FTE	108.69	100.75	100.75	100.75	100.75
May Enrolment FTE	78.75	61.00	61.00	61.00	61.00
Total Enrolment FTE	22,087.13	22,724.01	22,898.26	23,177.88	23,470.84
Unique Student Needs - September					
Level 1 Inclusive Education	13.00	15.00	15.00	15.00	15.00
Level 2 Inclusive Education	1,011.00	1,114.00	1,150.00	1,182.00	1,213.00
Level 3 Inclusive Education	152.00	140.00	140.00	140.00	140.00
English Language Learning (ELL)	7,438.00	7,762.00	7,889.00	7,996.00	8,101.00
Indigenous Education	255.00	242.00	242.00	242.00	242.00
Adult Education	18.19	20.50	20.50	20.50	20.50

Enrolment Summary

Over the past ten years, the enrolment trend has exhibited volatility as illustrated in the graph below. Fluctuations in student enrolment figures have been attributable to a number of factors, including the city's development and growth, shift in local and provincial economic conditions, and changes in immigration policies.



10 Year Enrolment Trend

In response to enrolment changes, the district will continue to adjust its staffing levels in accordance with the collective agreement and maintain the service levels required in the classrooms. The Human Resources Department, Central Registration and Planning Department will continue monitoring enrolment trends and will adjust staffing and space utilization as necessary to ensure resources are prioritized to support student learning.

Staffing

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

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

	2024/25	2025/26	2026/27	2027/28
All Staffing Groups – FTE	Amended Budget	Budget	Projected	Projected
Teachers	1,534.83	1,531.24	1,541.42	1,552.14
Administrators	98.42	95.60	94.60	94.60
Educational Assistants	516.12	524.83	534.73	544.33
Support Staff	473.71	470.48	472.48	474.48
Other Professionals	67.83	67.00	66.00	66.00
Other Professionals-Trustees	7.00	7.00	7.00	7.00
TOTAL STAFFING	2,697.91	2,696.15	2,716.23	2,738.55

Teacher staffing is budgeted to decrease for 2025/26 by 3.59 FTE, which includes the following categories:

- 4.0 FTE increase in enrolling teacher positions due to student enrolment increase.
- 3.8 FTE decrease in teacher positions due to budget adjustments (2.0 FTE Teacher Consultant term ending, 1.0 FTE Colts Program Teacher, and 0.8 FTE Middle Years Program Coordinator).
- 0.21 FTE increase in teacher position for the Special Purpose Fund – Provincial Early Years.
- 4.0 FTE decrease in teacher positions for the Special Purpose Fund - Provincial Early Years-Literacy due to currently no funding announcement for 2025/26.

Teacher staffing is forecasted to increase by 10.18 FTE in 2026/27 and 10.72 FTE in 2027/28 due to projected student enrolment increases.

	2024/25	2025/26	2026/27	2027/28
Teachers	Amended Budget	Budget	Projected	Projected
Operating Fund	1,169.12	1,169.32	1,179.50	1,190.22
Classroom Enhancement Fund	353.00	353.00	353.00	353.00
Special Purpose Fund (exclude CEF)	12.71	8.92	8.92	8.92
TOTAL	1,534.83	1,531.24	1,541.42	1,552.14

Administrator staffing is budgeted to decrease for 2025/26 by 2.83 FTE, which includes the following categories:

- 2.2 FTE decrease in district administrator positions due to budget reductions.
- 0.625 FTE decrease in administrator position due to reversal of one-time addition of an elementary vice-principal for 2024/25.
- 0.45 FTE reallocation of district administrator position from Special Purpose Fund to Operating due to the LINC program ending in 2024/25.

Administrator staffing is forecasted to decrease by 1.0 FTE in 2026/27 due to the end of funding for the Special Purpose Fund - Early Learning and Child Care Lead and remain steady for 2027/28.

	2024/25	2025/26	2026/27	2027/28
Administrators	Amended Budget	Budget	Projected	Projected
Operating Fund	96.25	93.88	93.88	93.88
Classroom Enhancement Fund	0.17	0.17	0.17	0.17
Special Purpose Fund (exclude CEF)	2.00	1.55	0.55	0.55
TOTAL	98.42	95.60	94.60	94.60

Educational Assistants staffing is budgeted to increase for 2025/26 by 8.71 FTE, which includes the following categories:

- 10.21 FTE increase in educational assistant positions due to the increase in the number of students in inclusive education.
- 1.5 FTE decrease in educational assistant positions due to the ending of the Special Purpose Fund – JustB4 program.

The Educational Assistants staffing is forecasted to increase by 9.9 FTE in 2026/27 and 9.6 FTE in 2027/28 due to projected enrolment increase in inclusive education.

	2024/25	2025/26	2026/27	2027/28
Educational Assistants	Amended Budget	Budget	Projected	Projected
Operating Fund	457.95	468.16	478.06	487.66
Classroom Enhancement Fund	45.09	45.09	45.09	45.09
Special Purpose Fund (exclude CEF)	13.08	11.58	11.58	11.58
TOTAL	516.12	524.83	534.73	544.33

Support Staff staffing is budgeted to decrease for 2025/26 by 3.23 FTE, which includes the following categories:

- 2.0 FTE increase in Custodial Services positions due to student enrolment increase.
- 2.5 FTE decrease in support staff positions due to budget reductions (1.0 FTE Library Technician, 1.0 FTE Carpenter, and 0.5 FTE Early Learning-Clerical Support).
- 1.3 FTE decrease in support staff positions for the Special Purpose Fund - Provincial Early Years-Literacy due to currently no funding announcement for 2025/26.
- 0.8571 FTE decrease in support staff position due to the ending of the Special Purpose Fund – Just B4 program on June 30, 2025.
- 0.5714 FTE decrease in support staff position due to the ending of the Special Purpose Fund - LINC program on March 31, 2025.

Support Staff staffing is forecasted to increase by 2.0 FTE in 2026/27 and 2.0 FTE in 2027/28 for

custodial services positions due to projected student enrolment increases.

	2024/25	2025/26	2026/27	2027/28
Support Staff	Amended Budget	Budget	Projected	Projected
Operating Fund	442.98	442.48	444.48	446.48
Classroom Enhancement Fund	8.80	8.80	8.80	8.80
Special Purpose Fund (exclude CEF)	16.93	14.20	14.20	14.20
Capital Fund	5.00	5.00	5.00	5.00
TOTAL	473.71	470.48	472.48	474.48

Other Professional staffing is budgeted to decrease for 2025/26 by 0.83 FTE due to the retirement of the deputy superintendent and assistant superintendent in 2024/25.

Other Professional staffing is forecasted to decrease by 1.0 FTE in 2026/27 due to the ending of the 3-year funding commitment for the Special Purpose Fund - Feeding Futures School Food Program and remain steady for 2027/28.

	2024/25	2025/26	2026/27	2027/28
Other Professionals	Amended Budget	Budget	Projected	Projected
Operating Fund	57.33	56.50	56.50	56.50
Operating Fund - Trustees	7.00	7.00	7.00	7.00
Classroom Enhancement Fund	3.00	3.00	3.00	3.00
Special Purpose Fund (exclude CEF)	1.00	1.00	-	-
Capital Fund	6.50	6.50	6.50	6.50
TOTAL	74.83	74.00	73.00	73.00

Operating Fund Budget

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

Operating Fund Budget Summary

The following table provides a summary of the prior year's operating revenues and expenditures, the current year amended budget, the 2025/26 annual budget and a forecast for the following two years. The table also includes interfund transfers.

Operating Fund	2023/24 Actual	2024/25 Amended Budget	2025/26 Budget	2026/27 Projected	2027/28 Projected
Revenues					
Provincial Grants-Ministry of Education and Child Care	243,331,497	258,208,342	261,872,660	265,356,935	268,943,090
Provincial Grants-Other	80,586	52,800	52,800	54,100	54,100
Tuition	20,621,325	18,544,632	17,762,882	18,447,082	18,447,082
Other Revenue	1,375,126	1,435,804	869,920	891,956	914,552
Rentals and Leases	1,779,538	1,813,622	1,773,749	1,816,747	1,860,862
Investment Income	4,104,108	2,293,800	1,300,625	1,340,910	1,382,217

Total Revenue	271,292,180	282,349,000	283,632,636	287,907,730	291,601,903
Expenses					
Salaries and Benefits	236,384,086	255,181,081	256,657,346	260,186,118	263,610,262
Services and Supplies	23,757,999	24,167,919	23,975,290	24,642,056	25,356,137
Total Expenses	260,142,085	279,349,000	280,632,636	284,828,174	288,966,399
Net Revenue (Expense)	11,150,095	3,000,000	3,000,000	3,079,556	2,635,504
Interfund Transfers	(10,888,064)	(3,000,000)	(3,000,000)	(3,000,000)	(3,000,000)
Operating Surplus (Deficit) for the Year	262,031	-	-	79,556	(364,496)
Use of Appropriated Surplus	-	-	-	-	-
Operating Surplus (Deficit)	262,031	-	-	79,556	(364,496)

The operating budget includes a range of strategic initiatives designed to enhance the quality of education provided to students. These initiatives encompass a variety of areas, including the implementation of new Indigenous graduation requirement courses, learning services for students, facilities and custodial services, administrative support for large elementary schools, anti-racism training, and the implementation of the enterprise risk management policy. These initiatives will contribute to creating a safe and inclusive environment, ensuring that all students have access to high quality education that meets their needs.

Operating Fund Revenues

Provincial operating grant revenue anticipated from the ministry represents approximately 92% of the district's total revenue for 2025/26. The next most significant source of revenue is the tuition revenue from students registered through the Richmond International Education program, representing approximately six% of the total revenue. The remaining revenue is comprised of sources such as facility rental, interest revenue and miscellaneous income.

Operating Fund Revenue		2023/24 Actual	2024/25 Amended Budget	2025/26 Budget	2026/27 Projected	2027/28 Projected
Provincial Grants-Ministry of Education and Child Care						
	Operating Grant, Ministry of Education and Child Care	235,480,681	252,588,106	258,195,693	261,679,968	265,266,123
	Other Ministry of Education and Child Care Grants	7,850,816	5,620,236	3,676,967	3,676,967	3,676,967
Provincial Grants-Other		80,586	52,800	52,800	54,100	54,100
Tuition						
	Summer School	254,260	376,890	376,890	376,890	376,890
	Continuing Education	1,183,105	1,365,492	1,365,492	1,365,492	1,365,492
	International and Out of Province Students	19,183,960	16,802,250	16,020,500	16,704,700	16,704,700
Other Revenue						
	Other School District/Education Authorities	527,100	612,430	555,990	569,890	584,138
	Cafeteria	315,772	305,000	312,930	321,066	329,414
	Recognition of Unrestricted School Generated Funds	300,000	-	-	-	-
	Child Care Fees	104,739	-	-	-	-

	Sale of Capital Assets	125,757	-	-	-	-
	Miscellaneous	1,758	1,000	1,000	1,000	1,000
	Microsoft Class Action Settlement	-	517,374	-	-	-
Rentals and Leases		1,779,538	1,813,622	1,773,749	1,816,747	1,860,862
Investment Income		4,104,108	2,293,800	1,300,625	1,340,910	1,382,217
Total Operating Revenue		271,292,180	282,349,000	283,632,636	287,907,730	291,601,903

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

Operating Grant Revenue		2023/24 Actual	2024/25 Amended Budget	2025/26 Budget	2026/27 Projected	2027/28 Projected
Basic Allocation - September						
	Standard (Regular) Schools	186,606,188	198,832,917	202,657,200	205,177,952	207,818,992
	Continuing Education	44,203	16,716	16,903	16,903	16,903
	Alternate Schools	707,250	632,965	658,095	658,095	658,095
	Online Learning	1,232,355	1,340,550	1,322,230	1,322,230	1,322,230
	Homeschoolers	9,000	9,000	9,000	11,000	11,000
	Course Challenges	17,550	20,646	20,868	9,306	9,306
Supplemental for Unique Student Needs - September						
	Inclusive Education - Level 1	637,910	760,950	769,500	769,500	769,500
	Inclusive Education - Level 2	23,536,080	26,813,980	27,991,000	28,769,880	29,524,420
	Inclusive Education - Level 3	1,787,520	1,702,400	1,722,000	1,722,000	1,722,000
	English Language Learning	12,904,930	13,932,790	14,318,535	14,512,740	14,703,315
	Indigenous Education	436,050	428,340	433,180	433,180	433,180
	Adult Education	100,122	116,645	117,978	117,978	117,978
Summer Learning		1,900,770	2,420,345	2,342,895	2,342,895	2,342,895
February Enrolment Count		1,308,350	744,198	752,529	752,529	752,529
May Enrolment Count		654,376	429,655	434,455	434,455	443,455
Equity of Opportunity Supplement		1,066,826	1,183,301	1,258,007	1,258,007	1,258,007
Salary Differential		1,112,867	1,594,518	1,606,821	1,606,821	1,606,821
Unique Geographic Factors		1,229,431	1,351,843	1,495,087	1,495,087	1,495,087
Curriculum and Learning Support Fund		188,903	197,097	203,060	203,060	203,060
Indigenous Education Councils		-	59,250	66,350	66,350	66,350
Total Operating Grant Revenue		235,480,681	252,588,106	258,195,693	261,679,968	265,266,123

On March 13, 2025, the Ministry of Education and Child Care announced the preliminary operating grant allocations to school districts for the 2025/26 school year. The ministry is increasing the basic per-student allocation for standard, alternate and continuing education school students by 1.1% for the next school year. Other operating grant rate increases for students with unique needs include a 1.1% increase for inclusive education, a 1.1% increase for Indigenous Education Targeted Funding, and a 1.1% increase for English Language Learners (ELL).

The grant rate increases are primarily driven by salary increases for unionized employees that are being included in the operating grant funding formula. The total estimated operating grant revenue for the district for the 2025/26 school year is approximately \$258 million based on the enrolment projected at

the time of the annual budget development. The grant revenue is subject to change due to the actual enrolment on September 30. The impact on the district's budget will be updated and approved by the board during the district's amended budget process.

Tuition Revenue comprises summer school, continuing education, and international and out of province students. International education revenue accounts for 90% of all tuition revenue. The district relies heavily on the international education program to provide a significant source of additional revenue to support the operations of the district. The international education program enrolment utilizes space in classrooms that would otherwise go unused by students who reside within the boundaries of the district.

The international education program experienced a significant downturn during the pandemic in 2020/21 and 2021/22. A gradual recovery has taken place in 2022/23 and 2023/24 with a slight downturn in 2024/25. International student enrolment is projected to remain steady at 722 for 2025/26, 2026/27 and 2027/28.

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

Investment Income is projected to decline for 2025/26 due to uncertainty of future interest rates but expected to remain steady for 2026/27 and 2027/28.

Operating Fund Expenses

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

Effective management of operating expenses is crucial for the district to maintain financial stability and ensure that resources are allocated efficiently and effectively to support student success. The table below represents an overview of the district operating fund expenses in terms of types of expenses. The most significant component of the district's operating expenses is salaries and benefits, which comprise approximately 91% of the total operating budget. The remaining 9% goes to services, supplies and other expenses.

