

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 hən̓q̓əmiṇ̓əṇ̓ 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"> <li>- Department supplies and services budget is largely carried forward from year to year with minimal adjustments.</li> <li>- It tends to reflect historical spending patterns rather than current operational needs or strategic priorities.</li> </ul>	Budget managers review discretionary spending (non-contractual) to reduce expenditure and reallocate resources to priority areas and align with broader organizational goals.	<ul style="list-style-type: none"> <li>- Minimal impact on classrooms.</li> <li>- Optimizing resource allocation while maintaining essential educational and operational services, and adapting to changing fiscal landscape.</li> </ul>
Maintain school budget at the 2024/25 level (no increases)	School budget has been receiving increases based on Vancouver Consumer Price Index each year over the last three years.	Flat line school budget for Containers 1, 2, 3, and 5.	Optimizing resource allocation while maintaining essential educational and operational services, and adapting to changing fiscal landscape.

Reduce substitute costs	Currently all absences are automatically replaced for coverage from the first day of absence.	In schools where there are two or more administrative assistants, replacement coverage will begin on the third consecutive day of absence.	Dual or more administrative assistant schools will have colleagues on site for one to two days of backfill.

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

District Program Options Review:			
Budget Strategy	Current Context	Recommendation	Impact Assessment
Early Learning Clerical and Principal	The JustB4 program will end on June 30, 2025, and the Seamless Day program concluded on June 30, 2024. This will result in a reduction in 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>
<b>Total projected cost reduction: \$520K</b>			

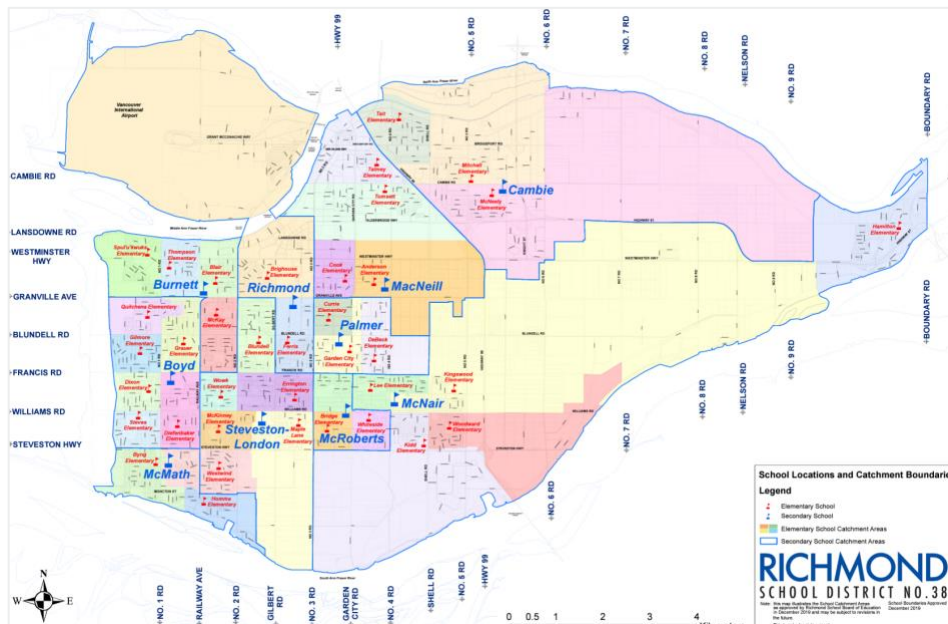
<b>Multi-year Fiscal Plan – Looking Ahead:</b>			
<b>Budget Strategy</b>	<b>Current Context</b>	<b>Recommendation</b>	<b>Impact Assessment</b>
Review Station Stretch Lease Agreement	<ul style="list-style-type: none"> <li>- Review program location along with the LRFP implementation</li> <li>- Five-year lease term ending 2027/28; annual lease is under \$300k</li> <li>- Leased location may not be sustainable</li> </ul>	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 <a href="#">Program Options Review</a> and its recommendations, staff will review district programs options to ensure they align with strategic priorities and are sustainable in the long term.	To align with current community needs and support long-term sustainability.	To ensure program options are equitable, sustainable, and reflective of community interests and needs.