Operating Fund Expenses		2023/24 Actual	2024/25 Amended Budget	2025/26 Budget	2026/27 Projected	2027/28 Projected
Salaries						
	Teachers	108,943,772	116,683,302	117,270,422	119,119,734	120,873,270
	Administrators	14,843,847	15,245,382	14,887,174	14,887,174	14,887,174
	Educational Assistants	19,952,446	22,586,240	23,098,950	23,572,280	24,045,610
	Support Staff	24,308,869	25,875,394	25,996,623	26,158,108	26,274,256
	Other Professionals	7,030,073	7,765,708	7,946,392	7,954,494	7,958,507
	Substitutes	12,110,022	12,548,271	12,360,023	12,375,754	12,390,520
	Total Salaries	187,189,029	200,704,297	201,559,584	204,067,544	206,429,337
Benefits						
		49,195,057	54,476,784	55,097,762	56,118,574	57,180,925
Total Salaries and Benefits		236,384,086	255,181,081	256,657,346	260,186,118	263,610,262
Services and Supplies						

Services	9,695,928	7,985,429	7,393,039	7,570,472	7,737,023
Student Transportation	8,403	15,623	15,070	15,432	15,772
Professional Development	1,035,527	1,386,235	1,642,637	1,682,060	1,719,065
Rentals and Leases	303,203	320,456	320,114	327,797	335,009
Dues and Fees	144,889	160,527	164,219	168,160	171,860
Insurance	683,419	884,857	877,197	898,374	918,519
Supplies	7,986,693	9,054,077	8,999,514	9,265,623	9,588,562
Utilities	3,899,937	4,360,715	4,563,500	4,714,138	4,870,327
Total Services and Supplies	23,757,999	24,167,919	23,975,290	24,642,056	25,356,137
Total Operating Expenses	260,142,085	279,349,000	280,632,636	284,828,174	288,966,399

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

- Employee salary increases for teachers, educational assistants and support staff are established through provincially negotiated Collective Agreements with the BCTF and CUPE. Both collective agreements expire June 30, 2025. As a result, the 2025/26 budget assumes no salary increase for these employee groups. Any salary increases and corresponding funding will be incorporated in the 2025/26 amended annual budget once the agreements have been ratified.
- Teacher grid step salary increments.
- Increases in staffing positions, including enrolling teacher FTE, educational assistant FTE, and custodial services to support enrolment growth and students in inclusive education.
- Budget reduction of 8.5 FTE salaries to help achieve a balanced budget for 2025/26 (3.8 FTE Teachers, 2.2 FTE Administrators and 2.5 FTE Support Staff).
- Benefits cost increases comprised of statutory and contractual costs. Statutory benefit costs include CPP, EI, Pension, WorkSafeBC, and Employer Health Tax (EHT). These costs are variable based on earnings and specific rates. Contractual benefit costs include such costs as employer paid premiums for extended health, dental, and the Employee Assistance Plan (EAP).

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

- General cost escalation and an inflationary factor of 2.6% for services and supplies.
- Budget reduction of \$1.09 million in services and supplies to help achieve a balanced budget for 2025/26.
- Increase in utility costs for electricity, natural gas, propane, and water and sewer.

Interfund Transfers

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

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

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

Accumulated Surplus

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

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

Restricted for Operations Spanning Multiple School Years are funds to support effective operational planning where surplus funds have been carried over to future years for effective implementation of educational programs and operational initiatives.

Educational programs include the following:

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

Operational initiatives include the following:

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

Multi-Year Operating Accumulated Surplus Plan	Opening Balance	Planned Use	Closing Balance
Schedule of Accumulated Operating Surplus	July 1, 2024	2024/25	June 30, 2025
Internally Restricted Surplus			
Restricted Due to the Nature of Constraints on the Fund			
Contractual Obligations-Progressive Workplace, Inspired Learners	479,738	(150,000)	329,738
Targeted Funding – Inspired Learners, Equity and Inclusion	2,153,348	(600,000)	1,553,348
School Generated Funds	2,700,000	(200,000)	2,500,000
	5,333,086	(950,000)	4,383,086

Restricted for Anticipated Unusual Expenses			
Addressing Learning Impacts-Inspired Learners, Equity and Inclusion	1,500,000	-	1,500,000
	1,500,000	-	1,500,000
Restricted for Operations Spanning Multiple School Years			
Support for Educational Plans – Inspired Learners, Equity and Inclusion	1,788,068	(500,000)	1,288,068
School Funds – Inspired Learners, Equity and Inclusion	2,180,147	(500,000)	1,680,147
Support for Operational Initiatives – Optimized Facilities and Technology, Progressive Workplace	1,741,948	(700,000)	1,041,948
Purchase Order Commitments	478,020	(478,020)	-
	6,188,183	(2,178,020)	4,010,163
Total Internally Restricted Operating Fund Surplus	13,021,269	(3,128,020)	9,893,249
Unrestricted Operating Surplus (Deficit)	1,682,781	-	1,682,781
Total Operating Fund Surplus (Deficit)	14,704,050	(3,128,020)	11,576,030

Special Purpose Fund Budget

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

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

Special Purpose Fund	2023/24 Actual	2024/25 Amended Budget	2025/26 Budget	Variance	Comments
<u>Ministry of Education and Child Care Funded</u>					
Annual Facility Grant (AFG)	829,289	829,289	829,289	-	
Learning Improvement Fund (LIF)	915,980	902,030	892,537	(9,493)	
Strong Start	279,267	242,894	224,000	(18,894)	
Ready, Set, Learn	118,258	101,175	93,100	(8,075)	
Official Languages in Education French Programs (OLEP)	298,472	382,342	382,342	-	
Community LINK	849,718	869,538	869,538	-	
Classroom Enhancement - Staffing	43,024,547	44,682,306	44,682,306	-	
Classroom Enhancement - Remedy	453,420	366,930	-	(366,930)	Funding TBD
Classroom Enhancement - Overhead	5,298,621	5,522,243	5,522,243	-	
Mental Health in Schools	65,253	77,079	48,000	(29,079)	
Changing Results for Young Children	18,035	21,094	11,250	(9,844)	
Early Childhood Education Dual Credit	46,571	96,251	-	(96,251)	
Health Career Dual Credit Expansion	2,111	47,889	-	(47,889)	
Student and Family Affordability	552,476	772,191	-	(772,191)	
Just B4 Program	162,792	130,000	-	(130,000)	Program ends June 2025
Strengthening Early Years to Kindergarten Transition (SEY2KT)	20,554	34,309	19,000	(15,309)	
Early Care and Learning	186,015	175,000	175,000	-	
Feeding Futures School Food Program	1,873,278	2,909,732	2,442,836	(466,896)	
Provincial Resource Program	1,004,078	1,048,332	970,000	(78,332)	Literacy funding TBD
Provincial Early Years	490,372	1,462,959	550,000	(912,959)	Literacy funding TBD
<u>Federal Funded</u>					
Settlement Workers in Schools (SWIS)	1,559,503	1,749,140	1,191,448	(557,692)	LINC program ended March 2025
<u>Other</u>					
Scholarships and Bursaries	23,359	80,000	80,000	-	
School Generated Funds	7,165,926	7,800,000	7,500,000	(300,000)	
Educational Trust Fund	442,251	450,000	450,000	-	
Total Special Purpose Fund	65,680,146	70,752,723	66,932,889	(3,819,834)	

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

Special Purpose Fund Summary	2023/24 Actual	2024/25 Amended Budget	2025/26 Budget	Variance
Deferred Revenue, Beginning of Year	8,186,374	9,552,242	7,372,093	(2,180,149)
Total Contributions Received	67,226,400	68,815,904	66,269,689	(2,546,215)
Less: Allocated to Revenue or Recovered by MECC	(65,860,532)	(70,996,053)	(66,932,889)	4,063,164
Deferred Revenue, End of Year	9,552,242	7,372,093	6,708,893	(663,200)
Total Allocated to Revenue	65,680,146	70,752,723	66,932,889	(3,819,834)
Total Expenses	(64,766,014)	(69,848,932)	(66,029,098)	3,819,834
Interfund Transfers	(914,132)	(903,791)	(903,791)	-
Net Revenue (Expense)	-	-	-	-

Special Purpose Fund Summary

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

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

Classroom Enhancement Fund

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

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

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

	2023/24 Actual		2024/25 Amended		2025/26 Budget		Variance	
Classroom Enhancement Fund Summary	FTE	\$	FTE	\$	FTE	\$	FTE	\$
CEF Staffing	353.00	43,024,547	353.00	44,682,306	353.00	44,682,306	-	-
CEF Overhead	57.40	5,298,621	57.06	5,522,243	57.06	5,522,243	-	-
CEF Remedy	-	453,420	-	366,930	-	-	-	(366,930)
Total Classroom Enhancement Fund	410.40	48,776,588	410.06	50,571,479	410.06	50,204,549	-	(366,930)

	2023/24 Actual		2024/25 Amended		2025/26 Budget		Variance	
Classroom Enhancement Fund	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Teachers	353.00	34,178,853	353.00	35,149,706	353.00	35,149,706	-	-
Administrators	0.51	80,865	0.17	27,811	0.17	27,811	-	-
Educational Assistants	45.09	2,346,636	45.09	2,424,476	45.09	2,424,476	-	-
Support Staff	8.80	496,776	8.80	521,382	8.80	521,382	-	-
Other Professionals	3.00	395,365	3.00	411,256	3.00	411,256	-	-
Substitutes	-	1,130,259	-	1,298,417	-	995,167	-	(303,250)
Fringe Benefits	-	10,002,752	-	10,593,349	-	10,529,669	-	(63,680)
Interfund Transfer	-	145,082	-	145,082	-	145,082	-	-
Total Classroom Enhancement Fund	410.40	48,776,588	410.06	50,571,479	410.06	50,204,549	-	(366,930)

Capital Fund Budget

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

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

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

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

Long Range Facilities Plan

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

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

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

Five-Year Capital Plan

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

The district's five-year capital plan consists of the following categories:

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

Capital Revenues

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

- **Bylaw Capital:** This category includes Ministry of Education and Child Care capital grants drawn on Certificates of Approval (COA) for various capital projects. It includes allocations for specific projects, the capital portion of the Annual Facility Grant, funding for Carbon Neutral Capital Projects, and playground equipment funding.
- **Annual Facility Grant:** The Ministry of Education and Child Care provides the Annual Facility Grant (AFG) to cover designated school capital or major maintenance upgrades. These upgrades may include roof replacements, mechanical and HVAC improvements, flooring enhancements, site enhancements, paving and lighting upgrades, as well as exterior painting upgrades.
- **School Site Acquisition Charge (SSAC):** These funds are charged to the new residential developments according to the *Local Government Act* and *School Act*. The funds collected are designated for the purchase of new school sites as approved by the board and supported by the ministry in accordance with the district's LRFP and five-year capital plan.
- **Local Capital Reserve:** The fund is reserved for local capital expenditures, including board approved major or minor capital projects, computer leases, technology infrastructure replacement, portable classroom relocation or acquisition, vehicle fleet replacement and equipment replacement.
- **Transfer from Operating Fund:** Funds are transferred from the operating fund to capital fund to support the purchase and replacement of capital assets including equipment and digital devices. These transactions are reflected as an inter-fund transfer from operating fund to capital fund as part of the consolidated budget.

Major Capital Projects

The table below presents a list of major capital projects funded by the Ministry of Education and Child Care that are expected to be completed during the fiscal period from the 2025/26 to 2027/28 school year.

Facility Name	Project Description	Completion Date
Tomsett Elementary	Modular Classroom Additions	September 2025
Talmey Elementary	Modular Classroom Additions	September 2025
Howard DeBeck Elementary	Seismic and Building Envelope Upgrade	December 2025
Alfred Dixon Elementary	Seismic Upgrade	May 2026
John Diefenbaker Elementary	Seismic Replacement	May 2028
Spul'u'kwuks Elementary	Childcare Facilities	September 2025
Garden City Centre	Childcare Facilities	September 2025

Local Capital Reserves

The board is responsible for ensuring the district is financially protected from extraordinary circumstances that would negatively affect operations, facilities and technology infrastructure. To discharge this responsibility, the board has established contingency reserves using operating and capital surpluses accumulated from previous years. These reserves are intended to mitigate the impact of such unforeseen events and support the district's continued stability.

In addition, the board is responsible for supporting the procurement and life-cycle replacement of district assets that are not specifically funded by the Ministry. In many cases, these capital asset replacements require substantial financial investment, necessitating the accumulation of funds over multiple fiscal years through local capital reserves. These projects include, but are not limited to:

- Replacement of information technology equipment and infrastructure
- Server replacement
- District fleet renewal and replacement
- Facilities and shop equipment replacement
- Board funded building enhancements that exceed the scope of ministry funded major capital projects

The district's Long Range Facilities Plan (LRFP), developed in consultation with the community and partner groups, has identified Richmond's city centre as a critical area for future enrolment growth. This determination was based on a transparent, district-wide planning process that measured growth pressures, facility utilization, and projected student enrolment growth.

Richmond's City Centre has experienced a 42% growth in student enrolment over the last four years, adding more than 600 students across the four schools including Talmey, Tomsett, Brighouse, and Cook Elementary. This rapid enrolment growth has pushed schools well beyond their intended capacity and has created an urgent need for additional school capacity in city centre. Given ongoing densification and

new residential developments, the seat shortage in city centre is expected to continue to grow over the next five to ten years.

The board remains committed to long-term infrastructure planning throughout the city, with city centre recognized as a high priority area. A significant portion of the local capital reserve will be allocated to future board funded major capital initiatives, including the acquisition of a new school site in city centre, should a suitable location become available.

Schedule of Local Capital Reserve	Opening Balance	Planned Use	Closing Balance
	July 1, 2024	2024/25	June 30, 2025
Capital Lease Obligations	8,933,102	(1,489,677)	7,443,425
Current Capital Projects	16,246,867	(540,185)	15,706,682
Future Capital Projects	22,753,924	-	22,753,924
Contingency Reserve	2,000,000	-	2,000,000
Under Review by Board	4,480,391	(1,263,871)	3,216,520
Total Local Capital Reserve	54,414,284	(3,293,733)	51,120,551

Asset Retirement Obligations (ARO)

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

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

Financial Stability and Other Significant Factors

Ministry Operating Grant Revenue

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

Approximately 92% of the district's total operating revenue is received from the Ministry of Education and Child Care. For the 2025/26 school year, total operating grant revenue is projected at approximately \$262 million. This estimate is based on projected student enrolment based on the best available information at the time of budget development, and may be adjusted during the amended budget process following confirmation of actual enrolment in September 2025.

The Ministry's funding formula does not typically account for step increments related to salary grids for teachers, administrators and other professional and management staff. In addition, funding does not normally cover increases in mandatory employer contributions to Canada Pension Plan (CPP),

Employment Insurance (EI), and Employer Health Tax (EHT). These statutory costs have steadily increased over the past five years and are expected to continue rising as the overall salary base grows.

Furthermore, costs associated with other employee benefits, such as extended health and dental coverage, and WorkSafeBC premiums, have also seen significant increases and are projected to continue increasing over the next three years.

School districts are required to allocate funding to cover the cost associated with these compensation increments and benefit increases. The district continues closely monitor these financial pressures and use prudent financial planning to ensure sufficient resources are available to meet rising staffing costs without compromising educational programs and services.

International Education Tuition Revenue

The International Education Program remains a critical source of revenue in support of the district's educational priorities. For the 2025/26 school year, enrolment is projected at 722 student FTEs. This projection reflects a prudent approach in light of emerging geo-political challenges in the global education landscape.

The Richmond International Education (RIE) Department is committed to maintaining a vibrant and diverse program, offering both short and long-term study options, as well as group and summer programs. While student demographics continue to evolve, the majority of enrolment continues to originate from East Asia.

Several external factors are placing pressure on international enrolment, including limited homestay availability, rising cost of living, currency exchange fluctuations, increasing competition from other jurisdictions, and the availability of space within some schools.

Recent shifts in Immigration, Refugees and Citizenship Canada (IRCC) policies may introduce new challenges for the international education program. Key changes include the implementation of national and provincial study permit caps and more stringent eligibility requirements, and potentially longer and less predictable permit processing times. These policy adjustments are intended to manage system wide pressures, however created increased uncertainty for the district's international enrolment.

Given the potential challenges and potential volatility of international education revenue and its importance to district operations, it is prudent for the board to maintain a contingency reserve to address any unforeseen downturns in the international enrolment. The reserve will serve as a financial safeguard to mitigate potential revenue declines and help ensure stability of district operations.

Implementation of District Long Range Facilities Plan

The district will embark on the implementation of its 2025 Long Range Facilities Plan (LRFP) approved by the board in March 2025. The LRFP serve as a strategic framework to guide facility planning, capital investment and enrolment management across the district. Based on data analysis and extensive community consultation, the plan outlines long-term priorities to ensure school facilities remain responsive to changing student demographics and educational needs.

The City Centre remains a high priority within the district. Over the past four years, the area has experienced a 42% increase in student enrolment with more than 600 additional students across four

elementary schools placing operating pressure on existing capacity. With high-density residential development continuing in the area, the LRFP identifies the acquisition of new school site in City Centre as a high-priority initiative. The district is actively working with different levels of government and monitoring development timelines to ensure that future infrastructure investments align with community growth.

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

Another focus of the LRFP is the optimization of facility utilization, particularly in secondary schools. Across the district, secondary schools are experiencing varied enrolment growth, with some under capacity and others nearing or exceeding their capacity limits. To address this imbalance, the LRFP recommends undertaking a review of secondary catchment boundaries intended to more equitably distribute students, improve utilization of existing facilities, and ensure program sustainability. This work will be planned and carried out with a long-term lens to enhance operational efficiency while supporting high-quality learning environments.

The LRFP also highlights the importance of evaluating alternate program locations in the context of broader space utilization and long-term sustainability of the locations. The school district will work with program staff, students and education partners to consider options of alternative locations to maintain program continuity while aligning with the broader objectives of the LRFP.

In support of the implementation of LRFP and following the board's direction, the district will continue to conduct boundary and catchment reviews to ensure that enrolment patterns align with current and projected capacity. Any potential reviews will be guided by a commitment to student success, equity of access and long term sustainability. The district will continue engaging education partners to ensure any potential changes to program locations or catchment boundaries are made thoughtfully and with a focus on minimizing disruption to education programs.

Cybersecurity Risk Management

Cybersecurity is a critical and growing area of risk management for the district, as education increasingly relies on digital tools and cloud-based services. The district recognizes the importance of protection of personal data, security of digital infrastructure and continuity of operations, which are fundamental to the delivery of education and business operations. The district has taken a proactive, multi-layered approach to strengthen its cybersecurity measures and build resilience against potential threat.

- Upgrade network security infrastructure: including upgraded firewalls, intrusion detection systems, and endpoint protection to monitor and prevent cyber threats.
- Implement multi-factor authentication (MFA): for system access to reduce the risk of unauthorized entry through compromised credentials.
- Cybersecurity awareness training: implemented regular training across the district, including phishing simulations and lessons on secure data practices.

- Engagement with cybersecurity services: engaged external experts to assess system vulnerabilities, monitor threats, and maintain security framework.

In addition to these measures, the district has established digital use protocols through Policy 104-G(A): Acceptable Use of Student Personal Digital Devices, which promotes responsible digital citizenship and ensures that person devices ae used in ways that protect learning environments and student privacy.

Recognizing the importance of secure network infrastructure, the board approved significant capital investment in 2024/25 for the full replacement and upgrade of the district wireless network, including management and segregation of network access to improve network security and performance.

Looking ahead, the district will continue to strengthen its cybersecurity through the following measures:

- Enhancing threat monitoring and alert systems;
- Updating incident response plans to ensure containment and recovery in the event of a cyber event;
- Updating cloud-based solutions with improved security architecture;
- Continue offering professional development to promote cyber literacy; and
- Offering privacy training to foster a culture of data protection and information management.

By integrating technology planning with infrastructure renewal and risk management, the district remains committed to building a secure digital environment that supports learning for all students.

Managing Impact of Rising Costs and External Economic Factors

Looking ahead, the district may face a range of financial pressures associated with rising costs, many of which are beyond its direct control. These include inflationary pressures, escalating costs for goods and services, with growing unpredictability of the potential impact of tariffs on imported goods.

To manage these risks, the district endeavors to take the following measures:

- Practicing proactive and conservative budget planning;
- Exploring diversified procurement options and alternative suppliers;
- Monitoring global trade developments and policies;
- Engaging in long-range financial planning to build resilience against external economic shocks.

Ongoing financial diligence is essential to maintain the district’s ability to deliver high quality public education in a sustainable manner amidst an evolving economic landscape.

Contact Management

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

SD38BudgetFeedback@sd38.bc.ca.

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

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

Education Committee
Public Meeting Minutes

Wednesday, April 16, 2025 – 6:00 pm
Via Zoom

Present:

Chairperson

Vice Chairperson

Alternate Member

Trustee

District Administrator

Teacher Consultant

Teacher Consultant

Teacher

Teacher

Teacher

Teacher

Teacher

President, CUPE716

Representative, Richmond Association of School Administrators

Representative, Richmond Association of School Administrators

Representative, Richmond Management and Professional Staff

3rd Vice President, Richmond Teachers' Association

President, Richmond District Parents' Association

Executive Assistant (Recording Secretary)

H. Larson

D. Yang

A. Wong

D. Tablotney

L. Chau

S. Musani

J. Novakowski

S. Dewji

S. Epp

K. Shum

T. Rogak

B. Yip

S. Robinson

A. Pikkarainen

L. Leung

S. Glanzmann

J. Cho

C. Huang

S. Khan

Absent:

Trustee Member

D. Sargent

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, February 12, 2025, were approved as circulated.

3. Cultivating Joy in Mathematics

District Administrator Linda Chau introduced the topic of Cultivating Joy in Mathematics and introduced teacher consultants Shaheen Musani and Janice Novakowski. Their presentation revolved around three focus areas of the Richmond School District: building math culture, engaging in inclusive practices, connecting numeracy to lives outside of school. Various teachers from elementary and secondary schools, within the Richmond School District, shared their experiences and perspectives on how the cultivation of joy in mathematics enhances student engagement and brings learning to life.

Trustees asked questions about the sustainability numeracy action project and they expressed gratitude to staff for their work and continuous support for students. Partner groups expressed gratitude to staff for their work.

4. Next Meeting Date – May 14, 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, April 2, 2025 - 4:30 pm
Via Zoom

Present:

Chairperson	K. Hamaguchi
Vice Chairperson	H. Larson
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
3rd Vice President/Pro-D Chair, Richmond Teachers' Association	J. Cho
Vice President, Richmond District Parents Association	A. Gong
President, Richmond Association of School Administrators	N. Widdess
Representative, Richmond Management and Professional Staff	J. Canlas
Executive Assistant (Recording Secretary)	T. Lee

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓qəmin̓əḥ 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 March 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. He then responded to a trustee's question regarding a new school in the Queensborough and Hamilton Area.

4. Capital Projects Update (standing item)

The Director, Richmond Project Team noted that the report was included in the agenda package. A trustee then shared that, as the trustee liaison for Diefenbaker Elementary, she met with the principal, who expressed gratitude and respect for the sensitive work being done by the school and district staff on the seismic replacement project.

5. Facilities Services Update (standing item)

The Director, Facilities Services noted that the report was included in the agenda package. The Director, Facilities Services then responded to a question from the President, Richmond Teachers' Association regarding an update on the concern raised at the last Committee meeting about washroom access at Richmond Secondary. He noted that a meeting will be held next week, with communication to follow afterward.

The Vice President, Richmond District Parents Association (RDPA) noted that a letter was submitted by the President, RDPA regarding cooling systems at Spul'u'kwuks and Garden City Elementary. The Secretary Treasurer emphasized the district's on-going advocacy for additional funding, including air conditioning, through the Annual Facilities funding envelope provided by the Ministry. She also noted that beyond funding constraint, older school buildings present additional challenges due to insufficient electrical capacity needed to support air conditioning projects. The Director, Facilities Services added that all buildings have mechanical ventilation. Discussion followed on advocacy at the provincial level.

6. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meeting held February 5, 2025 were attached for information.

7. Next Meeting Date – May 7, 2025 at 4:30 pm

8. Adjournment

The meeting adjourned at 4:43 pm.

Respectfully Submitted,

*Ken Hamaguchi
Chairperson, Facilities and Building Committee*

Finance and Legal Committee

Public Meeting Minutes

Wednesday, April 16, 2025 – 10:00 am

Via Zoom

Present:

Chairperson	D. Sargent
Vice Chairperson	D. Tablotney
Trustee Member	K. Hamaguchi
Trustee Alternate	A. Wong
Secretary Treasurer	C. Wang
Assistant Secretary Treasurer	M. Fu
Executive Director, Human Resources	T. Major
President, Richmond Teachers' Association	L. Baverstock
President, Canadian Union of Public Employees 716	S. Robinson
President, Richmond District Parents Association	C. Huang
Vice President, Richmond Association of School Administrators	A. Goulas
Representative, Richmond Management and Professional Staff	R. Corbin
Executive Assistant (Recording Secretary)	T. Lee

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

The Richmond Board of Education acknowledged and thanked the First Peoples of the 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

The minutes of the public meeting held Wednesday, February 12, 2025, were approved as circulated.

3. Human Resources Update

The Executive Director, Human Resources (HR), noted the report was included in the agenda package.

The President, Richmond Teachers' Association acknowledged ongoing collaboration with HR and raised concerns about the impact of staffing shortages on teacher workload and well-being, recommending that teacher wellness and recruitment and retention be considered in the

development of the strategic plan. The President, Canadian Union of Public Employees 716, highlighted similar challenges with Educational Assistants and suggested revisiting the substitute system and exploring flexible staffing models. They both expressed appreciation for ongoing transparent conversations with HR.

The Executive Director, HR acknowledged the ongoing collaboration to address these challenges and appreciated the support and advocacy from partner groups.

In response to a question from the President, Richmond District Parents Association, the Executive Director, HR, confirmed that funding for the 2024/25 school year is secured, but substitute staffing shortages remain a significant challenge.

Discussion focused on the need for more teachers and advocacy strategies to improve staffing and job sustainability.

S. Robinson left the meeting at 10:26 am.

4. Trustees' Expenses for the 3 Month Ending March 31, 2025

The report was included in the agenda package. The Committee agreed to forward the following recommendation to the Board:

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

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

5. Next Meeting Date – Wednesday, May 14, 2025 at 10:00 am

6. Adjournment

The meeting adjourned at 10:27 am.

Respectfully Submitted,

*Donna Sargent
Chairperson, Finance and Legal Committee*

Report to the Board of Education (Public)

Date: May 21, 2025

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

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

RECOMMENDATION:

THAT the Board of Education approve revised **Policy 102: Diversity and Inclusion**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

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*

*Attachment:
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 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: May 21, 2025

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

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

RECOMMENDATION:

THAT the Board of Education approve revised ***Policy 103 Bylaw: Complaints and Appeals by Students, Parents and the Public***, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

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:

Dates	Meeting	Comments
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*

*Attachment:
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 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
- 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.

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
Revised: 05 May 2014

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.

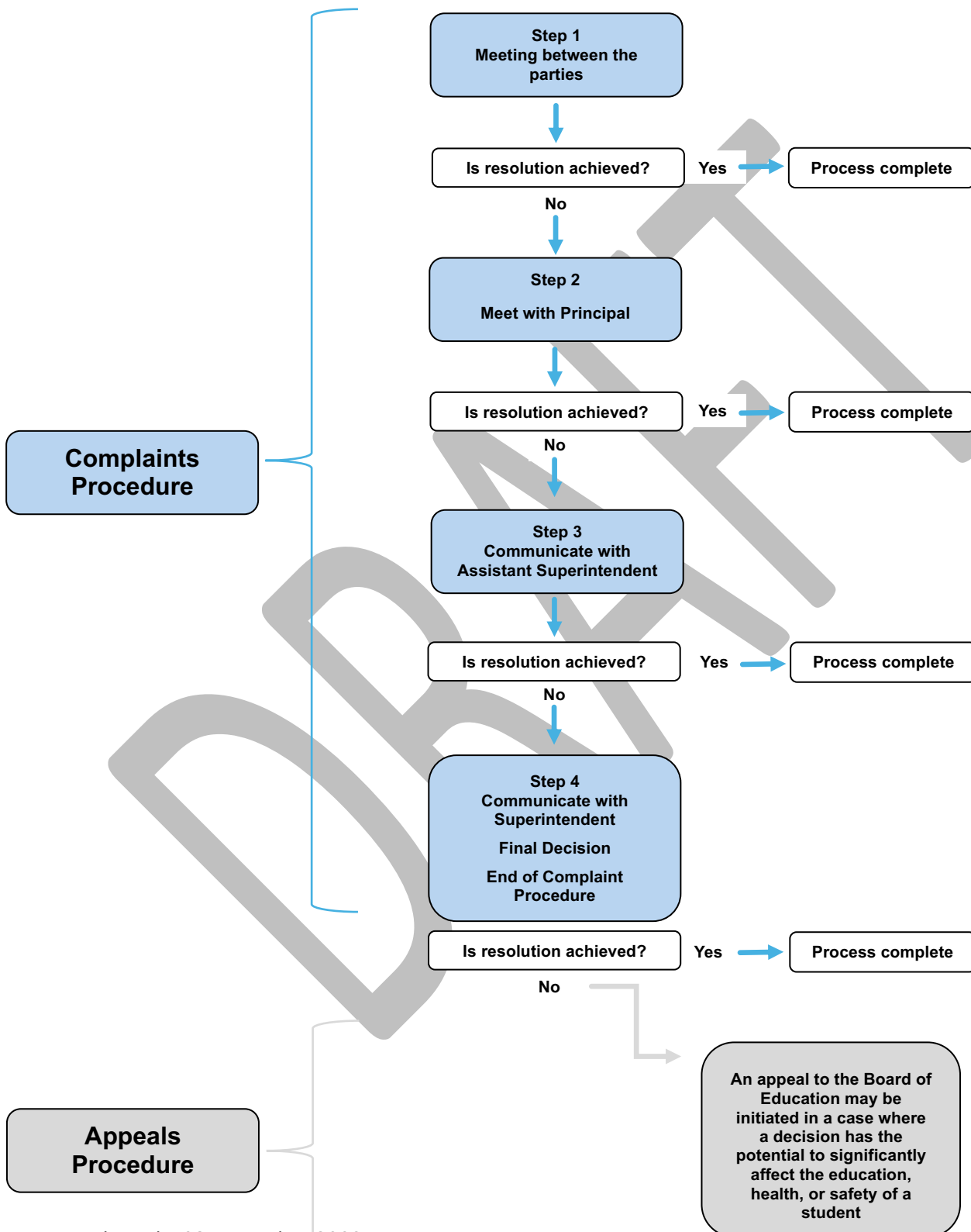
Recess to another date. The chairperson notifies the individual(s) making the appeal of the decision and prepares, with the secretary treasurer, a draft letter to the individual(s) making the appeal.

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

Report to the Board of Education (Public)

Date: May 21, 2025

From: Debbie Tablotney, Trustee, Chairperson of Policy Committee

Subject: Policy 201 Bylaw: Board Operations

NOTICE OF MOTION TO JUNE 18, 2025 MEETING OF THE BOARD OF EDUCATION

This is a Notice of Motion that a RECOMMENDATION will be presented at the June 18, 2025 Public meeting of the Board of Education to approve revised **Policy 201 Bylaw: Board Operations**.

BACKGROUND:

From time to time, Policy Committee will bring forward revisions to an existing policy and/or regulation for the board'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 Board Operations Policies from a range of BC districts, including Coquitlam, Burnaby, Surrey, Victoria and Vancouver, as well as Calgary Board of Education.