# District Overview

The Richmond School District acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm 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

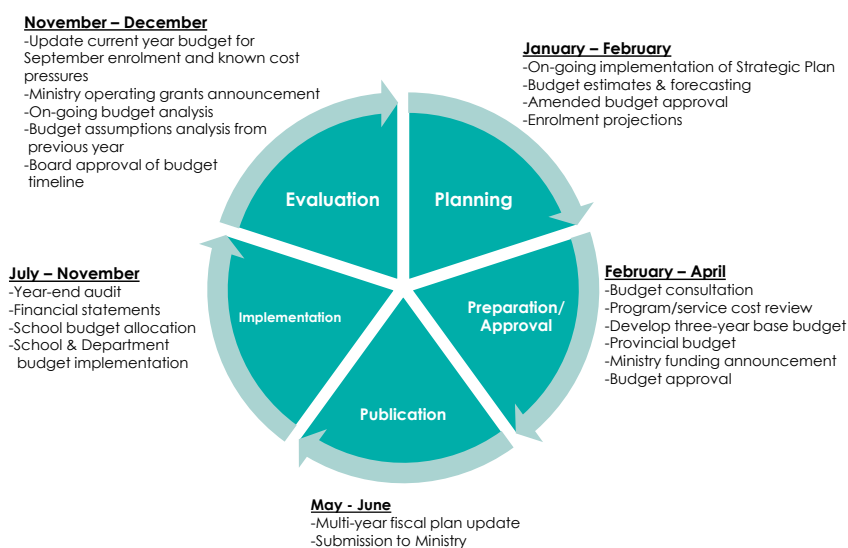
The district operates under the authority of the *School Act* of British Columbia (the *School Act*) as a corporation and receives about 88% of revenue from the Government of British Columbia through the Ministry of Education and Child Care. In accordance with the *School Act*, school districts must 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.

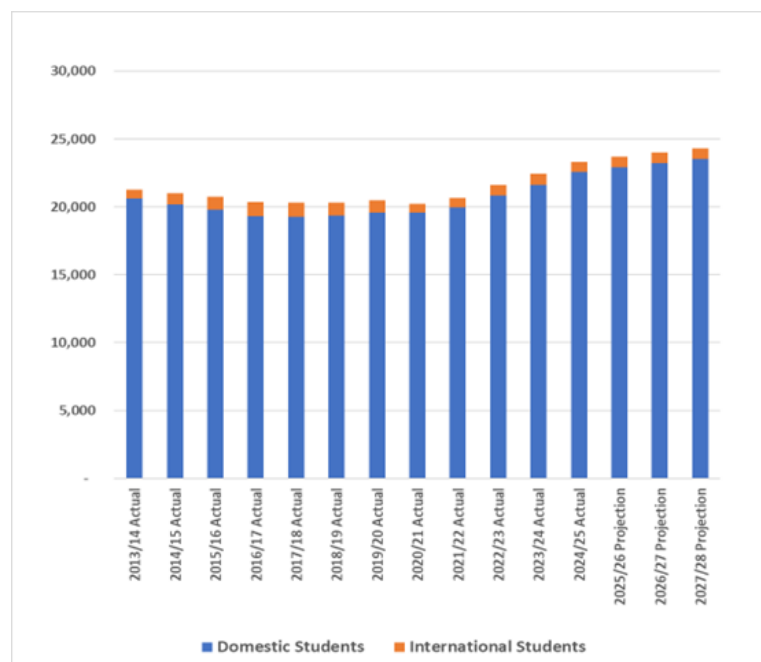
The total domestic funded student enrolment is projected to be 22,898 representing anticipated growth of 0.8% in 2025/26, followed by an increase of 1.2% in 2026/27 and 1.3% in 2027/28. Similarly, the total enrolment for students requiring additional support is projected to grow at a rate of 1.8% in 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
<b>September Enrolment FTE</b>					
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
<b>Total School-Age Enrolment</b>	<b>21,899.69</b>	<b>22,562.26</b>	<b>22,736.51</b>	<b>23,016.13</b>	<b>23,309.09</b>
<b>February Enrolment FTE</b>	108.69	100.75	100.75	100.75	100.75
<b>May Enrolment FTE</b>	78.75	61.00	61.00	61.00	61.00
<b>Total Enrolment FTE</b>	<b>22,087.13</b>	<b>22,724.01</b>	<b>22,898.26</b>	<b>23,177.88</b>	<b>23,470.84</b>
<b>Unique Student Needs - September</b>					
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
<b>TOTAL STAFFING</b>	<b>2,697.91</b>	<b>2,696.15</b>	<b>2,716.23</b>	<b>2,738.55</b>