POLICY CONSIDERATIONS:

Draft revisions to Policy 201 Bylaw: Board Operations are guided by the need to provide greater clarity to the public, staff, and trustees regarding the processes and expectations for approval related to individuals or delegations requesting to present a brief to the board at a public meeting.

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:

Dates	Meeting	Comments
February 10, 2025	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft revisions attached. Opportunity for trustee review and feedback.
April 14, 2025	Policy Committee (In-camera)	Re-submit report to Policy Committee (In-camera) with draft revisions incorporating trustee input and feedback.

May 12, 2025	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation not to place into Partner Group Review process as this is a governance bylaw. Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
May 21, 2025	Board of Education (Public)	Possible Notice of Motion at the May Board of Education (Public) Meeting for final approval at June board meeting
June 18, 2025	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

Debbie Tablotney

Trustee, Chairperson of Policy Committee

Attachments:

- 1. Policy 201 Bylaw with draft revisions (clean & track changes)*

GOVERNANCE

Revised draft – with changes
tracked

Policy 201 BYLAW

Bylaw: Board Operations

1. Inaugural Post Election Meeting

- 1.1 The ~~s~~Secretary-~~t~~Treasurer ~~shall~~will convene an inaugural meeting of the ~~b~~Board on the second Wednesday in November of a school election year. The purpose of this meeting is for elected trustees to swear an oath, and to elect a board chairperson and vice-chairperson, and representatives and alternates to the British Columbia School Trustees' Association (BCSTA) Provincial Council, and to the British Columbia Public School Employers' Association (BCPSEA) for the ensuing year, as well as to invite trustee interest in membership on committees.
- 1.2 The ~~s~~Secretary-~~t~~Treasurer ~~shall~~will announce the results of trustee elections and administer the prescribed oath of office, or oath of solemn affirmation for each trustee present, as specified in the *Manual of School Law*. Alternate arrangements for swearing the oath/affirmation will be made for a trustee who does not attend the inaugural meeting or who is elected in a by-election, and the secretary-~~t~~reasurer must confirm the oath has been taken before that trustee may act in the position.
- 1.3 The ~~s~~Superintendent ~~shall~~will appoint a returning officer and scrutineers, then call for nominations for a board chairperson by ballot, confirm acceptance of each person nominated and conduct a vote by ballot. The person receiving a clear majority ~~shall~~will be elected ~~b~~Board ~~c~~Chairperson for the ensuing year. If no person receives a clear majority, further ballots ~~shall~~will be taken until a majority is achieved. The ~~s~~Secretary-~~t~~Treasurer or any trustee may then call for destruction of ballots.
- 1.4 The ~~c~~Chairperson so elected ~~shall~~will assume the chair.
- 1.5 The ~~b~~Board ~~shall~~will proceed to elect a vice-chairperson for the ensuing year in the same manner as the election of the ~~c~~Chairperson.
- 1.6 The ~~c~~Chairperson ~~shall~~will call for a show of interest for the positions of BCSTA representative to Provincial Council as well as an alternate representative. If there is more than one trustee interested in being the representative and no concession as to who will be the representative and who will be the alternate, then the ~~c~~Chairperson will conduct an election by ballot and the person receiving a majority of votes will be declared the representative. The runner-~~u~~p will be appointed alternate.
- 1.7 The positions of BCPSEA representative and alternate will be chosen in the same manner as in 1.6.
- 1.8 The ~~c~~Chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.
- 1.9 The ~~b~~Board will authorize its signing authorities, as set out in Policy 612 and 612-R: *Authorized Signatures* for the ensuing year, at its ~~i~~naugural or ~~o~~rganizational

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~~m~~Meeting.

1.10 The meeting will adjourn.

2. Annual Organizational Meeting

- 2.1 An organizational meeting of the ~~b~~Board ~~will~~~~shall~~ be held the fourth Wednesday in November each year in which there is no municipal election. The purpose of this meeting is to elect a board chairperson and vice-chairperson, and representatives and alternates to the BCSTA Provincial Council and to the BCPSEA for the ensuing year, as well as to invite trustee interest in membership on committees.
- 2.2 The current ~~c~~Chairperson ~~will~~~~shall~~ call the meeting to order and may give an annual report.
- 2.3 The ~~s~~Superintendent ~~(or designate)~~ ~~will~~~~shall~~ take the chair and proceed with the election of a chairperson according to the procedure in 1.3.
- 2.4 The ~~c~~Chairperson so elected ~~shall~~~~will~~ assume the chair and proceed with the election of a vice-~~c~~chairperson in the same manner as the election of the ~~c~~Chairperson.
- 2.5 The ~~c~~Chairperson ~~will~~~~shall~~ call for a show of interest for the positions of BCSTA Provincial Council representative and alternate in the same manner as in 1.6.
- 2.6 The positions of BCPSEA representative and alternate will be chosen in the same manner as for BCSTA.
- 2.7 The ~~c~~Chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.
- 2.8 The ~~b~~Board will authorize its signing authorities for the ensuing year as in 1.9.
- 2.9 The meeting will adjourn.

3. Regular Meetings

- 3.1 The Board of Education ~~shall~~~~will~~ meet on the fourth Wednesday of each month unless otherwise determined by ~~b~~Board resolution. Regular meetings of the Board of Education ~~will~~~~shall~~ be held not less than once in every three months. The first regular meeting in November will commence upon adjournment of the ~~i~~nnaugural or ~~o~~rganizational meeting. In-camera sessions will generally commence at 17:30 (5:30 pm) or at the call of the ~~c~~Chair. The public session will begin at 19:00 (7:00 pm). If in-camera business is not completed by 18:50 (6:50 pm), the in-camera session will be recessed and reconvened upon adjournment of the public session. Commencement times of public meetings may be altered by ~~b~~Board resolution.
- 3.2 A quorum of the ~~b~~Board is a majority of the trustees holding office at the time of the meeting. If a quorum has not been made within one-half hour after the appointed time for a meeting, or if a quorum should cease during a meeting, the meeting ~~shall~~~~will~~ stand adjourned until the next regular meeting date or until another meeting is called by the ~~c~~Chair.
- 3.3 The ~~c~~Chairperson will develop the meeting agendas in consultation with the

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~~s~~Superintendent, ~~v~~Vice-~~c~~Chair and ~~s~~Secretary-~~t~~Treasurer.

3.3.1 Written notice of each meeting, together with the proposed agenda must be given at least 48 hours in advance to each trustee. The package should include all supporting documents. Non-receipt by a trustee ~~shall~~will not void the proceedings.

3.3.2 Public notice of regular meetings and proposed agendas ~~shall~~will be posted on the district website, provided electronically to trustees and to presidents/chairpersons of ~~partner employee groups~~ss and the district parent association-1 as soon as possible (and no later than 30 minutes prior to board office closing on the Friday prior to the regular ~~b~~Board meeting). Persons or groups known to have particular interest in an agenda item may be alerted if possible. Supporting documents for the meeting ~~shall~~will be posted on the district website and available at the district office no later than 30 minutes prior to the Friday office closing.

3.3.3 Requests by the public to have presentations and/or briefs ~~and presentations~~ placed on the agenda ~~must~~ay be made by notifying the ~~O~~ffice of the Secretary-Treasurer in writing by 09:00 (9:00 am) on the Thursday two-weeks prior to a meeting (see 5.1.1). Requests for presentations and/or briefs will be discussed at the agenda planning meeting as outlined in 3.3 of this bylaw, to determine whether placement on the agenda will be granted. Following the decision, the applicant(s) will be notified in writing. In the case of a denial, the applicant(s) will be provided the rationale for the decision. The applicant(s) may appeal to the board in writing.

~~The notice must identify the topic to be presented.~~

3.3.4 Trustees may place items on the agenda by:

- Notice of Motion at the meeting prior to anticipated consideration;~~t~~
- Notifying the ~~c~~Chair~~person~~ or ~~O~~ffice of the Secretary-Treasurer by 09:00 (9:00 am) the Thursday prior to the meeting;~~t~~ or
- A request to the ~~c~~Chair immediately prior to approval of the agenda for emergent items.

3.3.5 Every effort should be made to ensure that items are entered on the agenda by the Thursday deadline. However, because issues that require ~~b~~Board attention may arise after the agenda has been distributed, the ~~c~~Chair ~~shall~~will ask the ~~s~~Superintendent and trustees at the meeting for additions to or deletions from the agenda prior to ~~b~~Board approval of the agenda. Additions and deletions will be at the ~~c~~Chair's discretion and are subject to challenge.

3.3.6 Trustees may request that an agenda item be moved from the in-camera to the public agenda, or the reverse.

3.3.7 Once an agenda is accepted, the meeting will be limited to items on the agenda.

3.4 The order of business at in-camera and public regular meetings ~~shall~~will be:

- Recognition of visitors, announcements, trustees' updates
- Adoption of agenda
- Closure of the in-camera meeting in compliance with the School Act

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- Presentations, briefs, special recognition
- Questions from the Public (public only)
- Executive
- Approval of minutes of prior meetings
- Business arising from prior minutes
- New business
- Questions from the Public (public only)
- Standing committee reports
- Board committee and representative reports
- Correspondence
- Adjournment

The **b**Board may call a short break prior to the first Questions from the Public session. Additional recesses may be permitted by the **c**Chair as requested by any trustee and agreed to by unanimous consent.

3.4.1 Changes to the order of business may be proposed by any trustee and **shall/will** require unanimous consent or a two-thirds vote without debate.

3.4.2 Individuals or delegations **making a presentation and/or** brief will be allowed up to 10 minutes for their presentation.

3.4.3 The Questions from the Public portion of the agenda will be limited to 30 minutes.

3.4.4 The **b**Board may agree by vote to extend the time allotted for a presentation or Questions from the Public.

3.5 Minutes of the proceedings of all meetings **shall/will** be recorded in a minute book and signed as correct by the **s**ecretary-**t**reasurer and the **c**hairperson or trustee presiding at the meeting recorded.

Public and in-camera minutes will include:

- The nature of the meeting (regular, special, in-camera, inaugural, organizational); the date, time, place, **b**Board members present and absent, staff members assisting, and the approval of the preceding meeting's or meetings' minutes.
- A record of all motions passed or defeated by the **b**Board, together with the names of trustees making and seconding the motions, as well as the names of those abstaining due to conflict, and those voting against a motion if so requested.
- A record of the disposition of all matters on which the **b**Board considered but did not take action, and a record of communications received by the **b**Board.
- A summary of the general nature of remarks or concerns raised by trustees, guests, and the public on agenda items.

3.6 In-camera minutes will be presented in the public minutes of the **b**Board meeting in the form of a general statement as to the nature of the matters discussed and the general nature of the decisions reached. Public minutes **shall/will** be made available to any person by being posted on the **d**istrict website.

3.7 All meetings **shall/will** stand adjourned at four hours after their commencement unless a resolution has been passed by a two-thirds vote to extend the hour of adjournment.

- 3.8 The ~~s~~Secretary-~~t~~Treasurer or designate must be present at all meetings of the ~~b~~Board. The ~~b~~Board may excuse its officials during discussion of any matter, but the ~~s~~Secretary-~~t~~Treasurer or designate must record and be present at the time of each ~~b~~Board decision.
- 3.9 It is the board's expectation, that all members of the public will act in accordance with Policy 105: District Code of Conduct. The ~~c~~Chairperson presiding at a meeting may intervene at any point, if in the chairperson's judgement, a member of the public is not acting in accordance with the District Code of Conduct. The chairperson will remind the individual(s) of the behavioural expectations for the meeting. The chairperson can expel any person attending in-person or on-line, except a trustee who is acting improperly and disrupts the meeting. A majority of the trustees present at a meeting of the ~~b~~Board may expel a trustee from the meeting for improper conduct.

4. Special Meetings

- 4.1 A special meeting of the board may be called by the ~~c~~Chairperson or, upon written request by a majority of the trustees, ~~shall~~will be called by the ~~s~~Secretary-~~t~~Treasurer. No business other than that for which the meeting was called ~~shall~~will be conducted at the meeting.
- 4.2 Where possible, written notice of a special meeting, an agenda and supporting documents will be delivered to each trustee at least 48 hours in advance of the meeting.
- When it is likely that trustees might not be reading email routinely, as on a weekend or holiday, or if a meeting must be held within 48 hours, trustees will also be notified by telephone.
- 4.3 Notice of a special public meeting will be posted on the district web-site and emailed to the presidents/chairpersons of ~~partner group~~employee groups and the district parent association and to persons or groups with particular interest in the item as soon as possible.

5. Addressing The Board

The public is welcome to attend regular public ~~b~~Board meetings and to address the ~~b~~Board through the following processes:

- 1) **Presentations and/or Briefs** (see 5.1) are intended to provide members of the community with the opportunity to present to the board on matters relating to governance and/or budget.
- 2) **Questions from the Public** (see 5.2) provide members of the community, attending the meeting in-person or on-line, with the opportunity ask a question or make a brief statement regarding an item on the public agenda.

-The board has an obligation to ensure that presentations and questions that may expose a person or group of persons to discriminatory conduct will not be permitted during the meeting. As such, when Presentations and/or Briefs, or Questions from the Public, (whichever comes first) appears on the agenda, the chairperson will remind the public of the behavioural expectations for the meeting as outlined in 3.9 and 5.1.4 of this bylaw.-

- ~~5.1 Members of the public may ask a question or make a brief statement regarding an item on the agenda during either of the two Question Periods at the meeting or by emailing~~

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~~their questions or comments to the School District Board Meetings email account in advance of the question period.~~

5.12 Presentations and/or Briefs: An individual or a spokesperson for a delegation may make a presentation and/or present a brief to the bBoard. Presentations and briefs are intended to provide members of the community with the opportunity to present to the board on matters relating to governance and/or budget. Complaints or concerns that identify an individual or deal with the purchase of land or with legal issues will not be heard during a public meeting and will be directed by the chairperson to the appropriate venue or process. Additionally, concerns relating to Policy 106, 106-R, and/or 106-G will only be accepted through written reports.

5.12.1 An individual or a spokesperson for a delegation wishing to present to the board, must submit a request to the Office of the Secretary-Treasurer in writing by 09:00 (9:00 am) the Thursday two-weeks prior to the board meeting at which they wish to appear. The written request must include their name(s), contact information, the public group they are representing, if any, the matter they wish to bring before the board, and a copy of the presentation and/or brief they intend to make. To be allotted time on a meeting agenda, notify the office of the Secretary-Treasurer in writing by 09:00 (9:00 am) the Thursday prior to the Board meeting you wish to present at and include a brief description of the issue you wish to raise. Briefs are usually heard during the first hour of the public meeting that begins at 19:00 (7:00 pm). The content of a brief presented in public should be public in nature. Complaints or concerns that identify an individual or deal with the purchase of land or with legal issues will not be heard during a public meeting and will be directed by the Chairperson to the appropriate venue or process.

5.12.2 Individuals and delegations will not be permitted to present on the same topic more than once.

5.1.3 Persons presenting to the board -a brief- will be called to the presenters' table, asked to introduce themselves and members of their delegation if applicable, and the topic to be addressed, -then given a maximum of 10 minutes total to make their presentation. The cChairperson may limit the number of delegations and questions at a meeting unless otherwise directed by the bBoard.

5.12.43A A speaker will address comments to the chairperson and use respectful language representative of addressing an elected official.

5.1.5 The board expects that presentations and/or briefs will be reasoned, meaningful, and address the subject matter submitted for consideration for placement on the agenda.

5.1.6 Trustees will listen to the presentation and may ask questions of the presenter or-staff regarding data, policy, bBoard direction, or other relevant matters.

5.12.74 The bBoard may refer the matter to staff or an appropriate committee for further discussion or to prepare a response.

5.12.85 The bBoard will not provide a formal response to a presentation or brief at the meeting where it is presented. Individuals and/or dDelegations will be

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acknowledged in writing soon after the meeting and informed of any process whereby their presentation and/or brief may be considered further, and whether their attendance may be requested at subsequent committee meetings.

- 5.12.96 The ~~c~~Board Chairperson in consultation with the ~~s~~Superintendent will provide a response to the presentation and/or brief within 60 days of its presentation to the ~~b~~Board.

5.2. Questions from the Public: Members of the public in attendance at the meeting may ask a question or make a brief statement during either of the two times allotted on the agenda for Questions from the Public. Questions or brief statements must be germane to the agenda items. Members of the public attending on-line may ask a question by emailing the School District Board Meetings email account in advance of the question periods.

5.2.1 During the times allotted for Questions from the Public, the chairperson will request that individuals wishing to ask a question or make a brief statement, declare their intent by raising their hand. The chairperson will call to the presenters' table, one at a time, those who have declared their intent to address the board. When a member of the public is called forward, they will introduce themselves and direct their question or make a brief statement to the chairperson of the board. Questions addressed to the School District Board Meeting email account will be monitored and addressed if received in advance of the agenda item Questions from the Public.

5.2.24 A speaker will use respectful language representative of addressing an elected official.

5.2.35 The board expects that questions or brief statements will be reasoned, meaningful, and respectful in accordance with the District Code of Conduct.

6. Chairperson And Vice-Chairperson

- 6.1 A chairperson and vice-chairperson ~~shall~~will be elected at the first meeting of the ~~b~~Board in November according to the procedure outlined in 1.3.
- 6.2 The ~~b~~Board entrusts to its ~~c~~Chair primary responsibility for safeguarding the integrity of the ~~b~~Board's processes and representing the ~~b~~Board to the broader community. The ~~c~~Chairperson ~~shall~~will act as ~~chief~~ spokesperson for the ~~b~~Board by stating positions consistent with ~~b~~Board resolution and policies.

The ~~c~~Chairperson's duties ~~shall~~will include:

- 6.2.1 Presiding at meetings of the ~~b~~Board and generally fulfilling the duties usually performed by a chairperson;₁₇
- 6.2.2 Regularly consulting with the ~~s~~Superintendent to convey concerns or issues of trustees or arising in the community, and to learn of emerging issues and events within the ~~d~~District or province that may require ~~b~~Board action;₁₇
- 6.2.3 Bringing to the ~~b~~Board all matters requiring a corporate decision of the ~~b~~Board;₁₇

- 6.2.4 Acting as ex-officio member of all bBoard committees~~;~~
- 6.2.5 Acting as signing officer for the dDistrict~~;~~
- 6.2.6 Supplying trustees with a copy of all correspondence written on behalf of the bBoard~~; and, and~~
- 6.2.7 Representing the bBoard at official functions or designating another trustee to do so.
- 6.3 The cChairperson may vacate the chair to enter debate or propose or second a motion, in which case the vVice-cChairperson shallwill preside.
- 6.4 If the cChairperson is absent or unable to act at a meeting, the vVice-cChairperson shallwill preside. If the vVice-cChairperson is absent or unable to act, the trustees present shallwill elect one of their members to preside at the meeting.
- 6.5 The cChairperson has the same right to vote as any other trustee and must vote to break a tie.
- 6.6 The vVice-cChairperson shallwill assist the cChairperson in ensuring the bBoard operates in accordance with its own policies and procedures~~,~~ and in providing leadership and guidance to the bBoard and shallwill serve in the absence of the cChairperson and otherwise shallwill perform such duties as assigned by the cChairperson or designated by resolution of the bBoard.
- 6.7 Rulings of the cChairperson can be challenged by motion and vote of trustees.
- 6.8 A majority of the bBoard may elect a new chairperson or vice-chairperson at any time.

7. Rules Of Order

- 7.1 The current edition of Robert's Rules of Order shallwill govern, as far as applicable, in all cases not specifically provided herein or in the School Act.
- 7.2 All powers of the bBoard will be exercised either by resolution or by bylaw, except where the School Act requires a bylaw.
- 7.3 A rule, other than the requirement for notice of meetings, may be suspended or an additional rule adopted temporarily for one or more meetings by unanimous consent or by a two-thirds vote of the trustees present.
- 7.4 Notwithstanding 7.3, the rules in this bylaw shallwill be amended by bylaw only. A Notice of Motion stating the proposed amendment must be given at the previous meeting and in the notice of the meeting.
- 7.5 When a trustee raises a Point of Order or Point of Privilege, the cChair will give it precedence over all other items of business.
- 7.6 Any decision of the cChair is open to appeal by a trustee moving a motion to challenge the cChair and giving the reasons for the challenge. If the motion is seconded, the vVice-cChair will preside and the cChair, having stepped down, will then justify the decision. The vVice-cChair will ask the question "ShallWill the cChair be sustained?" and trustees

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will vote without further debate whether to sustain the cChair. A majority or tie vote sustains the cChair. A successful challenge does not necessarily set a precedent.

- 7.7 During a meeting the bBoard may, by motion, resolve itself into a Committee of the Whole to discuss any matter on the agenda. A Ccommittee of the Whole is designated for an allotted time and does not have to adhere to the formal Rules of Order. The cChairperson may vacate the chair and the bBoard may ask any person present to facilitate the ensuing discussion by acting as cChairperson of the Whole. The discussion may involve anyone present the bBoard wishes to include. Upon completion of the discussion (whose time allotted may be extended by vote of the bBoard), the Committee of the Whole is said to Rise and Report, whereupon the facilitator or cChairperson of the Whole reports on the findings of the Committee to the reassembled bBoard for the minutes.

8. Bylaw Procedure

- 8.1 Written Notice of Motion to propose or amend a bylaw shallwill be given at the meeting prior to first reading and in the notice of the meeting where the bylaw or amendment is to be proposed.
- 8.2 Every bylaw shallwill be dealt with in the following stages:
- a) First reading: no debate or amendment;
 - b) Second reading: discussion of the principle of the bylaw;
 - c) Committee stage: if the second reading passes, the bylaw may be referred to a Committee of the Whole or to a standing committee for detailed consideration.
 - d) Third reading: consideration of amendments made in committee, if any, and final decision.
- 8.3 When a bylaw has been amended in committee, it shallwill be made available to the public before further action proceeds. This may be waived by a two-thirds vote.
- 8.4 The first reading must be read in full. Subsequent readings may consist of a description of the bylaw by its title and a summary of its contents, providing trustees and the public have a written copy of the bylaw and any amendments.
- 8.5 The bBoard shallwill not give a bylaw more than two readings at any one meeting unless trustees present unanimously agree to give the bylaw all three readings at that meeting.
- 8.6 A bylaw may be withdrawn at any stage with unanimous consent of the bBoard.

9. Motions

- 9.1 The bBoard may only make decisions, give direction, or determine policy by voting in the majority on a motion presented by a trustee and seconded by another trustee. A motion is a stated proposal for action.

The bulk of bBoard business will be conducted through the process of trustees posing a motion, debating the merits of the motion, then voting to defeat or pass (carry) the motion. However, when a report, brief, or presentation is presented to the bBoard at a meeting, trustees may first ask questions to clarify understanding or may make brief statements to correct facts or state opinions. If a motion on an issue is moved, trustees

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may ask questions of clarification of the mover and staff before debate begins or during the debate.

- 9.2 A motion should be worded in a concise, unambiguous, and complete form and, if lengthy or complex, should be submitted in writing. A motion once moved should be stated by the cChairperson to ensure it has been heard and understood. Once moved, seconded, and repeated by the cChairperson, a motion belongs to the bBoard and may only be altered, directed, or withdrawn by vote of the bBoard.
- 9.3 The cChairperson may divide a motion containing more than one subject, or a trustee may request such a division, and it ~~shall~~will be voted on in the form in which it is divided.
- 9.4 A motion may be amended before the vote. An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, that is, closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once. However, there can be only one amendment on the floor at a time and it ~~shall~~will be voted on before another amendment is presented or the original motion is voted on. An amendment to an amendment must be germane to the first amendment and cannot be amended. If an amendment is acceptable to both the mover and seconder, the amendment ~~shall~~will be accepted without formal vote.
- 9.5 A motion passed by a vote of the bBoard becomes known as a resolution.
- 9.6 A resolution passed by the bBoard ~~shall~~will not be reconsidered during the year following its acceptance except by order of a two-thirds vote of the bBoard, with the following exemption. Any question decided by the bBoard at a meeting where a bare quorum was present may be reconsidered by order of a simple majority vote of the bBoard.
- 9.6.1 A Notice of Motion must be given of an intention to reconsider a resolution passed by the bBoard in the previous year.
- 9.6.2 Only a trustee who voted on the prevailing side when the resolution was first adopted may move to reconsider the resolution during the following year, except that any trustee who was not in office at the time a decision was reached on a resolution may move the reconsideration of any resolution dealt with by the bBoard during the previous year.
- 9.6.3 A motion to reconsider may be seconded by any trustee.
- 9.6.4 A motion to reconsider is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.
- 9.6.5 A motion to reconsider cannot be applied to action that cannot be reversed, such as entering into a contract.
- 9.7 No motion (or motions so similar that they pose the same question) can be considered twice at the same meeting.
- 9.8 Consideration of a motion, provided it has been moved and seconded, may be postponed by a resolution to a specific time and date. A motion to postpone:
- requires a simple majority vote;

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- precludes further discussion until the stated time and date;
- may be amended as to time and place; and
- is debatable only as to the advisability of the proposed delay.

9.9 A Notice of Motion must be given for presenting motions to adopt, amend, suspend, or rescind any bylaw, policy, or regulation.

10. Debate

10.1 Debate ~~shall~~will be strictly relevant to the motion under consideration. The ~~c~~Chairperson ~~shall~~will warn speakers who violate this rule.

10.2 In order to speak, a trustee must be recognized by the ~~c~~Chairperson.

10.3 The mover of the motion ~~shall~~will be given the first and last opportunity to speak on the motion.

10.4 Each trustee has the right to speak twice on the same motion on the same day but cannot make a second speech so long as any trustee who has not spoken on that motion wishes to speak. No trustee ~~shall~~will speak for more than ten minutes in total.

10.5 A statement raising a Point of Order (conduct of the meeting) or Privilege (dealing with the rights or interests of the ~~b~~Board as a whole or of a trustee personally) may be made at any time and ~~shall~~will be given precedence and dealt with immediately.

10.6 No trustee ~~shall~~will interrupt another trustee who has the floor except to raise a ~~P~~Point of ~~O~~Order, a point of ~~P~~Privilege, or to disclose a conflict of interest.

10.7 It is the role of the ~~c~~Chairperson to maintain the appearance of fairness and refrain from vigorous debate. However, once all trustees have spoken and before the mover closes debate, the ~~c~~Chair may speak on the motion. The ~~c~~Chair may also move a motion or engage more actively through the course of the debate by stepping down and having the ~~v~~Vice-~~c~~Chair preside.

10.8 Debate may be closed by:

- the ~~c~~Chair after all trustees have spoken twice, finishing with the mover;
- a trustee calling the Question whereupon the ~~c~~Chair asks if a trustee wishes to speak further and if not, conducting the vote; or
- a motion to end debate, which is not debatable and requires a two-thirds vote.

11. Voting

11.1 All trustees present at a meeting are required to vote. The ~~c~~Chair has the right to vote and must vote if there is a tie.

11.2 Voting ~~shall~~will be by show of hands except where a ballot is required by policy, bylaw, or the School Act. The ~~c~~Chairperson ~~shall~~will declare whether the motion was defeated or carried, and the names of negative voters if requested.

11.3 All questions ~~shall~~will be decided by a majority of the votes of the trustees present and voting unless otherwise provided by policy, bylaw, or the School Act. In the case of a tie vote, the motion ~~shall~~will be resolved in the negative.

12. Conflict Of Interest

12.1 If a trustee has any pecuniary (financial/economic) interest in any matter as defined by the School Act, and is present at a meeting of the board at which the matter is considered, the trustee ~~shall~~will:

- disclose their pecuniary interest and the general nature of the pecuniary interest at the meeting;
- recuse themselves from the portion of the meeting during which the matter is being considered;
- not take part in the discussion of or vote on any question in respect of the matter; and
- not attempt in any way, whether before, during, or after the meeting, to influence the voting on any question in respect of the matter.

"Pecuniary interest" ~~shall~~will be taken to include an indirect pecuniary interest.

12.2 If the meeting is not open to the public, in addition to complying with requirements in 12.1 the trustee ~~shall~~will immediately leave that part of the meeting during which the matter is considered.

12.3 If the pecuniary interest of a trustee is not disclosed as required above because the trustee is absent from the meeting, the trustee ~~shall~~will disclose the pecuniary interest and otherwise comply with the requirements at the next meeting attended by the trustee.

12.4 A trustee is expected to be conversant with relevant sections of the School Act, to file disclosure forms under the Financial Disclosure Act, and to be responsible for declaring a personal conflict or a conflict of a spouse, parent, or child. A trustee who votes on an issue in which they are in conflict may lose office and may not be indemnified by the ~~b~~Board.

12.5 Decisions of the ~~b~~Board must be made with integrity and be procedurally fair. A trustee who votes on an issue with which they have a conflict may cause the decision of the ~~b~~Board to be viewed as biased and place the ~~b~~Board at risk of judicial review and the resulting legal and court costs.

Therefore, if a trustee is concerned, they may have a personal conflict with a matter about to come before the ~~b~~Board, the trustee should:

- seek the advice of the ~~s~~Superintendent or ~~s~~Secretary-~~t~~Treasurer;
- consult with the ~~c~~Chairperson; or
- seek advice from the BCSTA, or request that the ~~c~~Chairperson or ~~s~~Superintendent seek legal advice.

If a trustee is concerned that a fellow trustee is in conflict, they should speak with or ask the ~~c~~Chairperson to speak with the trustee believed to have a conflict.

12.5.1 If the question is not resolved prior to the meeting at which the matter in conflict

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arises, and the trustee thought to be in conflict does not declare a conflict:

- the trustee may declare for the record, the reason they believe there is no conflict, and the discussion may proceed to a vote; or
- the **b**Board may resolve to postpone the discussion of the issue and seek legal advice.

12.5.2 If legal advice confirms there is a high probability a trustee has a disqualifying conflict:

- the **b**Board may resolve that the trustee be disqualified from voting with reasons given. In this case, the **c**Chairperson will then ask the trustee whether they intend to vote on the matter in conflict and if the trustee declares a continued intent to participate:
- the **b**Board may resolve to take legal proceedings to obtain a court declaration regarding the trustee's disqualification and that the matter be postponed, or
- the **b**Board may proceed to vote on the matter and then determine whether to censure the trustee for participation.

Such actions can be divisive and should be avoided in favour of more amicable resolution, provided liability to the district is minimized.

12.6 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it ~~shall~~will be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, ~~shall~~will be reported to and recorded in the minutes of the next meeting that is open to the public.

Board Established Committees

The board will establish standing committees, and may establish advisory committees, and working groups. Each of these committee types provide the board with valuable information and input from committee members, in support the board's governance responsibilities.

It is the board's expectation, that all members of the public participating in a Board Established Committee, will act in accordance with Policy 105: District Code of Conduct. The chairperson presiding at a committee meeting may intervene at any point, if in the chairperson's judgement, a member of the public is not acting in accordance with the District Code of Conduct. The chairperson will remind the individual(s) of the behavioural expectations for the meeting. The chairperson can expel any person attending in-person or on-line.

13. Standing Committees

13.1 Standing **c**Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the **d**District in an open, prolonged, inclusive, and informal manner. The **b**Board will establish an Audit Committee, Education Committee, Facilities and Building Committee, Finance and Legal Committee, and a Policy Committee, and any other standing committees it deems appropriate for the routine conduct of its business.