**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
<b>TOTAL</b>	<b>1,534.83</b>	<b>1,531.24</b>	<b>1,541.42</b>	<b>1,552.14</b>

**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
	Amended Budget	Budget	Projected	Projected
<b>Administrators</b>				
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
<b>TOTAL</b>	<b>98.42</b>	<b>95.60</b>	<b>94.60</b>	<b>94.60</b>

**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
	Amended Budget	Budget	Projected	Projected
<b>Educational Assistants</b>				
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
<b>TOTAL</b>	<b>516.12</b>	<b>524.83</b>	<b>534.73</b>	<b>544.33</b>

**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
<b>TOTAL</b>	<b>473.71</b>	<b>470.48</b>	<b>472.48</b>	<b>474.48</b>

**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
<b>TOTAL</b>	<b>74.83</b>	<b>74.00</b>	<b>73.00</b>	<b>73.00</b>

## 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
<b>Revenues</b>					
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

<b>Total Revenue</b>	<b>271,292,180</b>	<b>282,349,000</b>	<b>283,632,636</b>	<b>287,907,730</b>	<b>291,601,903</b>
<b>Expenses</b>					
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
<b>Total Expenses</b>	<b>260,142,085</b>	<b>279,349,000</b>	<b>280,632,636</b>	<b>284,828,174</b>	<b>288,966,399</b>
<b>Net Revenue (Expense)</b>	<b>11,150,095</b>	<b>3,000,000</b>	<b>3,000,000</b>	<b>3,079,556</b>	<b>2,635,504</b>
<b>Interfund Transfers</b>	(10,888,064)	(3,000,000)	(3,000,000)	(3,000,000)	(3,000,000)
<b>Operating Surplus (Deficit) for the Year</b>	<b>262,031</b>	<b>-</b>	<b>-</b>	<b>79,556</b>	<b>(364,496)</b>
<b>Use of Appropriated Surplus</b>	-	-	-	-	-
<b>Operating Surplus (Deficit)</b>	<b>262,031</b>	<b>-</b>	<b>-</b>	<b>79,556</b>	<b>(364,496)</b>

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.

<b>Operating Fund Revenue</b>		<b>2023/24 Actual</b>	<b>2024/25 Amended Budget</b>	<b>2025/26 Budget</b>	<b>2026/27 Projected</b>	<b>2027/28 Projected</b>
<b>Provincial Grants-Ministry of Education and Child Care</b>						
	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
<b>Provincial Grants-Other</b>		80,586	52,800	52,800	54,100	54,100
<b>Tuition</b>						
	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
<b>Other Revenue</b>						
	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	-	-	-
<b>Rentals and Leases</b>		1,779,538	1,813,622	1,773,749	1,816,747	1,860,862
<b>Investment Income</b>		4,104,108	2,293,800	1,300,625	1,340,910	1,382,217
<b>Total Operating Revenue</b>		<b>271,292,180</b>	<b>282,349,000</b>	<b>283,632,636</b>	<b>287,907,730</b>	<b>291,601,903</b>

**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
<b>Basic Allocation - September</b>						
	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
<b>Supplemental for Unique Student Needs - September</b>						
	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
<b>Summer Learning</b>		1,900,770	2,420,345	2,342,895	2,342,895	2,342,895
<b>February Enrolment Count</b>		1,308,350	744,198	752,529	752,529	752,529
<b>May Enrolment Count</b>		654,376	429,655	434,455	434,455	443,455
<b>Equity of Opportunity Supplement</b>		1,066,826	1,183,301	1,258,007	1,258,007	1,258,007
<b>Salary Differential</b>		1,112,867	1,594,518	1,606,821	1,606,821	1,606,821
<b>Unique Geographic Factors</b>		1,229,431	1,351,843	1,495,087	1,495,087	1,495,087
<b>Curriculum and Learning Support Fund</b>		188,903	197,097	203,060	203,060	203,060
<b>Indigenous Education Councils</b>		-	59,250	66,350	66,350	66,350
<b>Total Operating Grant Revenue</b>		<b>235,480,681</b>	<b>252,588,106</b>	<b>258,195,693</b>	<b>261,679,968</b>	<b>265,266,123</b>