13.1.1 Meetings may be public or, where warranted, ~~in-camera~~in-camera.

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13.1.2 A standing committee will consider matters referred to it by the **bBoard**, and may consider items suggested by staff, committee representatives, or members of the community.

13.2 Terms of Reference

13.2.1 *Audit Committee* will assist the **bBoard** in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

13.2.2 *Education Committee* may consider matters pertaining to:

- Provisions of educational program~~ings~~ for students, including curriculum instruction, and assessment;
- Teaching pedagogy;
- Student learning;
- Learning resources;
- Research on teaching and learning;
- Showcas~~ing~~e district programs and effective educational practices; and
- Other matters referred to it by the **bBoard**.

13.2.3 *Facilities and Building Committee* may consider matters pertaining to:

- Building purchase, construction and sale, maintenance and district facilities, transportation, and custodial services;
- Develop~~ing~~ and recommend~~ing~~ to the **bBoard** long-term plans for accommodating the ~~d~~District's needs related to sites and buildings;
- Mak~~ing~~e recommendations to the **bBoard** regarding the annual Capital Budget submission to the Ministry of Education;
- Community use of school facilities;
- Naming and renaming of board properties; and
- Other matters referred to it by the **bBoard**.

13.2.4 *Finance and Legal Committee* will:

- Consider and make recommendations to the **bBoard** on the district's operating, special purpose, and capital budgets;
- Consider and make recommendations to the **bBoard** on the school district's business and accounting services;
- Provide advice and information to the **bBoard** to support the efficient and effective fiscal management and operations of the school district;
- Where applicable to receive, consider, and discuss input from ~~partnerstakeholder~~ groups regarding finance and budget matters referred to the committee;
- Consider, recommend, and provide advice and information to the **bBoard** on contracts, collective agreement negotiations/bargain~~ing~~, and legal matters pertaining to school district's business and operations; and
- Consider such other matters as may be referred by the **bBoard** and make recommendations thereon as required.

13.2.5 *Policy Committee* will:

- Periodically and systematically review **bBoard** policies with the intent of

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ensuring policies remain useful, accessible, understandable, and up to date; and

- Present recommendations for new and revised policy for **bBoard** approval.

13.3 Membership

In December of each year the **cChairperson** of the **bBoard** ~~shall~~will appoint up to three **tTrustees** to each standing committee after consultation with **tTrustees**. The **bBoard** ~~shall~~will also appoint one alternate member for each standing committee. If an appointed **tTrustee** is absent from a committee meeting and the alternate is unavailable, the **bBoard** **cChairperson** may act as an alternate committee member.

The **sSuperintendent** or designate ~~shall~~will be a member of all standing committees. In addition, members of the **bBoard's** staff may be invited to assist a committee with its business.

Only trustees, **dDistrict staff**, and invitees may attend in-camera sessions. Where there are public sessions of a standing committee, ~~partner the following~~ groups will be invited to appoint a representative.:

- ~~Richmond Association of School Administrators~~
- ~~Richmond District Parents' Association~~
- ~~Richmond School Board Employees Union, CUPE Local 716~~
- ~~Richmond Teachers' Association~~
- ~~Richmond Management and Professional Staff~~

Student representation may be invited as appropriate.

13.4 Conduct

13.4.1 The Trustee named first to a committee ~~shall~~will preside as **cChairperson**. In the absence of the **cChairperson**, the second **tTrustee** named to the standing committee ~~shall~~will preside.

13.4.2 No committee ~~shall~~will meet when fewer than two appointed **tTrustee** committee members are present.

13.4.3 All committee members and attendees are able to participate fully in discussion. However, only trustees appointed to the committee will vote on recommendations to the **bBoard**.

13.4.4 The dates, times, and places of public and in-camera committee meetings ~~shall~~will be established at each committee's first regular meeting following the appointment of committee members in December.

13.4.5 Written notice of committee meetings and agendas ~~shall~~will be available for all **tTrustees** and representative members at least three days before committee meeting dates.

13.4.6 The preparation of the agenda and minutes for a committee meeting ~~shall~~will be the responsibility of the committee's **cChairperson** in cooperation with staff named to assist that committee. Preference on the agenda will be given to items referred by the **bBoard**.

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13.4.7 Standing committees ~~shall~~will report to the ~~b~~Board, matters for action and information. Committee recommendations ~~shall~~will be made in writing. In the event a committee recommendation is not unanimous, a ~~t~~Trustee member of the committee may attach a minority report.

14. ~~Other Board-Established Committees~~Advisory Committees

14.1 The ~~b~~Board may establish advisory committees to study, provide guidance or advice, or report on specific matters.

14.2 The ~~b~~Board ~~shall~~will determine which standing committee the advisory committee ~~shall~~will report to.

14.3 The purpose and terms of reference of an advisory committee ~~shall~~will be defined in writing and approved by the ~~b~~Board before members of the committee are named except when the ~~b~~Board asks the committee to recommend its own terms of reference for ~~b~~Board approval. – The recommendations of an advisory committee ~~shall~~will be confined to its terms of reference.

14.4 Membership on an advisory committee ~~shall~~will be limited in number to a minority of ~~t~~Trustees holding office at the time of the committee's appointment, and to members of the ~~b~~Board's staff appointed to the committee by the ~~c~~Chairperson of the ~~b~~Board, in consultation with the ~~s~~Superintendent. In addition, the ~~b~~Board ~~may~~may invite ~~partner~~stakeholder groups to appoint a representative and may also include students or members of the community who, in the ~~b~~Board's judgment, may assist the committee in its work.

14.5 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the advisory committee ~~shall~~will be its ~~c~~Chairperson. The ~~c~~Chairperson ~~shall~~will preside at all advisory committee meetings.

14.6 Dates, times, and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.

14.7 A record will be kept of items discussed and recommendations ~~made and~~made and will be available to committee members and the ~~b~~Board.

15. ~~Board-Established~~Working Groups

15.1 The ~~b~~Board may establish working groups to study, investigate, or provide advice on specific matters. Working groups will be time-limited in nature with a clearly defined task relating to a specific matter.

15.2 Working groups ~~shall~~will report directly to the ~~b~~Board. The ~~b~~Board ~~shall~~will determine a period within which a working group ~~shall~~will provide updates and present a report to the ~~b~~Board.

15.3 The purpose and terms of reference of a working group ~~shall~~will be defined in writing and approved by the ~~b~~Board before members of the committee are named, except when the ~~b~~Board asks the working group to recommend its own terms of reference for ~~b~~Board approval. The recommendations of a working group ~~shall~~will be confined to its terms of reference.

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- 15.4 Membership on a working group ~~shall~~will be limited in number to a minority of ~~t~~Trustees holding office at the time of the committee's appointment, and to members of the ~~b~~Board's staff appointed to the committee by the ~~c~~Chairperson of the ~~b~~Board, in consultation with the ~~s~~Superintendent. In addition, the ~~b~~Board may invite ~~partnerstakeholder~~ groups to appoint a representative and may also include students or members of the community who, in the ~~b~~Board's judgment, may assist the committee in its work.
- 15.5 The ~~b~~Board ~~shall~~will direct ~~t~~Trustee members of the working group to report back to the ~~b~~Board on a regular basis regarding the progress of the working group and, as necessary, to seek additional direction from the ~~b~~Board.
- 15.6 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the working group ~~shall~~will be its ~~c~~Chairperson. The ~~c~~Chairperson ~~shall~~will preside at all working group meetings.
- 15.7 Dates, times, and places for meetings will be determined by members of the working group. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
- 15.8 A record will be kept of items discussed and recommendations ~~made and~~made and will be available to working group members and the ~~b~~Board.
- 15.9 Upon completion of the task assigned and the presentation of a final report to the ~~b~~Board, the working group ~~shall~~will be disbanded.

16. School Liaison Trustees

In order to enhance communication between the Board of Education and local schools, trustees will be assigned to liaise with specific schools.

The ~~c~~Chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in December each year. The assignment ~~shall~~will be one year's duration unless otherwise determined by the ~~b~~Board. Groups of schools will be rotated among trustees.

Assigning each trustee only a portion of the ~~d~~District's schools helps trustees manage their limited time and increases the likelihood that trustee visits will be effectively dispersed across the ~~d~~District's schools. The purpose of liaison assignments is to enable trustees to attend social functions at the schools, to experience in a focused manner, educators and children working and learning together over the school year, to connect with Parent Advisory Committees, and to become more familiar with schools and their operation. It is not intended that this bylaw will restrict trustees from participating in functions at any other schools in the ~~d~~District, or from visiting any other schools in the ~~d~~District. It is also recognized that trustees will visit when they are able, they are not obligated to attend on any routine basis. In order to ensure that mutually agreeable arrangements can be made, trustees will contact the school principal in advance of all school visits.

Consistent with the corporate and policy-making role of the ~~b~~Board, the liaison trustee carries no administrative responsibility or ~~b~~Board-delegated authority. It is not intended that trustees become involved in the internal operation of the schools, nor is it intended that trustees use this contact as an avenue for bringing routine administrative matters directly to the ~~b~~Board.

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¹ In the Richmond School District, the term "partner groups" includes our Indigenous rights holders and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), 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, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

GOVERNANCE

Policy 201 BYLAW

Bylaw: Board Operations

1. Inaugural Post Election Meeting

- 1.1 The secretary-treasurer will convene an inaugural meeting of the board on the second Wednesday in November of a school election year. The purpose of this meeting is for elected trustees to swear an oath, and to elect a board chairperson and vice-chairperson, and representatives and alternates to the British Columbia School Trustees' Association (BCSTA) Provincial Council, and to the British Columbia Public School Employers' Association (BCPSEA) for the ensuing year, as well as to invite trustee interest in membership on committees.
- 1.2 The secretary-treasurer will announce the results of trustee elections and administer the prescribed oath of office, or oath of solemn affirmation for each trustee present, as specified in the *Manual of School Law*. Alternate arrangements for swearing the oath/affirmation will be made for a trustee who does not attend the inaugural meeting or who is elected in a by-election, and the secretary-treasurer must confirm the oath has been taken before that trustee may act in the position.
- 1.3 The superintendent will appoint a returning officer and scrutineers, then call for nominations for a board chairperson by ballot, confirm acceptance of each person nominated and conduct a vote by ballot. The person receiving a clear majority will be elected board chairperson for the ensuing year. If no person receives a clear majority, further ballots will be taken until a majority is achieved. The secretary-treasurer or any trustee may then call for destruction of ballots.
- 1.4 The chairperson so elected will assume the chair.
- 1.5 The board will proceed to elect a vice-chairperson for the ensuing year in the same manner as the election of the chairperson.
- 1.6 The chairperson will call for a show of interest for the positions of BCSTA representative to Provincial Council as well as an alternate representative. If there is more than one trustee interested in being the representative and no concession as to who will be the representative and who will be the alternate, then the chairperson will conduct an election by ballot and the person receiving a majority of votes will be declared the representative. The runner-up will be appointed alternate.
- 1.7 The positions of BCPSEA representative and alternate will be chosen in the same manner as in 1.6.
- 1.8 The chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.
- 1.9 The board will authorize its signing authorities, as set out in Policy 612 and 612-R: *Authorized Signatures* for the ensuing year, at its inaugural or organizational meeting.

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1.10 The meeting will adjourn.

2. Annual Organizational Meeting

- 2.1 An organizational meeting of the board will be held the fourth Wednesday in November each year in which there is no municipal election. The purpose of this meeting is to elect a board chairperson and vice-chairperson, and representatives and alternates to the BCSTA Provincial Council and to the BCPSEA for the ensuing year, as well as to invite trustee interest in membership on committees.
- 2.2 The current chairperson will call the meeting to order and may give an annual report.
- 2.3 The superintendent or designate will take the chair and proceed with the election of a chairperson according to the procedure in 1.3.
- 2.4 The chairperson so elected will assume the chair and proceed with the election of a vice-chairperson in the same manner as the election of the chairperson.
- 2.5 The chairperson will call for a show of interest for the positions of BCSTA Provincial Council representative and alternate in the same manner as in 1.6.
- 2.6 The positions of BCPSEA representative and alternate will be chosen in the same manner as for BCSTA.
- 2.7 The chairperson will request trustees declare their interest in membership on committees by mid-November and will announce committee appointments in December.
- 2.8 The board will authorize its signing authorities for the ensuing year as in 1.9.
- 2.9 The meeting will adjourn.

3. Regular Meetings

- 3.1 The Board of Education will meet on the fourth Wednesday of each month unless otherwise determined by board resolution. Regular meetings of the Board of Education will be held not less than once in every three months. The first regular meeting in November will commence upon adjournment of the inaugural or organizational meeting. In-camera sessions will generally commence at 17:30 (5:30 pm) or at the call of the chair. The public session will begin at 19:00 (7:00 pm). If in-camera business is not completed by 18:50 (6:50 pm), the in-camera session will be recessed and reconvened upon adjournment of the public session. Commencement times of public meetings may be altered by board resolution.
- 3.2 A quorum of the board is a majority of the trustees holding office at the time of the meeting. If a quorum has not been made within one-half hour after the appointed time for a meeting, or if a quorum should cease during a meeting, the meeting will stand adjourned until the next regular meeting date or until another meeting is called by the chair.
- 3.3 The chairperson will develop the meeting agendas in consultation with the superintendent, vice-chair and secretary-treasurer.

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- 3.3.1 Written notice of each meeting, together with the proposed agenda must be given at least 48 hours in advance to each trustee. The package should include all supporting documents. Non-receipt by a trustee will not void the proceedings.
- 3.3.2 Public notice of regular meetings and proposed agendas will be posted on the district website, provided electronically to trustees and to presidents/chairpersons of partner groups¹ as soon as possible (and no later than 30 minutes prior to board office closing on the Friday prior to the regular board meeting). Persons or groups known to have particular interest in an agenda item may be alerted if possible. Supporting documents for the meeting will be posted on the district website and available at the district office no later than 30 minutes prior to the Friday office closing.
- 3.3.3 Requests by the public to have presentations and/or briefs placed on the agenda must be made by notifying the Office of the Secretary-Treasurer in writing by 09:00 (9:00 am) on the Thursday two-weeks prior to a meeting (see 5.1.1). Requests for presentations and/or briefs will be discussed at the agenda planning meeting as outlined in 3.3 of this bylaw, to determine whether placement on the agenda will be granted. Following the decision, the applicant(s) will be notified in writing. In the case of a denial, the applicant(s) will be provided the rationale for the decision. The applicant(s) may appeal to the board in writing.
- 3.3.4 Trustees may place items on the agenda by:
- Notice of Motion at the meeting prior to anticipated consideration;
 - Notifying the chairperson or Office of the Secretary-Treasurer by 09:00 (9:00 am) the Thursday prior to the meeting; or
 - A request to the chair immediately prior to approval of the agenda for emergent items.
- 3.3.5 Every effort should be made to ensure that items are entered on the agenda by the Thursday deadline. However, because issues that require board attention may arise after the agenda has been distributed, the chair will ask the superintendent and trustees at the meeting for additions to or deletions from the agenda prior to board approval of the agenda. Additions and deletions will be at the chair's discretion and are subject to challenge.
- 3.3.6 Trustees may request that an agenda item be moved from the in-camera to the public agenda, or the reverse.
- 3.3.7 Once an agenda is accepted, the meeting will be limited to items on the agenda.
- 3.4 The order of business at in-camera and public regular meetings will be:
- Recognition of visitors, announcements, trustees' updates
 - Adoption of agenda
 - Closure of the in-camera meeting in compliance with the School Act
 - Presentations, briefs, special recognition
 - Questions from the Public (public only)
 - Executive

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- Approval of minutes of prior meetings
- Business arising from prior minutes
- New business
- Questions from the Public (public only)
- Standing committee reports
- Board committee and representative reports
- Correspondence
- Adjournment

The board may call a short break prior to the first Questions from the Public session. Additional recesses may be permitted by the chair as requested by any trustee and agreed to by unanimous consent.

- 3.4.1 Changes to the order of business may be proposed by any trustee and will require unanimous consent or a two-thirds vote without debate.
 - 3.4.2 Individuals or delegations making a presentation and/or brief will be allowed up to 10 minutes for their presentation.
 - 3.4.3 The Questions from the Public portion of the agenda will be limited to 30 minutes.
 - 3.4.4 The board may agree by vote to extend the time allotted for a presentation or Questions from the Public.
- 3.5 Minutes of the proceedings of all meetings will be recorded in a minute book and signed as correct by the secretary-treasurer and the chairperson or trustee presiding at the meeting recorded.
- Public and in-camera minutes will include:
- The nature of the meeting (regular, special, in-camera, inaugural, organizational); the date, time, place, board members present and absent, staff members assisting, and the approval of the preceding meeting's or meetings' minutes.
 - A record of all motions passed or defeated by the board, together with the names of trustees making and seconding the motions, as well as the names of those abstaining due to conflict, and those voting against a motion if so requested.
 - A record of the disposition of all matters on which the board considered but did not take action, and a record of communications received by the board.
 - A summary of the general nature of remarks or concerns raised by trustees, guests, and the public on agenda items.
- 3.6 In-camera minutes will be presented in the public minutes of the board meeting in the form of a general statement as to the nature of the matters discussed and the general nature of the decisions reached. Public minutes will be made available to any person by being posted on the district website.
- 3.7 All meetings will stand adjourned at four hours after their commencement unless a resolution has been passed by a two-thirds vote to extend the hour of adjournment.
- 3.8 The secretary-treasurer or designate must be present at all meetings of the board. The board may excuse its officials during discussion of any matter, but the secretary-

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treasurer or designate must record and be present at the time of each board decision.

- 3.9 It is the board's expectation, that all members of the public will act in accordance with Policy 105: District Code of Conduct. The chairperson presiding at a meeting may intervene at any point, if in the chairperson's judgement, a member of the public is not acting in accordance with the District Code of Conduct. The chairperson will remind the individual(s) of the behavioural expectations for the meeting. The chairperson can expel any person attending in-person or on-line, except a trustee who is acting improperly and disrupts the meeting. A majority of the trustees present at a meeting of the board may expel a trustee from the meeting for improper conduct.

4. Special Meetings

- 4.1 A special meeting of the board may be called by the chairperson or, upon written request by a majority of the trustees, will be called by the secretary-treasurer. No business other than that for which the meeting was called will be conducted at the meeting.

- 4.2 Where possible, written notice of a special meeting, an agenda and supporting documents will be delivered to each trustee at least 48 hours in advance of the meeting.

When it is likely that trustees might not be reading email routinely, as on a weekend or holiday, or if a meeting must be held within 48 hours, trustees will also be notified by telephone.

- 4.3 Notice of a special public meeting will be posted on the district website and emailed to the presidents/chairpersons of partner groups and to persons or groups with particular interest in the item as soon as possible.

5. Addressing The Board

The public is welcome to attend regular public board meetings and to address the board through the following processes:

- 1) **Presentations and/or Briefs** (see 5.1) are intended to provide members of the community with the opportunity to present to the board on matters relating to governance and/or budget.
- 2) **Questions from the Public** (see 5.2) provide members of the community, attending the meeting in-person or on-line, with the opportunity ask a question or make a brief statement regarding an item on the public agenda.

The board has an obligation to ensure that presentations and questions that may expose a person or group of persons to discriminatory conduct will not be permitted during the meeting. As such, when Presentations and/or Briefs, or Questions from the Public, (whichever comes first) appears on the agenda, the chairperson will remind the public of the behavioural expectations for the meeting as outlined in 3.9 and 5.1.4 of this bylaw.

- 5.1 **Presentations and/or Briefs:** An individual or a spokesperson for a delegation may make a presentation and/or present a brief to the board. Presentations and briefs are intended to provide members of the community with the opportunity to present to the board on matters relating to governance and/or budget. Complaints or concerns that identify an individual or deal with the purchase of land or with legal issues will not be

heard during a public meeting and will be directed by the chairperson to the appropriate venue or process. Additionally, concerns relating to Policy 106, 106-R, and/or 106-G will only be accepted through written reports.

- 5.1.1 An individual or a spokesperson for a delegation wishing to present to the board, must submit a request to the Office of the Secretary-Treasurer in writing by 09:00 (9:00 am) the Thursday two-weeks prior to the board meeting at which they wish to appear. The written request must include their name(s), contact information, the public group they are representing, if any, the matter they wish to bring before the board, and a copy of the presentation and/or brief they intend to make.
- 5.1.2 Individuals and delegations will not be permitted to present on the same topic more than once.
- 5.1.3 Persons presenting to the board will be called to the presenters' table, asked to introduce themselves and members of their delegation if applicable, and the topic to be addressed, then given a maximum of 10 minutes total to make their presentation. The chairperson may limit the number of delegations and questions at a meeting unless otherwise directed by the board.
- 5.1.4 A speaker will address comments to the chairperson and use respectful language representative of addressing an elected official.
- 5.1.5 The board expects that presentations and/or briefs will be reasoned, meaningful, and address the subject matter submitted for consideration for placement on the agenda.
- 5.1.6 Trustees will listen to the presentation and may ask questions of the presenter regarding data, policy, board direction, or other relevant matters.
- 5.1.7 The board may refer the matter to staff or an appropriate committee for further discussion or to prepare a response.
- 5.1.8 The board will not provide a formal response to a presentation or brief at the meeting where it is presented. Individuals and/or delegations will be acknowledged in writing soon after the meeting and informed of any process whereby their presentation and/or brief may be considered further, and whether their attendance may be requested at subsequent committee meetings.
- 5.1.9 The chairperson in consultation with the superintendent will provide a response to the presentation and/or brief within 60 days of its presentation to the board.
- 5.2. **Questions from the Public:** Members of the public in attendance at the meeting may ask a question or make a brief statement during either of the two times allotted on the agenda for Questions from the Public. Questions or brief statements must be germane to the agenda items. Members of the public attending on-line may ask a question by emailing the School District Board Meetings email account in advance of the question periods.
 - 5.2.1 During the times allotted for Questions from the Public, the chairperson will request that individuals wishing to ask a question or make a brief statement,

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declare their intent by raising their hand. The chairperson will call to the presenters' table, one at a time, those who have declared their intent to address the board. When a member of the public is called forward, they will introduce themselves and direct their question or make a brief statement to the chairperson of the board. Questions addressed to the School District Board Meeting email account will be monitored and addressed if received in advance of the agenda item Questions from the Public.

5.2.2 A speaker will use respectful language representative of addressing an elected official.

5.2.3 The board expects that questions or brief statements will be reasoned, meaningful, and respectful in accordance with the District Code of Conduct.

6. Chairperson And Vice-Chairperson

6.1 A chairperson and vice-chairperson will be elected at the first meeting of the board in November according to the procedure outlined in 1.3.

6.2 The board entrusts to its chair primary responsibility for safeguarding the integrity of the board's processes and representing the board to the broader community. The chairperson will act as spokesperson for the board by stating positions consistent with board resolution and policies.

The chairperson's duties will include:

6.2.1 Presiding at meetings of the board and generally fulfilling the duties usually performed by a chairperson;

6.2.2 Regularly consulting with the superintendent to convey concerns or issues of trustees or arising in the community, and to learn of emerging issues and events within the district or province that may require board action;

6.2.3 Bringing to the board all matters requiring a corporate decision of the board;

6.2.4 Acting as ex-officio member of all board committees;

6.2.5 Acting as signing officer for the district;

6.2.6 Supplying trustees with a copy of all correspondence written on behalf of the board; and

6.2.7 Representing the board at official functions or designating another trustee to do so.

6.3 The chairperson may vacate the chair to enter debate or propose or second a motion, in which case the vice-chairperson will preside.

6.4 If the chairperson is absent or unable to act at a meeting, the vice-chairperson will preside. If the vice-chairperson is absent or unable to act, the trustees present will elect one of their members to preside at the meeting.

6.5 The chairperson has the same right to vote as any other trustee and must vote to break

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a tie.

- 6.6 The vice-chairperson will assist the chairperson in ensuring the board operates in accordance with its own policies and procedures, and in providing leadership and guidance to the board and will serve in the absence of the chairperson and otherwise will perform such duties as assigned by the chairperson or designated by resolution of the board.
- 6.7 Rulings of the chairperson can be challenged by motion and vote of trustees.
- 6.8 A majority of the board may elect a new chairperson or vice-chairperson at any time.

7. Rules Of Order

- 7.1 The current edition of Robert's Rules of Order will govern, as far as applicable, in all cases not specifically provided herein or in the School Act.
- 7.2 All powers of the board will be exercised either by resolution or by bylaw, except where the School Act requires a bylaw.
- 7.3 A rule, other than the requirement for notice of meetings, may be suspended or an additional rule adopted temporarily for one or more meetings by unanimous consent or by a two-thirds vote of the trustees present.
- 7.4 Notwithstanding 7.3, the rules in this bylaw will be amended by bylaw only. A Notice of Motion stating the proposed amendment must be given at the previous meeting and in the notice of the meeting.
- 7.5 When a trustee raises a Point of Order or Point of Privilege, the chair will give it precedence over all other items of business.
- 7.6 Any decision of the chair is open to appeal by a trustee moving a motion to challenge the chair and giving the reasons for the challenge. If the motion is seconded, the vice-chair will preside and the chair, having stepped down, will then justify the decision. The vice-chair will ask the question "Will the chair be sustained?" and trustees will vote without further debate whether to sustain the chair. A majority or tie vote sustains the chair. A successful challenge does not necessarily set a precedent.
- 7.7 During a meeting the board may, by motion, resolve itself into a Committee of the Whole to discuss any matter on the agenda. A Committee of the Whole is designated for an allotted time and does not have to adhere to the formal Rules of Order. The chairperson may vacate the chair and the board may ask any person present to facilitate the ensuing discussion by acting as chairperson of the Whole. The discussion may involve anyone present the board wishes to include. Upon completion of the discussion (whose time allotted may be extended by vote of the board), the Committee of the Whole is said to Rise and Report, whereupon the facilitator or chairperson of the Whole reports on the findings of the Committee to the reassembled board for the minutes.

8. Bylaw Procedure

- 8.1 Written Notice of Motion to propose or amend a bylaw will be given at the meeting prior to first reading and in the notice of the meeting where the bylaw or amendment is to be

proposed.

8.2 Every bylaw will be dealt with in the following stages:

- a) First reading: no debate or amendment;
- b) Second reading: discussion of the principle of the bylaw;
- c) Committee stage: if the second reading passes, the bylaw may be referred to a Committee of the Whole or to a standing committee for detailed consideration.
- d) Third reading: consideration of amendments made in committee, if any, and final decision.

8.3 When a bylaw has been amended in committee, it will be made available to the public before further action proceeds. This may be waived by a two-thirds vote.

8.4 The first reading must be read in full. Subsequent readings may consist of a description of the bylaw by its title and a summary of its contents, providing trustees and the public have a written copy of the bylaw and any amendments.

8.5 The board will not give a bylaw more than two readings at any one meeting unless trustees present unanimously agree to give the bylaw all three readings at that meeting.

8.6 A bylaw may be withdrawn at any stage with unanimous consent of the board.

9. Motions

9.1 The board may only make decisions, give direction, or determine policy by voting in the majority on a motion presented by a trustee and seconded by another trustee. A motion is a stated proposal for action.

The bulk of board business will be conducted through the process of trustees posing a motion, debating the merits of the motion, then voting to defeat or pass (carry) the motion. However, when a report, brief, or presentation is presented to the board at a meeting, trustees may first ask questions to clarify understanding or may make brief statements to correct facts or state opinions. If a motion on an issue is moved, trustees may ask questions of clarification of the mover and staff before debate begins or during the debate.

9.2 A motion should be worded in a concise, unambiguous, and complete form and, if lengthy or complex, should be submitted in writing. A motion once moved should be stated by the chairperson to ensure it has been heard and understood. Once moved, seconded, and repeated by the chairperson, a motion belongs to the board and may only be altered, directed, or withdrawn by vote of the board.

9.3 The chairperson may divide a motion containing more than one subject, or a trustee may request such a division, and it will be voted on in the form in which it is divided.

9.4 A motion may be amended before the vote. An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, that is, closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once. However, there can be only one amendment on the floor at a time and it will be voted on before another amendment is presented or the original motion is voted on. An amendment to an amendment must be germane to the first

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amendment and cannot be amended. If an amendment is acceptable to both the mover and seconder, the amendment will be accepted without formal vote.

9.5 A motion passed by a vote of the board becomes known as a resolution.

9.6 A resolution passed by the board will not be reconsidered during the year following its acceptance except by order of a two-thirds vote of the board, with the following exemption. Any question decided by the board at a meeting where a bare quorum was present may be reconsidered by order of a simple majority vote of the board.

9.6.1 A Notice of Motion must be given of an intention to reconsider a resolution passed by the board in the previous year.

9.6.2 Only a trustee who voted on the prevailing side when the resolution was first adopted may move to reconsider the resolution during the following year, except that any trustee who was not in office at the time a decision was reached on a resolution may move the reconsideration of any resolution dealt with by the board during the previous year.

9.6.3 A motion to reconsider may be seconded by any trustee.

9.6.4 A motion to reconsider is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

9.6.5 A motion to reconsider cannot be applied to action that cannot be reversed, such as entering into a contract.

9.7 No motion (or motions so similar that they pose the same question) can be considered twice at the same meeting.

9.8 Consideration of a motion, provided it has been moved and seconded, may be postponed by a resolution to a specific time and date. A motion to postpone:

- requires a simple majority vote;
- precludes further discussion until the stated time and date;
- may be amended as to time and place; and
- is debatable only as to the advisability of the proposed delay.

9.9 A Notice of Motion must be given for presenting motions to adopt, amend, suspend, or rescind any bylaw, policy, or regulation.

10. Debate

10.1 Debate will be strictly relevant to the motion under consideration. The chairperson will warn speakers who violate this rule.

10.2 In order to speak, a trustee must be recognized by the chairperson.

10.3 The mover of the motion will be given the first and last opportunity to speak on the motion.

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- 10.4 Each trustee has the right to speak twice on the same motion on the same day but cannot make a second speech so long as any trustee who has not spoken on that motion wishes to speak. No trustee will speak for more than ten minutes in total.
- 10.5 A statement raising a Point of Order (conduct of the meeting) or Privilege (dealing with the rights or interests of the board as a whole or of a trustee personally) may be made at any time and will be given precedence and dealt with immediately.
- 10.6 No trustee will interrupt another trustee who has the floor except to raise a Point of Order, a point of Privilege, or to disclose a conflict of interest.
- 10.7 It is the role of the chairperson to maintain the appearance of fairness and refrain from vigorous debate. However, once all trustees have spoken and before the mover closes debate, the chair may speak on the motion. The chair may also move a motion or engage more actively through the course of the debate by stepping down and having the vice-chair preside.
- 10.8 Debate may be closed by:
- the chair after all trustees have spoken twice, finishing with the mover;
 - a trustee calling the Question whereupon the chair asks if a trustee wishes to speak further and if not, conducting the vote; or
 - a motion to end debate, which is not debatable and requires a two-thirds vote.