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
<b>Salaries</b>						
	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
<b>Benefits</b>						
		49,195,057	54,476,784	55,097,762	56,118,574	57,180,925
<b>Total Salaries and Benefits</b>		<b>236,384,086</b>	<b>255,181,081</b>	<b>256,657,346</b>	<b>260,186,118</b>	<b>263,610,262</b>
<b>Services and Supplies</b>						

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
<b>Total Services and Supplies</b>	<b>23,757,999</b>	<b>24,167,919</b>	<b>23,975,290</b>	<b>24,642,056</b>	<b>25,356,137</b>
<b>Total Operating Expenses</b>	<b>260,142,085</b>	<b>279,349,000</b>	<b>280,632,636</b>	<b>284,828,174</b>	<b>288,966,399</b>

**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
<b>Internally Restricted Surplus</b>			
<b>Restricted Due to the Nature of Constraints on the Fund</b>			
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



<b>Restricted for Anticipated Unusual Expenses</b>			
Addressing Learning Impacts-Inspired Learners, Equity and Inclusion	1,500,000	-	1,500,000
	1,500,000	-	1,500,000
<b>Restricted for Operations Spanning Multiple School Years</b>			
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
<b>Total Internally Restricted Operating Fund Surplus</b>	13,021,269	(3,128,020)	9,893,249
<b>Unrestricted Operating Surplus (Deficit)</b>	1,682,781	-	1,682,781
<b>Total Operating Fund Surplus (Deficit)</b>	<b>14,704,050</b>	<b>(3,128,020)</b>	<b>11,576,030</b>

## 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
<b><u>Ministry of Education and Child Care Funded</u></b>					
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
<b><u>Federal Funded</u></b>					
Settlement Workers in Schools (SWIS)	1,559,503	1,749,140	1,191,448	(557,692)	LINC program ended March 2025
<b><u>Other</u></b>					
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	-	
<b>Total Special Purpose Fund</b>	<b>65,680,146</b>	<b>70,752,723</b>	<b>66,932,889</b>	<b>(3,819,834)</b>	

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	<b>9,552,242</b>	<b>7,372,093</b>	<b>6,708,893</b>	<b>(663,200)</b>
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.
<b>Student and Family Affordability</b>	Increase food security for students and their families, and support students, parents, and guardians with affordability concerns (one-time funding).
<b>Just B4 Program</b>	Support increased opportunities for childcare programs on school grounds.
<b>Strengthening Early Years to Kindergarten Transition (SEY2KT)</b>	Support the transition of children from community based early learning to kindergarten in schools.
<b>Early Care and Learning</b>	Support the expansion of childcare on school grounds.
<b>Feeding Futures School Food Program</b>	Support to increase food security for students by expanding or creating school food programs.
<b>Provincial Resource Program</b>	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.
<b>Provincial Early Years</b>	Support diverse and struggling learners.
<b>Settlement Workers in Schools (SWIS)</b>	Support settlement services for immigrants, refugees, and other eligible clients to meet their settlement or ongoing needs after arriving in Canada.
<b>Scholarships and Bursaries</b>	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.
<b>School Generated Funds</b>	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.
<b>Educational Trust Fund</b>	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)
<b>Total Classroom Enhancement Fund</b>	<b>410.40</b>	<b>48,776,588</b>	<b>410.06</b>	<b>50,571,479</b>	<b>410.06</b>	<b>50,204,549</b>	<b>-</b>	<b>(366,930)</b>

	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	-	-
<b>Total Classroom Enhancement Fund</b>	<b>410.40</b>	<b>48,776,588</b>	<b>410.06</b>	<b>50,571,479</b>	<b>410.06</b>	<b>50,204,549</b>	<b>-</b>	<b>(366,930)</b>

## 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
<b>Total Local Capital Reserve</b>	<b>54,414,284</b>	<b>(3,293,733)</b>	<b>51,120,551</b>

## 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](mailto: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>)