11. Voting

- 11.1 All trustees present at a meeting are required to vote. The chair has the right to vote and must vote if there is a tie.
- 11.2 Voting will be by show of hands except where a ballot is required by policy, bylaw, or the School Act. The chairperson will declare whether the motion was defeated or carried, and the names of negative voters if requested.
- 11.3 All questions will be decided by a majority of the votes of the trustees present and voting unless otherwise provided by policy, bylaw, or the School Act. In the case of a tie vote, the motion will be resolved in the negative.

12. Conflict Of Interest

- 12.1 If a trustee has any pecuniary (financial/economic) interest in any matter as defined by the School Act, and is present at a meeting of the board at which the matter is considered, the trustee will:
- disclose their pecuniary interest and the general nature of the pecuniary interest at the meeting;
 - recuse themselves from the portion of the meeting during which the matter is being considered;
 - not take part in the discussion of or vote on any question in respect of the matter; and
 - not attempt in any way, whether before, during, or after the meeting, to influence the voting on any question in respect of the matter.

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"Pecuniary interest" will be taken to include an indirect pecuniary interest.

- 12.2 If the meeting is not open to the public, in addition to complying with requirements in 12.1 the trustee will immediately leave that part of the meeting during which the matter is considered.
- 12.3 If the pecuniary interest of a trustee is not disclosed as required above because the trustee is absent from the meeting, the trustee will disclose the pecuniary interest and otherwise comply with the requirements at the next meeting attended by the trustee.
- 12.4 A trustee is expected to be conversant with relevant sections of the School Act, to file disclosure forms under the Financial Disclosure Act, and to be responsible for declaring a personal conflict or a conflict of a spouse, parent, or child. A trustee who votes on an issue in which they are in conflict may lose office and may not be indemnified by the board.
- 12.5 Decisions of the board must be made with integrity and be procedurally fair. A trustee who votes on an issue with which they have a conflict may cause the decision of the board to be viewed as biased and place the board at risk of judicial review and the resulting legal and court costs.

Therefore, if a trustee is concerned, they may have a personal conflict with a matter about to come before the board, the trustee should:

- seek the advice of the superintendent or secretary-treasurer;
- consult with the chairperson; or
- seek advice from the BCSTA, or request that the chairperson or superintendent seek legal advice.

If a trustee is concerned that a fellow trustee is in conflict, they should speak with or ask the chairperson to speak with the trustee believed to have a conflict.

12.5.1 If the question is not resolved prior to the meeting at which the matter in conflict arises, and the trustee thought to be in conflict does not declare a conflict:

- the trustee may declare for the record, the reason they believe there is no conflict, and the discussion may proceed to a vote; or
- the board may resolve to postpone the discussion of the issue and seek legal advice.

12.5.2 If legal advice confirms there is a high probability a trustee has a disqualifying conflict:

- the board may resolve that the trustee be disqualified from voting with reasons given. In this case, the chairperson will then ask the trustee whether they intend to vote on the matter in conflict and if the trustee declares a continued intent to participate:
- the board may resolve to take legal proceedings to obtain a court declaration regarding the trustee's disqualification and that the matter be postponed, or
- the board may proceed to vote on the matter and then determine whether to censure the trustee for participation.

Such actions can be divisive and should be avoided in favour of more amicable resolution, provided liability to the district is minimized.

- 12.6 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it will be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, will be reported to and recorded in the minutes of the next meeting that is open to the public.

Board Established Committees

The board will establish standing committees, and may establish advisory committees, and working groups. Each of these committee types provide the board with valuable

information and input from committee members, in support the board's governance responsibilities.

It is the board's expectation, that all members of the public participating in a Board Established Committee, will act in accordance with Policy 105: District Code of Conduct. The chairperson presiding at a committee meeting may intervene at any point, if in the chairperson's judgement, a member of the public is not acting in accordance with the District Code of Conduct. The chairperson will remind the individual(s) of the behavioural expectations for the meeting. The chairperson can expel any person attending in-person or on-line.

13. Standing Committees

- 13.1 Standing committees exist to provide an opportunity to deliberate on issues of ongoing importance to the district in an open, prolonged, inclusive, and informal manner. The board will establish an Audit Committee, Education Committee, Facilities and Building Committee, Finance and Legal Committee, and a Policy Committee, and any other standing committees it deems appropriate for the routine conduct of its business.

13.1.1 Meetings may be public or, where warranted, in-camera.

13.1.2 A standing committee will consider matters referred to it by the board, and may consider items suggested by staff, committee representatives, or members of the community.

13.2 Terms of Reference

13.2.1 *Audit Committee* will assist the board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

13.2.2 *Education Committee* may consider matters pertaining to:

- Provisions of educational programming for students, including curriculum instruction, and assessment;
- Teaching pedagogy;
- Student learning;

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- Learning resources;
- Research on teaching and learning;
- Showcasing district programs and effective educational practices; and
- Other matters referred to it by the board.

13.2.3 *Facilities and Building Committee* may consider matters pertaining to:

- Building purchase, construction and sale, maintenance and district facilities, transportation, and custodial services;
- Developing and recommending to the board long-term plans for accommodating the district's needs related to sites and buildings;
- Making recommendations to the board regarding the annual Capital Budget submission to the Ministry of Education;
- Community use of school facilities;
- Naming and renaming of board properties; and
- Other matters referred to it by the board.

13.2.4 *Finance and Legal Committee* will:

- Consider and make recommendations to the board on the district's operating, special purpose, and capital budgets;
- Consider and make recommendations to the board on the school district's business and accounting services;
- Provide advice and information to the board to support the efficient and effective fiscal management and operations of the school district;
- Where applicable to receive, consider, and discuss input from partner groups regarding finance and budget matters referred to the committee;
- Consider, recommend, and provide advice and information to the board on contracts, collective agreement negotiations/bargaining, and legal matters pertaining to school district's business and operations; and
- Consider such other matters as may be referred by the board and make recommendations thereon as required.

13.2.5 *Policy Committee* will:

- Periodically and systematically review board policies with the intent of ensuring policies remain useful, accessible, understandable, and up to date; and
- Present recommendations for new and revised policy for board approval.

13.3 Membership

In December of each year the chairperson of the board will appoint up to three trustees to each standing committee after consultation with trustees. The board will also appoint one alternate member for each standing committee. If an appointed trustee is absent from a committee meeting and the alternate is unavailable, the board chairperson may act as an alternate committee member.

The superintendent or designate will be a member of all standing committees. In addition, members of the board's staff may be invited to assist a committee with its business.

Only trustees, district staff, and invitees may attend in-camera sessions. Where there are public sessions of a standing committee, partner groups will be invited to appoint a representative.

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Student representation may be invited as appropriate.

13.4 Conduct

- 13.4.1 The Trustee named first to a committee will preside as chairperson. In the absence of the chairperson, the second trustee named to the standing committee will preside.
- 13.4.2 No committee will meet when fewer than two appointed trustee committee members are present.
- 13.4.3 All committee members and attendees are able to participate fully in discussion. However, only trustees appointed to the committee will vote on recommendations to the board.
- 13.4.4 The dates, times, and places of public and in-camera committee meetings will be established at each committee's first regular meeting following the appointment of committee members in December.
- 13.4.5 Written notice of committee meetings and agendas will be available for all trustees and representative members at least three days before committee meeting dates.
- 13.4.6 The preparation of the agenda and minutes for a committee meeting will be the responsibility of the committee's chairperson in cooperation with staff named to assist that committee. Preference on the agenda will be given to items referred by the board.
- 13.4.7 Standing committees will report to the board, matters for action and information. Committee recommendations will be made in writing. In the event a committee recommendation is not unanimous, a trustee member of the committee may attach a minority report.

14. Advisory Committees

- 14.1 The board may establish advisory committees to study, provide guidance or advice, or report on specific matters.
- 14.2 The board will determine which standing committee the advisory committee will report to.
- 14.3 The purpose and terms of reference of an advisory committee will be defined in writing and approved by the board before members of the committee are named except when the board asks the committee to recommend its own terms of reference for board approval. The recommendations of an advisory committee will be confined to its terms of reference.
- 14.4 Membership on an advisory committee will be limited in number to a minority of trustees holding office at the time of the committee's appointment, and to members of the board's staff appointed to the committee by the chairperson of the board, in consultation with the superintendent. In addition, the board may invite partner groups to appoint a representative and may also include students or members of the community who, in the

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board's judgment, may assist the committee in its work.

- 14.5 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the advisory committee will be its chairperson. The chairperson will preside at all advisory committee meetings.
- 14.6 Dates, times, and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
- 14.7 A record will be kept of items discussed and recommendations made and will be available to committee members and the board.

15. Working Groups

- 15.1 The board may establish working groups to study, investigate, or provide advice on specific matters. Working groups will be time-limited in nature with a clearly defined task relating to a specific matter.
- 15.2 Working groups will report directly to the board. The board will determine a period within which a working group will provide updates and present a report to the board.
- 15.3 The purpose and terms of reference of a working group will be defined in writing and approved by the board before members of the committee are named, except when the board asks the working group to recommend its own terms of reference for board approval. The recommendations of a working group will be confined to its terms of reference.
- 15.4 Membership on a working group will be limited in number to a minority of trustees holding office at the time of the committee's appointment, and to members of the board's staff appointed to the committee by the chairperson of the board, in consultation with the superintendent. In addition, the board may invite partner groups to appoint a representative and may also include students or members of the community who, in the board's judgment, may assist the committee in its work.
- 15.5 The board will direct trustee members of the working group to report back to the board on a regular basis regarding the progress of the working group and, as necessary, to seek additional direction from the board.
- 15.6 Generally, the senior staff member whose portfolio is most closely aligned with the primary focus of the working group will be its chairperson. The chairperson will preside at all working group meetings.
- 15.7 Dates, times, and places for meetings will be determined by members of the working group. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
- 15.8 A record will be kept of items discussed and recommendations made and will be available to working group members and the board.
- 15.9 Upon completion of the task assigned and the presentation of a final report to the board, the working group will be disbanded.

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16. School Liaison Trustees

In order to enhance communication between the Board of Education and local schools, trustees will be assigned to liaise with specific schools.

The chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in December each year. The assignment will be one year's duration unless otherwise determined by the board. Groups of schools will be rotated among trustees.

Assigning each trustee only a portion of the district's schools helps trustees manage their limited time and increases the likelihood that trustee visits will be effectively dispersed across the district's schools. The purpose of liaison assignments is to enable trustees to attend social functions at the schools, to experience in a focused manner, educators and children working and learning together over the school year, to connect with Parent Advisory Committees, and to become more familiar with schools and their operation. It is not intended that this bylaw will restrict trustees from participating in functions at any other schools in the district, or from visiting any other schools in the district. It is also recognized that trustees will visit when they are able, they are not obligated to attend on any routine basis. In order to ensure that mutually agreeable arrangements can be made, trustees will contact the school principal in advance of all school visits.

Consistent with the corporate and policy-making role of the board, the liaison trustee carries no administrative responsibility or board-delegated authority. It is not intended that trustees become involved in the internal operation of the schools, nor is it intended that trustees use this contact as an avenue for bringing routine administrative matters directly to the board.

¹ In the Richmond School District, the term "partner groups" includes our Indigenous rights holders and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), 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, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

Policy Committee
Public Meeting Minutes

Monday, April 14, 2025 – 11:00 am
Via Zoom

Present:

Chairperson	D. Tablotney*
Vice Chairperson	D. Yang
Trustee Member	A. Wong
Superintendent	C. Usih
Assistant Superintendent	C. Brautigam
Assistant Superintendent	R. Laing
President, Richmond Teachers' Association	L. Baverstock*
President, Canadian Union of Public Employees 716	S. Robinson
Chair, Richmond Management and Administrative Professionals	K. Gibson*
Vice President, Richmond District Parents Association	A. Gong
Executive Assistant (Recording Secretary)	J. Coronel

*Present for a portion of the meeting

The Vice 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 February 10, 2025 were approved as circulated.

3. Policy 102: Diversity and Inclusion

Assistant Superintendent Brautigam spoke to her report as included in the agenda package and thanked partner groups for their valuable feedback. The President of Richmond Teachers Association expressed appreciation for the revisions, particularly the inclusion of definitions related to diversity, equity, and inclusion. In response to a question from the President of CUPE 716, the Superintendent clarified that the communication process for informing staff of revised policies will be confirmed with the Director of Communications and Marketing.

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 April 23, 2025, public meeting that a recommendation for the board's consideration will be presented at the May 21, 2025, public meeting to approve revised **Policy 102: Diversity and Inclusion**.

K. Gibson joined the meeting at 11:08 am.

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

Assistant Superintendent Laing spoke to his report as included in the agenda package and thanked partner groups for their valuable feedback. He then responded to a trustee's question regarding safe and welcoming learning environment for parents and guardians.

The President of Richmond Teachers Association expressed appreciation for the work done to simplify processes and make them easier to understand. The President of CUPE 716 inquired whether Policy 103 Bylaw relates to Policy 402 on Public Interest Disclosure, specifically regarding protection against retaliation for individuals who file complaints. Assistant Superintendent Laing clarified that Policy 103 Bylaw applies to students, parents, and the public, while staff complaints are governed by collective agreements and separate processes.

In response to concerns raised by the Vice President of the Richmond District Parents Association about students' fear of retaliation, the Superintendent explained how schools work to ensure students are protected when bringing forward complaints.

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 April 23, 2025, public meeting that a recommendation for the board's consideration will be presented at the May 21, 2025, public meeting to approve the rewrite of **Policy 103 Bylaw**.

The Chairperson left the meeting at 11:22 am.

L. Baverstock left at 11:24 am

5. Status of Current and Anticipated Items

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

6. Next Meeting Date – Monday, May 12, 2025 at 11:00 am.

7. Adjournment

The meeting adjourned at 11:27 am.

Respectfully Submitted,

*David Yang
Vice Chairperson, Policy Committee*

May 14, 2025

The Honourable Lena Metlege Diab, P.C., M.P.
Minister of Immigration, Refugees and Citizenship
Immigration, Refugees and Citizenship Canada
Ottawa, ON K1A 1L1

RE: Urgent Request to Reinstate the LINC Program in Richmond School District

Dear Minister Diab,

On behalf of the Board of Education for Richmond School District No. 38, I am writing to express our deep concern over the recent discontinuation of the *Language Instruction for Newcomers to Canada (LINC)* program as of April 1, 2025, and to strongly advocate for its immediate reinstatement in our district.

The LINC program has long been a cornerstone of newcomer integration in Richmond, where more than 60 per cent of residents identify as immigrants. For decades, LINC classes in our district have provided adult learners with essential English language instruction, civic education and literacy skills. Many of these learners are also parents of students in our K–12 schools. These services have played a key role in helping newcomers find jobs, build community connections, strengthen their families and support their children's success in school.

The sudden termination of this program has left a profound gap in the Richmond learning community. The elimination of LINC in a high-settlement area like Richmond is deeply concerning and appears misaligned with Canada's commitment to inclusive settlement, equity of access and long-term immigrant success.

We respectfully call on Immigration, Refugees and Citizenship Canada to:

- Reinstate LINC programming in the Richmond School District to serve the significant population of newcomers living in the area; and
- Engage directly with local education institutions and settlement partners to co-design a more sustainable, community based delivery model.

We appeal to you to restore LINC services in Richmond and reaffirm Canada's commitment to supporting newcomers where the need is greatest. We would welcome the opportunity to meet with your staff to discuss the impact in our community and explore viable solutions.

Sincerely,

Ken Hamaguchi

Chair, Board of Education

Richmond School District No. 38

cc:

Trustees, School District No. 38 (Richmond)

Parm Bains, Member of Parliament, Richmond East - Steveston

Chak Au, Member of Parliament, Richmond Centre - Marpole

Superintendent of Schools, School District No. 38 (Richmond)

Secretary Treasurer, School District No. 38 (Richmond)